



# Highley Primary School

## Behaviour Policy

Date: February 2024

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### **The purpose of this Policy is:**

- to set out our behaviour management strategies within school
- for all pupils to understand the school's behaviour policy
- for all pupils to be clear about expectations of their behaviour in school.

### **Introduction**

At Highley School the core of our philosophy on behaviour management is to create a **positive school ethos** as we are proud of Highley Community Primary School and our children. Our Policy embraces the values within our school: *'Highley Community Primary seeks to create a happy and creative environment where all children understand the importance of making mistakes in order to succeed. Their journey is built on a path of resilience and independence. Our school aims to promote a fully inclusive, caring environment in which diversity is celebrated and nurtured.'*

Our key values have been revised to reflect the values that the whole school community feels are important for our children and our aspirations for the people they will become. These values are 'respect', 'resilience' and 'relationships' - our '3 Rs':

- That children show '**respect**' to each other, to adults and that we are all considerate of people's feelings.
- That we strive to have positive '**relationships**'; that everybody within our school community works as part of a team to support and care for each other.
- That children are learners who show '**resilience**', that challenge themselves to keep improving and be the best they can possibly be.

At the beginning of each school year, each class makes their own set of class rules. These are devised together, with the teacher's and pupils' agreement and tied to our school values e.g. What does respectful behaviour look like in our classroom? There are also certain expectations, which are outlined by our 'Home/School Agreement' and signed by all pupils and parents.

As a school, we expect children to develop into thoughtful, respectful, kind and considerate individuals who can co-operate and get on well with each other. In children, we strongly encourage independence, self-discipline and taking responsibility for one's own actions through restorative practices.

### **Our Reward Systems:**

#### **Daily**

##### **1. In-class rewards**

When children follow the school expectations and behave well, they can receive positive and specific feedback from any member of staff in school. This is in the form of praise, stickers, class recognition boards or other individual class incentives. Our whole-school approach to daily rewards is outlined in Appendix 1 and tied into 'Good to be Green.' Children can achieve a 'Gold' or 'Platinum' card daily for demonstrating good behaviour. These lead to a choice of 'in-class privileges' such as 'Sit on the teacher's chair for an hour' or '5 minutes extra playtime.' These daily rewards are devised by the class at the start of term and so suit their individual class character.

##### **2. Rewards for 'Good to be Green'**

The 'Good to be Green' system of behaviour management (as detailed in Appendix 1) is used by all staff in school. To reinforce children making good behaviour choices, children can be rewarded with team points and raffle tickets (1 team point = 1 raffle ticket) and 'Green' behaviour is rewarded with 20 minutes of 'Golden Time' each week which usually takes place on a Friday afternoon across school.

### **3. Team Points/ raffle tickets**

All children across school are designated a team; red, blue, green and yellow. Children may receive team points (1 team point = 1 raffle ticket) for meeting school expectations. This takes the form of a token and is linked to one raffle ticket. This means that children are rewarded both individually as well as part of the wider team. Appendix 2 details the number of raffle tickets/team tokens given at particular points.

Where a child has demonstrated behaviours that are over and above, a 'gold card' (3 team tokens/raffle tickets) or a 'platinum card' (5 team tokens/raffle tickets) may be awarded. A weekly update on each Team's progress is given, with a termly reward and the display of a Team Cup with the team ribbon attached. The reward for the winning team is decided by the School Council. In the summer term, a reward is given to the *overall* winning team (over the 3 terms) and a cup is presented.

### **Weekly**

#### **1. Star of the Week**

On a weekly basis, a teacher nominates one pupil for **Star of the Week**. Children are recognised for fulfilling aspects of our school values (respect, resilience and relationships). This could also include their achievements, attitude to learning, effort, independence, and behaviour. Each teacher uses a standard format certificate. This certificate is presented at our weekly 'Celebration Assembly' and winners are reported in the weekly school bulletin. In addition to class stars of the week, one child is also nominated by the headteacher to receive a 'headteacher award'.

