



ST. JOSEPH'S CATHOLIC PRIMARY SCHOOL

GOOD BEHAVIOUR AND DISCIPLINE POLICY AND PROCEDURE

September 2016



Our Mission Statement:

Each one of us has been created by God for a purpose
and is therefore uniquely special. Together we pray, grow and learn in the footsteps
of Jesus.

Background:

The Government expects:

- all pupils to show respect and courtesy towards teachers and other staff and towards each other
- parents to encourage their children to show the above respect and support the school's authority to discipline its pupils
- head teachers to help to create that culture of respect by supporting their staff's authority to discipline pupils and ensuring that this happens consistently across the school
- governing bodies and head teachers to deal with allegations against teachers and other school staff quickly, fairly and consistently in a way that protects the pupil and at the same time supports the person, who is the subject of the allegation
- that every teacher will be good at managing and improving children's behaviour
- that lessons will not be hindered by the poor behaviour of other pupils

Every school must have a behaviour policy. The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Executive Headteacher, school staff, parents and pupils when developing these principles.

Headteachers are responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Please see appendix one for the law regarding behaviour management in schools.

Statement of intent

As a Catholic school, we promote the Gospel values of Christ and encourage all community members to keep Christ at the centre of all we do. Our school ethos encourages an environment in which children feel valued, happy and secure, where their needs are being met and each child is given an opportunity to learn and succeed. We actively promote children's moral, social and personal development so that positive relationships may enhance the learning experiences for our children and, in turn, their ability to become effective learners.

We believe that a positive approach to behaviour management helps children develop their own self-worth and increases their ability to fully access the life of our school.

This policy forms part of our policy on inclusion and needs to be read in conjunction with our Inclusion Policy.

In St. Joseph's, everyone is responsible for the behaviour management of all children and adults should reinforce the rules, whenever appropriate.

Rights

Each person in our school has rights.

Children can expect the right to:

- feel safe, secure and happy
- learn in a positive, appropriate and supportive climate
- be treated fairly
- be treated with respect
- have their property treated with respect
- express themselves
- make informed choices and decisions
- be aware of consequences, sanctions and corrections

Staff have the right to:

- feel valued as a person and a professional
- teach without disruption
- be shown courtesy and consideration
- work in a safe and supportive environment
- be supported by structures enabling effective behavioural management

Parents have the right to:

- feel welcome
- know that their child is learning and playing in a friendly and safe environment
- be informed of their child's progress and any concerns
- receive guidelines regarding behavioural expectations
- be treated with respect and have their opinions valued

Responsibilities

In St. Joseph's Catholic School, we encourage our children to take responsibility for managing their own behaviour. Choices and decisions with the appropriate consequences are presented, so that our children may learn that their choices influence outcomes and in addition understand that their behaviour has both an effect on themselves and on those around them.

In this way our children feel empowered and gain a sense not only of responsibility but of achievement and worth.

Children are responsible for:

- sharing and co-operating with others – adults and children
- treating others with respect
- being polite to each other, teaching, non-teaching staff and visitors, e.g. please/thank you, opening doors, etc.
- working their hardest
- being part of a team
- co-operating with others in job sharing
- respecting the environment
- promoting good behaviour patterns through example
- adhering to school rules, the safety code and playground code
- ensuring their behaviour does not hinder the learning of others

Staff are responsible for:

- providing a safe and secure environment conducive to good learning
- ensuring their children are aware of school rules and codes
- setting up classroom rules and codes
- displaying classroom rules and codes
- employing appropriate and agreed rewards and sanctions
- providing suitably matched work, which will challenge but not frustrate
- monitoring and assessing progress
- reporting to parents and giving feedback and updates
- giving clear explanations
- ensuring all children have access to the National Curriculum
- managing disruptive behaviour in the classroom and playground according to school guidelines, procedures and policies
- promoting positive relationships between all members of the school community
- ensuring learning time is effectively used
- ensuring the appropriate materials are available for good learning
- ensuring classroom organisation and management support good behaviour
- providing children and adults in the community with a positive role model modelling the expected behaviour

Parents are responsible for:

- supporting the education of their children
 - acting as a partner with the school
 - keeping in regular contact with the school
 - respecting the staff and respecting their professional opinions
 - ensuring their child is appropriately dressed in school uniform and equipped for school
 - respecting the school property
 - assisting in the compilation of the behaviour policy of St. Joseph's Catholic School
- codes of practice relevant to parents

It is acknowledged and promoted that with responsibility comes accountability. Please see appendix two for our 'Bill of Rights.'

