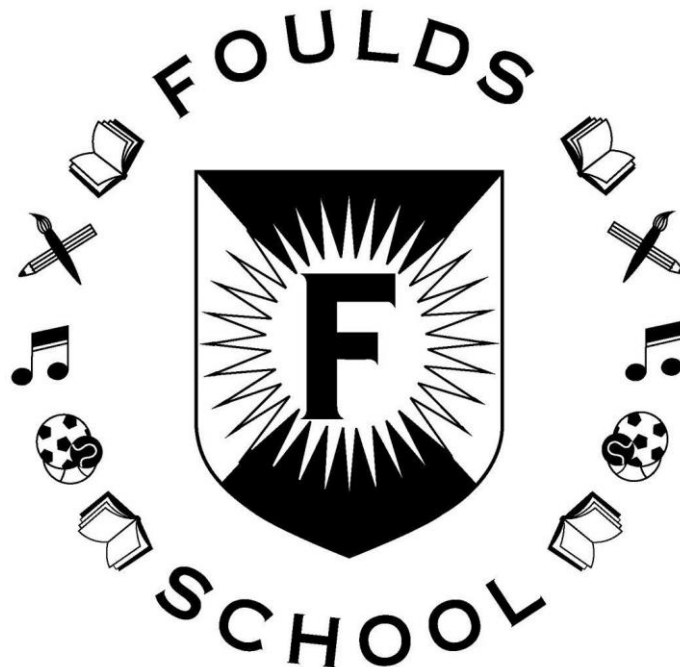


FOULDS PRIMARY SCHOOL



BEHAVIOUR POLICY

Spring 2019

To be reviewed Autumn 2020

Aims:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community through a system of intrinsic rewards and clear, specific sanctions.

We have very high expectations for behaviour and want to develop children's understanding of the impact of choices they make, whether positive or negative. Good behaviour and good behaviours for learning are not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised. This is delivered through everything that adults within our school community do.

We are a Rights Respecting school. We learn about children's rights as outlined by the United Nations Convention on the Rights of the Child. The four core principles of the Convention are non-discrimination; devotion to the best interests of the child; the right to life, survival and development; and respect for the views of the child. The rights laid out in the CRC aim to protect the dignity of all children whilst making provision for their development and growth. This philosophy underpins our daily interaction throughout the school day with an aim of raising respectful and responsible citizens of the world. At Foulds, we believe it is essential that our behaviour system helps to create a calm and respectful environment where children can grow in confidence, feel safe and are able to learn.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children treat each other with mutual respect and consideration.
- We are all responsible for facilitating the learning of all our children - all adults (staff, parents, visitors) encountered by the children at school have an important responsibility to model high standards of behaviour at all times.

We firmly believe that every adult member of our school community has a responsibility to teach children socially acceptable behaviour. We work to create a learning environment where everyone feels valued, secure and motivated to learn. We believe that children respond best to praise and encouragement. We must try to find every opportunity to praise children when they are showing appropriate behaviour.

Children learn by example. Teachers and parents have a responsibility in setting a good example in the way that they behave as well as ensuring that the rules are followed. Teachers and support staff start each day off on a positive note through being a welcoming face to children at their classroom doors.

We work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community aims to show this behaviour at all times.

Stay on Green, Aim for Gold:

Foulds uses 'Stay on Green, Aim for Gold' to promote and reward good behaviour. The expectations are designed to focus on positive action and choices rather than what children should not do.

Overview:

The principle behind this system is:

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

The system allows for the following:

- A consistent approach that can be used by all staff.
- Whole class and individual reward system.
- Teaching of specific behaviours and routines.

All pupils start on Green at the start of each morning

Negative choices - Consequences

Positive choices - Rewards

Green behaviours = doing the right thing - good behaviour for learning and good behaviour.