#### **2. Attendance**

Rewards for both punctuality and attendance are class-based and monitored regularly by the school's Attendance Officer. Due to the impact of Covid and other outside factors on attendance nationally, rewards at this time are aimed at improving punctuality and reducing persistent absence. For example, if the whole class arrive on-time for 2-weeks, they earn an additional playtime for the class. A termly reward (as agreed with the School Council) is given to those children who have 'excellent attendance'.

Certificates for 'improved attendance' are also given out regularly. We recognise that there may be external factors that affect a child's attendance and as such, we will make adaptations to ensure inclusivity and care for children to be able to succeed e.g. children may be invited to join Breakfast Club to ensure a punctual start to the day.

### **Half Termly and Termly**

#### **1. Recognition Letters**

Every half term, class teachers nominate one child from their class to receive a letter of recognition from the headteacher. This is a formal letter sent by post outlining the reason why the child was nominated, for example for making good choices, making an outstanding contribution to school life or representing school well at local/regional events and/ or community events.

#### **2. Star of the Term**

At the end of every term, we hold a 'Celebration Assembly' whereby children are nominated **by their peers** and receive a certificate in recognition of this. This could be based on an act of kindness, good team working, friendship, etc. or any other action that reflects our school values.

#### **\*Special note:**

- Rewards, once given, **are not retracted**.
- The reason for achieving rewards and sanctions is explained clearly to children. At all times, this relates to the school's expectations of behaviour and 'Good to be Green.'

### **Our Sanctions:**

All staff members endeavour to be fair at all times, giving careful consideration to the particular child involved and using their professional judgement to deal with the situation appropriately. The school has a staged approach for managing behaviour in and around school ('Good to be Green'). It is a strategy which depends upon our positive ethos for behaviour management and is a consistent, fair approach to discipline, used throughout the school. **See Appendix 1 and Appendix 2 for details as to how this staged approach operates.**

Each child will begin the school day with their name on green displayed on the classroom wall. If however, a child demonstrates unacceptable behaviour, they will initially receive a friendly warning. If they persist in unacceptable behaviour, they will receive a formal warning. If behaviour persists, a 'Stop and Think' card will be placed in front of them. This may be done with a quiet reminder or silently. Children will be aware that this is the final step before a 'yellow card' is given.

If behaviour continues to persist, a 'yellow card' is placed on the class behaviour chart. All staff may use yellow card sanctions, as per the agreed procedure. Staff should then encourage the child to redeem their green card through demonstrating good choices. This may involve re-seating the child, removing distractions and/or other behavior management strategies. At any point, the child may be directed to 'cool off' in the class' designated space e.g. the Quiet Room in Upper Key Stage 2.

If a 'yellow card' is given, this equates to a missing the next breaktime as well as losing half of 'Golden Time' for that week.

If a serious breach of the school behaviour policy occurs, a red card may be given, in discussion with a member of the senior leadership team. If a 'red card' is given, half of the next lunchtime will be missed as well as the whole of 'Golden Time'.

**For guidance, a list of possible incidents are detailed for yellow and red card within appendix one.**

Where there has been a 'victim' of inappropriate behaviour, a member of staff will inform this child of actions taken and suggest ways in which both parties can move forward. As part of our school council meetings, the children listened to their classmates and fed-back to compose a list of positive behaviours, what would constitute a yellow card and what would constitute a red card:

<b>Expectations (positive)</b>	<b>Yellow Card</b>	<b>Red Card</b>
<ul style="list-style-type: none"><li>- Following instructions, school rules and school values</li><li>- If someone is hurt, help them up</li><li>- Listen to all adults</li><li>- Not shouting out</li><li>- Always have a positive attitude</li><li>- Not being violent/aggressive to others</li><li>- Be respectful and mindful of others and their property</li><li>- Being polite and not rude to others</li><li>- Ignoring distractions</li><li>- Good behaviour and not swearing</li><li>- Being humble</li><li>- Being supportive of others</li><li>- Stop if someone says 'stop'</li></ul>	<ul style="list-style-type: none"><li>- Throwing stuff at people</li><li>- Smacking people or any physical contact</li><li>- Threatening others with violence</li><li>- Biting</li><li>- Not being honest</li><li>- Constantly not listening</li><li>- Blaming others when it's not their fault</li><li>- Swearing</li><li>- Adults having to repeat themselves over and over</li><li>- Aggressive language to one another</li><li>- Disrespecting school property: e.g. deliberately breaking rulers, snapping pencils, putting lots of toilet paper down toilet and in the sink.</li><li>- Repeated back-chat</li><li>- Playing games in the playground that involve hurting others</li></ul>	<ul style="list-style-type: none"><li>- Bullying</li><li>- Going off school premises without permission</li><li>- Putting others in danger or really hurting someone</li><li>- Fighting</li><li>- Threatening others with weapons</li></ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;"><p>These listed behaviours were reviewed and updated by School Council in January 2023</p></div>

