



# Behaviour Policy

## Document Control Table

<b>Title</b>	Woodthorne Primary Behaviour Policy
<b>Author</b>	Tom Hinkley (Headteacher)
<b>Date Approved</b>	13 <sup>th</sup> September 2021
<b>Approved By Name</b>	Anu Gibson (Chair of Governors)
<b>Next Review Date</b>	September 2022

## Document History

Date	Author	Note of Revisions

## **Good to be Green**

### **Good to be green behaviour system**

We use the 'good to be green' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'good to be green' system.

- It praises those who always get it right and supports children who are struggling and it provides opportunity for children to change their behaviour.
- It is easy to use (quick for supply teachers or PPA teachers to take on board) and easy for children to understand.

### **How it works (also see triangles below)**

Each class has their own chart with the children's names displayed. Each day is a fresh start, all children start with a green card.

The class will agree their class rules (Referred to as 'Class Agreement') during the autumn term. .

If a child breaks a class rule/core value or shows inappropriate behaviour, a verbal warning is given. If this happens again their name is put on the board. On the third incident a Yellow Card is given. The yellow card of that child is placed on the class chart under the child's name as a visual prompt.

At this point the child has another chance to turn the behaviour round and go back to green. If the behaviour continues then the child will go onto a red card which is placed over yellow card in the good to be green chart.

The consequence for a red card depending on the child is that a child misses that day's break time and also misses part of their weekly golden time at the end of a week. If a second red card is received during the week, the child will miss all of their golden time.

Parents will be informed if their child has received a red card verbally at end of day or by phone. SLT will be checking on children that receive red cards to support them. (e.g talk to parents/report card/pastoral support etc). The class teacher will inform a member of SLT if they are concerned about a child's amount of red cards.

Red cards are recorded on each child's behaviour log (Scholar Pack). Which are monitored regularly by the SLT to identify any patterns of behaviour and if further intervention and support is needed.

However please be aware some inappropriate behaviours will go straight to a red card e.g. fighting, deliberately hurting pupils and staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to Phase Leader and then the Headteacher/Head of School (if deemed necessary) or a member of SLT in the Head's absence.

If a child continues a pattern of receiving red cards, parents will become involved and an extra system put into place that will link into the 'good to be green' system.

### **The children that get it right**

Each class will need to have a class tally chart that is clearly visible to the whole class. By the end of the day if a child remains on green, a green tally point is achieved. If a child manages to stay on green for all half term they will receive a dip in the class box.

A gold card is given to those that are continually on a green or behave/ engage exceptionally well. Gold and platinum cards are stuck on to a good to be green book mark. Once the bookmark is complete, the child's parents are invited to school and a certificate is presented in assembly and the children get a dip in the class box.

Platinum cards are also rewarded with a raffle ticket to be in with the chance of winning 'Afternoon Tea with the Head Teacher'. Parents will be informed of gold and platinum card rewards with a note home.

If more than one book mark is completed parents and the child are invited into meet with the Headteacher and receive another reward.

(See display triangles in **appendix 2**)

If a child is not responding to the 'good to be green' behaviour system for SEN or behavioural reasons there still needs to be a clear, consistent behaviour system for that child with consequences and rewards that all staff involved with that child are clear about. Where possible link it into the 'Good to be green' system.

### **Raffle Tickets**

Raffle tickets can be used for effort and attitude. Children, who find it difficult to stay green, can also be encouraged with raffle tickets, which are used to encourage effort and attitude. Gold and Platinum Card winners automatically receive a raffle ticket and these all go into a weekly draw for a dip in the class box.

### **Rewards and Sanctions Overview**

We aim to create a healthy balance between rewards and sanctions with both being clearly specified. Pupils should learn to expect fair and consistently applied sanctions for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis of the school discipline policy is on **REWARD** and **PRAISE**, which should be given whenever possible for both work and behaviour.

All class teachers should operate a stepped approach to sanctions, which allow children to identify the next consequence. Children for whom this approach is not appropriate, will have an individual plan detailing alternative rewards and sanctions.

### **Rewards**

All members of staff will recognise and celebrate appropriate behaviour at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance. Teachers should work on the principle of a 4:1 praise to sanction ratio.

