



George Carey CofE Primary School

Positive Behaviour Policy

A Christian school for all, at the heart of the local community, where everyone grows together in knowledge, understanding, friendship and love.

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Mission Statement

In order to enable effective teaching and learning to take place, positive engagement and behaviour in all aspects of school life is necessary. Our school family works to create and maintain a welcoming, calm, supportive and safe learning environment in which every person is valued

We aim to promote a positive attitude in our pupils, creating an environment in which good behaviour is expected, within a climate of trust. We see this as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.

At George Carey C of E Primary School we are mindful of the recent guidance from the DFE; Behaviour and Discipline in schools – Jan 2016 and adhere to follow said guidance throughout our practice.

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

George Carey C of E Primary School is a community school with a strong moral ethos grown from our core Christian values – Love, Peace, Respect and Unity. School rules are for the safety and comfort of all members of the school community. Any form of bullying, discriminatory behaviour or fighting will not be tolerated.

At George Carey we have adopted the behaviour programme ‘Stay on Green’.

This policy is intended to be **consistently** applied although, at times, staff will use their professional discretion.

We are proud, within our school, to have an Additionally Resourced Provision (ARP) for pupils with Autistic Spectrum Disorder (see ARP policy for more information).

Aim

All staff at George Carey Church of England Primary School have high expectations behaviour in order that every child achieves his or her full potential. We believe that everybody in school has the right to:

- feel safe
- learn and develop
- be treated with respect and fairness.

Our children’s chances of success and happiness in school depend upon them having a clear understanding of what is appropriate behaviour. They need to develop the ability to make responsible choices and to behave in an acceptable manner towards all adults and other children.

Rights & Responsibilities

We believe that all members of the school community, children, staff and parent/carers, have the following rights. With these rights come responsibilities:

| Staff | |
|---|---|
| Rights | Responsibilities |
| <ul style="list-style-type: none"> - To be supported by peers and managers - To have performance evaluated | <ul style="list-style-type: none"> - To ask for support when needed - To offer support to colleagues and managers - To be open to the support offered - To report concerns onto their appropriate Manager - To share pertinent information regarding specific children where necessary - To evaluate their own practice |
| <ul style="list-style-type: none"> - To be listened to - To share opinions - To have concerns taken seriously | <ul style="list-style-type: none"> - To listen to others - To give opinions in a constructive manner |
| <ul style="list-style-type: none"> - To be treated courteously by all others in the school community - To be treated with respect | <ul style="list-style-type: none"> - To model courteous behaviour - To recognise and acknowledge positive behaviours in others |
| <ul style="list-style-type: none"> - To be made fully aware of school policies/systems/expectation | <ul style="list-style-type: none"> - To seek information and use lines of communication |
| <ul style="list-style-type: none"> - To receive appropriate training to increase skills in promoting positive behaviour and regular attendance | <ul style="list-style-type: none"> - To support others in developing their skills in promoting positive behaviours and regular attendance - To acknowledge areas of own skills which could be developed - To try new approaches |

| Children | |
|---|---|
| Rights | Responsibilities |
| <ul style="list-style-type: none"> - To be treated with respect | <ul style="list-style-type: none"> - To behave respectfully to others - To look after school property/grounds/environment - To represent the school in a respectful and sensible way |
| <ul style="list-style-type: none"> - To be safe | <ul style="list-style-type: none"> - To behave in a way which keeps self and others safe |
| <ul style="list-style-type: none"> - To attend school regularly to learn | <ul style="list-style-type: none"> - To want to attend regularly - To be willing to learn - To allow others to learn and support learning in the classroom |
| <ul style="list-style-type: none"> - To make mistakes | <ul style="list-style-type: none"> - To take responsibility for own learning and learn from mistakes - To allow others to make mistakes |
| <ul style="list-style-type: none"> - To be listened to | <ul style="list-style-type: none"> - To give opinions in a constructive manner - To listen to others - To ask for support |

| Parents/carers | |
|--|---|
| Rights | Responsibilities |
| - To be treated with respect | - To behave respectfully towards others - To report concerns to school rather than approach children/parents directly |
| - To be kept informed about the progress of their children | - To make sure their children attend school regularly and punctually - To effectively support and prepare their child for the school day - To talk to their child about what he/she does in school - To talk to teachers if they have any concerns about their wellbeing |
| - To be listened to | - To listen to others |
| - To be supported to understand and access information on the school's approach to behaviour | - To consider information seriously and share their concerns with the school |
| - To have concerns taken seriously | - To share concerns constructively |

Factors that influence pupils' behaviour:

At George Carey we recognise that the development and maintenance of good pupil behaviour depends upon a number of interlinked factors. The approach we have adopted is to encourage positive behaviour by progressively tackling all those factors that influence this development. It is the responsibility of all school staff to work actively on all of these key factors, both in their own classrooms and around the school as a whole.