How It Works: (See Appendix A and B for breakdown of behaviour system)

- In each class there is a prominent 'Stay on Green, Aim for Gold' display with each of the colours represented by a simple piece of matching coloured card. On this display, all children have a clear pocket with their name on it.
- Each day, children start with their name on Green.
- If children make positive impactful individual choices they are celebrated by placing the colour bronze, silver or gold into the chart and rewards given (Please see Appendix A for list of behaviour rewards).
- If children make negative behaviour choices they are warned by placing a Blue card in their named card holder.
- Continuing or serious negative behaviours will result in the child's name being changed to the Yellow or Red areas of the display and the subsequent sanctions actioned.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards Green (and then towards Gold).
- When on Yellow, children will go to another classroom in their phase (not phase leader) for 5 minutes and complete a Rights and Responsibilities sheet (see Appendix C and D). Parents/carers will be notified by the class teacher if their child has moved to Yellow through a phone call or conversation at pick up time. Both the teacher and Deputy Head keep a copy of the reflection sheet and it is logged on RM Integris (our Management Information system) as a minor incident.
- When on Red, children are sent to the Phase Leader's class for up to 15 minutes. If the Phase Leader is not in the class they go to a different Phase Leader. They must be told the reason why they are being asked to leave the classroom. The child will take a Rights and Responsibilities sheet to complete as well as some work. Both the teacher and Deputy Head keep a copy of the reflection sheet and it is logged on RM Integris (our Management Information system) as a minor incident. Parents/carers will be notified. The Phase Leader will monitor the child's behaviour for the rest of the week. When the child returns to class they immediately move back to yellow.
- Whilst it is generally unlikely that children will reach Red, any child who does reach Red or beyond in a day will receive in class support from the Learning Mentor to help them make better choices in their behaviour.

There are a number of behaviours which are deemed severe enough for an automatic Red Card – Zero Tolerance Red (even if the pupil had been on Green/Bronze/Silver/Gold).

These include:

- Racist language
- Homophobic language
- Deliberate vandalism
- Verbal abuse
- Physical violence
- Bullying
- Insulting someone's gender
- Insulting someone because of a disability

If a child reaches Zero Tolerance Red:

- They are sent to the Learning Mentor/ Senco/Deputy Headteacher/ Headteacher.
- Headteacher/Deputy Headteacher/Phase Leader/Learning Mentors will call parents for a meeting to discuss the behaviour.
- The child will receive an Internal Red (internal isolation from their class) for half a day. This will be logged on RM Integris.
- All playtimes and lunchtimes will be missed that day – these will be supervised by SLT.
- The phase leader will check in with the child daily for the next week.
- 3 incidents of Zero Tolerance Red in a half term will lead to 1 day external exclusion.
- All significant behaviours (positive and negative) will be logged and records kept in order to track behaviour of individuals – this will be logged on RM Integris.

Children with specific behavioural needs:

- We recognise that some children have specific needs with regards to their behaviour.
- For those identified with SEND, the system may be altered and adapted to meet their needs.
- In these cases their Individual Education Plans and Individual Behaviour Plans will indicate the actions planned to address and support their needs.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will exclude a child for half a day, a whole day or, in exceptional cases, for longer, to maintain the well-being, health and safety of all our community. Only the Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been tried or for extreme behaviour. On the child's return parents/carers will be required to attend a reintegration meeting with their child and the Headteacher or Deputy Headteacher before the child can re-join their class.

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 important because it allows us to reward and shape children's behaviour rather than constantly remind them of their negative behaviour.

Wherever possible we aim to have positive interactions with a child rather than negative interactions. E.g. if a child is swinging on their chair, rather than asking them to stop swinging on their chair, we would praise another child who is sitting still on their chair in order to remind the first child of the correct choice; check the first child has stopped and then praise them for making the correct choice.

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 also want the children to gain an appreciation of team work and therefore their individual rewards work towards whole class rewards.

Whole Class Rewards:

- Every class has a whole class reward system (a marble jar) which ends in a class treat if they reach the total number of marbles needed.
- If five children end the day on bronze, the class get a marble for the class reward system.
- If three children end the day on silver, the class get a marble for the class reward system.
- If three children end the day on gold, the class get a marble for the class reward system.

Individual Rewards: (see Appendix B – behaviour ladder – for specifics)

- Green – child is given positive praise.
- Bronze - child is given positive praise
- Silver – child is given positive praise.
- Gold – child receives a Gold certificate, which will be sent home.
- Every week there is a Star of the Week Assembly. Each week a child in every class is recognised in the award assembly for their good work, positive learning attitude and behaviour or growth mindset.