In some instances, steps of the 'Good to be Green' chart may be missed if the incident is deemed to be more extreme. However, these cases should be rare as, on the whole, the children should be able to recognise the steps in order to change their behaviour and thus, avoid a sanction.

### **Whole-School Rules**

As part of School Council's work during 2023/2024, children have developed 3 whole-school rules relating to our 3 core values of Respect, Relationships and Resilience. These rules are:

1. We are respectful to everyone and everything (respect)
2. We are kind (relationships)
3. We try our best (resilience)

### **Playground Rules**

During Anti-Bullying Week (2022), School Council carried out a class survey which led to the creation of new playground rules to help children feel happy and safe when outside. The agreed rules are displayed in visible locations around school and are as follows:

1. We are kind, honest and respectful to everyone on the playground including adults.
2. We keep ourselves and others safe by making sensible decisions in the playground areas and on the grass.
3. We do not accept violent actions against others in all playground areas.

### **S.E.N. Children:**

The "Good to be Green" system will work for the majority of pupils, but may not for a small minority where this may be more difficult (such as children on a specific behaviour plan). In these instances, Staff and the SENDCO work with each other, to devise strategies which will work within the "Good to be Green" system.

### **Behaviour Management Strategies**

Adults in school should choose discipline techniques that will encourage positive behaviour, and motivate pupils to feel good about themselves and the decisions that they make. Whilst the ethos of the 'Good to be Green' system of behavior management embraces these values, it is important that all adults in school use a range of **positive** behavior management strategies in class and on the playground.

Strategies may include the following (or other strategies):

- Have **established** classroom/ playground routines/ standards that are referred to regularly.
- Have a **fair** and **consistent** approach.
- Use **praise** to develop examples of good behaviour in class and on the playground.
- Children may be given '**time out**', but make sure this is for **no longer than 5 minutes**. Always 'invite' a child to rejoin the class with clear expectations set as to how you would like them to behave.
- Consider **seating plans** in class: if necessary, remove a disruptive child to another place in class.
- Use **distraction techniques** to avoid confrontations.
- Use **non-verbal cues** in the classroom, such as: signals, proximity and touch, facial expressions.
- Take a **proactive approach** to behaviour management: Plan engaging lessons that include a variety of potential pupil engagement, including talk partners, questioning, voting, etc. Keep instructions short and clear.

### **Parental/ Carer Involvement:**

We expect all parents to fully support the school when working with a child who is behaving inappropriately or having difficulty managing their anger. We involve parent/carers in all red card incidents: parents will be informed by the class teacher or headteacher and in KS2, the pupil will complete a reflection activity explaining (and taking responsibility for) their actions. This would usually be done after discussion with the adult dealing with the incident.

They will always complete a 'Reflection Form' after the incident and this will be kept in the class folder. Through this, the teacher and child will work together to avoid the incident recurring.

If a child receives **3 red cards in a half-term**, parents/carers are invited into school to meet with the Headteacher to discuss the child's behaviour as a matter of course. It may be agreed that a behavior plan is put in place to support that child; dependent on circumstances. We have a clear strategy for implementing bespoke behaviour plans (see Appendix 2).

All parents are informed of the 'Good to be Green' system of behaviour management. This is included in the School Prospectus for all new parents to school. If parents/carers have any concerns about their child's behaviour in school or that of another child, they are encouraged to speak to their child's class teacher in the first instance.