These factors include:

- The provision of a relevant, motivating and challenging curriculum in every classroom
- A physical environment that is cheerful and interactive, uncluttered, clean, stimulating and calm
- A positive ethos throughout the school
- The involvement of pupils in supporting and reviewing their own learning and behaviour
- Strong, consistent routines
- A fair and consistently applied strategy for responding to unacceptable behaviour
- A sense of community involving pupils, parents and the school and external advisers and consultants, where all are treated with respect.
- Children knowing that they have a voice to talk about their feelings, concerns and triumphs.
- The provision of opportunities for children to develop social skills and to respond positively to each other, for example through 'circle time', the teaching of the social and emotional aspects of learning as part of our PSHE scheme of work, through thought-provoking discussions in 'P4C' (Philosophy for Children), and through the RE curriculum and our Collective Worship.
- Staff being thoroughly informed about their pupils, both academically and emotionally

- Provision in the school for discussions between staff about the difficult feelings and behaviours that children bring with them to school and staff's response to them.

Staff should understand that sometimes children have influences from outside school that will affect their behaviour. It is imperative that school work with parents/carers to support children.

The role of children

Children also have a key role to play in building collaborative relationships. It is essential that staff provide experiences within the context of the classroom that foster collaborative learning and encourages a positive dialogue between children. Additionally, placing children in positions of responsibility as Student Ambassadors and members of the School Council, helps children to take a lead in the creation of an environment that is incompatible with poor behaviour.

OUR GOLDEN RULES

The school '**Golden Rules**' will be displayed in every room in the school. They will be taught in assembly and in every classroom and will be reinforced by all members of staff at all times. Teachers should also develop their own Class Rules based upon what is 'Green' behaviour at George Carey and these should also be displayed clearly in the classroom. Teachers may also wish to develop rules for specific activities, for example PE, wet play, swimming, etc.

At George Carey School, to 'Stay on Green', we will.....

1. Be kind to one another
2. Take care of the school and help to keep it tidy, clean and safe
3. Respect other people's belongings
4. Help others to make good choices
5. Move sensibly around the school building
6. Listen to others and take turns to talk
7. Work hard and have pride in all that we do
8. Be honest
9. Treat others the way we would like to be treated ourselves

WHOLE SCHOOL BEHAVIOUR POLICY: STAY ON GREEN

Overview

The principle behind this system is:

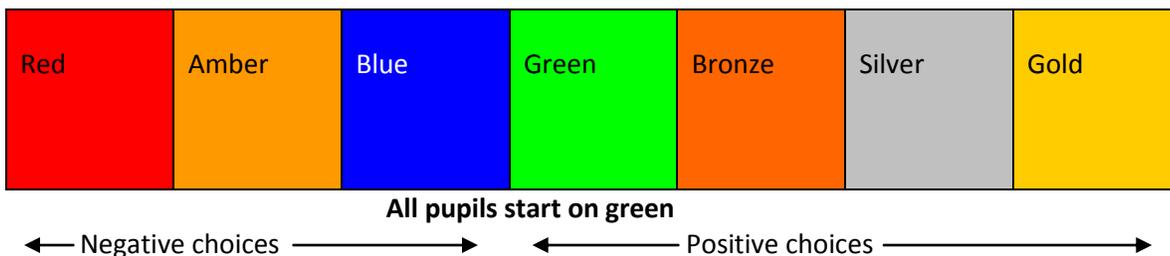
- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That the teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills.
- Pupils who are regularly following the rules are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

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.

The system works in the following way:

- All classes should have our school rules clearly displayed and feedback about behaviour should be linked to these
- All classes have a display with the children's names on. All pupils start each morning with their name on 'green' to enable each child to have a fresh start each day.
- If pupils make positive individual choices about their behaviour their name moves onto the appropriate colour (bronze, silver, gold).
- If pupils make negative individual choices their name moves onto the following colours (blue, amber, red).
- Children's names may move up or down the system at any point during the day.
- If a child comes off Green and moves down the system it is the teacher's responsibility to try and get them back to green before the end of the day.



- Please refer to the laminated cards displayed in each class and around the school to link specific behaviours to colours.

- Classes are encouraged to develop stimulating and creative displays to promote the Stay on Green policy. Displays should be relevant to the pupils' age and interests and maintained to a high standard at all times.