NB: All silver and golds given out will be logged by teachers and given in to the learning mentor weekly.

Outside Class and Playground Positive Behaviour Management:

The principles of the 'Stay on Green, Aim for Gold' System will continue outside class and playground contexts.

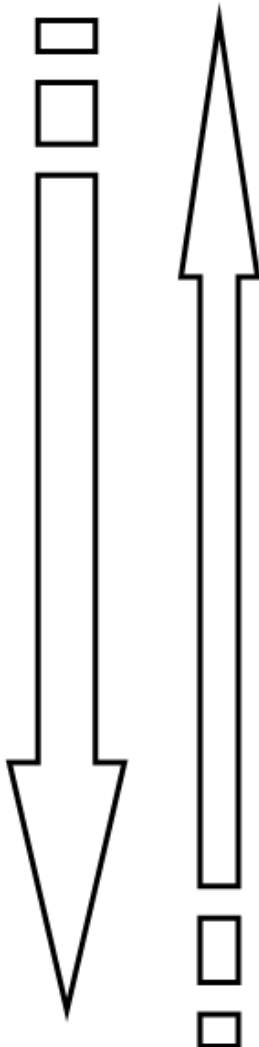
Outside the Classroom:

- All members of staff will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour and meal time supervisors will give out Stay on Green stickers to children if they have shown exceptional positive behaviours. If three children in a class receive a Stay on Green sticker at lunchtime, the class gain a marble for their class reward system.
- Warnings and 'consequences' for negative behaviour given (following the same colour system).
- If there are yellow or red levels of behaviour, a child will be sent inside to fill out a Rights and Responsibility sheet at the desk by the welfare room or the office.
- Playground behaviour - all adults must be vigilant to address 'tensions' through restorative conversations before they result in incidences.
- All adults must deal with incidents appropriately following the principles of Stay on Green, Aim for Gold.
- Children must approach staff outside on the playground when other children make poor choices and not come into school.

- Serious incidents will be referred to Learning Mentor/Phase Leaders/Deputy Head/Head.
- All significant incidents must be reported to class teacher.

Appendix A: **Visual Guide to Stay on Green, Aim for Gold**

Aim for Gold (Stay on Green) – Visual Guide



Gold	Gold – Golden certificate = 1 class marble
Silver	3 in class in a day = 1 class marble
Bronze	5 in class in a day = 1 class marble
Green	Stayed on green for the session. All children = 2 class marbles
Blue	Verbal / non - verbal warning
Yellow	2 nd Warning - Reflection time in another class (5min)- R+R sheet Teacher speaks to parent
Red	Stage 3: Phase Leader's class for up to 20min, R+R sheet Phase leader monitors. Meeting with parent. LM drop in and supports B4L in class. Zero Tolerance: ½ day internal Red (all playtimes and lunchtimes that day).

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.


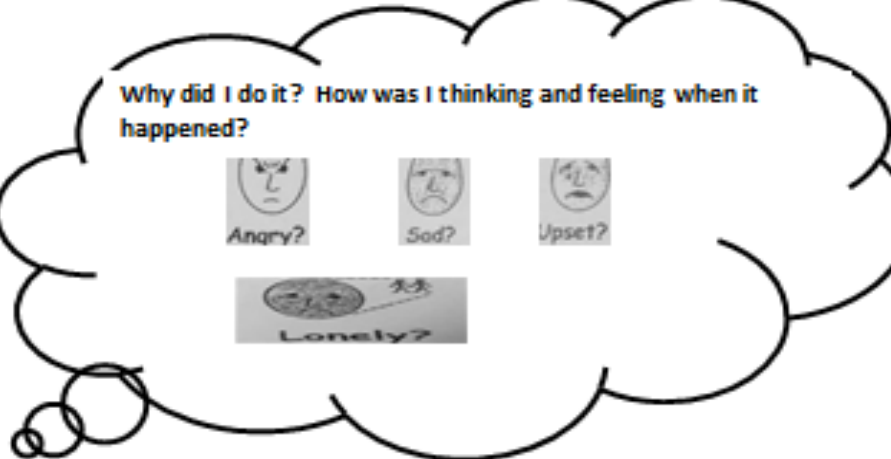
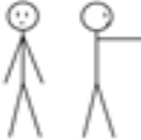

