



St Edward's Church of England
Primary School

Behaviour Policy

December 2018



BEHAVIOUR POLICY

1.0 Statement of principles for the Behaviour Policy

Good behaviour and discipline are key foundations of good education. Without an orderly atmosphere effective teaching and learning cannot take place. At St Edward's we believe it is important that children:

- recognise the need for adults and children to have respect for themselves, each other and the environment;
- understand how their actions may affect others;
- understand the difference between right and wrong;
- exercise a degree of responsibility and initiative;
- develop a sense of fairness.

2.0 Role of Head Teacher, Governors, Staff

Governors play a key role in influencing the ethos of the school (atmosphere and philosophy). This influence carries with it a responsibility to support the head teacher and staff in maintaining high standards of discipline.

The head teacher is responsible for securing discipline on a day-to-day basis subject to the general principles set out at the beginning of this policy. The head teacher is responsible for developing school rules and codes of conduct which give effect to the overall behaviour policy, taking into account any guidance given by the governing body.

The classroom is the most important place in school education. Children need a calm and purposeful classroom. Teachers need to have high expectations of all their pupils in terms both of achievement and of behaviour. We have learnt that discipline is most effective when children can be constructive and positive, and when they are specific about what behaviour is expected of them and what is unacceptable. The following characteristics feature in most successful classrooms:

- procedures are clearly understood regarding pupil discussion, participation in lessons, movement in class, ways in which work is handed in, and what pupils should do when tasks are completed;
- explanations are clear;
- requirements of pupils are clearly set out and progress is monitored carefully;
- clear instructions are given so that activities run smoothly;
- misbehaviour is handled quickly and calmly so that the pace of the lesson is not lost and further disruption minimised;

- teachers demonstrate good listening skills, and react appropriately to pupils' responses;
- work is set which is appropriate to pupils' abilities;
- clear goals are set for each work activity and all pupils understand them before an activity begins;
- lessons start and end on time;
- classrooms are suited to a particular activity as far as possible;
- seating arrangements are appropriate to the activity with particular attention given to the position of children who find it difficult to settle and who may be easily distracted;
- external interruptions are minimised wherever possible and all necessary materials for a given activity are available.

3.0 Code of Conduct for Pupils

It is most important that children recognise the need to have respect for themselves and each other. To obtain this respect and a responsible attitude, high importance is placed on discipline being practised with care and purpose. Children should appreciate the thinking behind this purpose and be helped in recognising the need for and in developing self-discipline. The following statements are the basic behaviours expected from children and are designed to assist children in recognising their part in maintaining high standards of good behaviour at St Edward's:

- respecting others and property;
- always doing your best;
- being polite and helpful;
- working well with others;
- listening, not talking, when an adult or child is speaking to the class;
- sitting on chair or carpet properly;
- participating in partner/group discussions;
- walking around the school, and when entering the school;
- wearing the agreed school uniform.

These behaviours are recorded as Green within the school's Stay on Green strategy discussed below.

4.0 Managing Pupil's Behaviour

All staff are responsible for the behaviour of all children in the school. All staff have a role to play in supporting and reinforcing good behaviour. The school uses the DFES SEAL (Social and Emotional Aspects of Learning) approach and 'Stay on Green' to encourage positive attitudes and behaviour.

4.1 Principles for managing children's behaviour:

1. Good behaviour and discipline are the key foundations for a good education. Without an orderly atmosphere, effective teaching and learning cannot take place.

2. Teachers have a right to teach, children have a right to learn, nobody has a right to interfere with that process.
3. Respect is key with adults and children having respect for themselves, each other and the environment.
4. Children need to:
 - understand how their actions may affect others;
 - learn the difference between right and wrong;
 - be responsible for the choices they make;
 - develop a sense of fairness.

4.2 Basic Techniques for managing children's behaviour include:

1. 'Walk the Talk' – children learn from our behaviour towards each other and our behaviour towards them.
2. Rewards and positive reinforcement.
3. Consistency.
4. Rules and procedures.
5. Teach the child what you want them to do e.g. "What does good lining up look like?"
6. The importance of making the curriculum accessible to the child.
7. Reduce something that is unpleasant.
8. Reduce the attention that is given to the child.

5.0 Maintaining Appropriate Behaviour

St Edward's School uses 'Stay on Green' as a behaviour management strategy. This promotes positive behaviour and seeks to manage inappropriate behaviour progressively.