Main School Rules: We do not –

- bring prohibited items into school
- disturb teaching and learning through poor listening or poor behaviour
- bring sweets, chewing gum or food items that do not support our Healthy School Status
- bully or be racist
- bring toys or games to school or mobile phones (mobile phones are permitted from Year 5)
- bring pictures or literature that would offend the school
- post unkind words or pictures on line about others or the school
- use inappropriate language
- wear jewellery, including pierced ear rings (an analogue watch may be worn from Year 3 upwards)
- bring the school into disrepute

We always

- wear school uniform
- do our homework
- speak politely
- tell an adult about a problem or concern
- work to our best

Code of Conduct:

In St. Joseph's it is the expectation that all children will follow our twelve golden rules:

- We respect all adults and do as they ask
- We respect each other and others' property
- We are considerate, gentle, kind and helpful
- We listen to others

- We are honest
- We play well with others
- We respect our school, playground, environment and resources
- We work to the best of our ability and follow class rules
- We help each other to stay safe
- We are responsible and make our own choices
- We walk indoors and use indoor voices, we keep left on the stairs
- We pray for each other

We sum up all our rules as the Four Bes to success:

Be safe
Be kind
Be respectful
Be responsible

These rules are followed at all times but especially at playtimes and in the dining hall.

Proactive Strategies

In St. Joseph's Catholic School we believe in taking proactive measures towards developing children's learning and this philosophy is central to the promotion of good behaviour. For example each half-term we will focus on a social/citizenship theme as a school so that children may live the ethos we promote. These themes are promoted in conjunction with the school R.E. Scheme 'Come and See' and the original DCSF SEAL (Social and Emotional Aspects of Learning) document. In this way we hope to encourage and promote positive behaviours rather than just react to unacceptable forms.

Circle Time is used to encourage children to explore issues. This usually takes place once a week. We use Jenny Moseley's guidance. Circle time encourages children to discuss difficult and sensitive issues in peer groups. It aims to raise self-esteem and provide a forum in which children can raise issues that affect them.

School and class rules and codes of practice are essential to harmonious and safe living in our school community. School rules are displayed prominently around the school. Separate lunchtime rules are displayed in the dining hall. Playground rules are displayed on boards outside. See appendix 8 for specific rules for the playground, appendix 9 for specific rules for the playground obstacle course, appendix 10 for dining hall rules and appendix 11 for wet play rules.

Every September each class agrees a maximum of five rules, rewards and consequences. However these may develop as the year progresses.

Our emphasis is on positive language in which the rules are written. The aim of the rules is to help children understand what is expected of them. It is necessary that these rules are actively taught and recognised by the teacher.

The use of modelling is greatly encouraged. When a child is following rules a greater impact may be made when the adult focuses on the good behaviour the child is demonstrating. This encourages other children to observe what is expected of them; additionally they have the opportunity to choose the appropriate behaviour.

Staff are made aware of strategies that may help to diffuse/support a situation where a child is presenting difficult behaviour. Additional advice and support can be sought from line managers, who are happy to share their knowledge and experience.

Consequences

Consequences are the result of behaviour choices. They can be positive or negative.

Positive Consequences or Rewards

We recognise that a child's self-esteem is raised and good behaviour is encouraged by recognising acts of consideration and good or improved behaviour. This recognition has a motivational role in helping pupils to realise that good behaviour is valued, and is clearly defined in school procedures.

We celebrate achievements in a variety of ways. We always take into consideration the child's personality and level of self-confidence before deciding on the type of reward and how publicly it will be given.

In St. Joseph's Catholic School we strongly encourage and promote the use of praise and rewards. This means that adults must be vigilant and recognise achievement from each child. It is our intention that class teachers try to praise each child in his/her class at least once a day.

Each class teacher is responsible for setting up their own system of classroom rewards, which must take into account the school policy.

Examples of rewards we use in St. Joseph's Catholic School include:

- verbal and physical praise e.g. well done, thumbs up, smile
- stickers
- certificates
- marbles in a jar
- raffle tickets
- Dojo points
- time on an activity of child's/class choice
- table/group/class rewards
- notes/postcards home to parents
- showing work to other adults/peers
- greenbacks rewards
- pizza meals

- Assistant Headteachers' commendations
- Head of School commendations

Examples of Whole School Rewards:

- Lining up certificate
- Tidiest class golden dust pan and brush
- Free computer time for attendance
- Movie club
- Golden Time
- Stay on Green
- Good conduct marks

Negative Consequences or Sanctions

Sanctions are needed to respond to inappropriate behaviour. In St. Joseph's Catholic School children are very clearly made aware of the consequences of inappropriate behaviour and the transgression of rules or codes. Children are clear that they have a choice in their own behaviour management. Any resulting sanctions or corrections are certain, fair, immediate, related to the incident and respectful of the child.

Sanctions are sequential and teachers are careful to label the behaviour and not the child. The class teacher will talk to the child or children individually about the unacceptable behaviour. Much time is given to individual development.

In any correction staff will:

- identify and point out the unacceptable behaviour
- give appropriate warnings (if the behaviour is not sufficient to deem immediate sanction)
- state what an alternative good behaviour would have been
- talk through an appropriate sanction with the child
- record the incident if appropriate
- copy report to relevant management
- report incident to parent via the communication book
- keep a record of the behaviour in the contact file

In St. Joseph's Catholic School we operate a structured behavioural management system. This system is the same in each class and gives a child the opportunity to make a positive choice about their behaviour and influence the outcomes. The system is known as "Stay on Green" operated through a system of traffic lights. Options are given to the child with a clear consequence of moving off green if the unacceptable behaviour persists. This system progresses from classroom sanctions through to parental, Phase Leaders, Assistant Heads, and Head of School involvement. (See appendix three for a full explanation). The system also rewards pupils who are following the rules. 'Stay on Green' supports a consistent approach to behaviour management, a whole class/school and individual reward system.

During class and buddy class fostering time it is a school agreement that children either do some drawing or writing to explain why they are there and how they are feeling about the

situation. A reflection sheet will be used which will require a feedback comment of the receiving class teacher. (See appendix seven)

The following sanctions, although not necessarily in this order, may be employed as a teacher sees fit:

- a straight reprimand
- if due to poor behaviour, completing the unfinished work at playtime, lunchtime or at home
- losing the privileges directly related to the incident
- staying in from play if a playtime incident

Teachers supervise any children they keep in, or make arrangements for another adult to supervise. Midday assistants and the midday supervisor do not take responsibility for children who have been asked to miss part of lunch time play due to classroom behaviour or at the request of a class teacher.

For the purposes of St. Joseph's Good Behaviour Policy we do not use the term 'detention'; however, as part of our behaviour strategy children may be kept in at playtime or lunchtimes. We do not use detentions before or after school hours.

Persistent Negative Behaviour

A few children may exhibit persistently negative behaviour. It is the responsibility of the class teacher to consult with the LLI, Assistant Headteachers, as appropriate. A class teacher, under the direction of the LLI may implement a home school behaviour book where circumstances warrant. A parent/carer will need to understand that this is a step which if unsuccessful will lead to further sanctions.

If the behaviour is at lunchtime the midday supervisor is the first port of call. He/ she will liaise and report to the Assistant Headteacher, Behavioural Lead in cases of persistent or dangerous behaviour.

An initial consequence of seeing the Assistant Headteacher, Behavioural Lead will be the drawing up of a behaviour contract jointly with the child and parent/carer.

Once a senior member of staff is involved the parent will always be contacted. In conjunction with the LLI it may be necessary to draw up an individual behaviour programme and pastoral support plan perhaps leading to a referral to the Special Educational Needs Code of Practice or the implementation of a CAF. Other appropriate staff will be informed of this and may be part of the planning process. The guidelines laid down in the Code of Practice will be followed and the advice of outside agencies may be sought such as the School's Educational Psychologist.

We are an inclusive school and we work hard to develop strategies to include all children. However there may be circumstances where a child is exhibiting persistent behaviour of a disruptive, violent or dangerous nature. In these circumstances the Executive Headteacher, or Head of School may take the decision to exclude a child from lunchtimes or from school on a fixed term or permanent basis. In these cases the Headteacher will follow the guidelines laid

down in the DfES Circular 10/99 (including the new regulations that came into force on January 20th 2003) and guidelines from the London Borough of Barking and Dagenham.