Appendix B: Behaviour Ladder

Rewards for Appropriate Behaviour :o)			Order of Consequences :o(
	GREEN	= General good behaviour and attitude to learning <ul style="list-style-type: none"> Teacher praise. All children end the day on green or above = 2 marbles for class reward system. 	<ul style="list-style-type: none"> Verbal warning 	Blue	1
:o)	BRONZE	= Something good e.g. piece of work/attitude to piece of learning (replaces stamp) <ul style="list-style-type: none"> If there are 5 bronze in class at end of day = 1 marble for class reward system. 	<ul style="list-style-type: none"> Second warning Reflection time in a different classroom - up to 5 minutes. R+R sheet filled in. Class teacher notifies Parent/Carer. Reflection sheet → Learning Mentor (filed and recorded on RM Integris). 	Yellow	2
:o) :o)	SILVER	= Sustained good work/good behaviour over half a day (child dependent) <ul style="list-style-type: none"> If there are 3 silvers in class at end of day = 1 marble for class reward system. 	<ul style="list-style-type: none"> Sent to Phase Leader to complete R+R sheet. Form to HT/DHT/Learning Mentors → filed in the behaviour file, recorded on RM Integris. Phase Leader monitors behaviour for rest of week. Class teacher informs Parent/Carer. When back to class - back up to yellow and teacher will look for opportunities to move child towards green. 	Red	3
:o) :o) :o)	GOLD	= Something very impressive that blows you away! <ul style="list-style-type: none"> Gold certificate given out in assembly 1 marble for class reward system 			
ZERO TOLERANCE BEHAVIOURS <ul style="list-style-type: none"> Racist language Homophobic language Bullying Insulting someone's gender Insulting someone because of a disability Defacing or damaging any school property 			<ul style="list-style-type: none"> Sent to Head Teacher/DHTs Phase Leader/Learning Mentor/DHT/HT call parents - meeting to discuss behaviour. Internal Red (generally in Phase Leader's) of half a day. All playtimes and lunchtimes missed that day – supervised by the Head, Deputy. Support work plan put in place by Learning Mentor. 3 Internal Reds in a half term → 1 day exclusion. 	ZERO TOLERANCE	4

My Rights and Responsibilities KS1

Name: _____ Class: _____ Date: _____

Circle one: Yellow card Red Card Zero tolerance




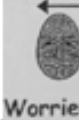

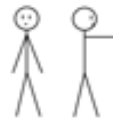
<p>What did I do? What happened was...</p> <p>_____</p> <p>_____</p> 	<p>Why did I do it? How was I thinking and feeling when it happened?</p> 
<p>Which right has been affected by my behaviour? Who did I hurt?</p>  <p>_____</p>	<p>What would I do differently next time? I would... It will be better if...</p> <p>_____</p> 

Staff Comment: Resolved Not resolved Follow up by: (Circle one when completed) SLT LM CT Spoken to Parents Recorded on INTEGRIS:

My Rights and Responsibilities KS2

Name: _____ **Class:** _____ **Date:** _____

Circle one: Yellow card Red Card Zero tolerance

<p>What did I do? What happened was... I was... ?</p> <p>I got a blue because: _____</p> <p>I got a yellow because: _____</p> <p>I got a red because: _____</p> <p>I should have: _____</p>	<p>Why did I do it? How was I thinking and feeling when it happened? I was thinking... I thought...because... I was feeling... I felt... _____ _____</p> <div style="display: flex; justify-content: space-around; align-items: center;">  Sad?  Angry?  Upset?  Worried?  Lonely? </div>
<p>Which right has been affected by my behaviour?</p> <p>Whose rights were not being respected?</p> <p>Was my decision successful?</p> <div style="text-align: center; margin-top: 10px;">  </div> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>If this were to happen again, what would I do differently?</p> <p>I would... It will be better if... ♥</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Staff Comment: Resolved Not resolved Follow up by: (Circle one when completed) SLT LM CT Spoken to Parents Recorded on INTEGRIS:

