



Greatstone Primary School

Policy for Behaviour

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References:	KCC Guidance
Governor Agreement	23.09.20
Staff Agreement	16.09.20
<p>To be read in conjunction with:</p> <ul style="list-style-type: none"> • Safeguarding Policy • Teacher Standards • Anti-bullying policy • Special Educational Needs Policy • Kent exclusion guidance • https://www.kelsi.org.uk/_data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf • Parent home agreement 	

Introduction

At Greatstone Primary School we believe that for children to make good progress in lessons, behaviour should also be good or better. Our behaviour and rewards policy has been created to foster a set of values that has been developed and agreed by staff, children, parents and the Governing Body. These values aim to underpin teaching and learning, enabling our children not only to make progress and flourish in the classroom, but also to promote their social and emotional development and well-being.

Rationale

We believe that our behaviour policy should not just be a set of rules but more a consistent code of conduct where good behaviour is expected, highlighted and rewarded and poor behaviour is identified and modified through clear guidance, support and where necessary, sanctions. This policy should be applied fairly, in partnership with parents and with transparency for ownership by all.

We firmly believe that:

- ✓ Every pupil has the right to learn
- ✓ Every teacher has the right to teach

The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends on trusting relationships and co-operative teamwork from all members of the school community.

Teachers Standards identify the following:

- All teachers should manage behaviour effectively to ensure a good and safe learning environment:
- Have clear rules and routines for behaviour in classrooms and take responsibility for promoting good courteous behaviour both in classrooms and around the school in accordance with the school's policy.
- Have high expectations of behaviour and establish a framework a framework for discipline with a range of strategies using praise, sanctions and rewards consistently and fairly
- Manage classes effectively using approaches with an appropriate to pupil' needs in order to involve and motivate them
- Maintain good relationships with pupils, exercise appropriate authority and act decisively when necessary

Aims

- ✓ All children should be safe and happy to learn within an environment of mutual respect.
- ✓ To ensure a safe, caring and happy school with clear expectations of good behaviour for learning.
- ✓ To ensure a simple and consistent whole school approach where appropriate behaviour and language is used by all across the school.
- ✓ To ensure parents are informed and aware of disciplinary incidents by the class teacher and further procedures by the Senior Leadership Team if required.
- ✓ To provide a system of rewards to encourage and promote good behaviour and to try to change untoward behaviour.
- ✓ To ensure that learning time for all children is maximised and is not disrupted.
- ✓ To prevent bullying.

Behaviour Plans

For some children, a personalised behaviour plan is required in order to meet their personal needs and to succeed in their learning. Where a child needs a more personal approach to

support their behavioural needs, the class teacher, SENCO and parents will work closely to write and monitor the implementation and success of the plan. These will also need to be shared with all staff to ensure the child is safe and successful in their behaviour for learning.

Responsibilities

All staff should be quick to praise and slow to criticise, accentuating the positive. This is probably the most common and most effective reward of all, as everyone enjoys recognition of their personal achievement and should underpin excellent teaching and relationships. Effective and positive use of voice, body language, and rewards, as well as sanctions, should be used to reward and modify behaviour.

All adults within the school are responsible for ensuring that behaviour standards are high at all times and should refer to green zone behaviour regularly (every 5 to minutes) to promote the high expectations of behaviour from all children.

Teaching staff should ensure they are:

- ✓ Working as a team to support and encourage each other
- ✓ Communicating incidents (both positive and negative) directly with parents and carers on the same day.
- ✓ Ensure that all behaviour incidents follow the set procedure (see zone board) with teaching staff being fully responsible for ensuring that all behaviour issues are dealt with themselves unless behaviour becomes extreme or violent.
- ✓ All red zone behaviour incidents are logged and monitored using CPOMS
- ✓ Providing a well-ordered environment in which all are fully aware of behavioural expectations
- ✓ All staff to conduct themselves as per the school code of conduct
- ✓ Respecting each other's rights, values and beliefs
- ✓ Fostering and promoting goodwill and a sense of belonging in the community
- ✓ Offering equal opportunities in all aspects of school life and recognise the importance of different cultures
- ✓ Encouraging, praise and positively reinforce good relationships and behaviour.
- ✓ Rejecting harassment in any form