### **Suspensions:**

If a child's behaviour is extreme, or where persistent breaches of the behaviour policy occur, or where allowing the pupil to remain in school would harm the education or welfare of the pupil or others, a decision to suspend immediately without going through the stages will be made (see [DfE guidance on suspensions and exclusions](#)). Only the Head Teacher is authorised to do this or the Assistant Heads in their absence. An internal exclusion may be used in the first instance to help the child to change their behaviour.

We want every child to be successful in our school and will strive to adapt our practice in order to ensure that every child has as many opportunities to thrive as possible.

### **Monitoring of Behaviour:**

All yellow cards issued should be recorded in the black classroom folder (held in each Classroom). Every half-term these records are collated to identify any patterns. Red cards are recorded separately on the School safeguarding system (CPOMS) so that they can be scrutinised. Appropriate strategies, such as a behaviour plan, may be put in place to support any child who may be finding it difficult to follow the expectations of the school.

All lunchtime incidents are recorded by the Lunchtime Carers and discussed with the relevant Class Teacher. Incidents are recorded in the Lunchtime Carer individual notebooks and these are monitored by Tanya Mathers, School Business Manager, who is required to notify the PSHE Co-ordinator of persistent pupil issues.

Behaviour management features regularly on staff meeting agendas. Staff are also required to monitor the behaviour incidents of the children in their class and address any issues as appropriate and implement strategies to encourage positive behaviour – this may be in consultation with the P.S.H.E. Coordinator or Assistant Headteacher for Inclusion.

This policy should be read in conjunction with the policies detailed at the end of this document.

## APPENDIX ONE:

### How the “Good to be Green” behaviour management system works:

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart (in every classroom). Teachers/ Teaching Assistants will use their usual strategies in the classroom to facilitate good behaviour. However, there may be times when, despite these strategies, a child may continue to misbehave and it is at this point where our ‘Good to be Green’ system is implemented.



The system works thus:

1. **Stage One:** Verbal ‘friendly’ reminder where behaviour falls below expectation.
2. **Stage Two:** Verbal ‘firm’ warning (for a yellow card)
3. **Stage Three:** ‘Stop and Think’ card (placed silently or with a gentle quiet reminder)
4. **Stage Four:** Yellow card given - child’s ‘Good to be Green’ Card is placed at the back of their pocket and their Yellow card is displayed. Usually this is enough to encourage the child to make better choices. At this stage the child may ‘earn’ back their green card, through demonstrating appropriate learning behaviour. However, a yellow card results in missing the following breaktime and half of Golden Time. During the breaktime, a Reflection Form will be completed and stored in the class folder.
5. **Stage Four:** Red card given - child’s ‘Good to be Green’ is placed at the back of their pocket and their Red Warning Card is displayed. This is for incidents as defined below. All of these incidents should be recorded on a Reflection Form and kept in the class folder. A red card results in half of lunchtime missed as well as missing the whole of Golden Time for that week.

**In some cases, an internal exclusion may be given as part of the consequence for a red card.**

Parents are kept informed of any Red Card incidents their child has been involved in via phone call, e mail or face to face.

To reflect their greater maturity, KS2 children are expected to complete their Reflection Form independently. KS1 may complete a simpler form with an adult.

**Where behaviour may not meet expectations:**

**YELLOW CARDS:**

**(Straight to Yellow)**

Being aggressive to another child (KS1 only)

Using unsuitable words/gestures in school (KS2)

Deliberately damaging school property (parents may be informed if considerable cost is incurred)

**(All other incidents – warnings, then yellow card):**

Using unsuitable words in school (KS1 only)

Overly boisterous play which may result in an accident

Continued disruption in class

Being unsafe around school (e.g. running around corridors)

Spitting

**RED CARDS:**

Hitting another child/ fighting

Bullying

Being disrespectful to an adult/ disregard for adult's instructions

Leaving school premises without permission

Racist language or behaviour

\*Discretion regarding children on specific behaviour plans.

\*All other teacher behaviour management strategies apply in the first instance.



Appendix 2

Pictorial representation of "Good to be Green"

