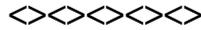




# BEHAVIOUR POLICY



**‘A child needs your love most when they least deserve it.’**

**‘The cornerstone of a good behaviour policy is its consistent application.’**



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## 1. INTRODUCTION

In line with the behaviour and safety Ofsted criteria, at Salisbury we believe that:

- All our children have the right to learn in a safe and supportive environment
- They have the right to achieve their full potential, free from discrimination on the grounds of gender, race, religion, culture or physical disability
- We aim to provide a stimulating and challenging environment that celebrates the diversity of our local community, promotes respect for the individual and fosters caring attitudes
- We are committed to the principle of an integrated and inclusive education which meets the needs of all children within the appropriate year group
- We believe in setting high standards in work and behaviour and celebrating success in order to encourage positive behaviour, as well as the role of good teaching

Our objectives:

- To create calm, ordered classrooms, conducive to learning, with clear expectation, routines and boundaries
- To create a calm playground with a friendly atmosphere for pupils
- To employ a standardised positive behaviour plan in each classroom and a complementary behaviour plan for the playground based on rules, rewards and consequences - 'the traffic lights system'
- To enable pupils to appreciate the choices they have around their own behaviour.
- To consistently use and implement the systems in place throughout the school, from Foundation to Year 6, and for regular monitoring takes place to ensure this
- To make clear the links and distinctions between the traffic lights system and other reward systems in the school
- To encourage a co-operative and collective approach to behaviour management throughout the school whereby staff have a responsibility to each other and each other's pupils
- To encourage all adults in the school to recognise their own behaviour is a model for pupils
- To ensure that 'British Values'

Key Factor:

- One of the key factors contributing the success of any behaviour policy is the consistency with which it is implemented. This consistency between adults throughout the whole school community is paramount in order to give clear messages to children and provide the boundaries to reinforce those expectations.

## 2. HOW THE TRAFFIC LIGHT SYSTEM WORKS IN THE CLASS.

Each classroom is expected to have a prominent display of the behaviour plan.

### 1. Traffic Lights

- The 'traffic lights' are 3 coloured circles ( green, amber with a yellow dot in the middle, and red ) on black paper with a name label or photograph for each pupil.

### 2. Positive Behaviour Chart

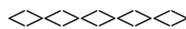
- A positive behaviour chart (large squared paper with children's names).

### 3. Class Rules

- These are placed alongside the class rules.

### 4. Time Out Table

- Classrooms have a time-out table, chair or area.



### Class Rules

The class rules which are negotiated at the beginning of the year between staff and pupils. There may be variations between classrooms but generally the rules will fall within the following broad categories:

- We listen
- We work hard
- We are gentle and kind
- We are polite
- We look after equipment

Rules are positively phrased in order to emphasise the desired behaviour.

### Rewards in the Classroom

Individual:

- Smiley face on the positive behaviour chart for staying on green all day
- 10 smiley faces leads to a (green) good news letter and certificate home from the class teacher
- 20 smiley faces leads to a bronze certificate and sticker in assembly
- 30 smiley faces leads to a silver certificate and sticker in assembly
- 50 smiley faces leads to gold certificate and sticker and small prize in assembly at the end of term

Whole class:

- If the whole class stays in green throughout a day the column for that day is coloured green and a special Head Teacher's sticker is put on the good behaviour chart. Five of these, over any 5 days, lead to a Golden Time. Golden Time activities are negotiated within the classroom.
- If a class stay out of red for a half term then they will democratically choose a whole class reward.

### Consequences in the Classroom:

All pupils' names are placed in green at the beginning of a session which are as follows:

Session 1: 8.50 to 10.30am

Session 2: 10.40 to 11.40am

Session 3: 11.40 to 12.30pm

Session 4: 1.30 to 2.30pm

Session 5: 2.30 to 3.20pm

The traffic light system works as follows:

A child is given 2 verbal warnings for inappropriate behaviour.

3rd inappropriate behaviour - the child goes to amber on traffic lights. They sit at the time out table and continue the activity. After 10 to 15 minutes they return to the activity. Their name stays in amber for the rest of the session.

4th inappropriate behaviour - the child goes to yellow on the traffic lights. They are given a yellow slip and sent to a partner class for a required time with work. After the required time they return to their class. Their name stays in yellow for the rest of the session.