Rewards

It is extremely important that as part of the process of maintaining a positive environment within our school, children's behaviour is acknowledged and rewarded. Positive reinforcement is extremely important because it allows us to reward and shape children's positive behaviour rather than constantly remind them of their negative behaviour. Wherever possible we aim to have a positive interaction with a child rather than a negative. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we could praise another child who is sitting still on their chair. We acknowledge that any reward system needs to be meaningful to the child. If they are not motivated by the reward it will not be effective in shaping the child's behaviour. We also acknowledge that any reward system is ineffective if the child does not link the outcome of the reward with the behaviour they have shown to achieve it. Therefore, we endeavour to try to help the child to make a connection as often as possible between their actions and the consequences.

We have a varied range of Positive Reinforcement techniques that we regularly draw upon. These include:

Individual Rewards

Praise – we verbally praise children regularly when we catch them doing the right thing. We acknowledge that some children are more comfortable than others in receiving public praise and we consider this in how we offer praise. It may at times be non verbal e.g. a thumbs up or a smile. We also use proximity praise to shape the behaviour of a child who is not doing the right thing, whereby we praise a child who is making the right choice in the hope that other child not making the right choice will try to change their behaviour in order to receive the same praise.

Stickers / stamps – these can be awarded for a variety of reasons, celebrating positive learning and behaviour.

Positive visits to SLT members – if children have completed a particularly special piece of work or behaved in a particularly positive way a teacher may send their child to visit a member of SLT.

Positive phone calls home or Dojo messages – all staff can phone home or send a message home if they feel that they would like parents to know about something a child has done particularly well that day

Verbal feedback / tone of voice – we are always aware of our tone voice and the effect it has on children's behaviour. We also ensure that we provide as much verbal feedback as possible to reinforce positive behaviour and good work.

When a child achieves 'Gold', the teacher will enter the child's name in the 'Golden' book and the child will receive a 'golden' star badge from the Head teacher in Friday Golden Assembly. If this happens 3 times then a 'Golden' letter is sent home to the pupil's parents to congratulate the parents on their child's achievement. All children who have achieved a 'Golden Letter' will be invited to the Headteacher's Tea Party at the end of the summer term.

***NB: for a child to achieve Gold, the class teacher must make the ultimate decision – the child must be showing consistent 'Golden' behaviour throughout all parts of the school day, with all staff.**

When a child achieves bronze or silver they will also receive a sticker.

If a child stays on green all term, they will receive an 'I Stayed on Green All Half Term' certificate.

ClassDojo

ClassDojo is a web-based behaviour management tool for the classroom used in KS1 and KS2 classes. Each student has a profile – complete with their own avatar – to which teachers can assign positive points (or 'dojos') throughout the lesson linked to the Stay on Green colours. The programme can be operated by a teacher from their computer or tablet, and each time they award a dojo an (optional) sound plays to alert the class. This information is then recorded on students' profiles so that it can be reviewed and monitored throughout the year. Parents also have logins so that they can view their child's achievements from home. ClassDojo has been adapted to support the school Stay on Green behaviour policy and dojo points directly correlate to Stay on Green colours and behaviours.

Whole Class Rewards

At the end of each day the class teacher keeps a tally of their class's score on the class Dojo. Each pupil can earn the following dojo points, depending where their name is:

| | |
|--------|----------|
| Green | 1 point |
| Bronze | 2 points |
| Silver | 3 points |
| Gold | 5 points |

Each class then has a weekly total of dojo points which are collected at the end of each week. The class with the most dojos at the end of each week will receive 30 minutes 'Golden Time' on Friday afternoon. Golden Time activities are chosen from the 'Golden Menu'. Each class can create their own golden menu.

Golden Assembly – a special assembly is held each week where children's achievements are celebrated. This includes golden badges for any pupils who have achieved gold and a celebration of the class who has achieved the most points that week. Pupils are also encouraged to nominate their peers or members of staff who they feel deserve a Gold award. Pupils' nominations are shared in assembly and peers and staff are awarded Golds. These nominations are also displayed around the school.

Consequences

As well as a range of rewards we also have a range of consequences which help to shape the children's behaviour. As with positive reinforcement, any negative consequences also need to be meaningful to the child (i.e. if a child dislikes going outdoors for playtime, keeping them in with you is not a negative consequence) and explicitly linked to their actions (i.e. the child understands exactly why they have received the consequence). We seek to ensure that all consequences are logically linked to the action of the child – rather than offering unrelated punishment. E.g. If a child has not completed their learning, a logical consequence would be to stay in for 10 mins at the next break and complete it. An unrelated punishment would be a detention writing lines.