Where the Assistant Headteacher, Behavioural Lead feels it is appropriate, an 'internal exclusion' (seclusion) may be implemented. This may involve a child being withdrawn from playtime, lunchtime or class time depending on the culmination/continued behaviour exhibited or a serious single incident. Parent/Carers will be called to a meeting regarding this and notified in writing which will include the steps leading up to the internal exclusion, the reason for the internal exclusion and the possible next step, which will be exclusion from the school.

The withdrawal of taking part in an educational visit, visitor session or residential may be deemed as appropriate by the Assistant Headteacher, Behavioural Lead. This is something that will in usual circumstances been highlighted to the parents/carers unless a serious incident has occurred and the school has deemed it appropriate that the child does not attend the visit.

Refusing to Move:

If a child refuses to move away from the main learning group or attend another class as requested by the teacher, the teacher will at first give time and space to the child to make an appropriate choice. If the child still refuses a warning will be given and the behaviour moved to the next level.

For example:

"Melinda you are not following our class expectations, and keep calling out which is disrupting our learning. Please move away from the carpet and think about the choices you are making. Your choice is to sit without interrupting or move away from the carpet now or move to the next level of behaviour. I will give you 10 seconds to make your choice."

If the child still does not move:

"This is your second warning Melinda. Please move away from the carpet to your chair or you will move to the next level of behaviour."

If Melinda makes the right choice you praise her for her good choice. If she does not, you move her to the next level.

Bullying, Racial Harassment, Equal Opportunities, Inclusion

In St. Joseph's Catholic School bullying or racial harassment are not acceptable forms of behaviour. We have separate policies on both these issues which demonstrate the seriousness with which we view these incidents. A log of these incidents are kept and reported to both the Governing Body and the LA on request. Serious breaches of either of these can lead to exclusion.

We encourage the development of acceptable behavioural skills in all children and give them an opportunity to demonstrate achievements, irrespective of ability, gender, race, age, social background or previous experience.

SEN is led by the leader of Learning for Inclusion who will identify pupils according to their IEPs for additional/adapted behavioural consequences and rewards. Some pupils will require a Personal Support Plan if they are in danger of exclusion. This is drawn up with the SENCo and parent/carer and child.

Additionally, according to SEN needs, pupils are offered opportunities to work in small groups to develop their social skills. e.g. taking part in activities which promote co-operation, raising self-esteem and anger management skills.

EYFS good behaviour follows that of the main school modified appropriately for the needs and requirements of young children. The EYFS leader keeps this part of the policy under review.

Health and Safety

As a school we believe the safety of our children is paramount and we will do all that is reasonably practical to promote and maintain high standards for the health, safety and welfare of our children.

Powers of Search:

In St. Joseph's Catholic Primary School, the powers of search have been delegated to:

The Executive Headteacher
The Head of School
Assistant Headteachers

Power of Restraint:

All staff are expected to act reasonably to ensure the safety of a pupil or other pupils. Where episodes require more than minimal restraint the positive handling designated staff are: Ms. Kenny and Mrs. Hinton.

This policy forms part of our policy on Inclusion and needs to be read in conjunction with our Inclusion policy.

In St. Joseph's everyone is responsible for the behaviour management of all children and adults should reinforce the rules whenever appropriate.

September 2014 edited 17/11/14
Review date 2015

Appendix 1

The law for behaviour management in maintained schools:

Powers to discipline:

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

Their power to discipline applies to pupil behaviour in school and outside school, in certain circumstances.

Punishment:

Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour. Reasonable penalties can include: confiscation, retention or disposal of a pupil's property; and detention. Headteachers can also decide to exclude a pupil for a fixed period to suspend or to permanently exclude them.

Searching Pupils:

School staff can search pupils with their consent* for any item which is banned by the school rules.

Headteachers and staff authorised by the Headteacher have the power to search pupils or their possessions, without consent, where they suspect the pupil has a prohibited item.

