



Hamsey Green
Primary School

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Behaviour for Learning Policy

Reviewed: November 2017
Review Cycle: Annual Statutory



HAMSEY GREEN PRIMARY SCHOOL
BEHAVIOUR FOR LEARNING POLICY

‘Together we learn for life’

Kind Words, Kind Actions

Where the term “Hamsey Green Primary School” is used this should be deemed to incorporate Early Years and the Children’s Centre.

Values Statement

Hamsey Green Primary School wishes to create and to maintain a community where interaction is based on mutual respect so that people can work together with the common purpose of fostering outstanding teaching and learning. This is important in preparing pupils for their current and future life at secondary school and within the wider community. Our School Values, ‘Aspirational, Collaborative, Optimistic, Resilience and Nurturing’ underpin our work in promoting self-discipline and good behavioural choices.

Aims:

The main aim of our behaviour policy is the promotion of good relationships, so that we can work together with the common purpose of helping everyone to learn, where achievements at all levels are acknowledged and valued.

To support effective teaching and learning through empowering staff to manage pupil behaviour:

- Ensuring that all pupils feel safe, valued and thoroughly involved in their learning.
- Engaging the use of constant positive reinforcement in the pursuit of high standards of work and behaviour.
- Ensuring that all pupils maintain a high standard of presentation in both themselves and their work.

This policy is designed to promote good behaviour, rather than just deter anti-social behaviour both inside and outside the school environment.

To foster a set of shared values among staff, students and parents.

Roles and Responsibilities;

The Governing Body will establish in consultation with the Headteacher, staff and parents the policy for the promotion of good behaviour for learning and keep it under review. It will ensure that it is communicated to pupils and parents, is non-discriminatory and that the expectations are clear. At Hamsey Green, the behaviour code will be known as '**The Green Code**' and Governors will support the School in maintaining and upholding this code. The Governing body will ensure there is no differential application of the Green Code on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. Vulnerable pupils, including looked-after children, children with physical or mental health needs, will be offered behavioural support if appropriate. They will also ensure that the concerns of pupils are listened to and appropriately addressed.

The Head teacher and Deputy Head teacher will be responsible for ensuring the implementation and day-to-day management of the Green Code.

All staff, including teachers, support staff, administrative staff and premises staff, will be responsible for ensuring that The Green Code is followed.

All adults have the following responsibilities in order to promote and support good behaviour in school:-

1. To ensure that they treat pupils with respect and care.
2. To provide engaging work, appropriately differentiated, so that all children's learning needs are met.
3. To make reasonable adjustments for pupils with SEND, so that they are able to comply with school rules.
4. To follow the Green Code fully, consistently and impartially.

Parents, guardians and carers will share responsibility for the behaviour of their child both inside and outside the school. The School values a close relationship with parents and they will be expected to work in partnership with the school to assist in maintaining high standards of behaviour for learning. Parents will have the opportunity to raise with the School any issues arising from the operation of the policy. Each pupil and their parent/guardian/carer will be expected to sign and support our *Home/School Agreement*.

Pupils will be expected to follow the Green Code to enable staff to teach and promote independent learning without interruption. They will be made fully aware of the high expectations that are expected of them and will understand that not following the Green Code will have a consequence. Pupils also have a responsibility to ensure that incidents of bullying are reported and, as far as is reasonable, support fellow pupils.

Rewards

The school uses rewards as a means of raising levels of attainment, encouraging appropriate behaviour, increasing pupils' self-esteem and creating a positive behaviour for learning environment within the school community.

Children who are 'Green' and demonstrate consistent good behavioural choices can be rewarded in the following ways:-

- Immediate positive praise and recognition given verbally or through marking and feedback
- Stickers can be awarded to motivate children and praise their efforts
- Staff will award 'Good to be Green' raffle tickets to children- which could result in them winning a £10 W H Smith Voucher, if their name is drawn in the weekly raffle
- House and Team Points can be used to award team and collaborative efforts
- At the end of each half-term the percentage of children who have stayed on 'Green' will be calculated. The class with the highest percentage of children on 'Green' will receive a class reward (to be negotiated with the Head Teacher)
- At the end of each half-term teachers can nominate individual children who have excelled academically and made good behavioural choices to enjoy Afternoon Tea with the Head Teacher
- At the end of each half-term, those children who have been consistently on 'Green' will receive a 'Well Done' Postcard that will be sent home.



