



POSITIVE BEHAVIOUR PLAN AND GUIDANCE

REVISED AUTUMN 2015

'Green Lane – a Big School with a Big Heart'

Green Lane Primary Academy

Behaviour Policy

The aim of this policy is:

- To develop in children a sense of self discipline and an acceptance of responsibility for their own actions
- To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a relaxed, pleasant atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.

The Golden Rules

Do be gentle

Do not hurt anyone

Do be kind and helpful

Do not hurt people's feelings

Do work hard

Do not waste your or other people's time

Do look after property

Do not waste or damage things

Do listen to people

Do not interrupt

Do be honest

Do not cover up the truth



GREEN LANE PRIMARY ACADEMY



POSITIVE BEHAVIOUR PLAN Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments.
2. Although there are agreed sanctions for children who misbehave, it is the encouragement of good behaviour which is far more important than punishment. Staff should praise children who behave politely, kindly, sensibly etc. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.H.S.E. lessons and in school assemblies. Staff use golden time, stickers, certificates, etc., to acknowledge and re-enforce positive behaviour as well as academic achievement. Praise should outweigh censure but should be handled in a way that the child feels comfortable.
3. A well-managed, well planned environment in which lessons are stimulating and interesting decreases potential for problems.
4. Staff should ensure that school activities are well planned and resources well organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem, censure should focus on the behaviour not the child.
5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. **They should never be belittled.**
6. Every effort should be made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.
7. Certain behaviour, such as bullying, racism, fighting, swearing, rudeness etc. is never acceptable and should always be dealt with when encountered.

Pastoral Care

This is the responsibility of all staff but especially the class teacher and the school Learning Mentor. Efforts should be made to build up, an understanding of, and a relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teachers in matters of pastoral care and also have support from the Year Team Leader, the Deputy Head Teacher and Assistant Head Teacher and the Designated Person for Child protection.

If a child is reported to the Head Teacher or Deputy Head on a serious matter of discipline, details will be recorded in **CPOMS** including the reason for referral and action taken. Parents may be informed depending on the nature of the incident.

Damage to Property

Damage to school or other children's property through misbehaviour, whether it be to the fabric of the building or to such items as books which are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

Bullying

Any incidence of Bullying is taken very seriously. For full information please refer to the school Anti-Bullying Policy.

Golden Time

Golden time is used to re-enforce and reward positive attitudes and behaviour. Staff need to ensure that Golden Time is kept fresh and innovative and that this time is valued by ensuring a range of changing activities from which children can select. Children begin the week with an entitlement to Golden Time of 40 minutes (KS1) and 30 minutes (KS2).

If a child has received a Red Card, teachers should withdraw some of their Golden time. The amount withdrawn for each card will range from 5 minutes in KS1 to 15 minutes for the oldest children in the school. During Golden Time, children who have behaved consistently well are rewarded by having the full time. However, those who have lost time are expected to sit and wait until the time they lost has passed.

Golden Time should never, under any circumstances, be withdrawn from a whole class or year group

Behaviour is the responsibility of all staff and no one should walk past any incident of misbehavior or children needing support.



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Positive Behaviour Plan

Rewards

A major aim of the behaviour policy is for teachers to encourage children to demonstrate good behaviour by operating a system of praise and reward.

Merits

Merits can be given for work and behaviour.

For KS1 pupils, merits are recorded weekly on merit cards and contribute towards weekly house totals. Monitors collect these scores on Thursday lunchtimes. The winning house team, represented by house captains, receives a cup during the Celebration Assembly. Children are awarded certificates and prizes for every 25 merits to a **maximum** of 200 in the year. It is important that we achieve consistency across year groups. A rough guide is one merit certificate/half term.

Y3 and Y4 pupils can receive 'special merits' which are collected in a personal album and can be kept at the end of the year. These are linked to year group themes and topics. Ten merits can be swapped for a 'special merit'.