We make every effort to ensure that consequences are applied calmly, firmly and consistently. Quiet, private reprimands are often more effective than public ones, although we recognise the need to ensure that the child in question does not find the individual attention rewarding rather than punitive.

Important features of consequences include:

- A focus upon the behaviour rather than the child. E.g. "that was an unkind thing to do" rather than "you are a very unkind girl".
- A message about what the child should do in future;
- Consequences appropriate to the behaviour;

- Looking for the possibility of praise as soon as possible after the consequence, to encourage more positive behaviour.

Before moving a child's name down the "stay on green" system we use a range of techniques:

- **Planned ignoring.** We recognise that any attention, whether positive or negative, is often a motivator for children. Therefore, wherever possible we give minimal attention to negative behaviour
- **Modelling.** We demonstrate the desired behaviour. E.g if a child is calling out on the carpet a Teaching Assistant may model sitting up straight and folding their arms.
- **Cueing.** We try to cue behaviour by giving a general reminder of the desired behaviour to the whole class without mentioning the name of the child who is not behaving appropriately. E.g. "I am just reminding everyone that we need to put up our hand if we would like to say something."
- **Shaping.** If a child is partially doing the right thing we can praise them for what they are doing right and ask them to also do something else. E.g. "Well done Courtney, I love the way you are sitting quietly without fidgeting, now I would also like you to show me some eye contact."
- **Proximity Praise.** We praise a child who is doing the 'right thing' when they are sitting next to a child not following instructions. E.g. "I love the way Jack is sitting so beautifully", then magically, Rebecca starts to sit beautifully too!

If a child is "locked into" a negative behaviour and are clearly **choosing** not to follow instructions, again, before we even use the system we may use:

- **Humour.** This does of course depend on the relationship between the adult and child but can be very effective in diffusing situations.
- **Negotiation.** Again, depending on the situation and the relationship we often "make a deal" with the child, this can allow the child to "save face" and not feel that they are completely backing down
- **Transfer adult** Again, this can allow the child to feel that they have not lost face or if they are feeling angry with one particular adult, a change of adult may diffuse the situation
- **Distraction** – sometimes it is possible to distract a child out of a negative behaviour pattern. E.g. if a child is tapping a pencil and has not responded to cueing, shaping, modelling etc. the child could be asked to do a small job

Further positive behaviour management strategies are included in Appendix E.

Of course, we all need to hold on to the assumption that children will behave positively and do the right thing. If we have tried a range of the above strategies, and the child is clearly **choosing** to behave inappropriately we must ensure that our expectation is absolutely explicit and clear.

It is essential that the child understands what our expectation of them is. Therefore we need to then give them a clear instruction:

Ask once nicely e.g. "Joe, I am finding it hard to concentrate while you are tapping your pencil. Could you stop please...."

If this does not work:

Ask once firmly e.g. "You need to stop tapping."

If this does not work:

Then move the child's name onto **BLUE** of the consequence system.

This serves as a "**Rule Reminder**"

In FS and KS1 the consequence for these pupils is the fact that their name has moved. Teachers may choose to show the child a blue warning card.

In KS2 at this point the teacher has a number of options, they may choose from the following consequences:

- We may choose to not say anything but simply ensure the child has acknowledged that their name has moved. They need to know that there has been a consequence to their actions.
- Verbal Warning
- Time Out in class (5mins max)
- Time out in another class (15 mins max)

*NB – Time Out should never be outside the class, in the corridor.

At least one warning is always provided for pupils in between each stage.

If a child shows blue behaviour at lunchtime they will be directed to take up to 10 mins Time Out in the playground.

Before moving on to the next stage, from blue to amber, a number of strategies, as explained above, should be employed prior to moving a name. Teachers should constantly help pupils make the right choices to move their name back to green and beyond.

- the next stage on the system is **AMBER**. At this stage, in Nursery and Reception the child will be directed to sit on the "Thinking Chair" to reflect for 3-4 minutes with an adult if necessary. In KS1 teachers may chose from the following consequences:

- Instant "Time Out" inside the class
- "Time Out" in a Buddy Class (15 mins max)
- "Time Out" during break or lunchtime (15 mins max)
- "Alternative Lunch"

In KS2 the consequence for hitting Amber is to attend Alternative Lunch. (Please see Appendix A for further details). Parents should also be informed. It is the class teacher's responsibility to ensure that a Amber Incident form is completed and is handed to the member of staff leading Alternative Lunch when they escort their child there.