5.1 Overview

5.1.1 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 are regularly following the rules are noticed and rewarded.

5.1.2 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;
- teaching of specific behaviours and routines.

5.1.3 Each class has a Stay on Green display and all pupils' names are on the chart. Every child starts each day on 'green'.

- If pupils make positive individual choices about their behaviour their name is moved up the chart through bronze, silver and gold.
- If pupils make negative individual choices about their behaviour their name is moved down the chart through blue, yellow and red.

5.2 Rewards and Positive Reinforcement

At St Edward's we recognise that rewarding children when they show good behaviour, and courteous and caring attitudes, is a positive means whereby we can encourage children to do their best while showing our appreciation of their efforts. We use the following rewards to promote positive behaviour:

- Bronze sticker awarded (Stay on Green);
- Silver sticker and Silver certificate awarded (Stay on Green);
- Gold sticker and Gold certificate awarded, name recorded in Gold Book (Stay on Green);
- special sticker awards from Head Teacher, Deputy and Assistant Heads;
- entries in 'Happy Book' (Lower School) and 'Book of Shining Stars' (Upper School) celebrated in presentation assemblies;
- letters or phone calls home;
- quiet praise from the teacher to a pupil who demonstrates improvement from previously unacceptable behaviour which can be a powerful motivation to maintain improvement;
- JOY (Jesus first, others second, yourself last) plaques.

In addition to Gold certificates, pupils will receive a school Gold Award pen on the first occasion they achieve this standard. On subsequent occasions, they will receive a Gold Award pin badge to wear on their school uniform.

At the end of each term children who have achieved Bronze, Silver or Gold for the whole period receive a special certificate and will take part in a special event e.g. summer term picnic, film with refreshments, disco etc.

5.3 Consequences

If a pupil makes an inappropriate choice in their behaviour, they are given a verbal warning and reminded about Green behaviour. If the behaviour continues, the pupil's name is moved down the chart.

- Teachers and other staff use suggested strategies to keep children on Green;
- adults use least intrusive skills to redirect behaviour;

- if a member of staff decides to move a child's name down the chart, they explain clearly to the pupil why their behaviour is inappropriate and what they can do to improve the situation;
- all staff constantly help pupils to make the right choices to move their name back to green.

The following colours are consequences

Blue

Staff explain to the pupil why their behaviour is unacceptable. Pupils from years 1 to 6 lose five minutes of break or lunchtime, supervised by their class teacher.

Staff look for opportunities to move pupils back to Green.

Yellow

The names of all children on yellow behaviour are recorded in the year Group 'Reflection Room' book to enable year group teachers to ensure children attend. Pupils from years 2 to 6 lose part of their lunchtime, from 12.15 – 12.35 p.m. and are escorted to the designated 'Reflection Room' to complete their 'Think about it' sheet.

Teachers staff the Reflection Room on a rota basis, with two teachers present during lunchtimes, and a teacher from Year 2 if required. Teachers on Reflection Room duty are expected to review the pupils 'Think about it' sheet at the end of the reflection to ensure the child understands what they did and why it was wrong. Yellow behaviour consequences take precedence over lunchtime duties/clubs/sporting activities.

The class teacher will contact a parent directly at the end of the day if a child has been on yellow to discuss the events leading up to this.

If a child is on yellow behaviour three times within one week, then the child will be automatically moved to red behaviour and the relevant course of action taken at this point.

Staff continue to look for opportunities to move pupils back to green.

Red

A red behaviour form is completed by the class teacher and sent, with the pupil, to a member of Senior Leadership Team, for lunchtime the following day. Parents are informed by a phone call from either the year group leader or member of the senior leadership team. A copy of the red behaviour notice is retained on the pupil's individual file. The following day the pupil will attend an Alternative Lunch (an entire missed lunch time break) with a member of SLT. This will need to be recorded on the school MIS.

5.4 Foundation Stage

The Foundation Stage use a simplified version of 'Stay on Green'. The colours remain the same but the behaviour statements are simplified and more appropriate for the age. Rewards are the same but the consequences are different. See appendix B.