Applying the Policy in the Classroom

Through regular consistent lessons and discussions with children regarding their behaviour, all children should know, understand and demonstrate how their behaviour reflects the school rules of:

Ready, Respectful and Safe

These rules are best achieved through the following:

- ✓ We are always ready to listen and learn
- ✓ We respect each other at all times and follow instructions
- ✓ We keep ourselves and our community safe

A zone approach system is used by all staff to maximise the amount of time that is spent learning in the classroom. The behaviour policy is designed to ensure that teachers have procedures that allow them to treat children fairly and consistently ensuring that all children are supported back to the green zone quickly.

Zone	Criteria	Procedure	Lead		
Gold	Consistently <u>outstanding behaviour over time</u> ; Personal best achievement in an aspect of behaviour or behaviour for learning.	Send to Duty SLT: <ul style="list-style-type: none"> • Headteacher’s award sticker • Acknowledged in celebration assembly and school newsletter 	SLT		
Green ‘Ready to learn’	Displaying good classroom behaviour and behaviour for learning by following the classroom rules.	General verbal and visual praise for being in the green zone, thumbs up, feedback to parents; can be linked to class rewards such as marbles in jar, class dojo’s, raffle tickets	CT		
		Verbal reminder (including praising 3 others for the positive behaviour)			
		Verbal warning			
		No change Positive Change			
Orange ‘Structured learning time’	Infringement of the classroom rules	5-15 minutes working in isolation within the classroom; Adult conferencing about choices they need to make to get back to the green.	CT		
		No change in timed session		Escalation	Positive change
				Minor <u>Major Incidents only</u>	
Red ‘Adult choice’	A Persistent infringement of rules or minor escalation from amber. Learning to be completed during play or lunchtimes	B Physical or verbal aggression and/or damage to property with intent.	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> A 15 minutes quiet reflection time with an adult </div> <div style="width: 45%;"> B SLT informed: <ul style="list-style-type: none"> • Call home • Think sheet • Remain out of class until calm </div> </div> <p>NB. Following any period of time out of class, all children returning to class automatically return to the orange zone and are then supported to demonstrate they can make good choices to get back quickly to the green zone.</p>	CT – CT (A) SLT (B)	

Adult conferencing about choices needed to be made to get back to the green.

Please note:

If a child has been on the RED zone, they cannot have their named moved above ‘green behaviour’ in the same day.

Our whole school systems are as follows:-

House Points:

The children are placed into one of four 'Houses'. Points are awarded by adults in the school on a daily basis. Children record their own house points on a chart in their classroom. Young Governors will collect house points.

House points are also celebrated in the Celebration Assembly. The total points awarded for each 'House' are announced in assembly and that house is recognised and celebrated. At the end of the year, the winning House Team receives a team reward which is planned and organised by the staff.

Star of the Week:

This celebrates children's achievements on a weekly basis. Teachers nominate a child for 'Star of the Week' and provide a reason related to learning and behaviour. The child receives a certificate in 'Celebration assembly'.

Golden Time

Golden Time will be on a Friday afternoon to reward good behaviour. It should be longer than an hour. Anyone who has been in the red zone that week, misses 15 minutes of Golden Time.

Kindness Cards:

Each week a kindness card is given to children who best demonstrates that they are a kind member of the class/school. These can be awarded by anyone and will be handed out celebration assembly.

Risk assessments

We firmly believe that all children at Greatstone Primary School are entitled to learn and play feeling safe at school. We recognize that some children have very specific and complex needs where a personalised approach is required (see page 2 and 3 for behaviour plans). In these circumstances, a senior leader will also conduct a risk assessment that considers potential flash points with appropriate action in place to support the child. These will be shared with all staff and parents accordingly.

Record Keeping

Where there is a behaviour incident, the member of staff who was there at the time, should log it on CPOMS as soon as possible. This ensures that an accurate record of the incident is kept to see if there is a pattern or regular flashpoints. Using this information, senior leaders can then make alternative and appropriate provision to support the child's needs.

