

Milldene Primary School Behaviour Policy

Stay on Green Overview



"Living and learning together"

Stay on Green

Overview

Good to be Green Scheme

The Good to be Green scheme provides:

- All pupils with the opportunity to make positive choices about their behaviour and influence outcomes
- An integrated system within daily teaching that promotes positive behaviour and effective behaviour management skills
- Clear systems to reward good behaviour and sanctions for inappropriate behaviour
- Whole class/school and individual reward system
- The least intrusive approaches to manage behaviour
- Teaching of specific behaviours and routines

Pupil Code of Conduct

To 'Stay on Green', we will.....

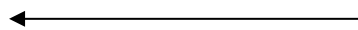
1. Listen to and co-operate with each other.
2. Treat staff and each other with politeness, kindness and respect.
3. In class make it possible for all pupils to learn
4. Work to the best of our ability.
5. Move safely and quietly around school.
6. Respect each other's property.
7. Treat the school buildings and school property with respect.
8. Wear the correct uniform at all times.
9. Accept sanctions when given.
10. Refrain from behaving in a way that brings the school into disrepute, including when outside school

Good to be Green principles:

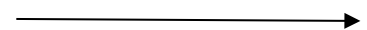
- The school day is divided into 2 sessions, morning and afternoon.
- Each class has a behaviour chart and each session all children begin on green to demonstrate the expectation that the session, both in class and in the playground, will be a positive one.
- Children know that there are consequences when making inappropriate behaviour choices, and their card on the chart will be turned over.

Stage 4 Red + (sent to member of SLT)	Stage 3 Y4-6 lose 15 mins lunch Y1-3 10 minutes lunch supervised by SLT	Stage 2 Lose 5 minutes of break/lunch supervised by class teacher if not moved back to green during session	Stage 1 V (verbal warning)	
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All pupils start on green



Negative choices



Positive choices

Sanctions/Consequences

Before moving a child's name down the 'stay on green system' children will be reminded of our expectations of them. To avoid behaviour escalating we use a range of techniques to encourage children to make good choices (appendix i). Staff refer children to their class rules as a reminder. However, if a range of strategies have been tried and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

The following colours are consequences

Year 1 – 6

Stage 1

The child is given a final verbal warning (green card is turned over to represent a verbal warning). At this level the class teacher is looking for opportunities to move the child back to green.

Stage 2

Yellow

If a child's behaviour doesn't improve, the card is turned to yellow by the teacher. If a card is moved to yellow, children lose 5 minutes at break or lunch supervised by class teacher, however if the child moves back to green in the session they are not kept in. At this level the class teacher is looking for opportunities to move the child back to green warning and hopefully green and not lose 5 minutes or escalate to red.

Yellows which have resulted in a loss of 5 minutes are to be logged on the class good to be green monitoring sheet spreadsheet. If a child has 3 yellows in a week, the class teacher will contact parents/carers. The teacher will record this on CPOMs and alert the phase leader.

Stage 3

Red

If a child is moved to red, Y4-6 children will lose 15 minutes of lunchtime and Y1-3 10 minutes of lunchtime in the Headteacher's office or a classroom supervised by a member of SLT. If a child reaches stage 3, a 'Lunchtime Reflection Form' must be completed. The child completes the reflection sheet with SLT or a designated adult.

Having reached stage 3 the child is expected to be on their best behaviour

If a child gets moved to red in the afternoon, record on class sheet as they will have a lunchtime reflection the following day.

The SLT Behaviour Form is logged on CPOMs by the class teacher and given to SLT so that the reflection part can be completed and filed.

Stage 4

Red +

If the child's behaviour does not improve they should be referred to a member of SLT. This may mean that the child spends some time out of the classroom to reset. The class teacher should complete the Referral to SLT form and SLT will log this on CPOMs.

High level unacceptable behaviour will automatically move a child to stage 4 Red+. The child will complete a reflection sheet with SLT.

If a child has 3 lunchtime/SLT referrals within a half term the class teacher will contact the parent/carer and record on CPOMs.

Any serious incidents and the parent/carer will be contacted on the day.

Rewarding Consistently Good Behaviour

Year 1-6 Bronze, Silver and Gold Awards

- Children who stay on green all week will receive a tally on the class bronze, silver and gold class spreadsheet.
- In Year 1 – Year 6 children who achieve the weekly class target for house points in a week will receive a tally on the class bronze, silver and gold class spreadsheet.
- A child can only receive a maximum of 2 tally marks a week

Bronze, silver and gold awards are given as follows

- 20 tally marks = Bronze Award
- A further 20 = Silver Award
- A further 20 = Gold Award

When a pupil achieves a bronze, silver or gold award the class teacher completes the relevant certificate, emails the names to the office for the newsletter and the certificate and star are presented in assembly.

Although it is difficult to draw up a definitive list of examples of unacceptable behaviour, this list gives staff an idea about the kinds of behaviour which may lead to sanctions. Teachers will always use their professional judgment and knowledge of the child when supporting children who display challenging or inappropriate behaviour. Children should be aware that low level inappropriate behaviours are not tolerated at Milldene Primary school. In all cases of behaviour which interferes with children's learning or that poses a danger to others, the incident must be recorded and referred to a member of the SLT.

