



GENESIS
EDUCATION TRUST



St Margaret's Primary School

Behaviour Policy

July 2017

MISSION STATEMENT

*Do everything to the glory of God
Achieve your best
Care for each other
Trust in the Lord.*

We aim to promote positive behaviour in the whole school community. *The school systems emphasise positive behaviour management and reward systems that reflect positive behaviour receiving the majority of time and attention.*

1. This policy aims to promote good behaviour from the children by creating an environment in which they can flourish.
2. The school recognises its own responsibilities in this respect and wishes to point out that parents and pupils themselves have a major role to play in ensuring that the school maintains an atmosphere in which learning can take place. The whole school agreement visited annually with pupils and parents acts as a reminder of this shared responsibility.
3. At St Margaret's Primary School we have adopted the behaviour programme 'Stay on Green'. Our "Stay on Green" behaviour system provides expectations which focus on positive action (be respectful) rather than what children should not do (do not run). The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school, we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. Behaviours must be put in context and require all staff to use their professional judgement.

St Margaret's School Rules

At St Margaret's Primary we have five Golden Rules. To 'stay on green', we will.....

1. Be Honest
2. Take responsibility for your own actions
3. Move sensibly and safely around the school environment
4. Be polite and show respect for others.
5. Try your best at all time.

We also have 5 key attitudes to learning which will be expected to stay on green

1. Resilience
2. Getting along
3. Organisation
4. Perseverance
5. Confidence

Whole School Behaviour Policy: Stay on Green

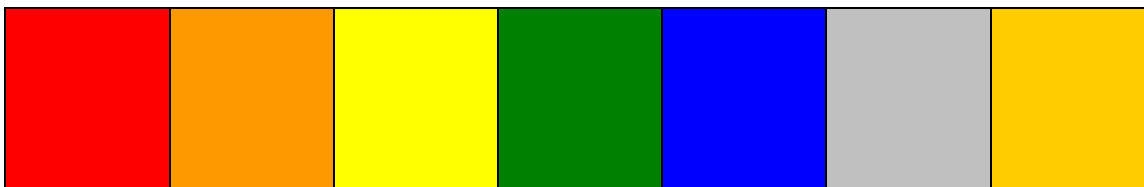
2.1. Overview

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are noticed and rewarded.

2.2 The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class/school and individual reward system.
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.



All pupils start on green

Negative choices

Positive choices

2.2.1

- All classes have a display with the children's names on. All pupils start each day with their name on 'green'. At lunch time the children's names are moved back to green so the afternoon session is also a fresh start. Positions are recorded as to where children have achieved.
- If pupils make positive individual choices about their behaviour they move their name onto the appropriate colour (blue, silver, gold).
- If pupils make negative individual choices they move their name onto the following colours (yellow, orange, red)

2.3 **Rewards**

2.3.1 *Individual*

When a child achieves 'Gold' consistently over 5 days the teacher will enter the child's name in the 'Golden' book and the child will receive a 'gold' sticker from the Head Teacher in Monday's celebration assembly. When they receive this golden sticker they are able to choose from our reward menu as to an additional reward. If this happens 3 times then a Head Teacher reward postcard is sent home to the pupil's parents to congratulate them on their child's achievement.

If a child attains 'Silver' over 5 days they will be given a silver sticker and entered into the silver book which is read out in Monday's celebration assembly.

If a child stays on green for a whole term, they will receive an 'I stayed on green all term' certificate.

Teachers will keep track of this by using the class record sheet which will record 10 ticks against a child's name (may vary according to absence). *These ticks may lead to points being allocated in order to ascertain 'stars of the week' or lead into school systems of House points. ie 1 point for green, two points for blue, 3 points for silver, 4 points for gold.*

If a child comes off Green – it is the teacher's responsibility to try and get them back to green before the end of the day.

2.3.2 *Whole Class*

Each class has a weekly total of Green points, the class with the most 'Green' points each week will receive the Golden Cup for the week and 30 minutes 'Green time' (a time when the class can choose activities which they can participate in together – art/ craft, PE, ICT, science e.t.c) The term total could also lead to being Class of the term.