Following an incident, the child/children should have the opportunity to calm down and then discuss the incident and its impact in a restorative approach (see Appendix 1). This is vital part of the process, if children are to learn from the incident then time and support are required to implement this. As a GPS family, we all have a duty to support on another, this includes teaching children how to fall out well.

Liaison with parents

Parents will be kept informed about their child's behaviour through discussion with the class teacher. Class teachers must inform parents of any incidents where a child's name has been moved to the 'red' zone including where it has reached the point where behaviour has been extreme and SLT have become involved, unless otherwise directed by SLT. However, it is vitally

important that communication with parents should be built on positive discussions that take place daily. Understandably, no parent wants the only conversations with their class teacher to be about negative aspects of their child's behaviour. Collaborative discussions that focus on next steps and possible support enable the child to succeed. If required, a behaviour plan can be put in place with support from the SENCO. Classroom staff can be contacted through Dojo and parents can book a meeting if necessary.

Internal Exclusion

If after persistent infringement of school rules, a pupil may be requested to spend a period in Internal Exclusion (usually 0.5 of a day). The pupil will need to work in an agreed location (buddy classroom) and work independently and quietly to complete any missed work. Failure to complete the work set, will result with the work being sent home where parents are expected to support their child to complete the learning before returning to class the next day. SLT will inform parents and an Internal Exclusion letter will be issued.

Internal Exclusion will be implemented for:

- Persistent refusal to engage with learning despite 'Orange' choices and 'time out' in a buddy class (red behaviour.)
- Physical Altercation/ aggressive language (red behaviour). A play plan may be required at this point.
- Persistent disruptive behaviour. Constant refusal to follow adult instructions and not keeping themselves safe. If a child refuses to follow instructions, it may be deemed required to enforce a short- term exclusion. If after a period of time (1 week) with adult support, the pupil's behaviour at lunchtime has not improved, the pupil may be sanctioned with a lunchtime exclusion.

Lunchtime exclusions:

A pupil may be asked to leave the site during lunchtime if a child's behaviour has not improved.

Short Term exclusion:

If a child is at risk or hurting themselves, others or damages property or physically hurts a member of staff then a short term fixed exclusion may be required. A member of SLT will contact parents and carers, and a letter will be issued.

Long Term exclusion:

Should the school, parents and external support agencies fail to resolve the behavioural difficulties of a child then the Headteacher may decide to exclude a child from the school initially for a fixed period but if the problem cannot be resolved, permanently. Parents will be informed of any exclusion and will be invited to a further meeting and notified of the reason for the exclusion in writing. A written record of the discussion by parents and school will be made for both parties. Any employed adult on site is authorised to physically intervene to prevent children injuring themselves or others, committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility), causing damage to property, engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils.

All adults within the school are responsible for ensuring that behaviour standards are high at all times and any inappropriate behaviour should be challenged. Should staff feel they need support when challenging pupil behaviour where all other interventions have been unsuccessful, then a member of the SLT can support where appropriate.

Reduced Timetables

In very exceptional circumstances, where the needs of a pupil require re-addressing, it may be reasonable for schools to consider placing a pupil on a reduced timetable for a short period. As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil

would be re-integrated quickly into full-time education.

See full guidance

https://www.kelsi.org.uk/_data/assets/pdf_file/0019/74521/Guidance-for-Schools-on-the-Use-of-Reduced-Timetables.pdf

Greatstone Primary School

Child's name:	Date:
Class:	Member of staff:
What happened?	
Who else was affected?	When I made this choice, I was not demonstrating: Ready <input type="checkbox"/> Respectful <input type="checkbox"/> Safe <input type="checkbox"/>
To make this situation better now I will:	
I suggest the following as a consequence for my actions:	
Next time I am in this situation, I will:	
Please sign below	



KINDNESS CARD

Just a note to say,

FROM _____



KINDNESS CARD

Just a note to say,

FROM _____



KINDNESS CARD

Just a note to say,

FROM _____



KINDNESS CARD

Just a note to say,

FROM _____



