

Sydney Russell Primary Phase Behaviour Policy

Mission Statement

The ethos of our school is to promote good behaviour via a calm and well structured environment that consists of a safe learning atmosphere 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 things as a three-way partnership with pupils, parents and staff all taking responsibility for their actions.

Sydney Russell is a school with a strong moral ethos. School rules are for the safety and comfort of all members of the school community as well as a way of establishing social learning. Any form of bullying, discriminatory behaviour will not be tolerated.

At Sydney Russell Primary Phase we have adopted the Stay on Green behaviour programme which provides expectations which focus on positive action rather than what children should not do. It highlights both good and poor behaviour with appropriate action to promote well rounded pupils. As an inclusive school we recognise that all children are individuals. Therefore, within our consistent approach there is an element of flexibility to take into account the needs of all our pupils. Behaviours must be in context and require all staff to use their professional judgement.

SYDNEY RUSSELL PRIMARY CODE OF CONDUCT

At Sydney Russell Primary we have six Golden Rules. To 'stay on green', we will...

1. Listen to each other.
2. Treat everyone with politeness and respect.
3. Work to the best of our ability.
4. Help each other to stay safe.
5. Respect the school environment.
6. Reflect on our behaviour.

School Behaviour Policy: Stay on Green

Overview

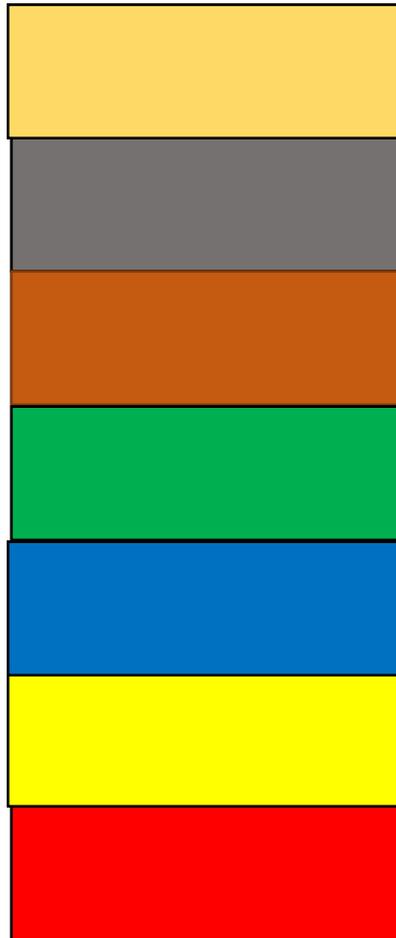
The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That the teachers integrate a house point 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 including lunchtime staff.
- Whole class/school and individual reward system. Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines.



- All classes have a display with the children's names on. All pupils start each day with their name on 'green'.
- If pupils make positive individual choices about their behaviour they move their name onto the appropriate colour (bronze, silver, gold).
- If pupils make negative individual choices they move their name onto the following colours (blue, yellow, red).

Rewards

Individual

The Primary Phase uses a variety of Positive Reinforcement techniques that are regularly drawn upon:

- ✓ Verbal feedback
 - ✓ Moving their name from green to bronze to silver to gold to gain more points for their house.
 - ✓ Extra House points can be rewarded throughout the day, both in class and during lunchtimes and playtimes, if they have modelled excellent behaviour. They are given extra tokens to add to their house point total at the end of the week.
 - ✓ The three pupils scoring the most points for their house at the end of the week are mentioned in the celebration assembly on Fridays.
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- Dojo points are used as an **academic reward** in class for Key Stage 1 pupils only.

Each half term all house points will be totalled and there will be a cup, displayed in the front Reception with the winning house ribbon colour of the winning house.

When a child achieves 'Gold', the teacher will enter the child's name in a book held by the behaviour lead at Sydney Russell Primary School. This will also enter +5 extra house points under that child's name on our house counting online system.

*NB Gold is a prestigious stage and is only awarded following consistent Silver behaviour over at least two or three weeks. (Maximum 3 per term)

If a child achieves 'Bronze' or 'Silver' they will be given extra house points, +2 for Bronze and +3 for silver by their class Teacher.

Teachers will keep track of this by highlighting children **who come off** green on their class list. All those pupils **not** highlighted will be awarded a certificate. ?

If a child comes off Green – it is the teacher's responsibility to try and get them back to green before the end of the day. They can achieve this by making positive choices by correcting their behaviour.