Y5 and Y6 pupils are rewarded with *Vivo* points using the online reward system. Pupils can track their achievements and reasons for their rewards. When they have collected a sufficient number, *Vivo* points can be used to 'purchase' a prize from the online shop.

Star of the Week

Each class teacher awards 1 pupil a star of the week certificate for:

- Following the Golden Rules
- No negative behaviour
- Uniform always worn
- Some additional achievement in work, behaviour or attitude.

Golden Behaviour

A Golden **Ticket** is awarded to children who have followed the Golden Rules for that week. This Ticket is displayed on a Golden Behaviour board in the classroom. Those children who receive a Golden Ticket each week of the half term will be awarded a Golden Certificate and entered into the Golden Draw.

Golden Time

This celebrates Golden Behaviour at the end of the week. Time is set aside (30 – 45 mins) on Friday afternoons for a range of fun activities. Opportunity should be given to the children to select these activities and also to bring in their own activities from home



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MERIT AWARDS

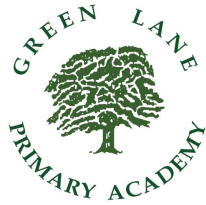
CRITERIA FOR AWARDING MERITS

- Good Work
- Good Effort
- Good Behaviour
- Improved Work/Effort or Behaviour
- Care/Consideration/Kindness
- Good manners/Courteousness
- Good Lining up skills
- Good listening skills
- Sensible movement around school
- Any positive occurrence/behaviour
- Providing an example of following the Golden Rules

GUIDANCE ON CONSISTENCY/FREQUENCY/ETC

It is important that all staff use the merit award systems and that there is consistency throughout the year groups.

The systems are designed to encourage all the above qualities and motivate pupils. Almost all our children will display some of the above at some stage in the day or week.



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POSITIVE BEHAVIOUR PLAN



**Good behaviour is expected of all our children at all times.
Teachers should always be able to teach.
Children should always be able to learn.
Lessons cannot be allowed to be disrupted by children who
misbehave.**

**Our Golden Rules are displayed in every classroom.
Children are regularly reminded of these rules.**

**Good behaviour and work are rewarded at every possible
opportunity.**

Green Lane Merits and Rewards are given to children who are:

- following rules
- working well
- setting a good example to others

WE EXPECT ALL OUR CHILDREN TO BEHAVE WELL



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POSITIVE BEHAVIOUR PLAN

**ALWAYS FOLLOW THE GOLDEN RULES
ALWAYS FOLLOW INSTRUCTIONS
ALWAYS WORK HARD**

If you are being prevented from:

- *Listening*
- *Learning*
- *Staying on Task*

by another child who is misbehaving or hurting you do one of the following:

- *Put up your hand and tell the teacher.*
- *Wait for an appropriate moment and tell the teacher.*

Do not:

- *Join in with the poor behaviour.*
- *Shout out.*
- *Retaliate.*

**REMEMBER YOU HAVE THE CHOICE!
DO NOT CHOOSE TO BREAK THE RULES!**

(This A4 Poster should be discussed with children and displayed in every classroom.)



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Positive Behaviour Plan Stage and Sanctions Information The Five Hands

If a child is choosing to break a rule or failing to follow an instruction, the following procedures will be actioned.

Stage 1. (Hand 1) Reminder - This is a verbal reminder that the child is breaking a rule or failing to follow an instruction and of the expected behaviour.

Stage 2. (Hand 2) Name on Board - If the child continues to misbehave their name is written on the board.

Stage 3. (Hand 3) Red Card - If the child persists in misbehaving, a red card will be given and their name recorded in the teacher's markbook.

Sanction: Loss of that week's Golden Ticket.

Loss of a proportion of Golden Time. (5 – 15 mins dependent on age.)

Stage 4. (Hand 4) Out of Class - If misbehaviour continues, the child will be sent to a partner year group for the remainder of the session. This is also recorded in the teacher's markbook.