5.5 Children with Behaviour Plans

Some children will have individual behaviour plans which may differ to the main 'Stay on Green' approach. However, they should have clear guidelines for rewards and consequences related to that child and be followed appropriately. All classroom-based staff directly involved with a child on a Behaviour Plan should be aware of its contents. The senior Lunchtime MDA (or other staff engaging with these children) may need to refer back to the key adults who work with a child if behaviour issues arise. It is important that the child is aware that there are consequences for not following appropriate rules, even if that consequence is not the same as 'Stay on Green'.

6.0 Resolving Serious Difficulties

On rare occasions the discipline and management of children's behaviour breaks down. When this occurs it is sometimes necessary to restrain a child. Should this happen, restraint is undertaken in accordance with the school's **Restrictive Physical Intervention Policy** which can be viewed on the school website or a copy given to parents upon request.

Bullying is behaviour defined as 'actions against others which meet all three of the following criteria: multiple; deliberate; emphasis on an imbalance of power.' When bullying is reported, the school's **Anti Bullying Policy** should be referred to.

7.0 Exclusion

Exclusion from school will only be used as a final resort when the child's behaviour is extreme.

Please refer to the school's **Exclusion Policy** for further information.

8.0 Involvement of Parents, Support Staff and Pupils

It is essential for the school to gain the support of parents for the behaviour policy. The key to this is one of communication. Our work with parents begins at pre-Nursery meetings when the principles of the behaviour policy are outlined to parents.

Parental support is requested in maintaining the principles of the behaviour policy.

The children will be involved from the beginning of the autumn term where the first week's assembly will focus on new beginnings and rules. This will be followed up in the classroom with discussion of the Rules (displayed on the wall), rewards and consequences.

Copies of school policies are published on our website and are available, on request, at the school office.

APPENDIX A – Stay on Green statements KS1 & 2

GOLD

Behaviours

Being an excellent role model by:

- having an excellent attitude at all times;
- consistently displaying excellent behaviour;
- significant achievement;
- showing initiative;
- constantly displaying 'Silver' behaviour.

Rewards

Gold sticker, and child's name is recorded in the Gold Book and a pen is awarded in Friday's assembly. 1-2 awarded per half-term.

SILVER

Behaviours

Being a very good role model by:

- making a very good effort in every lesson;
- consistent politeness;
- being self-motivated;
- encouraging others to do the right thing;
- constantly displaying 'bronze' behaviour without adult prompting.

Rewards

Silver sticker and a Silver certificate is sent home.
Approx. 2—3 per fortnight (CT discretion to increase this).

BRONZE

Behaviours

Being a good role model by:

- taking pride in your own work;
- including others in the class and in the playground;
- working independently;
- being kind and supportive to others;
- asking thoughtful and enquiring questions.

Rewards

Bronze sticker.
Approx 2 - 3 awarded per week (CT discretion to increase this).

GREEN

Behaviours

Showing the expected behaviours by:

- respecting others and property;
- always doing your best;
- being polite and helpful;
- working well with others;
- listening, not talking, when an adult or child is speaking to the class;
- sitting on chair or carpet properly;
- participating in partner/group discussions;
- walking around the school, and when entering the school;
- wearing the agreed school uniform.

BLUE

Behaviours

Showing less than expected behaviour by:

- talking, not listening, when an adult or child is speaking to the class;
- not following instructions;
- calling out;
- disturbing others who are working;
- moving around the classroom without permission;
- name calling;
- arguing with peers;
- running in the corridor;
- littering.

Consequences

Pupil kept in class for five minutes at break or lunchtime (Key Stage 1 and 2) by class teacher.

YELLOW

Behaviours

Showing inappropriate behaviour by:

- blue behaviour continues after being given 5 minutes loss of next break time;
- refusal to complete task set;
- swearing, lying or blaspheming;
- damaging other people's or school property;
- throwing things for fun;
- deliberately hurting someone's feelings;
- being rude or answering back;
- deliberate pushing in the corridor or doorways;
- rough play at breaktimes.

Consequences

Sent to Reflection Room at lunchtime (12.15 - 12.35) to complete reflection sheet. Parent spoken to or called by class teacher same day.

RED

Behaviours

Showing extreme inappropriate behaviour by:

- yellow behaviour continues after being given a Behaviour Reflection or 3 episodes recorded within a 1 week period;
- walking out of class without permission;
- being racist or homophobic;
- fighting, stealing or bullying;
- swearing or blaspheming at an adult deliberately;
- hurting adults or children on purpose;
- throwing with the intention of hurting someone.

Consequences

Senior staff involved and parents informed . Child to attend Alternative Lunch with a member of SLT, the following day.

APPENDIX B - Stay on Green statements Reception

Gold	<ul style="list-style-type: none"> • Consistent silver behaviour • Always trying your best 	Gold sticker Gold certificate
Silver	<ul style="list-style-type: none"> • Constant bronze behaviour • Consistent kindness • Thinking of others before yourself 	Silver sticker Silver certificate
Bronze	<ul style="list-style-type: none"> • Being kind to others • Being a good role model • Independent learning 	Bronze sticker
Green	<ul style="list-style-type: none"> • Being polite and helpful • Good sitting and good listening • Looking after toys and equipment • Walking in school • Wearing correct school uniform 	
Blue		Verbal warnings
Yellow (after two verbal warnings)	<ul style="list-style-type: none"> • Not following instructions • Rough play • Being unkind • Shouting and using loud voices during learning time 	Time out in own classroom/ other class in year group (5 minutes) Parents informed at end of day if child is still on yellow.
Red	<ul style="list-style-type: none"> • Hurting on purpose • Spitting at others • Damaging school property • Biting • Being rude 	Immediate time out in another year group (N, R, Y1) Parent meeting with class teacher 2 nd time on red – parent meeting with class teacher and YGL/AHT

"STAY GREEN" BEHAVIOUR STRATEGY

	COLOURS	BEHAVIOURS	REWARDS
P O S I T I V E C H O I C E S	GOLD	Being an excellent role model by: having an excellent attitude at all times; consistently displaying excellent behaviour; significant achievement; showing initiative; constantly displaying "Silver" behaviour.	Gold sticker, and child's name is recorded in the Gold Book and a Gold certificate is awarded in Friday's assembly. 1-2 awarded per half-term.
	SILVER	Being a very good role model by: making a very good effort in every lesson; consistent politeness; thinking of others before yourself; being self-motivated; encouraging others to do the right thing; constantly displaying "bronze" behaviour without adult prompting.	Silver sticker and a Silver certificate is sent home. Approx. 2-3 per fortnight (CT discretion to increase this).
	BRONZE	Being a good role model by: taking pride in your own work; including others in the class and in the playground; working independently; being kind and supportive to others; asking thoughtful and enquiring questions.	Bronze sticker. Approx. 2-3 awarded per week (CT discretion to increase this).
	GREEN	Showing the expected behaviour by: respecting others and property; always doing your best; being polite and helpful; working well with others; listening, not talking, when an adult or child is speaking to the class; sitting on chair or carpet properly; participating in partner/group discussions; walking around the school, and when entering the school; wearing the agreed school uniform.	
N E G A T I V E C H O I C E S	VERBAL WARNING		CONSEQUENCES
	BLUE (behaviour which prevents others learning readily)	Showing less than expected behaviour by: talking, not listening, when an adult or child is speaking to the class; not following instructions; calling out; disturbing others who are working; moving around the classroom without permission; name calling; arguing with peers; running in the corridor; littering.	Pupil kept in class for five minutes at break or lunchtime (Key Stage 1 and 2) by class teacher.
	YELLOW (behaviour which prevents others learning)	Showing inappropriate behaviour by: blue behaviour continues after being given 5 minutes loss of next break time; refusal to complete task set; swearing, lying or blaspheming; damaging other people's or school property; throwing things for fun; deliberately hurting someone's feelings; being rude or answering back; deliberate pushing in the corridor or doorways; rough play at breaktimes.	Sent to Reflection Room at lunchtime (12.15 - 12.35) to complete reflection sheet. Parent spoken to or called by class teacher same day.
	RED (extreme inappropriate behaviour)	Showing extreme inappropriate behaviour by: yellow behaviour continues after being given a Behaviour Reflection or 3 episodes recorded within a 2 week period; walking out of class without permission; being racist or homophobic; fighting, stealing or bullying; swearing or blaspheming at an adult deliberately; hurting adults or children on purpose; throwing with the intention of hurting someone.	Senior staff involved and parents informed by Head Teacher. Red behaviour notice, completed by Head Teacher (or senior member of staff deputising) and sent home to parents. Child to attend Alternative Lunch with a member of SLT, the following day.

Behaviour Policy

Approved by Head Teacher:

Head Teacher

Date