If a child shows amber behaviour at lunchtime, the midday will refer to the Charge Hand, who will in turn notify the member of SLT on duty, via walkie talkie. If SLT agrees that the behaviour is Amber, the charge hand will escort the child to Alternative Lunch and will complete the relevant form. The midday will inform their link class teacher of any pupils who have hit amber during the lunch period.

- the next stage on the system is **RED**. At this stage whether within class or at lunchtime, SLT should be informed and a SLT member will make a decision about appropriate consequence. Consequences may include:

- Alternative Lunch
- Parent Meeting
- In school Exclusion
- Fixed Term Exclusion

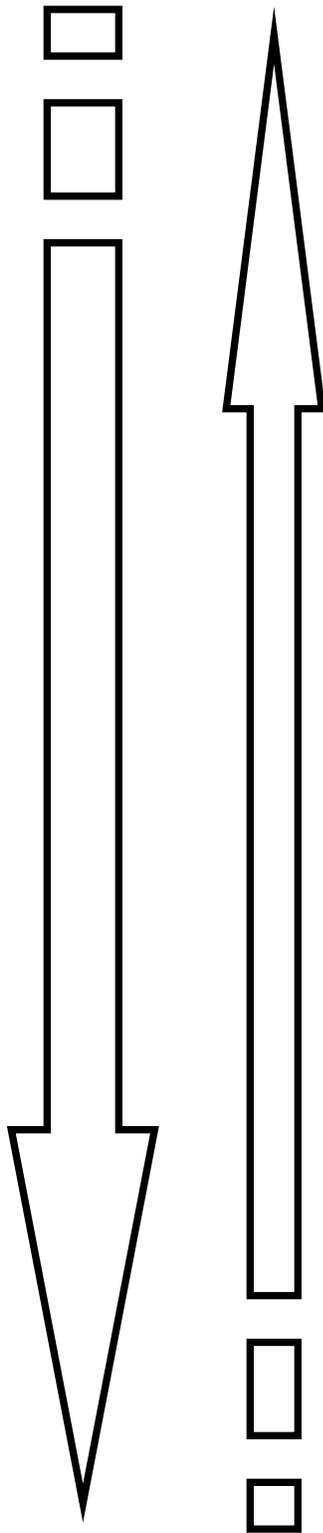
***NB – for a child to move to Red the class teacher must make this final decision.**

The following table offers examples of the sorts of behaviours which warrant each consequence. Please note that teachers may use discretion and this list only offers examples:

| Colour | Examples of behaviours | Consequence |
|---------------------------|--|---|
| BLUE (Step 1) | <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>FS and KS1 – the consequence for these pupils is the fact that their name has moved.</p> <p>In KS2 teachers may use any of the following:</p> <ul style="list-style-type: none"> ➤ Non verbal signal ➤ Verbal Warning ➤ Time Out in class (5mins max) ➤ Time out in buddy class (15 mins max) <p>During Time Out the pupil completes a reflection sheet which is discussed in their own time. Teacher keeps the Reflection Sheet in the Class Folder.</p> |
| AMBER (Step 2) | <ul style="list-style-type: none"> ➤ Repeatedly not following instructions ➤ Taking or damaging other people’s property ➤ Name calling ➤ Tormenting other children ➤ Throwing things ➤ Rudeness ➤ Refusal to work ➤ Serious incidents on the playground | <p>FS and KS1 may chose from the following consequences:</p> <ul style="list-style-type: none"> ➤ Instant “Time Out” inside the class or in another class ➤ “Time Out” during break or lunchtime ➤ “Alternative Lunch” <p>In KS2 pupils will attend an “Alternative Lunch” and class teachers must inform parents.</p> <p>Pupil will attend an alternative lunchtime (see Appendix A for further details of alternative lunchtime) where they will complete a reflection sheet and will discuss their behaviour with the member of staff on duty. If appropriate, they may also spend time completing missed learning.</p> <p>Please note, only one AL should ever be given at a time, even if the child has hit amber on more than one occasion throughout the day.</p> |