*Sanction: Out of class letter sent home.
Loss of a greater proportion of Golden Time.
(Dependent on age)*

Stage 5. (Hand 5) Serious Concern - If over the course of the week or a few days a child chooses not to comply with these rules and sanctions, and/or receives a number of red cards or Out of Class this causes serious concern. Some incidents e.g. violent behaviour could result in an immediate serious concern.

*Sanction: Head Teacher/DHT to be informed and parents requested to come in to school to discuss child's behaviour. **Concerns recorded on CPOMS***

N.B.

- Each session of the day begins with **Stage 1**
- Misbehaviour at playtime will result in an immediate playtime detention. If this occurs at the end of playtime, detention will take place the following day.
- Misbehaviour at lunchtime, will result in playtime detention the following day. Midday Assistants will record the behaviour on a card and this will be given to the class teacher.
- **Detention will be recorded on CPOMS by the member of staff making the decision.**

(Children should be regularly reminded of these stages and the '5 hands' posters displayed prominently in every classroom.)



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Out of Class Links

Children will be sent to the following partner year groups accompanied by another child:

Reception to	Year 3	(Mr Albeson)
Year 1 to	Year 4	(Mrs French)
Year 2 to	Year 5	(Mr Mills)
Year 3 to	Year 6	(Mr Hall)
Year 4 to	Reception	(Mrs Turner)
Year 5 to	Year 1	(Mrs Birch)
Year 6 to	Year 2	(Mrs Stone)

If the above teachers are not in their classroom, the child will go to another class within the partner year group.

Whilst in the partner class children should sit in silence and if appropriate for the age group could be asked to copy out the Golden Rules.

Children not completing work

If children do not complete an appropriate amount of work in a lesson due to time-wasting, day dreaming etc. they should be given an appropriate warning and advised that they will progress straight to Stage 4 and be kept in by the teacher to complete the work at playtime or lunchtime. It is not necessary to send a letter home for this type of sanction and there should not be any loss of Golden Time. However, if this occurs often then teachers should address the issue with parents.

Before keeping children in to complete work, teachers should ensure that there are no 'educational' reasons for non-completion e.g. lack of understanding without wishing to say so, work too difficult etc.



GREEN LANE PRIMARY ACADEMY



OUT of CLASS

Dear Parent/Guardian,

Date:

I regret to inform you thatwas sent out of class today because he/she was disrupting the lesson and making it difficult for the teacher to teach and for other children to learn.

Your child was given three chances to improve their behaviour before the removal but chose to continue breaking the rules.

We are sure you will understand the need for good behaviour in lessons in order that all children can benefit from the education that is being offered.

We trust you will discuss this behaviour with your child and help us in our efforts to improve his/her behaviour and ability to learn.

Thank you,

Yours sincerely,

Class Teacher

A copy of our Positive Behaviour procedure is on the reverse of this letter so you can understand the chances given before your child was removed.

PLEASE RETURN THE SLIP BELOW TO LET US KNOW YOU HAVE RECEIVED THIS LETTER.

I have received the note explaining that my child was sent out of class for misbehaving and have discussed the need for him/her to behave well in class.

Signed.....Parent/Guardian

of.....



GREEN LANE PRIMARY ACADEMY



Serious Concern

Dear Parent/Guardian,

Date:

I regret to inform you thathas reached the Serious Concern stage of our Positive Behaviour Plan. Children reach this stage because their behaviour is disrupting lessons and making it difficult for the teacher to teach and for other children to learn or because they are continually misbehaving in and out of the classroom.

This Serious Concern has been actioned because your child has:

XXXXX

Before this Serious Concern was imposed your child was given many chances to improve his/her behaviour but has chosen to continue breaking the rules.

We are sure you will understand the need for good behaviour in lessons in order that all children can benefit from the education that is being offered and school can be safe, secure and happy for all children.

We ask that you contact school to make an appointment to discuss this situation with the **Class Teacher/ Head Teacher/ Deputy Head Teacher.**

Thank you,

Yours sincerely,

Head Teacher

A copy of our behaviour management procedure is printed on the reverse of this letter so you can understand the chances given to your child to improve his/her behaviour.

