

WOODLANDS PRIMARY SCHOOL



**IT'S GOOD
TO BE
GREEN**

POSITIVE BEHAVIOUR POLICY

Updated: July 2017

Review Date: July 2018

Dream, Believe, Achieve – Together Everyone Achieves More

SCHOOL BEHAVIOUR POLICY: LEGAL REQUIREMENTS

This policy meets the legal requirements requiring the Governing Body to ensure that a policy promoting positive behaviour is formulated.

In particular:

- a) We are required to make and review a written statement of principles to guide the governors, Head teacher and staff in determining measures for promoting positive behaviour; and
- b) Where the governing body wants particular measures introduced or particular issues addressed, we require the governing body to notify the Head teacher and enable her to give further guidance.

Aims:

This policy aims to create an environment which encourages and reinforces good behaviour. We define acceptable standards of behaviour and encourage consistency of response to both positive and negative behaviour. The children are well aware of school expectations. This policy aims to ensure school expectations and strategies are clear, well known and understood by all staff and children.

It aims to involve everyone in school and at home in its implementation.

We recognise the importance of parental involvement and always strive to develop a home/school team approach to any disciplinary issues. **UN CRC Article 3**

The policy aims to promote good behaviour, self-discipline, politeness, respect, cooperation and consideration for others. We are committed to creating a school environment where these qualities are seen to be important and are positively encouraged. Pupils are encouraged to be proud of Woodlands Primary School. They are encouraged to help take decisions about class rules. Representatives of each class, who make up the School Council, help to formulate playground rules. Children are expected to follow rules and are aware that there are consequences if they fail to do so. Children at Woodlands are encouraged to work cooperatively with each other and with staff, and to have high expectations of themselves and others.

A WHOLE SCHOOL APPROACH

At Woodlands Primary School we believe that good behaviour is the key to a good education. We establish a creative learning environment where everyone feels valued, secure and motivated to learn.

We firmly believe that every member of our school community has a responsibility to teach children socially acceptable behaviour.

- 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.

RIGHTS AND RESPONSIBILITIES

Everyone in the school community has rights and responsibilities to ensure that Woodlands Primary School is a safe place to learn, work and play.

- Children have the right to learn, work and play in a friendly, safe and helpful school.
UN CRC Article 31
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

CODE OF CONDUCT

The school environment plays a central role in the children's social and emotional development. Adults encountered by the children at school have an important responsibility to model high standards of behaviour at all times. At Woodlands Primary School we have adopted a behaviour programme called 'It's Good to be Green'. In school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration, and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'. Our expectation is that everyone in the school community will show these behaviours at all times.

WHY POSITIVE BEHAVIOUR MANAGEMENT?

In the world around them children see many different examples of how people behave. We have a responsibility to help children understand that they have choices about how to behave and help them develop the strategies to make appropriate choices.

Our aim at Woodlands is to create an environment where children feel valued, safe and motivated to learn. We believe that good behaviour and discipline are the foundation of all learning, and without a calm, orderly atmosphere effective teaching and learning cannot take place.

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 as well as ensuring that the rules are followed.

GREEN BEHAVIOURS

- The school staff will work to promote 'green behaviours' at every opportunity.
- School assemblies provide a focal point for talking about and reinforcing aspects of school ethos. They provide a focal point for fostering tolerance and respect.
- The SLT will hold regular assemblies to revise with children what is meant by 'green behaviours' and what this will look like.
- Class teachers will discuss 'green behaviours' with their pupils and ensure that the school rules and Stay on Green behaviour charts are displayed and used consistently. Class Teachers should regularly review the behaviour policy with the children to ensure that everyone is clear about our expectations.

SCHOOL AND CLASSROOM RULES

The school rules are on display around the school and in the classrooms. The rules are regularly referred to in assemblies and throughout the school day. They support the pupil understanding of what 'green' behaviour expectations. The school rules are as follows:

Woodlands Primary School Learning and Behaviour Standards

At Woodlands Primary School we respect each other and treat each other as we would like to be treated:

***We actively listen, co-operate and participate.
We celebrate our learning and plan our next steps.
We make the most of our learning time and complete tasks.
We help and encourage others and look after our school.
We settle our arguments by talking about them.
We are honest, tell the truth and are kind to each other.***

'SIX STEPS TO SUCCESS' MODEL

At Woodlands, we discuss the following model with the children in order to help them understand the vital importance of good behaviour choices to internalise core values and embed a personal code of behaviour. This will equip them now, and in their future lives, to become responsible citizens.

➤ Why choose to follow the rules?