5th inappropriate behaviour - the child moves to red on the traffic lights. They are given a red slip and stay in Red Room during the next playtime. Their name stays in red for the rest of the session.

If a child refuses to go to the time out table they go straight to yellow and if they refuse to go to another class they go straight to red.

Some extreme behaviour may involve a pupil going straight to red or to the Head Teacher/S.L.T. Such incidents may be dealt with separately from the traffic lights system according to the situation.

Differentiation for the Early Years Foundation Stage:

The system is adapted for Foundation Years with faces on the traffic lights (happy - green, sad - amber, cross - red). Rewards and consequences in Reception are the same as the rest of the school. Rewards in the Nursery are limited to a sticker on their jumper at the end of the session and consequences to time-out in the classroom.

### 3. HOW THE SYSTEM WORKS IN THE PLAYGROUND

Although the framework and language of the playground system complements that of the classroom, they operate as two separate entities. There are no specific displays for the playtimes or lunchtimes.

#### Playground rules:

- We listen
- We play safely
- We are gentle and kind
- We are polite
- We look after equipment

#### Rewards:

- Whole class certificate is awarded in Friday assembly for the best behaved class. This is determined by the class with the least amount of reds which will be calculated by the behaviour support assistant.
- The class with the most certificates in a half term will be awarded a class board game for them to use during wet play.

#### Consequences:

- 2 verbal warnings
- Amber: KS2 pupils have 10 minutes away from the playground, against the wall in the time-out area (near the infant toilets). KS1 pupils stand for 10 minutes by the wall in both Pixies and Ladybirds playgrounds. Names of children going into amber are recorded by staff assigned to those areas.
- Red: 15 minutes in the time-out room (Red Room). Pupils complete a thinking sheet (as for a classroom red) and their name is entered in the Behaviour File. Two entries leads to a first red letter home informing parents.

NB. Only one chance in amber per playtime. For serious misbehaviours a pupil may go straight to red or to the Head Teacher/S.L.T. Going into red in the playground does not affect the positive behaviour chart in the classroom.

For wet play ambers - use time-out table or move child away from group, reds are held over to the next dry playtime ie. do not send to Red Room.

### 4. WHAT CONSTITUTES ACCEPTABLE AND UNACCEPTABLE BEHAVIOUR?

#### Green

When pupil names are in green it signifies that pupils are keeping to the rules and making the right choices. A visiting adult to the classroom will be able to gauge the behaviour in a classroom at any given time by seeing how many names are on the green.

#### Amber

This represents another level of chance and choice to keep to the rules. It signifies a mistake has been made but is redeemable. Amber may be an appropriate level of consequence for most low-level behaviours e.g. not following instructions, being rude etc. which as isolated incidents may not be significant but if on-going or intensifying

can become more serious.

### Red

This represents more serious or repeated behaviours eg fighting, swearing, bullying racism, refusing to cooperate with an adult when in amber etc. There may be occasions when a pupil needs to go straight to the Head Teacher or a senior teacher but it is intended that most inappropriate behaviours will be dealt with in the time-out room. For serious incidents, send for the phase leader in the first instance. They will decide if the issue needs to be referred to the deputy or head teacher.

## 5. CONSEQUENCES FOR CHILDREN WHO CONSTANTLY OFFEND.

The traffic lights system is designed to support the behaviour of the vast majority of pupils whose attitude is generally cooperative and behaviour acceptable. There will always be, however, a small number of pupils whose social, emotional and/or behavioural needs warrant support in addition to this system and these children are generally known to the Inclusion Team.

For those pupils who do not achieve the daily rewards the following guidelines would apply:

- 2 times in red leads to first red letter home
- 4 times in red leads to second letter home and parents being invited into school for a formal meeting with the Head and other key staff. Strategies to support the pupil would be discussed. Implications for exclusion may also be discussed at this stage.
- 6 times in red leads to a third letter home and parents being invited into see the Head for a further meeting.