Rewards may involve:

- Verbal praise and smiling at children Verbal praise to parents about their children
- Stickers and stamps
- Certificates
- Raffle tickets

- Sending good work to other staff members for reward or praise
- Special responsibility jobs
- Special privileges
- Positive phone call home
- Class wide rewards – classes can earn extra play for good behaviour at lunchtime (Class Pass)
- House points (counted weekly by Year 6 – Cup given in Celebration Assembly) □ First in line
- Star of the Week certificates
- Praise certificates

Consistent good behaviour, good manners, particular helpfulness and acts of kindness in school are rewarded with an entry in the **Golden Book**. The comments are read during the 'end of term assembly.'

## **Class Pass**

With Class Pass, children are rewarded for behaving well. Often in schools it is children who behave badly who are rewarded in different ways in an attempt to modify their behaviour pattern, causing resentment amongst both children and staff in school. Class Pass ensures that the children who behave well, which are the majority, are rewarded.

Class Pass activities are suggested and agreed by the children and staff. When the class reaches the top of the Class Pass display, they will receive a 'Golden Time' activity.

In this way, the message given to children is that if they are sensible, co-operative and go about their business to the best of their ability, they will be consistently rewarded for their efforts and they are secure in the knowledge that their reward will not be forgotten about due to pressure from other commitments in the curriculum. Children who break one or more of the rules in class or elsewhere in school or playground risk losing Class Pass time.

## **Golden Time**

Golden time is as a result of consistently achieving Green on the traffic lights. We sometimes build Golden Time into our curriculum. Children choose from a variety of activities organised within their classroom for a half hour session once a week. The whole class work towards earning Golden Time. Minutes can be taken away for bad behaviour. In cases of extreme misbehaviour a child may lose their individual Golden Time. The children who are missing Golden time, remain in the classroom and complete any school work.

## **Sanctions**

Despite positive responses as a means to encouraging good behaviour in Perry Hall Multi- Academy Trust, it may be necessary to employ a number of sanctions to ensure behavior is corrected; ensuring a safe and positive learning environment. As with matters relating to reward, consistency is vital and should be appropriate to each individual situation. This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

**Be calm** – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.

**Logical consequences** – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours

**Fresh Start** – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start.

It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules are broken the following sanctions may be taken:

(Sanctions will be differentiated to the needs of the children – refer to traffic light system above)

1. Verbal warning
2. Name on board
3. Name underlined and yellow card given
4. Red card given and parent spoken to (class teachers responsibility)
5. Purple card is more serious and involves a meeting with parents and a report card started. (Phase Leader/Class teacher)
6. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a ‘Time out’ area under the supervision of Phase Leaders, Deputy Head or Headteacher
7. Referral to S.E.N. Coordinator & liaison with other support agencies through Area Team – (meeting with parents – if not already taken place)
8. Fixed term exclusion – Lunchtime
9. Short fixed term exclusion from School
10. Long fixed term exclusion from School
11. Permanent exclusion from School

### **Serious Incidents (Purple Cards)**

- The following are classed as very serious incidents:
- Absconding
- Bullying
- Cheating
- Defiance
- Persistent lies
- Continues disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Extremely poor behaviour must be reported to the Deputy Head or Headteacher immediately. A letter will be sent home or a phone call made to the parents (class teacher responsibility). For instances of serious

unacceptable behavior, a child may spend a period of time with the Learning Mentor where he/she will be able to continue with their studies. For continual unacceptable behaviour or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'fixed-term and permanent exclusions' below).

## **Recording, Monitoring and Evaluating Behaviour**

SLT review CPOMS termly and create actions based on issues and trends, in order to ensure support at the right times and in the right places.

To produce such a report the following processes must be carried out:

- All Red and purple card incidents to be logged onto CPOMS
  - The child's class teacher (or HLTA if covering) should log red or purple card incidents/issues on CPOMS if they arise for a child in their class (see Good to be Green Restorative Ladder)
- Some Yellow card incidents may be recorded as well. Teachers need to use their judgement about what warrants recording. This is to spot any patterns in behaviour early. There is no 'one size fits all' approach with logging Yellow Cards, but staff may wish to consider logging these when 5 consecutive incidents have occurred. However, this should be done sooner if staff see fit to do so.
- From this data we are able to identify trends and address any concerns.
- Behaviour contracts are also signed and kept apart of the child's behaviour file.
- It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the victim claims intent, the perpetrator claims accident, and there are no other witnesses.
- Red or purple card incidents must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

## **Lunchtime Misbehaviour**

- The good to be green system is also in place where the lunchtime member of staff will inform the class teacher of any yellow cards. These should be dealt with in a restorative approach.
- Red or purple cards are reported to the class teacher and SLT member of staff that is on duty by the Senior Lunchtime Supervisor.
- The Class Teacher will take responsibility for logging this on CPOMS and will liaise with the Phase Leader regarding further action (e.g. communication with home).