Level 1: I do not want to get into trouble

Level 2: I want a reward

Level 3: I want to please someone

Level 4: I always follow the rules

Level 5: I am considerate of other people

Level 6: I have a personal code of behaviour

I make good behaviour choices at all times – that is who I am

➤ This is epitomised in our 'Six Steps to Success' Behaviour Charter:

DREAM, BELIEVE, ACHIEVE

At Woodlands

Character matters

Hard work is respected

Humility is valued and

Support for one another is unconditional

TOGETHER EVERYONE ACHIEVES MORE

UN CRC Article 3

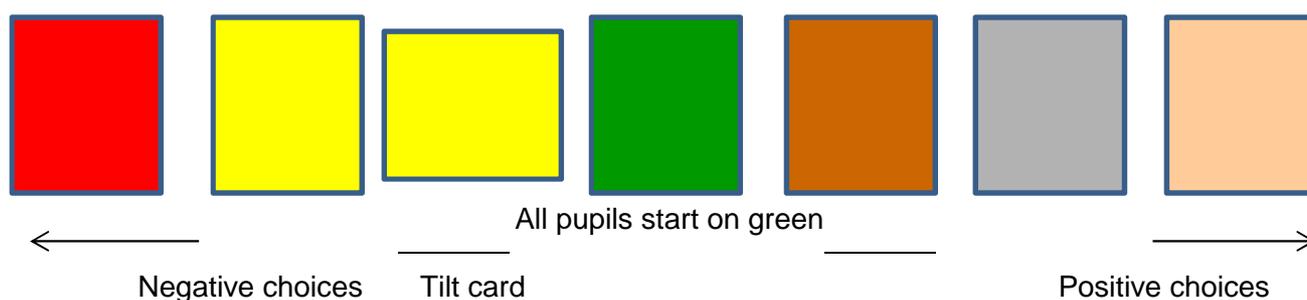
WHOLE SCHOOL BEHAVIOUR POLICY: 'IT'S GOOD TO BE GREEN'

➤ 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
- Least intrusive approaches are used to manage behaviour (Appendix 1)
- Teaching of specific behaviours and routines



- All pupils have a pocket with their name on.
- All pupils start with a green card in their pocket every day.
- If pupils make positive individual choices about their behaviour or effort the teacher rewards them with praise, raffle tickets, class points. If the pupil stays on green all day, they will each receive a class point.
- If pupils make negative individual choices the teacher or TA will verbally encourage them to make more positive choices. If pupils continue with negative choices, the teacher or TA move the yellow card to a tilt position. At this point, if behaviour is redirected and children make positive choices, at the end of the session, the card can be returned to green. This acts as a clear indicator to children that they will need to consider their behaviour, and make positive changes to get back to green. If inappropriate behaviour continues, the teacher/TA will move the card to yellow and then red. Yellow and Red behaviours are recorded on the class behaviour log.

PRAISE IS THE MOST POWERFUL FORM OF INFLUENCING CHILDREN'S BEHAVIOUR

➤ Types of Behaviours that will be praised:

Keeping the school rules and class rules
Completing work to the best of ability
Being kind or considerate
Remaining on task
Moving around the school sensibly
Showing improvement
Demonstrating a positive attitude

Continued good behaviour
Being helpful
Lining up sensibly
Being polite
Meeting a target
Listening well
Setting a good example.

➤ Rewards

○ Individual

The following colours are positive reinforcement:

Green Praise, raffle tickets and class points. All children displaying good behaviour will earn the right to enter the Academy on a Friday afternoon.

Bronze For children staying on `Green` for half a term, they will earn a Bronze certificate. These children will be entered into a draw to win a prize to the value of £5.00

Silver For children staying on green for one whole term, they will earn a Silver certificate. These children will be entered into a draw to win a prize to the value of £10.00

Gold For those children who are able to stay on green for two terms, they will be awarded the prestigious Gold certificate! They will be entered into a draw to win a prize up to the value of £15.00

Gold + GEMs (Go the Extra Mile)

This prestigious award is aimed at those children who display exemplary behaviour throughout the year. After they have achieved the gold certificate, for each week thereafter (if they remain on green) they will collect a gem. At the end of the year, these children will be entered into a prize draw to win a prize to the value of £20.00

○ Whole Class

EYFS/KS1 children: The class will work together towards a whole class reward through collecting class counters/frogs displayed in a container that is visible to everyone. The counters/frogs will be awarded if the whole class displays positive behaviour, in particular to the current `value of the month` eg. Respect. Once the container is full, the class will earn the privilege of an own clothes day/extra playtime.

KS2 children: The class will work together towards a half term whole class reward through collecting class points in displayed in a container which is located in each class that is visible to everyone. These points will be rewarded if the pupil is still on green at the end of each day. If the class stays on green for half a term, they may have the privilege of an own clothes day.