'Stay on Green' house points are not awarded until the end of the day so pupils have lots of opportunities to get back to 'Green'.

House System

The House system is used alongside the Stay on Green policy. Points are awarded and children are encouraged to adopt a community spirit and by working hard and working together (See House System Policy). This system is used throughout the school day, by all teaching, office and lunchtime staff.

Consequences

- Teachers use least intrusive skills to redirect behaviour.
- Three warnings are always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their name back to green and beyond.
- At the end of each day children’s final position on the chart is noted and those found to be on blue, yellow or red for long periods of the term will be further assessed in order to get to the root of the behaviour issue.

The following is our behaviour grid and can be used as guidance:

<u>Colour</u>	<u>Types of behaviour</u>	<u>Consequences</u>
<u>GOLD</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Exceptional Behaviour. <input type="checkbox"/> Significant Achievement. <input type="checkbox"/> Constantly displaying "silver" behaviour over at least two or three weeks. 	<p>Entered into a Golden Table draw to enjoy a special ‘Golden Lunch’ during the last week of each term.</p> <p>A certificate is also awarded to all pupils who have achieved ‘Gold’ behaviour status in the assembly at the end of each term.</p> <p>5 house points awarded.</p> <p>Positive behaviour entry on SIMS</p>
<u>SILVER</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Consistent politeness. <input type="checkbox"/> Selfless Behaviour. <input type="checkbox"/> Constantly displaying "bronze" behaviour without adult prompting. 	<p>3 house points awarded.</p> <p>Positive behaviour entry on SIMS</p>
<u>BRONZE</u>	<ul style="list-style-type: none"> • Better than expected behaviour / effort. • Being polite / kind / caring / sharing. • Volunteering to help adults/children. • Good manners. • Picking up coats in the corridor unprompted. 	<p>2 house points awarded.</p> <p>Positive behaviour entry on SIMS</p>

<u>GREEN</u>	FOLLOW OUR "STAY ON GREEN" EXPECTED BEHAVIOUR.	1 house point awarded daily for name on Green.
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<u>BLUE</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Shouting /calling out during teaching time; <input type="checkbox"/> Getting out of their seat during a task; <input type="checkbox"/> Distracting other children from learning; <input type="checkbox"/> Talking when others are talking; <input type="checkbox"/> Rocking on chairs; <input type="checkbox"/> Not working to the best of their ability (lack of productivity during lesson); <input type="checkbox"/> Not cooperating with others; Having a negative attitude. 	<p>Use De-escalation Techniques (Appendix A)</p> <p>Child's name is put in the "blue" section of the classroom display and pupil is told why their behaviour is not acceptable.</p> <p>Time out in class (10 mins max) or filling the reflection sheet in during their play/lunch time. (this depends on individual pupils' needs and their frequency of moving onto blue).</p> <p>Pupil completes a reflection sheet which is discussed in their own time. Pupils sign reflection sheet.</p> <p>Teacher keeps the Reflection Sheet in Class Folder and collected by Jci every Friday afternoon.</p>
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<u>YELLOW</u>	<ul style="list-style-type: none"> <input type="checkbox"/> Persistent "blue" behaviour <input type="checkbox"/> Not following instructions; <input type="checkbox"/> Taking or damaging other people's property; <input type="checkbox"/> Name calling; <input type="checkbox"/> Tormenting other children; <input type="checkbox"/> Throwing things; Rudeness; <input type="checkbox"/> Refusal to work. <input type="checkbox"/> <input type="checkbox"/> 	<p>Use De-escalation Techniques (Appendix A)</p> <p>Send to 'Buddy class' for the majority of pupils. In some cases teacher may need to use their discretion.</p> <p>Pupil completes a reflection sheet <i>in their own time</i>' which is discussed in their own time. Pupils sign reflection sheet.</p> <p>Persistent yellow behaviour will be logged and an informal chat with Jci will occur for recurring names.</p>
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		<p>Teacher keeps the Reflection Sheet in Class Folder and collected by Jci every Friday afternoon.</p> <p>Yellow behaviour entry on SIMS</p>
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RED

- Walking out of class;
- Being racist;
- Intimidating behaviour;
- Bullying;
- Fighting;
- Swearing;
- Stealing
- Persistent yellow behaviours

Use De-escalation Techniques (Appendix A)

Alternative lunchtime (Appendices B & C) the same day or if pm the following day.