PLEASE RETURN THE SLIP BELOW TO LET US KNOW YOU HAVE RECEIVED THIS LETTER.

I have received the note explaining that my child reached the Serious Concern Stage of Green Lane's Positive Behaviour Plan and will contact school to make an appointment to discuss the situation.

SignedParent/Guardian

of.....



GREEN LANE PRIMARY ACADEMY



(This information is printed on the back of the Out of Class Letter and the Serious Concern Letter.)

Before your child has received this letter they have been through the procedures outlined below and have had several chances to make better decisions and improve their behaviour:

1. Reminder

Verbal reminder that they are breaking the rule or failing to follow an instruction and a reminder of the expected behaviour.

2. Name on Board

If the child continues with the misbehaviour or starts again later in the lesson he/she moves to Stage 2 and his/her name is written on the board.

(No further reminder will be given. The idea is that the lesson should not be disrupted by misbehaviour. Children should understand that their name on the board is a serious warning that consequences will follow if they continue to misbehave.)

3. Red Card

Should the child choose to continue to misbehave the teacher will give them a red card.

(This automatically means time deducted from Golden Time on Friday.)

4. Out of Class

If the child resumes the misbehaviour or breaks further rules he/she moves to Stage 4. Children will be sent to another class and will be asked to sit silently and reflect on their behaviour or, if age appropriate, asked write to out the classroom rules and think about the ones they have broken. They remain out of their own class for the whole of the session.

(If children reach this stage an 'Out of Class' letter will be sent to their parents/guardians. The letter is sent by the teacher who moved them out.)

5. Serious Concern

If the child refuses to comply with the move to another class or continues to misbehave and disrupt whilst in another class they move to Stage 5.

A child may also reach Stage 5 if they receive several red cards in a day, or short period of time, or have to be moved out of class frequently or regularly. They may go straight to Stage 5 for a single serious incident.

At this point parents will be contacted to make an appointment with a senior member of staff to discuss their child's behaviour.

Throughout this process children are given many chances to redeem themselves. They are also advised what to do if they are being disturbed by other children.

IF CHILDREN REACH STAGE 4 OR STAGE 5 THEY HAVE CHOSEN TO DO SO.



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POSITIVE BEHAVIOUR PLAN

Guidance for the Playground:

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.
2. Children should be encouraged to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.
3. School rules should be applied consistently and children reminded of them regularly.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage conflict.

HANDY HINTS FOR LUNCHTIME SUPERVISORS

- | | | |
|-----|--|---|
| 1. | Give pupils the chance to take back what they have said or to apologise if they have been rude | This can act as a brake and stop the situation getting out of hand |
| 2. | Control your anger and irritation. | If you don't you will lose your authority |
| 3. | Be polite at all times even if you are seething. | If you are rude you are lowering your standards of behaviour to those of the pupils you are supervising. |
| 4. | Avoid being drawn into arguments. | It is undignified and takes you away from what you originally said. |
| 5. | Find out the facts instead of jumping to conclusions. | You could be wrong if you make assumptions. |
| 6. | Don't threaten disciplinary action at the first sign of trouble. | It weakens your position and leaves you with nothing in reserve. |
| 7. | Treat each pupil fairly. | Nothing will make pupils lose their respect for you more quickly than feeling that you are unfair. |
| 8. | Stick to the point; do not get drawn into side issues. | Repeating the point again and again if necessary helps you stay in control. |
| 9. | Avoid patronising and sarcastic remarks. | It is rude to make such remarks and it sets a poor example. |
| 10. | Don't shout at pupils. | You will just add to the commotion and again you will be setting a bad example. |
| 11. | If you have to give pupils a reprimand take them to one side away from their friends. | This avoids making them feel a fool in front of their friends and it stops their friends chipping in against you. |
| 12. | Try to repair relationships. | Each day should be a new start. |
| 13. | Avoid assuming that children who are regularly in trouble are always to blame. | Children have a sense of fairness and injustices lead to lack of respect. |