- **Whole School**

Total number of children staying on green all week can be counted and reviewed each week in assembly/review time with LCLs. Each week, those children who have stayed on green all week will have their names entered into a raffle to earn a `Good to be Green` prize. Prizes are given out by the LCLs at Review time. The progress of classes staying on green will be reviewed in assembly by HT or DHT each week.

- **Value of the Month**

Each month, there will be a `Value of the Month` that will be promoted within school assemblies/reviews/classes. This is to harbour respect in line with Unicef Rights of the Child. The `value of the month` will be displayed and reinforced in class and in assemblies. Any children displaying this value will be given rewards (raffle tickets, class points etc).

IN-CLASS CONSEQUENCES

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's card down the behaviour strategy, they must give a clear reason to the child for doing so, and explain what the child can do to change this decision.
- At least one positive verbal redirection is **always** provided for pupils before any moves are made.
- Teachers constantly support pupils to make their right choices so that they can move their card back to green.

The following colours are consequences:

Verbal Redirection Clear directive using positive language given by teacher/TA to provide opportunity for the pupil to redirect behaviour to make more appropriate choices (see Appendix for Positive Redirection Strategies).

Staff look for opportunities to keep pupils on the green card.

Yellow Tilt

Second Opportunity

This provides the opportunity for a pupil to start making the right choices so they can move back to the green at the end of the session.

Yellow

This stage is recorded on class log and pupil will stay on yellow for the rest of the session. This is followed up with 10 minutes reflection time at lunch break. Parents are informed.

2 yellow cards in a week = Red

Red

Any KS2 children receiving a red card during the week will miss their 'Academy' choice time on a Friday afternoon. They will, instead, spend this time in structured lessons with the alternative year group phase. i.e. a Y4 child receiving a red card will attend a Y5/Y6 class during their Academy time. *Y3/4 Academy – 2.00-2.30pm, Y5/6 Academy – 2.30-3.00pm.*

Parents will be informed by the teacher the reasons for their child being on Red, and the support they will receive during Academy time.

It is expected that the vast majority of behaviour consequences WILL be dealt with in class.

It is only in EXCEPTIONAL cases, or repeated 'red card' behaviours, that the following sanctions will be used.

PERSISTENT WRONG BEHAVIOUR CHOICES

➤ **THREE RED CARDS**

- If a child receives **3 red cards** in a term, parents will be asked to attend a **Learning Review Meeting**. During this meeting, underlying issues and behaviour choices will be discussed in depth with the parents and the Intensive Behaviour Programme will be discussed. The meeting will be led by the child's Class Teacher and a member of SLT.
- Behaviour expectations will be agreed by all parties and a 'contract of expectation' signed off by all parties.
- Weekly parent/teacher meetings will then be held to monitor the child's behaviour, led by the child's Class Teacher.

➤ **REASONABLE ADJUSTMENT – INTERNAL EXCLUSION**

- If a further red card is issued, the child will be internally excluded for one day and complete work, set by their teacher.
- Positive behaviour strategies will be reviewed and outcomes shared with parents at the end of the day.
- The Behaviour Contract will be amended, as appropriate, and signed by all parties.

➤ **FIXED TERM EXCLUSION**

- Should poor behaviour persist, despite the school's best efforts, fixed term exclusion will be considered and the Local Authority and Chair of Governors informed.

➤ **LUNCHTIME**

- For wrong behaviour choices at lunchtime, MDAs write the children's names in a book and feed back to teachers. The child will then miss lunch the following day. Class teacher will meet with parents where appropriate and where there are persistent wrong behaviour choices at lunchtime.

EARLY YEARS

*Reception children will have their reflection time within class on the day that the incident occurs (5/10 minutes Time Out Card)

LUNCHTIME ARRANGEMENTS

Midday assistants will reinforce positive behaviours to children by rewarding children with raffle tickets/stickers. Any inappropriate behaviours will be reported to the class teacher who will investigate the incident.

S4YC will organise structured sports games each lunchtime in KS2.

For more vulnerable pupils, lunchtime supervision will be arranged as identified on IBPs.

UN CRC Article 23

POLICY ON EXCLUSIONS, 'TIME-OUT' AND DETENTIONS

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the CWAC's 'Exclusion Guidelines'.

Pupil exclusions may be used in the school for different lengths of time. **No pupil should be excluded and left unsupervised at any time.**

'Time out' is a strategy available to staff & includes a short period when a child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Head/Deputy Head and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class. Pupils may also be excluded from lunchtimes/playgrounds.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons and from regular school arrangements, are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

VULNERABLE PUPILS

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils. All pupils on IBPs will have their own personal tracking sheets and personal targets within class. All incidents of inappropriate behaviour will be recorded on ABCD charts.