| | | |
|--------------------------------|--|--|
| | | <p>*NB pupils who frequently hit amber will be monitored by SLT and appropriate intervention will be planned.</p> |
| <p>RED (Step 3)</p> | <ul style="list-style-type: none"> ➤ Walking out of class ➤ Racism ➤ Intimidating behaviour ➤ Bullying ➤ Fighting ➤ Swearing ➤ Stealing ➤ Continuation of amber behaviours (more than 3 ALs in a week) | <p>CT should inform SLT. Parents to be informed by SLT. SLT will choose from the following consequences:</p> <ul style="list-style-type: none"> ➤ Alternative Lunch ➤ Parent Meeting ➤ In school Exclusion ➤ Fixed Term Exclusion <p>If appropriate, the pupil may be immediately removed from their class / playground and if a member of SLT deems it appropriate, they could be “internally excluded”. (see appendix c for further details of internal exclusions)</p> |
| <p>RED (Step 4)</p> | <p>A continuation of the above.</p> | <p>Leadership Team involvement: On the occasion a child hits red, a member of SLT will meet with parents and plan appropriate monitoring or intervention.</p> <p>If the pupil continues to exhibit ‘Red’ behaviours then the SLT, Class Teacher and Parent and possibly SENCO will meet. Additional provision may be put in place such as; an IBP, a PSP, a learning mentor, a Nurture group referral or a CAMHS referral. Advice may be sought from our Inclusion Advisor or Educational Psychologist and we will consider whether a CAF should be initiated and / or a referral to Cambell Primary Centre or Acorns should be made. These children should be discussed at the vulnerable children group meeting.</p> <p>If a serious incident occurs, pupils will be “internally excluded” (see appendix c for further explanation) for a specified period of time or may be excluded from school by a member of the Senior Leadership Team, in line with the Borough’s ‘Exclusion Guidelines’. Stages may be jumped, depending upon behaviours exhibited.</p> |

Stay on Green – Visual Guide



Gold

Gold star badge and name in Golden book. Name added to Golden Pupil Scroll on display. Telephone call to parent. 5 points

Silver

Silver sticker and praise. 3 points

Bronze

Bronze sticker and praise. 2 points

Green

Stayed on green for the session. 1 point

Blue

Verbal / non-verbal warning or Time Out either within class or in Buddy Class

Amber

Child sent to 'Alternative Lunch'. Class teacher speaks to parents.

Red

Parental & SLT involvement. Possible internal / external exclusion. Ongoing reds – EP/IA involvement, CAF / referral to CPC

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

A range of Positive Behaviour Management strategies, including warnings or reminders must be given before a consequence.

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

Time out / Reflection Time in other classes

If pupils are to be sent out of their class for 'Reflection Time', they should be sent to another class with a reflection sheet, for 15 minutes maximum.

SEN / Inclusion

All staff should be mindful of pupils who have been identified as having Special Educational Needs (SEN) when using the system. SEN may include Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health Needs (SEMH), Learning Difficulties, Physical Impairments or Medical Needs.

Consequences such as Alternative Lunch are not aimed for pupils with SEN although may occasionally be deemed appropriate. (See SEN policy for further guidance).

Racism, Sexism, Homophobia and other diversity incidents (see also Anti Bullying policy)

What is a racist incident? A racist incident is 'any incident that is perceived to be racist by the victim or any other'. Such an incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their ethnicity or skin colour. It may also include reference to religion or belief.

What is a phobic incident? A homophobic or transphobic incident occurs when language or behaviour is discriminatory, prejudicial or generating hatred against someone because of their sexual orientation.

What about other incidents? Incidents that target people because of their disability, their gender, their age or their religion or belief in a way that is discriminatory or prejudicial are also unacceptable and should be reported.

Racist, sexist, homophobic or other discriminatory comments are not tolerated and should be reported to a senior member of staff immediately. **All incidents should be logged in writing on a Racist Incident Form.** (These are kept in the staff shared area in the proforma file.) The incident will be fully investigated and recorded – and where appropriate reported to the Local Authority. Governors are also kept informed of such incidents. Guidance will be given to show the pupil why these remarks are so damaging and unacceptable.

Exclusion

External exclusion will only be implemented in extreme circumstances or as a last resort where all other forms of action have failed to improve a child's behaviour.

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

(Please refer to Positive Handling Policy and Safeguarding Policy for further guidance).

Monitoring of behaviour at our school

Class Teachers each have a responsibility to monitor the behaviour of pupils within their class. All incidents of Amber and Red behaviour should be recorded on the relevant forms and handed to a Learning Mentor, who inputs the data onto INTEGRIS. Class Teachers should meet with parents of any pupils causing concern in the first instance and if the issue is not resolved then flag up to their Head of school who will meet with parents again with them.

Heads of school have the responsibility to keep records of incidents of classroom and playground behaviour for children in their phase groups. The Deputy Head Teacher with responsibility for behaviour will monitor and analyse behaviour on a half termly basis at a whole school level and will ensure appropriate action is taken to address any concerns. This behavior monitoring will be reported regularly to the Senior Leadership Team and school governors.

Follow up actions from observation and monitoring could include e.g.: a need to revisit rules and expectations in assemblies or class circle times and discussions, staff training, extra resources for classrooms and the playground, working with midday assistants and lunchtime ambassadors.

Agreed by the Governing Body

Date for review

Appendix A

Alternative Lunch Protocol

- AL is for any pupil who has displayed **AMBER** behaviour from the afternoon session of the previous day until lunchtime that day.
- AL is not intended for pupils with SEN although may occasionally be deemed appropriate.
- Only one AL should ever be given at any time.
- AL will take place in a designated room from 12.00pm to 12.20pm for KS1 pupils and from 12.25pm to 12.55pm for KS2 every day.
- Alternative Lunch will usually be staffed by a senior member of staff
- Class Teachers should escort any pupils on AL to the room where they will be met by the member of staff on duty.
- Class Teachers should ensure an “Alternative Lunch Form” has been completed and handed to the member of staff on duty.
- A register will be taken and those children in AL will be monitored. In the event of any child repeatedly attending AL, further intervention will be considered.
- Pupils will eat their lunch in the room in silence.
- They will then complete a reflection sheet.
- The member of staff on duty will spend time with the pupil reflecting upon their behaviour.
- If deemed appropriate, the pupil may also complete some missed learning.
- Pupils will line up with their class in the playground ready to rejoin lessons after lunch.
- Every pupil starts the afternoon session afresh and it is the class teacher or member of staff in the class’s responsibility to support the pupil to get back on green asap.
- It is Class Teachers’ responsibility to inform parents / carers that their child attended AL.

Appendix B

Amber Behaviour – Alternative Lunch

Name of Pupil: _____ Class: _____ Date: _____

Location of incident: _____ Time: _____

Reason for hitting Amber: (please circle)

- Not following Instructions
- Taking / Damaging other people's property
- Name calling
- Tormenting other children
- Throwing things
- Rudeness
- Refusal to work
- Serious incident on the playground

Further comments:

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Signed: _____ (Class teacher / SLT member)

Please ensure this form is completed and handed to the member of staff in the reflection room when you escort your child to Alternative Lunch

Appendix C

Internal Exclusion Protocol

- If a pupil displays **RED** behaviour, the class teacher should involve a member of SLT who may decide the pupil needs to be “internally excluded”.
- During an internal exclusion the pupil must work outside of their class – either with a member of SLT, a member of the Inclusion Team or within another class for an agreed fixed period, usually no more than half a day.
- The child will complete a prepared work pack at their appropriate level. They will work independently and should be given minimal attention.
- For an Internal Exclusion to be completed successfully the child must sit calmly and quietly in their seat and complete their sheets independently. If the child does require support they need to stay in their seat and politely ask for help.
- Ideally, the child will have shown that they are following the school Golden Rules and have turned their behaviour around. Once they have completed their work pack they should then have a short discussion with the member of staff supervising about which rule they broke and consider whether any further reparation needs to take place prior to returning to class (e.g. mediation with another child, genuine apology to member of staff).
- If the child is showing they are ready to return to class, either the member of staff on duty, or a member of SLT will escort them back to their classroom. If any reparation needs to take place this should do so, with agreement from the class teacher, then all adults need to welcome the child back to class and give them a fresh start.

Appendix D

Red Behaviour

Please ensure this form is completed and handed to a member of SLT if a pupil hits Red on the staged consequence system

Name of Pupil: _____ Class: _____ Date: _____

Reason for hitting Red: (please circle)

- Walking out of class
- Racism
- Intimidating behaviour
- Bullying
- Fighting
- Swearing
- Stealing
- Continuation of Yellow behaviours (more than 3 ALs in a week)

Further comments:

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.....
.....

Signed: _____ (Class teacher / SLT member)

To be completed by SLT member

Consequence of behaviour: (please circle)

- Class teacher met with parent
- SLT met with parent
- Internal Exclusion
- Fixed term Exclusion

Further comments:

.....
.....
.....

Signed: _____ (SLT member)

Date: _____

Appendix E

Strategies for Positive Behaviour Management

To manage pupil's behaviour successfully, it is important to preserve the child's dignity and support their self-esteem. Remember it isn't just what you do or say, equally important is how you say it.