## **Bullying**

A definition of bullying is: "Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt. Using this definition any of the following could be bullying if they are carried out repeatedly:

- Name calling
- Mocking clothes
- Exclusion from games
- Hitting a child 'for just being there' ➤ Stares
- Teasing another child's family or culture
- Making fun of a child's work.
- Making threats

***We will not tolerate bullying at Perry Hall Multi- Academy Trust.  
Repeated bullying will be treated very seriously and may result in  
exclusion.***

If you are worried about bullying please talk with a class teacher or another member of staff. Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

### **Physical Intervention and Restraint (See Policy)**

If a child violently attacks another child or adult and becomes a danger either to him / herself or others and does not respond to requests to calm down, then physical restraint may be necessary. The child should be removed from the situation as soon as possible and a member of SLT notified immediately. Immediate action will be taken to involve parents.

A Serious Incident/Physical Restraint form must be completed and the situation discussed with the Head Teacher. If any member of staff has been injured / assaulted in the process of physically restraining a child, the correct documentation must be completed as soon as possible. The Senior Leadership Team will work with the member of staff and parents to devise an action plan to meet the child's needs. This may include the involvement of other agencies.

Please see 'Physical Restraint Policy' for further guidance.

### **Racial / Sexual Harassment**

Racial / sexual harassment will not be tolerated. All incidents are recorded and dealt with promptly in line with the School Behaviour Policy and the LA Policy.

The curriculum for P.S.H.E. and Multi-Cultural Education is designed to foster appropriate and responsible behaviour and to deter offensive behaviour.

### **Race Equality Policy**

The Race Equality Policy is clearly outlined within the School's overall Policy for Multi-Cultural Education. School aims to promote Race Equality through the strategies outlined within the Policy for MultiCultural Education. Racial Discrimination is not tolerated and all incidents are recorded and dealt with in line with this School Behaviour Policy.

### **Monitoring Racist Incidents**

Racist incidents are recorded on Scholar Pack and flagged as racist.

### **Pastoral Support Programme**

A Pastoral Support Programme is a school based intervention to help individual pupils to better manage their behaviour. It is overseen by the SEN Coordinator and involves the identification of precise and realistic behavioural outcomes for particular children with on-going problems. The SEN Coordinator will liaise with parents and external agencies as necessary.

September 2021





## Appendix 1 Good to be Green – Restorative Ladder

Behaviours:	Adult responses/options to discuss with the child:
<b>Yellow/Red Cards (Follow escalation steps)</b>	
<ul style="list-style-type: none"> <li>• Low level disruption</li> <li>• Boisterous behaviour (playground)</li> <li>• Uncooperative actions</li> <li>• Not getting on with the task in hand</li> <li>• Using avoidance tactics</li> <li>• Disrupting others</li> </ul>	<ul style="list-style-type: none"> <li>• Preventative actions/de-escalation</li> <li>• Calming time within class/distraction job</li> <li>• Individual working space</li> <li>• Informal discussion to support child (RP questions, choices)</li> <li>• State the facts/Affective statements</li> <li>• Validate and redirect</li> </ul>
<ul style="list-style-type: none"> <li>• Repeatedly disrupting others</li> <li>• Inappropriate discussions and statements</li> <li>• Inappropriate language</li> <li>• Poor choices</li> <li>• Teasing</li> <li>• Hurt someone (carelessness)</li> <li>• Lack of respect for people or property</li> </ul>	<ul style="list-style-type: none"> <li>• Catch them being good</li> <li>• Say sorry and mean it</li> <li>• Miss part of golden time/special privilege.</li> <li>• Miss part of break time</li> <li>• Catch up on missed work</li> <li>• Do something nice for those who have been upset</li> <li>• Inform parents</li> </ul>
<b>Red card</b>	
<ul style="list-style-type: none"> <li>• Severe swearing /verbal abuse of another</li> <li>• Physical assault (kicked/hit/bit as part of incident)</li> <li>• Refusal to accept prior guidance</li> <li>• Continual disruption over a period of time.</li> <li>• Vandalism</li> <li>• Defiance</li> </ul>	<ul style="list-style-type: none"> <li>• Miss all of golden time</li> <li>• Miss a break time</li> <li>• Discussion with parents or carers</li> <li>• Work in another class</li> <li>• Reflect on their actions (mind map, letter, picture, feelings work) and make amends</li> <li>• Work away from class</li> </ul>
<b>Purple Card</b>	
<ul style="list-style-type: none"> <li>• On-going of the above behaviours or extreme example of above behaviours</li> <li>• Extreme reaction to a situation</li> <li>• Physical assault – member of staff.</li> <li>• Physical assault (kicked/hit/bit without provocation)</li> <li>• Bullying</li> <li>• Cheating</li> <li>• Persistent lies</li> </ul>	<ul style="list-style-type: none"> <li>• Formal restorative conversation, including parents</li> <li>• Staff member support</li> <li>• SLT support</li> <li>• Internal exclusion</li> <li>• Explore external agency support</li> </ul>
<ul style="list-style-type: none"> <li>• Racism</li> <li>• Specific behaviours related to an on-going issue</li> </ul>	<ul style="list-style-type: none"> <li>• Headteacher intervention</li> <li>• Multi-agency meetings</li> <li>• Exclusion (see guidance)</li> </ul>