This will enable targeted support for vulnerable pupils.

This information will contribute towards:

- Home/School Books
- Individual Education and /or Behaviours Plans
- ABCD Tracking Charts
- Pastoral Support Programmes/access to Learning Mentor
- Support from the Behavioural Education Support Team or outside agencies

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

If a pupil is excluded from the school this will be undertaken within the CWAC Exclusion Guidelines. On return to the school a reintegration meeting/plan will be developed to support the pupil back into the classroom.

MORE SERIOUS INCIDENTS

Serious/more complex behaviour incidents are recorded by all staff and passed to LCL who will inform Assistant Head. DHT will monitor these and report to Head teacher.

UN CRC Article 23

THE USE OF PHYSICAL RESTRAINT

Refer to school policy on the acceptable use of restraint

CURRICULUM

We recognise that well planned, motivating lessons have a positive impact on pupil behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning. We implement the Social and Emotional Aspects of Learning (SEAL) curriculum to support this and build a positive school ethos.

UN CRC Article 28

BULLYING, RACIAL & SEXUAL HARRASSMENT

➤ Bullying

Bullying is defined as dominance of one pupil by another or a group of others. It is pre-meditated and part of a pattern rather than an isolated incident. It is persistent and over a period of time.

Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SLT since further action e.g. counselling or referral to social services may be appropriate.

Bullying can take many forms and can be short-term or continue over a long period of time. Some specific ways in which bullying occurs are:

- pushing, shoving, hitting,
- spreading rumours,
- name calling,
- damaging, stealing or hiding property,
- exclusion from groups or games,
- making personal comments,
- teasing which goes too far.

It is important that all members of staff recognise the above behaviour as forms of bullying.

Pupils may also be in need of some support or further work on assertiveness training with Mrs Brierley, Safeguarding Lead & School Counsellor.

➤ Racial & Sexual Harassment

- Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.

- Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well on the person suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and/or there is evidence of sexism.
- All reports of bullying, racial and sexual harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect the victims.
- All incidents of racial and sexual harassment should be reported to the Head teacher. The Head teacher is responsible for reporting incidents to the LA if appropriate.
- The role of staff in modelling the appropriate behaviour is crucial in promoting positive behaviour in these respects.

The school's PSHE and Sex Education curriculum should address these issues systematically. Issues should also be addressed through the whole class circle time.

➤ **Monitoring and Review**

Delivery of the Behaviour Policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed by staff on an annual basis.

APPENDIX

➤ Strategies to help children 'Stay on Green'

It is important that children recognise that they can play an important role in supporting children to Stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- **Tactical Ignoring**
For short period of time.
- **Tactical Pausing**
Pause, emphasises attention and focus.
- **Non-Verbal Cueing**
A clear, discussed cue that signals agreed meaning.
- **Name Reminder**
Integrate name into teacher talk.
- **Proximity Praise**
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- **Behavioural Direction**
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- **Rule Reminder**
Could ask a question 'What is our rule for.....?'
- **When.....then.....**
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- **Partial Agreement**
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- **Stuck Record**
I would like you to..... The rule is.....
- **Direct Questions**
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- **Directed Choices**
Within known rules or routines- refer back to rights roles and responsibilities.
- **Assertive comment/direction/command**

EXAMPLES OF CERTIFICATES

CONGRATULATIONS!



You have earned yourself a

Silver Certificate !

Name: _____

Teacher's Signature: _____

CONGRATULATIONS!



You have earned yourself a

Golden Certificate !

Name: _____

Teacher's Signature: _____



WOODLANDS PRIMARY SCHOOL

Weekly Behaviour log documenting Yellow/Red behaviours

Week beginning:

Name	Incident (include date/time and details of incident)	Reflection time	Parent informed? Face to face/telephone? Date of contact

*Please file reflection sheets completed by child



Pupil Reflection Sheet Y1 and 2

Name	Class	Date
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What I did?

What I am going to do to fix things?

Teacher comments and signature:

Pupil Signature:



Pupil Reflection Sheet Y3 and 4

Name	Class	Date
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What I did.	What I was thinking and feeling at the time.
Who has been affected by my behaviour?	What I am going to do to fix things.

Teacher comments and signature:

Pupil Signature:



Pupil Reflection Sheet Y5 and 6
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Name	Class	Date
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What I did	What I was thinking and feeling at the time.	What I have thought about since.
Who has been affected by my behaviour?	How it has affected me?	What I am going to do to fix things?

Teacher comments and signature:

Pupil Signature: