



Behaviour Policy

“A Positive Approach”

RATIONALE

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Annie Lennard School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents and other members of the wider school community.

The policy is the result of consultation with staff, pupils, parents and governors. It reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff. The primary aim of the Behaviour Policy is to promote good relationships, so that all members of the school community can work together with the common purpose of helping everyone to learn.

ETHOS

At Annie Lennard School we are fully committed to the protection of children in our care. We are a caring community, whose values are built on mutual trust and respect. This Behaviour Policy is therefore designed to support the way in which the members of the school community can live and work together in a supportive way. It aims to promote an environment where all feel happy, safe and secure.

PRINCIPLES

Good behaviour is an essential condition for effective learning and teaching to take place. At Annie Lennard School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair.

Good behaviour needs to be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is a responsibility of parents, carers and families to share with the school in helping their children to behave well.

Annie Lennard School does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, the incident is recorded and we act immediately to stop any further occurrences of such behaviour. We do everything in our power to ensure that all children attend school free from fear.

AIMS

Our aims are:

- to work consistently and fairly in the positive management of behaviour.
- to help our children to develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others.
- to encourage staff, pupils and parents to value good behaviour.
- to develop our children's self-discipline and encourage them to take responsibility for their own behaviour.
- to help our children to feel good about themselves and others, developing the self-confidence to successfully deal with challenges and change.
- to encourage our children to co-operate and develop positive relationships with one another and with adults.
- to create a positive and stimulating learning environment, having high expectations of children's work.
- to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

STRATEGIES FOR PROMOTING POSITIVE BEHAVIOUR

We support positive behaviour and a positive learning environment by:

- a fair and consistent approach being adopted by the whole school community, appreciating and following agreed codes of behaviour.
- encouraging children to see themselves as a member of the school team and recognise their responsibility within this (Class and School Councils);
- encouraging everyone to take care of and have respect for their environment.
- offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child.
- creating a stimulating classroom environment.
- ensuring that there is constructive whole school planning for PSHE.
- teaching social skills of sharing, turn-taking, listening, giving and receiving compliments, giving and receiving criticism.
- using social problem-solving structures such as circle time, to give a framework for resolving difficulties constructively;
- teaching an emotional vocabulary so that children develop the language skills to help them recognise and understand their own and others' feelings (Jigsaw).
- providing a structured behaviour curriculum for identified children.
- leading by example, modelling respectful and thoughtful relationships.
- showing respect for every child as an individual, making every child feel valued.
- praising and rewarding good behaviour.
- having a positive and consistent approach to playtimes and lunchtimes, using these as opportunities to extend social skills and develop independence and responsibility

OUR GOLDEN RULES

We will:

Care and Share
Show Respect
Have Fun
Try Hard
Work Together

(These also link with themes running through Jigsaw –
Friendship, Respect, Persistence, Collaboration and Positivity)


PROCEDURES

Good to be Green

At Annie Lennard School we use the whole school approach of 'Good to be Green' to support pupils with their behaviour in school. Pupils begin with a green card each day and aim to keep it green or better. A silver and a gold card are used to recognise excellent behaviour.

Some examples of unacceptable behaviour that will result in movement through the Good to be green system:

- Refusal to follow instructions
- Inappropriate noises/noise level
- Inappropriate use of language
- Distracting others
- Lying
- Name calling
- Unsafe behaviour

Step	
Green Card	All pupils start on a green card every day.
Non-verbal warning	The Look – A reminder will be given requesting positive behaviour 
Verbal warning	The verbal warning – A quiet word, with a warning of future sanctions if the right choices are not made.
Yellow card	The official warning If the behaviour continues then a yellow card is issued to the pupil as an official warning. If the child then demonstrates good behaviour, they can redeem their green card. If issued with a yellow card the class teacher must <ul style="list-style-type: none">• indicate yellow card has been given on monitoring form• Pupil to miss 5 minutes of playtime or golden time if in KS1
Red card	If the behaviour persists or for incidents of a serious nature, children will be accelerated straight to Red card. If issued with a red card the class teacher must; <ul style="list-style-type: none">• inform the parent at the end of the day either verbally or with a slip,• log incident and why they were given a red card• indicate red card been given on the monitoring form If a red card is issued to a pupil they will lose the following: <ul style="list-style-type: none">• Early Years: miss 10 minutes of lunchtime (go to Rogmans Restaurant)• Key Stage 1: miss play and lunchtime (go to Rogman's Restaurant)• Key Stage 2: miss play and lunchtime (go to Rogman's Restaurant) If more than 3 red cards are given in one week the DHT or the HT will request a meeting the parents and all playtimes and dinner times revoked for the week.