2.3.3 *Consequences*

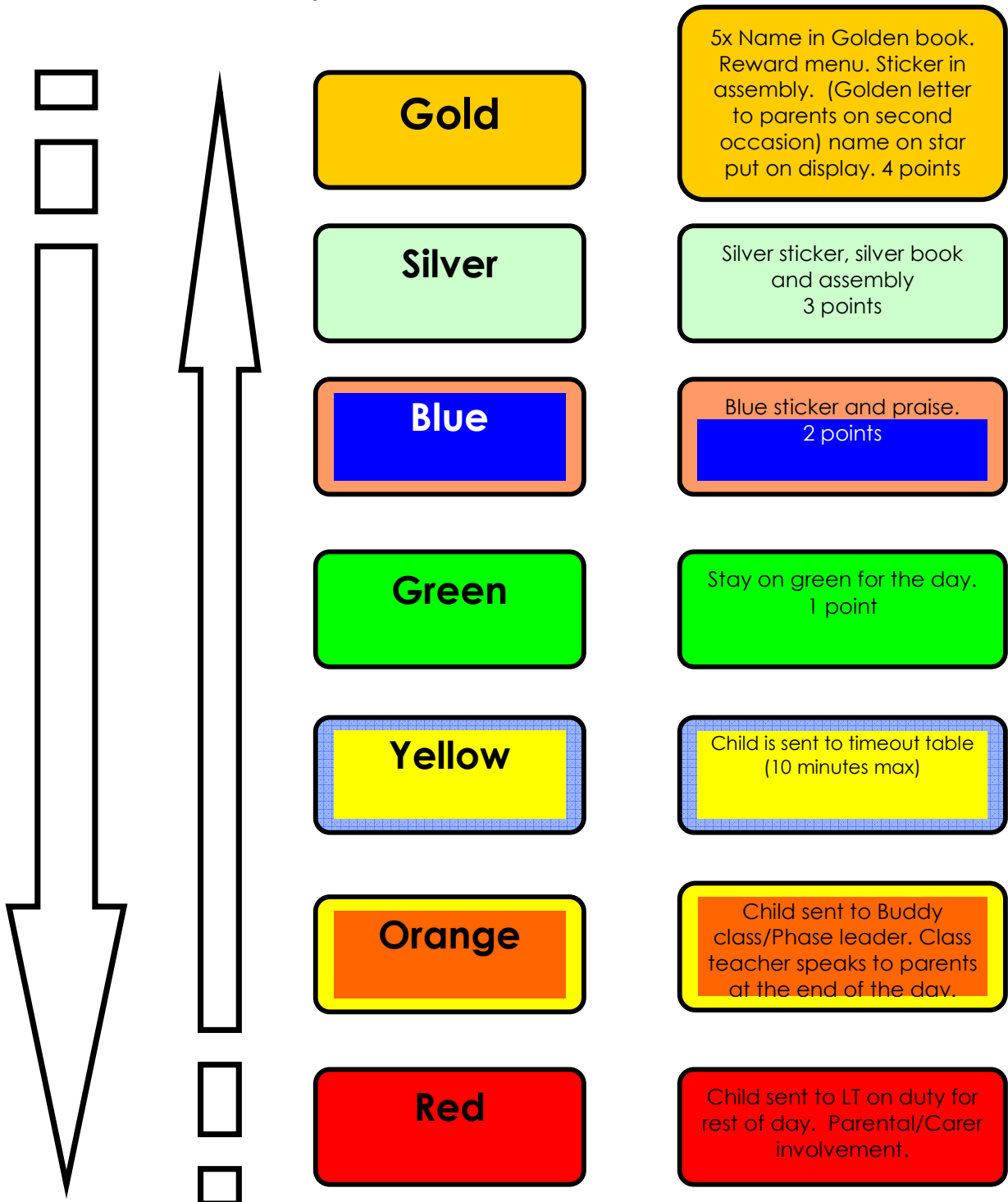
- Teachers use least intrusive skills to redirect behaviour.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their name back to green and beyond.

2.3.4 The following is our behaviour grid:

Colour	Behaviour	Consequences
Gold	Exceptional Behaviour. Significant Achievement. Constantly displaying "silver" behaviour.	If achieved 5 x Given golden sticker in Monday Assembly and a reward is chosen. Entered in the Golden book. On second occasion, HT postcard sent home.
Silver	Consistent politeness. Selfless Behaviour. Constantly displaying "blue" behaviour without adult prompting.	X5 Silver sticker will be given by HT and record in silver book. On third occasion a HT postcard is sent home.
Blue	Better than expected behaviour / effort. Being polite / kind / caring / sharing. Volunteering to help adults / children. Good manners. Picking up coats in corridor unprompted.	Class sticker given
Green	FOLLOW OUR "STAY ON GREEN" EXPECTED BEHAVIOUR.	<i>Class points entered into House points comp. Individual certificate each half-term.</i>
Warning	Child is reminded of "Green Behaviour".	
Yellow	<ul style="list-style-type: none"> ➤ Shouting / calling out during teaching time; ➤ Getting out of their seat during a task; ➤ Distracting other children from learning; ➤ Talking when others are talking; ➤ Rocking on chairs; ➤ Not working to the best of their ability; ➤ Not co-operating with others; ➤ Having a negative attitude. 	<p>Child's name is put in the concern/warning section of the classroom display and they are told why their behaviour is not acceptable. Time Out in class (10mins max)</p> <p>Pupil completes a yellow sheet which is discussed in their own time. Teacher keeps the yellow Sheet in the Class Folder. Details will be reviewed in phase meetings.</p> <p>Records of this low level disruption are important as they can contribute to a behaviour letter if this is persistent. Three yellow letters result in Phase leader involvement and orange sheet.</p>
Warning	As above.	