Often conflict arises out of minor irritation or frustration. This can be kept to a minimum by preventative methods. Try to catch things early on.

| | |
|---|---|
| Have clear rules and routines | Make sure you have made explicit what is expected and everyone is clear what they should do. Routines have to be constantly referred to and positively reinforced. Like: <i>"Well done for remembering to put your hand up when you want a turn."</i> |
| Be aware of your... | <ol style="list-style-type: none">1. Body language2. Language used3. Teaching style4. Tone of voice |
| Certainty not severity | Be consistent. It is the certainty of a response and the follow up that has the most impact on positive behaviour management not the severity. Pick up the minor yet important things regularly. It will help prevent major incidents occurring. |
| Separate the person from the behaviour | Give the message: <i>I like you. I don't like what you are doing."</i> When delivering a request always gain the pupil's attention first. <ul style="list-style-type: none">• Say the pupil's name• Establish eye contact It engages the pupil and they are more likely to comply with the request. Say thank you even if they haven't acceded to your request. It conveys the expectation that they will. |
| Phrase your requests positively | Say exactly what you want the pupil to do. Break down the behaviours into component parts e.g. <i>Listening – put any equipment in your hand down, turn your chair to face me, sit still, rest your hands in a comfortable position and give me eye contact – thank you.</i> A positive ethos can be created by asking, not telling. |
| Catch them getting it right | Catch pupils carrying out a request and reinforce with praise, rather than react negatively when someone gets it wrong. <i>Say thank you, well done, terrific.</i> If this feels difficult then smile and nod in some form of acknowledgement. |
| Use tactical ignoring | Where you can, ignore behaviours that may be specifically designed to gain negative attention. It helps to respond positively immediately they engage in the desired behaviour. |
| Attempt to re-frame situations | This reasserts the required behaviour without getting into conflict in the current situation. <i>Adult: John, what should you be doing now?</i> <i>Child: I'm just...</i> <i>Adult: Yes, I can see that you are... but what should you be doing?</i> Child says then does the required behaviour (hopefully) and the adult can reinforce this with praise. <i>Well done. Thank you. Good lad.</i> |

| | |
|--|---|
| Avoid conflict | Remember what your aim is. If it is to get a piece of work finished then e.g. <i>Child: I want to work on the computer.</i> <i>Adult: Yes (agree) you can work on the computer later/this afternoon/ tomorrow/ when it is your turn, but right now, John, what you need to do is...</i> Make sure they can do it. |
| Stick to the Primary Behaviour | Stick to the Primary behaviour. Remember what the real issue is. Pupils are adept at trying to deflect attention (whilst paradoxically seeking it at the same time). Don't get caught up in secondary behaviours, these often become the source of conflict e.g. you make a request, the pupil responds with an attack: <i>Why don't you tell <u>him/her</u>? It's <u>always</u> me!</i> The adult frequently becomes caught up in secondary behaviours. This is much harder to resolve because you are being counter challenged and accused of being unfair. Now it's personal. The actual conflict has nothing to do with the primary event. The conflict is now about personal issues and feelings which become much harder to resolve. It is our responsibility as adults to understand our own feelings and try not to act on them in these situations. Go back to the primary behaviour and restate it e.g. <i>What should you be doing now?</i> |
| Offer choices or the illusion of choice | <i>You can do this (describe the expectation) or you can do that (describe the consequence).</i> Nothing is not a choice. Choices allow the child to save face, thus defusing anger. NB: it must be a real choice, not a threat. |
| No blame | On many occasions this is an appropriate strategy: <i>It doesn't matter... what we need/what we want now is...</i> state the next thing that the pupil needs to do. There are many variations on this. Support children in taking responsibility for their own behaviour. It makes it harder for them not to do what they just agreed. |
| Try to understand what is happening | This may sound unreasonable particularly if you are angry. However, most people want us to see situations from their point of view, even if ultimately we don't agree. It is also true that once you know someone understands your point of view you are more able to hear theirs. |
| Stay calm where possible | If you raise the temperature, the child and the group will go up with you. Wherever possible try to bring the temperature down. Children, like adults, need time to think through and process difficult interactions with others. Therefore with challenging pupils, give them time to think and time to manage their feelings as well. This gives them space and an opportunity to carry out your request with dignity. |
| Rights and responsibilities | Focus on the rights and responsibilities of the pupils and the teacher. |
| Smile | Use humour not sarcasm to defuse the situation. |
| Try to make "I" statements | e.g. <i>I'm finding this difficult.</i> |
| Removal of the pupils | This is useful as a last resort. Use it to allow them to calm down and reassess the situation. Always make room for reparation. State the required behaviour necessary for return. Be specific, break down the behaviour that is required. Allow the pupils to elect back in, therefore taking responsibility. |