## Good to be Green



If you are on green all day, you get a tick on the tally chart

Stay on green for a half term and get a dip in the goody box

If you are continually on green, you could get a gold or platinum card

Gold card – Sticker on your bookmark  
- Two house points

Platinum card - 5 house points  
- Sticker on your bookmark  
- Raffle ticket for the weekly draw in your class  
- Raffle ticket for afternoon tea with the head teacher

Once a bookmark is full, you will get:

- A certificate in assembly
- Parents invited in for assembly
- A dip in the box

Raffle tickets are given for:

- effort and attitude
- Gold card
- Platinum card

There will be a weekly draw for a prize out of class prize boxes.

Raffle tickets are given to Platinum card winners also for a chance to win afternoon tea with the head teacher.

## RED TRIANGLE

### Warning Card

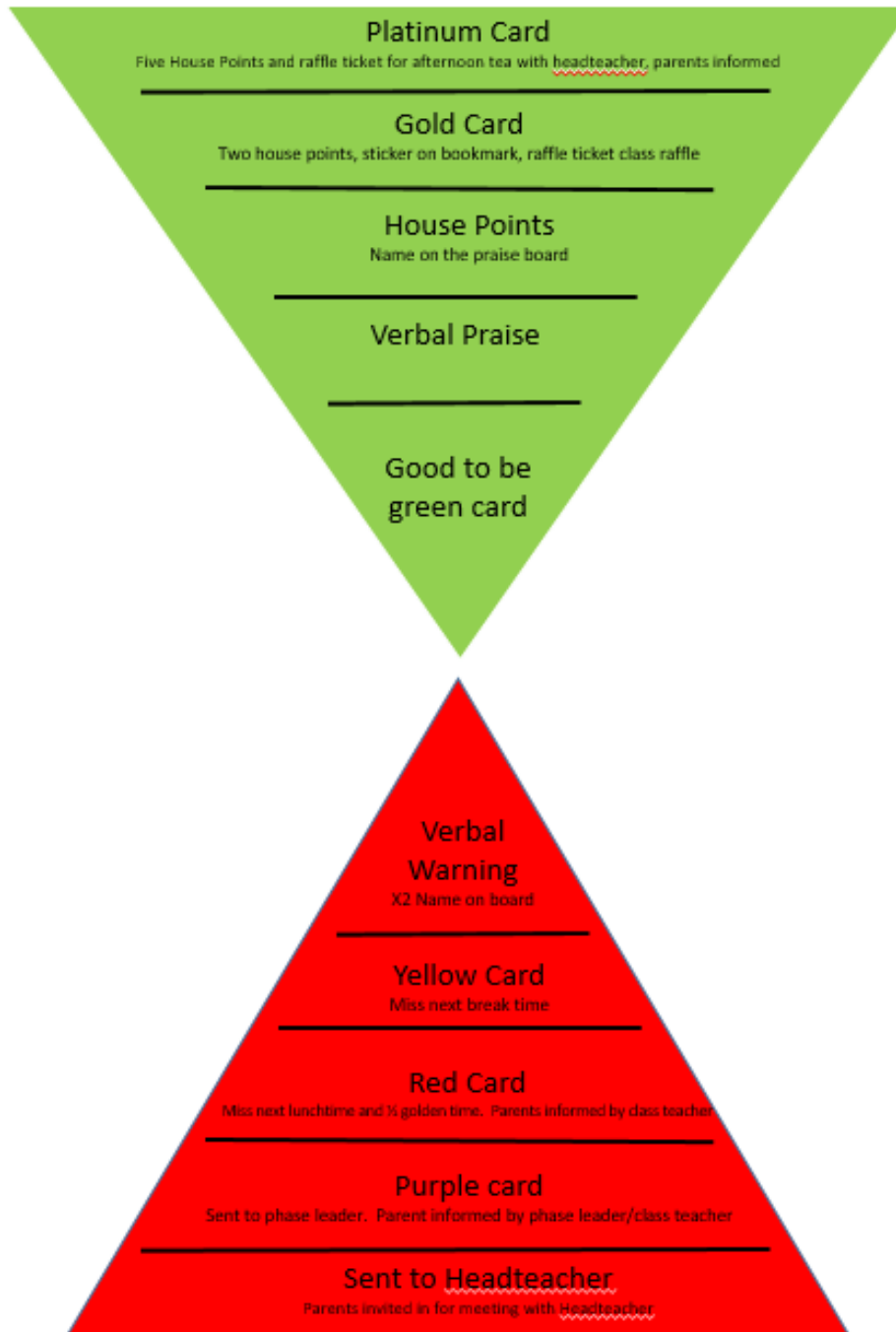
If you end your day on a 'Yellow Card' you will miss 10 minutes of your 'Good to be Green' time.