The Good to be Green Code and Behaviour Chart

<u>Levels/ Types of Behaviour</u>	<u>Actions by Class Teacher and Possible Consequences</u>
<p>Low level disruption could include: Talking when asked not to Distracting others Not getting on with work Going off task when using a device</p>	<p><u>Yellow Warning Card/Stop and Think: Class Teacher to issue consequences</u></p> <ol style="list-style-type: none"> 1. Remind the child of the rule 2. Remind the child again of the rule and of the choices and consequences (verbal and then yellow card) 3. Move the child within class 4. Class teacher to discuss behavioural choices with the child 5. If the low level disruption continues the teacher may choose to escalate it to a Red Card.
<p>Serious misdemeanours: Lying Answering back a member of staff Defiance General swearing aloud Wilful damage Persistent low level disruption Searching, looking at or creating inappropriate content.</p>	<p><u>Red Card: Class Teacher to issue consequences</u></p> <ol style="list-style-type: none"> 1. Send the child to another class with work to complete 2. Class teacher to administer playtime detentions 3. Class teacher to involve Phase Leader if appropriate 4. Class teacher to issue red slip and discuss the child's behaviour with the parents 5. If the behaviour continues then a Phase Leader Report Card may be used. 6. 5 or more Red Cards in any half-term will result in a formal meeting with the Assistant Head Teachers/ Deputy Head Teacher. If a child receives 5 or more Red Cards in a half-term period, the child will naturally be excluded from the Whole Class Reward for behaviour at the end of the half-term.

<p>Persistent serious misdemeanours: Deliberately hurting someone Dangerous or injurious behaviour Bullying and racist incidents Swearing at an adult Continuous misuse of devices.</p>	<p><u>Red Card: Assistant Head Teachers / Deputy Head Teacher to administer consequences</u></p> <ol style="list-style-type: none"> 1. Send the child to an Assistant Head teacher/ Deputy Head Teacher- with work to complete and facts of the incident 2. AHT/ DHT will investigate the incident and inform parents. 3. AHT/ DHT will decide on an appropriate consequence which could include but is not exclusive to; <ul style="list-style-type: none"> • Exclusion from the playground • Exclusion from using devices • Internal exclusion (away from class) • Prohibited from using Wembley (football court) • Prohibited from any extra-curricular events/ activities • Fixed-term exclusion (If escalated to Head Teacher and this is warranted)
<p>Extreme dangerous or injurious behaviour Internal exclusions have been ineffective</p>	<p><u>Refer to the Head Teacher: Head Teacher to issue consequences or Deputy Head teacher in her absence</u></p> <ol style="list-style-type: none"> 1. Further internal exclusion 2. Meeting with the parents 3. Fixed-term exclusion 4. No device/ internet usage for the remainder of the year. 5. Where fixed term exclusions have been ineffective- Permanent Exclusion

How the 'Good to be Green Chart' should be used effectively...

First Step: Teachers should ensure that they are promoting positive praise where it is due and reinforce behaviour expectations in a positive manner. If a child makes a low level poor choice (see table) then a verbal warning should be given to the child to remind them of the expectations and that their next step is a 'yellow warning card.'

Second Step: If the behaviour of the child does not change. The teacher should give the child a 'yellow warning card'. The teacher should discuss with the child what behaviour they need to see, in order to turn their card back to green. It is important to note, that cards should be turned back to green at the end of every session (in order for the child to have the opportunity to turn their behaviour around).

Third Step: However, if in the same session, the child's behaviour does not improve and they are already on a yellow card. The teacher should then issue a 'Stop & Think' card and ask the child to sit at an isolated desk to work within the class.

Fourth Step: For serious breaches in behaviour or for where the 'Good to be Green' system has been followed and the behaviour has escalated to a red consequence card, then the teacher must ensure that;

- As soon as the Red Card is issued, the child is sent to another buddy class, with work, to complete for the rest of that session.
- The child misses 10 minutes of their playtime (if the red card was given in the morning session before playtime) - The Class teacher is responsible for issuing this consequence.
- The child misses 15 minutes of their lunchtime play (if the red card was given in the morning session before lunchtime) - The Class teacher is responsible for issuing this consequence. The class teacher must ensure that the child has their lunch at the correct time before their consequence is administered.
- The child is sent to another class to work if the red card is given in the afternoon. The child must then miss 10 minutes of their playtime the following day- The Class teacher is responsible for administering this consequence.
- If the behaviour occurs at playtime or lunchtime- The class teacher must be sought and informed at the end of the sessions- appropriate consequence to be given.
- After the consequence has been issued, the child's card must be turned back to green.

Parents should be informed, on the day, if their child was issued with a Red Card and the reasons. This can be done verbally during dismissal or a courtesy call will be made as soon as reasonably possible.

Class teachers should arrange a meeting with parents as soon as possible, if they have concerns regarding a child's behaviour. This should be recorded by the class teacher. Assistant Head Teacher/SENDCo/Deputy Head Teacher should be informed, if meetings have been taken place but no improvement has been seen. It is imperative, therefore that the Behaviour Log is updated by Class teachers when Red Cards are issued.

If a child receives **5** or more red cards in a half-term, then a formal meeting will be arranged for parents to meet with the Assistant Head Teachers/Deputy Head Teacher. This amount of red cards will prevent the pupil from taking part in the whole class reward at the end of each half-term, should their class be chosen. **Red Cards and the use of the 'It's Good to be Green Chart' will be continually monitored by SLT.**

Buddy Class System

EYFS/ Key Stage 1

Starfish – Penguins

Turtles- Seahorses

Key Stage 2

Pufferfish- Lobsters

Jellyfish- Barracudas

Angelfish- Whales

Octopus - Sharks