Prohibited items are:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- any item banned by the school rules which has been identified in the rules as an item which may be searched for

In St. Joseph's school this list also includes any literature or items including the storage of these on technological appliances brought into school of the following nature: anti-racist, political propaganda, anti-Catholic Faith. This list is not exhaustive. Personal good judgement must be used and additionally be in line with current school views.

The ability to consent may be affected by the child's age (usually from year 3 upwards), or other factors in which case the parent/carer will be contacted. Failure to permit a search which is based on a reasonable suspicion may well result in exclusion from the school.

Use of Reasonable Force:

All school staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Headteachers and staff authorised by the Headteacher can use such force as is reasonable when searching a pupil without consent for prohibited items except where the search is for an item banned by the school rules.

Allegations of abuse must be taken seriously, but schools should ensure they deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort must be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension must not be used as an automatic response when an allegation has been reported.

The school's behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Range of Sanctions may include:

When poor behaviour is identified, sanctions should be implemented consistently and fairly in line with the behaviour policy. Good schools will have a range of disciplinary measures clearly communicated to school staff, pupils and parents. These can include:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing lines or an essay
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days)
- Missing break time
- Detention including during lunch-time, after school and at weekends
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining

hall after meal times; or removing graffiti

- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring
- Extra physical activity such as running around a playing field; and
- In more extreme cases schools may use temporary or permanent exclusion

Disciplining poor behaviour outside school when the pupil is:

- taking part in any school-organised or school-related activity
- travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school
- misbehaviour at any time, whether or not the conditions above apply

that:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

Exclusion:

It is for the Headteacher to decide whether to exclude a pupil, for a fixed term or permanently, in line with the legal requirements on the use of exclusion and having regard to statutory guidance.

Parents have the right to make representations to the governing body (or discipline committee) about exclusion and the governing body must review the exclusion decision in certain circumstances, which includes all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to request that an independent review panel reviews this decision. Parents may also make a claim of discrimination in respect of exclusion, either to the First-tier Tribunal in relation to disability discrimination or the County Court in relation to other forms of discrimination.

Schools are under a duty to arrange suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five school days. Local authorities are under a duty to arrange suitable full-time education from the sixth school day of a permanent exclusion.

Schools are required to have, and to ask parents to sign, a home-school agreement that outlines the responsibilities of the parent and the school; including those around behaviour and attendance.

For school-registered pupils or those attending Pupil Referral Units (PRUs), parents must ensure that their child attends punctually and regularly. If they do not, the school or local authority may ask them to sign a parenting contract or may issue a penalty sanction of £50 (rising to £100). The local authority may also prosecute a parent who fails to ensure their child's regular school attendance or apply to the courts for an education supervision order in respect of the pupil himself/herself.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school or local authority may ask them to sign a parenting contract or may apply for a court-imposed parenting order.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction of £50 (rising to £100).

Parents must also ensure that their child attends the suitable full-time education provided by the school governing body or the local authority from the sixth day of exclusion.

Parents are expected to attend a reintegration interview following any fixed-period exclusion from primary school and any fixed-period exclusion of more than five days from secondary school. Failure to attend may make it more likely that the court will impose a parenting order if the school or local authority apply for one.

Some behaviours which are likely to result in exclusion are as follows:

- Violent behaviour towards members of staff
- Violent behaviour towards pupils
- Abusive/aggressive/threatening behaviour towards members of staff
- Abusive/aggressive/threatening behaviour towards pupils
- Refusal to accept authority of the teacher/school
- Racist/sexist incidents
- Persistent disruption of teaching and learning

Please note this is not an exhaustive list. It is for the Executive Headteacher or Heads of School alone to deem what constitutes a case for exclusion.

Detention

Schools don't have to give parents notice of after school detentions or tell them why a detention has been given.

Physical contact

School staff can use reasonable force to control and restrain pupils. This could include leading a pupil by the arm into a classroom.

Corporal Punishment:

This is illegal in United Kingdom schools.

Complaining about a punishment

If you disagree with the way your child's been punished, first talk to the head teacher. If you are not satisfied, please ask for a copy of the complaints procedure.