If you end your day on a 'Red Card' you will:

- 1) speak with a senior leader at the end of the day
- 2) take a note home to inform your grown-ups
- 3) miss 20 minutes of your 'Good to be Green' time.

### Consequence Card

Appendix 3



### **Fixed Term and Permanent Exclusions**

Only the CEO, Executive Headteacher (EHT) or Headteacher (or an acting Headteacher) has the power to exclude a child from school. The CEO, EHT or Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The CEO, EHT or Headteacher (HT) may also exclude a pupil permanently. It is also possible for the CEO, EHT or HT to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The decision to exclude a child (fixed term or permanent) is taken when the child:

1. is in response to serious breaches or persistent breaches, of the school's relationships and behaviour policy; and
2. where allowing the pupils to remain in school would seriously harm the education or welfare of the pupil or others in the school
3. after a range of alternative strategies have been tried (See Sanctions)

If the EHT or HT excludes a child, parents are informed immediately, giving reasons for the exclusion. At the same time, the EHT or HT makes it clear to the parents that they can appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

Before deciding to exclude, the Head Teacher should:

1. consider all the relevant facts and firm evidence
2. allow the pupil to give their version of events
3. check whether an incident appeared to be provoked by racial or sexual harassment
4. consult others if necessary
5. keep detailed notes at all stages

Exclusion can be:

1. Short Fixed Term – Arrangements for setting and marking of work must be made.
2. Lunchtime exclusion – This should be normally no more than 5 School days and must include arrangements for children on Free School Meals.

Long Fixed term exclusion from School – This can be up to 45 days in a School year and arrangements for setting and marking work must be made

### **Procedures for Excluding a Pupil**

For all exclusions:

1. Parents must be telephoned on the same day
2. The relevant letter must be sent to the parents within 24 hours
3. The relevant letter with form EX1 must be sent to children's services, Clerk to Governors' Discipline Committee, Area Team and Chair of Governors.
4. Exclusions over 5 days automatically require a Governing Body Disciplinary Committee meeting.

### **Reintegration**

A process of planned support and progress reviews is in place for all children following exclusion. The EHT or HT informs the Local Authority (LA) and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term. The governing body itself cannot either exclude a child or extend the exclusion period made by the CEO, EHT or HT. The governing body has a discipline committee whose role is set out in strict guidelines whenever a child is excluded from school. The discipline committee will form to consider a permanent exclusion and have the power to either uphold the CEO, EHT or HT decision or to overturn it based on the evidence provided to them.

## **The Governing Body Discipline Committee**

1. Exclusions of less than 6 days – a meeting will be convened if parents request it
2. Exclusions between 6 and 15 days – the Clerk must organise a meeting between day 6 and day 15
3. Exclusions of over 15 days – the Clerk must organise a meeting between day 6 and day 15
4. Exclusions of more than 1 in a term with the total number of days exceeding 6 – a meeting must be organised