	If the behaviour continues further, then the pupil is referred to the Head Teacher or the Deputy Head Teacher for time out of the class.
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Once a pupil is issued with a red card it remains so for the rest of the day. A new day means a new start and the green card is reinstated. Any red cards are recorded on a class log to monitor behaviour of pupils, this is then handed to DHT each Friday for analysis and tracking.

We encourage **good** patterns of behaviour by:

- A whole school 'Good to be Green' approach.
- using non-verbal signals e.g. thumbs up, a smile
- giving positive verbal comments and praise
- writing positive and constructive comments in books
- giving children responsibility
- sharing positive aspects of behaviour with others
- awarding Dojo's, certificates and stickers
- using Golden Time
- informing parents
- recognition in assemblies

When a child forgets a classroom or whole school rule, or breaks it on purpose, **sanctions** will be used fairly and consistently. It is important to continue to reward and encourage a child for their good behaviour.

When the Procedures do not work:

Although Annie Lennard School use a whole school approach with 'Good to be Green' there may be some pupils who require further support with their behaviour. These pupils would be identified and given an Individual Behaviour Plan with specific targets identified. The SEN co-ordinator will be involved at this stage, together with the class teacher, parents, child and appropriate senior leader. If the child is already on an IEP for behaviour, the targets and strategies will need to be reviewed.

Possible strategies and sanction which might be used are as follows and may be used in conjunction with the positive strategies mentioned above.

Strategies and Sanctions may include:

- planned ignoring
- non-verbal signals e.g. a frown, praising others who are behaving well
- verbal warning, reminding the child of our aims/rules
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- change of position within the learning environment
- loss of privilege e.g. child kept in for part of playtime, with staff supervision/ loss of Golden Time
- discussion of concerns with parent/carer, sharing of information concerning poor behaviour with another member of staff
- separating the child from a group or the class, to spend time with another teacher
- referral of child to Deputy Head or Head teacher
 - working in isolation
 - missed break times and dinner times

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour.

PREVENTING PUPIL EXCLUSION (PPE)

If a child is on an IEP for behaviour and behaviours persist, the Local authority will come in to work closely with the child to prevent escalation to exclusion. The programme runs for 6 weeks and the child receives 1 to 1 support and work is undertaken on appropriate behaviour.

FIXED TERM AND PERMANENT EXCLUSION

On occasions, it may be necessary to exclude a child, for example, if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored and Local Authority procedures are followed. Only the head teacher (or the Deputy acting in their absence) has the power to exclude a child from school. Any child returning to school after a fixed term exclusion is helped to behave appropriately and a meeting is arranged with parents/ carers to discuss ways forward. The Head teacher informs the Chair of Governors in the case of a child being excluded.

1. Examples of behaviour types that warrant a fixed term exclusion are as follows:-

Continued disruptions in lessons and school	1-3 days
Defiance	1-3 days
Verbal abuse to staff/pupils/others	1 day
Racial abuse to staff/pupils/others	1 day +
Bullying – physical/verbal	Up to 5 days
Physical abuse to staff/pupils/others	Up to 5 days
Sexually inappropriate behaviour	Up to 5 days
Theft	1-3 days
Vandalism	1-3 days
Extortion	1-3 days
Threatening behaviour	1-3 days
Maliciously setting off the fire alarm	1-3 days

This table is a guide. The number of days given to the pupil is at the discretion of the Head Teacher. Longer exclusions (including permanent exclusions) may be implemented depending on the severity of the offence. In the event of an exclusion the school will provide work to be sent home.

Recording Incidence of bullying

School is obligated to record all incidences of bullying that occurs in school.

- All incidents of bullying are recorded on my concern on each of the involved pupils' pages.

A written record should be kept if the bullying persists. It will provide supportive evidence regarding **WHO, WHAT, WHERE and WHEN**. The members of staff dealing with the situation should be kept informed. (Where bullying is involving the Internet then the ICT Leader should be kept informed)

CHILDREN SHOULD BE ENCOURAGED NOT TO RETALIATE. It will only make matters worse. Such behaviour could be contrary to the child's nature. More positively, the child must be encouraged to recruit friends. A child who has friends is less likely to be bullied.