This summary is taken from the DfE February 2014:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Appendix 2

Bill of Rights

Rights and Responsibilities St. Joseph's Catholic School

1. We have the right to be a full participant in the life of St. Joseph's Catholic School.
We have the responsibility to support and respect the rules of St. Joseph's Catholic Primary School.
2. We have a right to be educated according to the tradition of the Catholic Church.
We will uphold the principles of the faith tradition of our school whilst having respect from others of different faiths.
3. We have the right to feel safe in and around the school.
We have the responsibility to ensure the safety of all pupils by behaving in a reasonable manner in and around school.
4. We have the right to an education and to learn according to our ability.
We have the responsibility not to ridicule others for the way in which they learn, or to disturb the learning of others.
5. We have the right to be treated with respect by all people irrespective of age, gender, faith or religion, colour or status.
We have the responsibility to respect all others within our community.
6. We have the right to express our own opinions and be heard.
We have the responsibility to allow others to express their opinions and to be heard.
7. We have the right to expect that our possessions will be secure in and around school.
We have the responsibility not to steal and mistreat the possessions of others and to report any theft or mistreatment that we see.
8. We have the right to choose our friends.
We have the responsibility not to force our friendship upon others or to abuse the friendship.
9. We have the right to play in safety and without interference.
We have the responsibility not to disrupt, or endanger the play of others.
10. We have the right not to be bullied in any way, shape or form.
We have the responsibility not to bully others and to report any bullying we see.

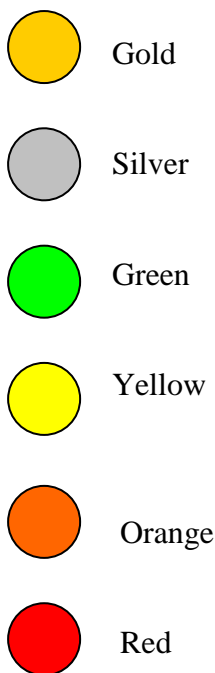
Appendix 3

‘Stay On Green’ Behaviour Management System

The following protocols explain the way in which the ‘Stay On Green’ system is used within St. Joseph’s Catholic primary school. This is a school wide system that is in place in every classroom.

Children will have the system explained to them at the start of each school year, and more often if necessary. Staff must ensure that new arrivals during a school year are briefed appropriately.

The ‘Stay On Green’ traffic light format is displayed on the wall in each classroom:



A name card for each child is attached to the chart at green.

For inappropriate/unacceptable behaviour choices the children will then move to yellow, then orange and then red. Before moving the child’s name card, fair warnings will be issued (e.g. “if you continue to talk whilst you should be listening I will move your name card to yellow”).

Yellow:

If the behaviour continues the name is moved to yellow with no further comment. In Early Years Foundation Stage, children will be given additional warnings and reminded of making ‘good behaviour choices’. If the child is not responding to the warnings, his/her name will be placed on yellow.

The child then takes fostering time in their own classroom (This is appropriate to their age/understanding: 1 minute for each year of their age) and they will have to fill in Reflection Sheet 1. This Reflection Sheet will be placed in the behaviour file. In Early

Years Foundation Stage (EYFS) Reflection Sheets will not be completed in writing but rather verbally between the child and the class teacher following 'reflection time'. Reflection Sheets for EYFS will be written from the second half of Summer Term in preparation for Year1. The class teacher will also notify the parent via the communication book, using a yellow sticker. (In EYFS yellow stickers will not be given to children on yellow). When the child returns to their seat, if their behaviour improves until the next break, they can move back to green. If the behaviour continues to be unacceptable then another warning is issued (e.g. "If you continue to disturb the other children I will move your name card to orange"). In Early Years Foundation Stage, teachers will use their discretion when moving children up from yellow (as immediate rewards and sanctions are essential for our youngest children).

Orange:

Again, if the behaviour continues and the card is moved to orange the child is then sent to the nominated buddy class for fostering time, with Reflection Sheet 2 which the buddy class teacher must sign. In EYFS, once a child is placed on orange, children will go to buddy class for reflection time.

Who are the buddy classes? Please note these may change throughout the year.

- Year 6 → Year 3
- Year 5 → Year 2
- Year 4 → Year 1
- Reception ↔ Nursery

In EYFS children will be able to move up from orange at the end of the session (immediate rewards and sanctions are essential for young children).

The Reflection Sheet will be placed in the class behaviour file. The class teacher must also notify the parent via the communication book, using an orange sticker. When the child returns, if their behaviour improves by next break they can move back to yellow and then onto green by the following break.