Pupil is to lose their first break or lunch break (for 15 minutes) in the first instance. Teacher makes a note of pupils name on red in the yellow book on display with the Stay on Green' policy in class.

Any red behaviour must be reported to Jci. Jci will discuss sanctions with the pupil, parents informed or brought in for a meeting.

Pupil completes a reflection sheet. Pupils sign a reflection sheet.

Parents to sign this sheet at the end of the day or at their earliest convenience as the meeting is scheduled.

Concerns will be discussed with parents by a member of SLT and class teacher will be informed.

Consequences must reflect consideration for the child's behaviour

		<p>history, individual profile and the nature of the incident.</p> <p>Red behaviour entry on SIMS</p>
<u>RED +</u>	<p>If the pupil continues to exhibit 'Red' behaviours then the SLT, Class Teacher and Parent will put in place a Personal Support Plan (PSP). If a serious incident occurs, pupils may be excluded from school by a member of the Leadership Team, in line with the School's 'Exclusion Guidelines'. Stages may be jumped, depending upon behaviours exhibited.</p> <p style="text-align: right;">Red+ behaviour entry on SIMS</p>	

Buddy Class

This will be an alternative class that can be within the same year group or a different one. This would need to be arranged with the appropriate class teacher.

Alternative Lunch times

Alternative lunch times will be on a rota basis and will be run by SLT and class teachers. The alternative lunch time protocol is to be followed consistently.

Between each stage, children are given time for reflection and opportunity to change behaviour. Warnings or reminders must be given before consequence.

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

Bullying incidents

What is 'bullying'?

“Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally” (DSCF, 2007). This behaviour can include:

Verbal bullying e.g. making personal threats, name-calling, nasty comments or jokes

Physical bullying e.g. hitting, kicking, poking, punching, pushing, shoving, slapping, tripping or spitting, inappropriate touching or being forced to do things you don't want to do.

Indirect, e.g. ignoring, or excluding someone from the group e.g. Spreading rumours, stealing, damaging belongings, targeted graffiti, or gestures

Cyber bullying e.g. sending threatening or insulting comments via email, text messages or Facebook, or taking humiliating, pictures or video, clips which are then sent or shared with others

Bullying incidents would be recorded and followed up via the anti-bullying strategy.

Racism and Sexism

Racist and sexist comments are not tolerated and should be reported to a senior member of staff immediately. The incident will be fully investigated and recorded according to school policy. Further guidance will be given to show the pupil why these remarks are so damaging and unacceptable. The class teacher should record exactly what the student said and within context and should not ask leading questions.

Exclusion

Time out / Reflection Time in other classes

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

Internal Exclusion

- If a serious incident has occurred, the class teacher should involve a member of SLT who will decide consequences according to pupil needs. SLT will inform parents if the child is to be internally excluded.
- During an internal exclusion the pupil must work outside of their class – within another class or another designated area for a stipulated fixed period that is decided by SLT.
- The child will complete a work pack prepared by the teacher 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 code of conduct and have turned their behaviour around. Once they have completed their work pack they should then have reflection time 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).
- 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.

External Exclusions

The London Borough of Barking and Dagenham's criteria for exclusions are as follows:

- ☐ Serious breach of the school's rules or policies
 - Risk of harm to the education or welfare of the pupil or others in the school ☐ 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

A decision to exclude a pupil, either for a fixed period or permanently is seen as a last resort by the school while always bearing in mind our duty of care to pupils and staff.

The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct.

Fixed Term Exclusion

A fixed term exclusion will be used for the shortest time necessary to secure benefits without adverse educational consequences.

Exclusion for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and management strategies. These could include:

- Discussion with the pupil
- Mentoring (adult support)
- Discussion with parents
- Setting targets and agreeing an individual action plan
- Checking on any possible provocation
- Internal exclusion
- Multi-agency support

Exclusion will not be used for minor incidents (e.g. lateness, poor academic performance or breaches of uniform rules).

The decision to exclude

If the Principal decides to exclude a pupil he/she will

- Ensure that there is sufficient recorded evidence to support the decision
- Explain the decision to the pupil
- Contact the parents, explain the decision and ask that the child be collected
- Send a letter to the parents confirming the reason for the exclusion, whether it is a permanent or temporary exclusion, the length of the exclusion and any terms or conditions agreed for the pupil's return
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked
- Plan how to address the pupil's needs on his/her return
- Plan a meeting with parents and pupil on his/her return

Single Incident

Temporary exclusion may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head teacher will investigate the incident thoroughly, usually via the management team, and will consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged, and if necessary be supported by familiar staff or parents, to give his/her version of events. A member of the Senior Leadership Team will check to find out whether the incident may have been provoked, for example by bullying or harassment.