<p>Orange)</p>	<ul style="list-style-type: none"> ➤ Persistent "yellow" behaviour ➤ Not following instructions; ➤ Taking or damaging other people's property; ➤ Name calling; ➤ Tormenting other children; ➤ Throwing things; ➤ Rudeness; ➤ Refusal to work. 	<p>Pupil sent to Buddy class (this will be individual and according to child's needs) or sent to phase leader to complete work. Within phase leader classroom they will work in isolation area. Details to be recorded and discussed at phase meeting behaviour reviews.</p> <p>Class Teacher will inform parents. Intervention maps identify impact on learning in 1:1 data analysis.</p> <p>Three orange sheets result in a red and a Behaviour letter.</p>
<p>Warning</p>	<p>As above. However, if an incident occurs a warning does not have to be given.</p> <p>Three Orange sheets lead to red and a Behaviour letter.</p>	
<p>Red (Step 3)</p>	<ul style="list-style-type: none"> ➤ Walking out of class; ➤ Being racist; ➤ Intimidating behaviour; ➤ Bullying; ➤ Fighting; ➤ Swearing; ➤ Stealing. 	<p>Child will be sent to LT who will make suitable arrangements for remainder of the day. Also options are ...Concerns will be discussed with parents/ Swearing/Behaviour letters will be issued/. X3 Behaviour letters leads to exclusion./</p> <p>Behaviour tracking system may be implemented,/ Referral to Miss Ekpo for specialist behaviour support/ period of time working in isolation/Incident recorded in whole school behaviour file.</p>
<p>Red (Step 4)</p>	<p>A continuation of the above.</p> <p>If the pupil continues to exhibit 'Red' behaviours then the SLT, Class Teacher and Parent, in conjunction with the Behaviour specialist, will put in place a Personal Support Plan (PSP).</p> <p>If a serious incident occurs, pupils may be excluded from school by a member of the Leadership Team, in line with the Borough's 'Exclusion Guidelines'. Stages may be jumped, depending upon behaviours exhibited.</p>	<p>Leadership Team/behaviour specialist involvement.</p> <p>The LT member will meet with parents and implement a behaviour tracking system for four weeks and review. If behaviour has not improved then the child will be referred to the Behaviour specialist and possibly the Local Authority.</p> <p>All details will be recorded in Behaviour records..</p>

Stay on Green' – Visual Guide



Between each stage, children are given time for reflection and opportunity to change behaviour.

Warnings or reminders must be given before consequence.

Children must be given opportunity to move from consequence stage back to green and towards gold.

2.4 **Buddy classes**

If pupils are to be sent out of their class for 'Reflection Time', they should be sent to their 'buddy class' or an agreed class according to pupil need. Work must be sent with the child to complete.

Please ensure that each pupil sent on 'Time Out' has a yellow/orange Sheet with them to complete.

3.0 **Behaviour support**

Behaviour support is run by Miss Ekpo (Behaviour Specialist). This provision is primarily for pupils who have been identified by the Inclusion Team as needing to develop their social skills. Pupils are given opportunities to work in small groups, 1:1. playing games and participating in other activities which focus on co-operation and raising self-esteem.

3.1 In addition, pupils who have Special Educational Needs and in particular Behavioural and Emotional Needs, will have a Behaviour Support Plan(BSP) drawn up by the LT.

3.2 **Alternative Lunch/Quiet lunch room**

Alternative Lunch will be run by each lunch time. This provision is for when pupils hit Yellow on 'Stay on Green' and for serious lunchtime incidents involving pupils in the playground.

4.0 **Racism and Sexism**

Racist and sexist comments are not tolerated and should be reported to a senior member of staff immediately. The incident will be fully investigated and recorded according to school policy and guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

5.0 **Exclusion**

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- Violent behaviour towards staff members
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards staff members
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/Sexist behaviour
- Other incidents

Yellow/Orange/Red Sheet

Name:

Date:

What Happened?

What did I do?

What should I have done?

What will I do next time?