Every time a child moves from green be it up or down the traffic lights this must be communicated to parents, by form of a sticker in the communication book. In addition, this must be logged on the class stay on green behaviour tracking sheet.

Red 1:

When a child reaches red on the traffic lights system this is recorded on the class stay on green behaviour tracking sheet. Any child will go straight to Red in the instance that they physically hurt another child on purpose. The child is then sent to the nominated buddy class for fostering time, with Reflection Sheet 3 that the buddy class teacher must sign. In addition, the child will be given a Red Card Record, which will be sent home to parents for their signature. The class teacher will make a phone call home to discuss the behaviour. In EYFS if a child is persistently on Red for a week, we will move on to Red 2 where they will be sent to the Assistant Headteacher.

Red 2:

If a child reaches red a second time, the red card record is filled in a second time. The Assistant Headteacher will make a phone call to parents and a letter will be sent home requesting a meeting with the parent to take place within 48 hours. In addition, the child will be on a class seclusion for a half a day with the Assistant Headteacher. If a child is on red, they will need 1 full day of good behaviour

before they can move onto orange and then continue to move back up to yellow and then green at every break. In EYFS if poor behaviour persists, the child will be moved on to Red 3 as the next step.

Red 3:

If the child reaches 3 reds the Assistant Headteacher, Behavioural Lead, will follow the same process as red 2 and the child will be on a class seclusion for 1-2 days and a 'Home School Behaviour book' will be put in place and remain in place until the behaviour improves.

Red 4:

If a child reaches 4 reds the child will be referred to the Head of School and she/ he will determine whether the child should be excluded or take any other form of action.

Members of the Strategic Development Team (SDT i.e. Head of School and Assistant Headteachers) can sign the red card outside of this system for severe breaches of school rules.

For consistently, outstanding behaviours, children can move to silver and then to gold. This behaviour should be verbalised to the class as part of role modelling. A sticker is put in the communication book for the parents/carers to praise this excellent achievement.

It is an important part of the system that children are able to move back to green through improved behaviour choices. Children who have reached Gold during a term are rewarded at the end of a term with an opportunity to watch a DVD with other Gold Achievers.

Other Rewards:

When a child reaches Gold, the teacher will enter the child's name in the Golden Book and the child will receive a sticker and wrist band from the Head of School at a special assembly. If this happens three times a 'Golden Letter' is sent home to the pupil's parents/carers.

If a child 'stays on green' all term, they will receive a 'I stayed on green all term' certificate. If a child reaches silver they will also receive a "I reached silver this term" certificate at the praise assembly.

Buddy Class/ Assistant Head of Headteacher/ Deputy Headteacher / Head of School:

If a child is sent to a 'buddy class' for 'Fostering Time' they should be sent to their "Reading Partners" buddy class. When a child exits the room to another class, Buddy Class/ Phase Leader or Assistant Headteacher, the child takes a Reflection sheet and completes this, the class teacher will sign and feedback on the reflection sheet. Buddy time is age related.

A buddy class may also allow a child the opportunity to celebrate their learning and positive behaviour.

Seclusions:

If a child is on seclusion, the class teacher must prepare curriculum work for the child to complete during that time.

Appendix 4

Chain of Referral in Behaviour Management

When a staff member needs to send a child to another adult for further ‘fostering time’ or due to the severity of the incident, please ensure that the following ladder is adhered to in order to ensure that incidents are dealt with appropriately, and children understand the system in place.

Class teacher —→ Buddy class —→ Phase Leader —→ Assistant Head —→ Head of School

Please note that where a pupil is in the class of the Phase Leader or Assistant Head, the next line manager will step in.

Only in extreme circumstances will a child not go through this list (e.g. aggressive physical contact leading to injury) and instead be dealt with directly by the Head or Deputy.

Appendix 5

Good conduct Marks

The idea for good conduct marks arose from the need for a whole school staff praise system. This system is designed for any member of staff to be able to give a good conduct award to any child regardless of class or place in the school.

The marks have been designed by the school so that a child may then lodge the mark in a receptacle in the classroom.

Each week the marks are then totalled for each class. The class with the most number of good conduct marks for the week is able to sit on the benches in assembly for the week.