Pupils Returning from a Fixed Term Exclusion

All students returning from a Fixed Term Exclusion are required to attend a reintegration meeting, accompanied by a parent. This meeting will seek to establish practical ways in which further exclusion can be avoided and behaviour modified to acceptable standards in partnership between student, parent and school.

Permanent Exclusion

A permanent exclusion is a very serious decision and the Head teacher will consult with the governing body before enforcing it. As with a temporary exclusion, it will follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies, such as:

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on the school premises
- Carrying an offensive weapon
- Persistent bullying
- Racial harassment
- Persistent disruptive behaviour

The safety of the child will always be considered before a permanent exclusion is considered.

Marking Attendance Registers following Exclusion

When a pupil is excluded temporarily, he/she will be marked as absent using Code E.

Notification of an Exclusion

- 1) Parents will be notified as soon as possible of the decision to exclude a student and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day.
- 2) In the case of a Permanent Exclusion parents will be notified by the Principal in a face-to-face meeting.

- 3) A student who has been excluded will have the reason for his/her exclusion explained to them by a member of staff so that they understand the nature of their misbehaviour.
- 4) The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies e.g. School Home Support Practitioner, Attendance Service or the Local Authority. Should it be decided for whatever reason that the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following an exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.
- 5) The Chair of Governors, LA Inclusion Officer and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter, which they will receive a copy of; it will clearly outline the reasons for the exclusion.

Appeals

All correspondence regarding an exclusion from the school will inform parents of their right to appeal to the Governing Body against the decision to exclude. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the Governors.

5.0 EYFS Behaviour Policy

Due to the nature of EYFS a condensed version of the above will be used, 'traffic lights system'



All children would start on green and be rewarded for staying on green as well as for outstanding efforts made.

The pupil will progress through to amber and then red. The behaviour to merit the transition from one to the other will be the same as highlighted in the 'go for green' policy above. The individuality of students is paramount and should reflect this when making a decision as to whether they will be progressing to the next colour. All student should have an opportunity to correct their behaviour and should be warned at least once before going onto the next colour.

By correcting their behaviour they will then earn the privilege to be placed on the previous colour until they are on green where they will qualify for further rewards.

Rewards

For good behaviour and effort within class the teacher will use their judgment to ascertain whether they merit an award of a sticker. Three stickers and they achieve a gold star. Alternatively if they are on amber or red they will be placed on the previous colour.

5.2 Racism and sexism

Racist and sexist comments are not tolerated and will follow the same process of reporting as shown above.

Appendix A DE-ESCALATION 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

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." (issue 1st, 2nd then a final warning)

If this does not work:

Then move the child's name down the consequence system. This serves as a **"Rule Reminder"**

Appendix B

Alternative Lunch Protocol

- AL is for any pupil who has displayed **RED** behaviour.
- AL is not intended for pupils with SEN but may be required in certain circumstances.
- Only one AL can ever be given at any time.
- AL will take place in a *designated room from 11.45 -12.45 for Years 1 and 2 and 12.30 – 1.15 for years 3, 4, 5 and 6.
- Alternative Lunch will usually be staffed by Senior Leaders and class teachers.
- 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 basic skills work.
- **If deemed appropriate**, the member of AL staff may allow the pupil to have the last 10 minutes of their playtime.
- Pupils will line up with their class in the playground ready to re-join lessons after lunch, if appropriate.
- It is the responsibility of SLT to inform parents / carers that their child attended AL

APPENDIX C

ALTERNATIVE LUNCH – RED BEHAVIOUR

Name of Pupil		Class	
Referred by		Date	
Details of Incident	<ul style="list-style-type: none">- Out of lesson without permission- Bullying- Physical assault against an adult or child - Swearing- Theft - Abuse against adult (verbal/threatening behaviour) - Continuation of yellow behaviours		
Location of Incident			
Time of Incident			
Witnesses			
Time in AL?	Mins		
Received by		Time	

Appendix D
Sydney Russell Primary
Red Behaviour report

For completion by SLT

Name:

Class:

Date:

SLT member:

Nature of incident:

Consequences:

Alternative lunch: Yes or No

Summary of meeting with parents:

Next actions: