
Positive Behaviour Policy

Everyone welcome; everyone included



Aims:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community.

We have very high expectations concerning behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Satisfactory behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported and recognised.

School Expectations:

Newport uses the system of 'Golden Expectations'.

The expectations are designed to focus on positive action (be respectful) rather than what children should not do (do not run). The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children.

The 'Golden Expectations' are displayed in all classrooms and communal areas.

Everyone is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.

The assembly programme supports the school's golden expectations and they are discussed in PSHCE, Citizenship and SEAL learning.

Golden Expectations:

- 1. Be kind, helpful and gentle**
- 2. Listen respectfully**
- 3. Learn brilliantly**
- 4. Be honest and responsible**
- 5. Stay safe and care for people and property**

Our community's responsibilities:

- We are all responsible for 'facilitating the learning of all children':
 - To provide a safe and happy environment for learning.
 - To provide a challenging and engaging curriculum.
 - To ensure we value and celebrate children's learning and behaviour.
 - To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- We will communicate with each other (LSA, teacher, SLT, parent) to help support children's learning and behavioural needs.
- We will actively teach children to make positive choices.
- We will give all children the chance of a new start throughout the day and everyday.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children's behaviour and learning.
- We will make time to listen to children.
- We will use language that supports positive behaviour (choices) rather than judgemental language (naughty child).

The 'Stay on Green' System:

The system is designed so:

- That all children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet the school's 'Golden Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills.

How it works:

- In the class there is a prominent 'Stay on Green' display.
- On this display, all children have a pocket with their name on it.
- Each day, children start with a green card in their pocket.
- If children make positive impact individual choices they are celebrated by placing a bronze, then silver, then gold card.
- If children make negative impact individual choices they are warned by placing a blue, then amber, then red card.
- 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).
- Classes are linked to form 'Buddies'. Children are sent to 'Buddy Class' for positive and negative behaviour (see Buddy groups).

Actions:

Behaviour Card	Action	Who involved?
Gold	Name in golden book. Golden sticker. Sent to member of SLT on duty. Phone call home.	Class teacher. SLT. Phone call home.
Silver	Silver sticker. Sent to 'Buddy Class' for praise. Silver note home.	Class teacher. Buddy class teacher.
Bronze	Bronze sticker. In class praise.	Class teacher
Green	Children have 30 minutes Green Time each week.	Class teacher provides <u>planned</u> 'Green Time' session for 30 minutes.
Warning	Child is reminded of Golden Expectations. Appropriate time given for child to address behaviour.	Adult in class.
Blue	Child must move away from main class group (e.g. during whole class carpet session, child must move away some distance from the carpet). Time away depends on age of child (1 minute per age)	Adult in class.
Warning	As above	
Yellow	Child is sent with their learning or reflection sheet to 'Buddy Class' for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Golden Expectations'. Child is given opportunity to join class and address behaviour. Class teacher writes letter home using standard letter. Incident recorded in 'Incident File'	Adult in class. Writes and sends letter. Recorded in file. Buddy class teacher. Parent/Carer must respond to 'Amber Letter' by filling in slip.
Warning	As above	
Red	Child is sent to SLT on duty (see duty rota). If child refuses to go, class teacher will send child to SLT/Office with 'SLT needed' card. Parental/Carer involvement (letter, phone call, meeting)	Adult in class. SLT. Parent/Carer Pupil Data officer records letter and response on SIMS.

Buddy Groups:

Buddy classes allow children opportunities to celebrate their learning and positive behaviour as well as have time to reflect in a different context.

Groups are fixed.

Refusing to move:

If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice, then if still refusing, give warning and move to next level.

For example:

"You are not following our class expectations Pru, and keep calling out which disrupts our learning. Please move away from the carpet area and think about the choices you are making"

"No...you can't make me move!"

"I will give you 10 seconds to move and make a positive choice"

(Ahmed does not move)

"Make the right choice, Prue. This is your second warning"

(Either Prue moves in which case you thank and then ignore. Or Prue refuses so he is moved to Amber.)

Always keep children and adults safe. If children are unsafe, positively handle the child ensuring the safety of all. Always send for a member of SLT.

Green time (applicable for children in KS1 & 2):

Green time gives the opportunity for all children to celebrate their positive choices.

30 minutes is given each week.

Green time must be planned with enjoyable activities (e.g. class games, time in computer room and not tidying class or drawing on scrap paper). Green time activities should be varied, stimulating and wherever possible linked with children's interests and talents.

Children with specific behavioural needs (SEN, BESN):

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEN BESN, the system may be altered and adapted to meet their needs. They stand outside the policy according to their IEP/IBP which will indicate the actions planned to address and support their needs.

Sending for SLT:

When children have reached RED, the member of SLT on duty is sent for (see duty rota & white board in staff room).

Always ensure the safety of children and staff.

Send a child with a 'SLT Needed' Card to the main office or SLT room. The office will call SLT on duty. SLT will attend.

Exclusions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will make exclusions to maintain the health and safety of all our community.

Internal

Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incident. Internal exclusions will be decided and coordinated by a member of SLT.

External

External exclusions will follow the DCSF 'Improving behaviour and attendance: guidance on exclusions from schools and Pupil Referral Units' as directed by the Local Authority. Only the Headteacher and Deputy Headteacher can exclude children externally. A decision to externally exclude will only be taken when all other possibilities and strategies have been made.

Outside Class & Playground Positive behaviour management:

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

Outside Class:

- Instructors and tutors will support positive behaviour.
- Adults will have high expectations of learning and behaviour.
- Children will be praised for showing positive behaviour (in line with Golden Expectations).
- Bronze, Silver and Gold stickers given.
- Warnings and 'consequences' for negative behaviour given.
- If children continue to choose to ignore Golden Expectations, adult can send for SLT (as when children reach RED)
- Member of SLT will decide how to proceed.

Playground:

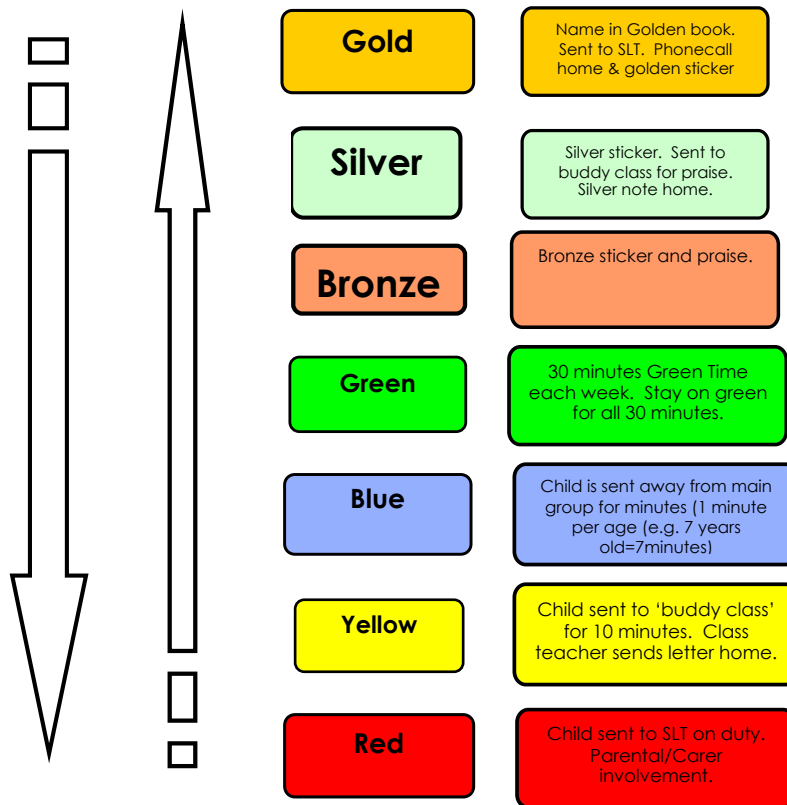
Lunchtime

- A member of SLT will be on duty and outside (see SLT rota). They have ultimate responsibility for lunchtime.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT on duty.

Playtime

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- There will be a Senior teacher on duty every playtime (see rota and whiteboard in staff room)
- In discussion with Senior teacher on duty, staff will inform member of SLT on duty of serious incidences.
- If behaviour poses serious health and safety risk a child is sent to SLT with 'SLT Needed' card.
- All significant incidences must be reported to class teacher who will record on sims.net.

Stay on Green' – Visual Guide



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.

EYFS Positive Behaviour

Code of Conduct for children:

We follow the same rules for the classroom, dining hall and playground. These are:

- We sit appropriately and listen to the person speaking in carpet sessions.
- We keep our hands and feet to ourselves and use our words to solve problems.
- We walk inside and use our inside voices.
- We look after and respect our property.
- We all help tidy up.
- We speak politely to each other.
- We treat others how we liked to be treated ourselves.

Rewards

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued, and are clearly defined in the procedures. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. The reward system is used to encourage children to take own responsibility for their learning. E.g I can... board and target gardens.

We encourage our children to practise good behaviour and follow the Rules by operating a system of praise and reward. This includes:

- Giving verbal praise as often as possible.
- Celebrating achievements through displays, special books, parents evening
- Good behaviour is shared with parents through conversation and behaviour books for children with specific behavioural needs.

Sanctions

Sanctions are needed to respond to inappropriate behaviour. Parents will be notified of any inappropriate behaviour. All classes use Circle Time to reinforce positive behaviour and address any issues arising.

There are times when children exhibit inappropriate behaviour and need to learn where the boundaries of acceptable behaviour lie. Minor breaches of the Rules are dealt with by staff in a caring, supportive and fair manner. Children are made aware that they are responsible for their actions and that breaking the Rules will have a consequence. We encourage children at all times to use words rather than actions and to make good choices.

If poor behaviour persists, the staff will follow the following steps:

- Verbal reminder of expected behaviour.
- A brief time in Timeout where a child is removed from the situation to give them time to reflect on their behaviour (1 minute for their age e.g 5 years old = 5 minute)

- Removal to another class (in Reception only) for a short period.
- If a child is given a timeout the parent/carer needs to be confidentially informed that day.
- Being taken to the Middle Leader (parents informed and invited to a meeting where appropriate). If a meeting is necessary a behaviour plan will be discussed.
- Where a behaviour plan is not working children will be taken to the Assistant Head of EYFS (parents informed and invited to a meeting where appropriate).
- If inappropriate behaviour is still reoccurring children will be taken to the Head Teacher (parents informed and invited to a meeting where appropriate).

Serious misconduct, such as bullying or behaviour which is dangerous or affecting the well-being of others, will be reported immediately to the Head Teacher. This could lead to temporary or permanent exclusion

Review

The Assistant Head, in consultation with the staff, undertakes systematic monitoring and conducts regular reviews of the behaviour management policy and procedures in order to evaluate them to ensure that the operation is effective, fair and consistent.