These pupils will be discussed with the Inclusion Team and an individual behaviour programme drawn up. Examples of strategies used might be:

- A differentiated level of rewards and consequences within the traffic lights system, perhaps by an individual set of traffic lights but with the understanding of the rest of the class
- Individual target-setting and extra incentives in the classroom/playground
- Small group work eg self-esteem, anger management
- Lunchtime club is run on Tuesdays and Thursdays by the Family Support Co-ordinator to support pupils who are vulnerable in the playground
- Regular formal contact with parents/carers via home-school book, meetings, phone calls
- 1:1 discussions will be held with the family support co-ordinator
- Lunchtime programme: time-out in Red Room with an emphasis on earning the right to go back to the playground
- Referral to outside agencies ego RIET, EP, CFCS, Social Services.
- Involvement of an outside agency triggers the implementation of a Pastoral Support Plan to monitor the pupil's progress.

## 6. EXCLUSION

Exclusions occur very rarely however on occasions this may be the final result for unacceptable behaviour.

### Unacceptable Behaviour leading to exclusion:

- Fighting
- Bullying
- Violence against a member of staff
- Verbal abuse
- Threatening behaviour

Any of the above behaviours can lead to exclusion. Fighting and violence will constitute towards an immediate exclusion.

Exclusions can be either fixed days or permanent. Parents will be informed of all exclusions whether fixed days or permanent by phone and with a follow up letter.

Children will be given work to complete at home whilst excluded. Every effort will be made for children on the code of practice to attend another educational establishment for children with behavioural difficulties. The parents will have to make arrangements for their child to attend.

A meeting with the head teacher will be arranged for the child and parent on the day of the child's return.

Parents can appeal against exclusion to the governing body.

## 7. EXTRA REWARD SYSTEMS TO SUPPORT BEHAVIOUR

### Individual Rewards

- A house point can be given to a child who demonstrates good work, attitude or behaviour
- 2 children are chosen for certificates in Friday assembly
- Monitors can give out stickers in assembly for good listening.

### Whole Class Rewards

1 class point could be awarded for:

- whole class effort, concentration etc.
- calm movement around the school
- good lining up

Class points are recorded on classroom wall, collected on Wednesday afternoons by Yr 5 monitors and lead to a class cup at Friday assembly for the class with the most.

### Whole School Rewards:

The school is divided into 5 houses with siblings being in the same house

1 house point can be given for:

- 5 individual stickers on individual sticker charts
- outstanding achievement or skill in arts or sports and which is publicly acknowledged in assembly
- Sports Day at the end of the year

House points are recorded on classroom wall, collected on Wednesday afternoons by Yr 5 monitors and read out in Friday assembly. Monitors record the weekly tally of points on the display.

The house with most points over the year will earn a treat e.g. picnic in the park.

## 8. INVOLVEMENT OF PUPILS AND PARENTS

Pupils are involved in the drawing up of class rules and informed about the system at the beginning of the year or term. Circle Time provides an excellent forum to do this. Assemblies at various times throughout the year provide an opportunity to reinforce how the system works.

Parents are informed about the positive behaviour policy through a parent leaflet when their child first arrives in school and their views are welcomed at any time. Parents will be pleased to receive good news letter (green) and certificates to celebrate their child's positive behaviour in the classroom.

Parents' coffee mornings are run by the family support co-ordinator with input from the behaviour assistant throughout the year and these provide opportunities to discuss how behaviour is managed in the school and to share concerns.

There may be occasions when parents are asked to come in to discuss difficulties their child is having with behaviour in school. The trigger for this is a red letter arriving in the post. The Head Teacher will usually be aware of such concerns and any meeting with parents will have the intention of devising strategies that support the child to keep to the rules and thereby be more successful in school.

## 9. MONITORING AND EVALUATION

The behaviour policy is monitored on a regular basis by the inclusion lead and overall responsibility lies with the Head Teacher.

The inclusion lead ensures the smooth running of the policy on a daily basis - that tasks are delegated to ensure classrooms display evidence of rewards, resources are adequate, that pupil progress is tracked, that general record-keeping is up-to-date etc. Regular reviews and formal evaluation take place at various meeting forums - at Inclusion Team meetings, at staff meetings with teaching staff and/or support staff, at meetings with midday supervisors. Reviews with pupils take place in the classroom and parents are invited to give their feedback at any time.

Presented to Governors on: 3<sup>rd</sup> December 2016

Next Review: December 2017