High Level	Low Level
These behaviours may automatically move a child to stage 3/4	The following are examples of behaviour which may result in sanctions.
Continued and persistent low-level behaviours despite several adult interventions	Funny background noises- whistling, humming, whispering, muttering
Bullying (refer to bullying policy)	Throwing things
Dangerous refusal to follow instructions	Talking over the teacher
Stealing	Name calling
Racism, Homophobia, Sexism	Play fighting
Blatant Refusal	Ridiculing/laughing at someone
Swearing	Not treating school equipment properly
Vicious fighting – hitting, punching, kicking, pushing	Annoying touching/poking pupils
	Calling out in class

Violent and aggressive behaviour (attacking adult/pupil, throwing objects in anger with intent to hurt, knocking and kicking furniture over)	Spoiling another pupil's work, clothes, property
	Getting up and moving around
	Not moving sensibly in class/around school
Running out of class	Not responding to instructions
Possession of an offensive weapon	Excluding others
Wanton damage to property	Banging, tapping chair/equipment
Sexual violence or sexual assault (intentional sexual touching without consent)	Not complying to school uniform code
Sexual harassment, meaning unwanted conduct of a sexual nature, such as: <ul style="list-style-type: none"> • Sexual comments • Physical behaviour like interfering with clothes • Online sexual harassment, such as unwanted sexual comments and messages (including on social media), 	Non-completion of classwork or homework
Possession of any prohibited items. Eg <ul style="list-style-type: none"> • Knives or weapons • Alcohol • Illegal drugs • Stolen items • Tobacco and cigarette papers 	

Token system.

In addition to Stay on Green certain, certain identified children may need to access a personalised, targeted approach to support their regulation and behaviour management for a period of time. This will work alongside our Good to be Green behaviour scheme and will be continually monitored by SLT. The aim is to enable all children to make good behaviour choices, be good role models for others and stay safe at school and is above the ordinarily available provision available for the whole class.

Children can earn tokens throughout the day to aid regulation, good behaviour choices and improve self-esteem. Tokens are added and never taken away. All school staff will

look for examples of good choices to award tokens and will use the following calm encouraging language:

- " You worked hard to calm your body, here's a token"
- " I can see you tried a strategy. Well done, have a token"
- " If you had tried this..... I could have given you a token"

Examples below of how children can earn tokens. These will be personalised based on the children's needs and targets they are working towards.

- 1 token - used a regulation tool
- 1 token - used good manners
- 2 tokens - completed a task
- 2 tokens - followed an adult instruction
- 3 tokens - managed a transition well
- 3 returned to class/designated space after break and lunch

At the end of each day/week the children can redeem their tokens. They have the choice to redeem them daily or they may wish to save their tokens to receive a bigger reward at the end of the week. The adults working with the children accessing this scheme will look after the tokens for the child. Token collection resets every Monday and the children can choose rewards from a small menu and they will be quick and easy to access. The rewards will be chosen in discussion with the school SENCo and will be personalised to meet individual needs.

Reward examples:

Quiet/interest based:

- Lego
- Craft e.g Drawing, painting
- Music

Connection based:

- Special helper job
- Job with a peer
- Game with a peer

(Appendix i)

Strategies for managing behaviour:

- Encouraging children to make the right choices. That is children taking responsibility for their behaviour, making good choices and developing the skills to resolve conflict amicably.
- **Directing pupil to desired behaviour**- "I'd like to see you sitting quietly" (using the 'broken record' approach to avoid being drawn into discussion with the pupil)
- **Take up time**- giving the pupil time and space to follow an instruction as though they are trusted to comply
- **Praise** of pupils 'doing the right thing'
- **Adding 'thanks'** to an instruction, to show that you are expecting compliance: 'could you just pick up that pencil? Thanks!'
- **Rule reminders**- 'remember the rule for that and use it thanks;
- **Modelling** the desired behaviour- eg. Talking quietly to set the tone
- **Partial agreement** (for avoiding argument/discussion over behaviour)- 'you may think it's unfair, but we're lining up now'
- **'when...then'**: following what you want with what the pupil wants- 'when you have picked your chair up then you'll be ready to go'
- **Pause...direction**- make eye contact with the pupil and give them a moment to self-correct before issuing a direction
- **Mentioning the pupil by name**
- **Distraction and diversion**- good for avoiding a potential confrontation
- **Reminder of past successes**- that a pupil has managed this situation previously
- **Refocus**- 'what do you need to do next?'
- All opportunities to praise desirable behaviour should be taken.
- **Tactical ignoring**- good for managing attention-seeking behaviours (time limit and follow up strategy)
- **Catching pupil's eye** and miming desired behaviour
- **Private word**
- **Proximity**- standing close to pupil misbehaving
- **Pointing out the behaviour/context** and allowing the pupil to self-correct- 'you're calling out/ we're doing quiet reading' (+ broken record)...follow up with a prompt such as 'what should you be doing?'
- **Give the child a choice**, always explaining reasons and consequences - 'if you choose to talk whilst I am explaining, I will have to move your name to blue/yellow
- **Be firm** without confrontations.

Supportive strategies:

- Involve the parents at the earliest stage or at an appropriate stage.
- Involve the whole class in helping the child work or behave well.
- Involve the whole class in implementing agreed strategies.
- Consult with the SENCO/SLT on appropriate course of action
- Consult with outside agencies where appropriate.

Inappropriate sanctions:

- Removal from the classroom to the corridor.
- Excessive use of appropriate sanctions.
- Use of unrealistic or unenforceable sanctions.
- Referral to a member of the SLT too early or for minor wrongs.
- Children should not be asked to put fingers on lips.
- Corporal/physical punishment is not permitted under any circumstances (hands on head can be construed as physical punishment)
- Sitting on the floor (isolated). This does not include the carpet.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the pupil code of conduct or their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the session/next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement
 - Communication with parents, e.g. tell them about some aspect of their child's behaviour verbally or in writing