FOR BOTH VICTIMS AND PARENTS

- The following guidelines are for parents who know their son or daughter is being bullied.
- First, tell your child that there is nothing wrong with him/her. He/she is not the only victim.
- Advise him/her not to hesitate to tell an adult e.g. Teacher, Dinner Supervisor.
- Together identify those places where the bullying takes place and work out a way to avoid them. If this is not possible, advise that he/she makes sure that there are other trusted people about. If they are not to be trusted, someone should be told.

- Advise your child not to try and buy the bully off with sweets or other 'presents'.

RESTRICTIVE PHYSICAL INTERVENTIONS

At Annie Lennard School we are committed to ensuring that all staff and adults with responsibility for children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour, and use physical intervention only as a last resort by trained members of staff. If used at all, it will be in the context of a respectful, supportive relationship with the pupil, and be reasonable and proportional to the circumstances of the incident. The aim will be to ensure minimal risk of injury to pupils and staff.

POLICY REVIEW

To be reviewed on annual basis

Policy date: January 2014

Reviewed: January 2015 no changes

Reviewed February 2016 amended with gold and silver cards for good to be green scheme.

Reviewed February 2017 amendments include the use of dojo's, new termly treat for the best behaved in each class.

Reviewed 6th September 2017 – no changes to policy content (reviewed by whole staff in order to ensure policy was suitable for the year ahead)

REVIEW OCTOBER 2018 – NO AMENDMENTS MADE, POLICY STANDS

Review March 2020 – Amendments include sanction for getting a red card



Review 31st January 2022 – Amendments made to include sanction for yellow card



Reviewed 17th January 2024 – no amendments made



APPENDIX 1

GUIDELINES FOR PLAYTIME / LUNCHTIME

How Can We Make a Happy Playground?

Speak politely to all adults who are looking after you.

Keep your hands and feet to yourself – no fighting.

Be considerate to others - no swearing or name calling.

Sharing of equipment.

If someone is on their own invite them to play.

Lunchtime Activities

Play Leaders/ Buddies

A range of different activities are available to all pupils at lunchtime.

Pupils from various year groups are responsible for helping the lunchtime supervisors to organise lunchtime activities. This includes setting up and collecting in equipment and playing an important role in helping to ensure that all children have a happy lunch time.

For incidents that happen during a lunch break, the dinner supervisor in conjunction with the class teacher will make a decision to whether a yellow or red card needs to be given.

APPENDIX 2

SYSTEMS FOR ENCOURAGING GOOD BEHAVIOUR

GOLDEN TIME

Each week children can earn Golden Time for working hard and for good behaviour. If unacceptable behaviour is displayed and does not change after a warning (yellow or red cards) it may be appropriate for that child to miss some golden time.

STAR OF THE WEEK/ CERTIFICATES/ CLASS OF THE WEEK Dojo's

At praise/ celebration assembly each Friday, children are awarded certificates to praise them for their hard work and good behaviour.

In addition to individual recognition children work together to win the class of the week DOJO – this is the class with the most DOJO points over the week.

APPENDIX 3

EXAMPLES OF BEHAVIOUR AND THE SANCTION THEY RECEIVE

The sanction will take into account the age of the child and their understanding

	EYFS	KS1	KS2
<ul style="list-style-type: none"> Physical (Hitting, biting, thumping, slapping, kicking, spitting, pinching etc) 	On first occasion will be spoken to and if persists then will yellow. (and notify parents)	Red card (and notify parents)	By KS2 they will understand that isn't acceptable. Notify parents
<ul style="list-style-type: none"> Refusal to follow instructions 	On first occasion will be spoken to and if persists then will yellow.	On first occasion will be spoken to and if persists then will yellow.	Yellow (but if they persist it becomes red)
<ul style="list-style-type: none"> Refusal to complete work set/ join in with groups activities and any other classroom activity 	On first occasion will be spoken to and if persists then will yellow.	On first occasion will be spoken to and if persists then will yellow.	but if they persist it becomes red and they are to be removed from room to complete work and if it still not completed it will be sent home to be completed that evening
<ul style="list-style-type: none"> Inappropriate noises/noise level 	On first occasion will be spoken to and if persists then will yellow.	On first occasion will be spoken to and if persists then will yellow.	Yellow (but if they persist it becomes red)
<ul style="list-style-type: none"> Inappropriate use of language – swearing/ homophobic/ racist/sexual/ name calling 	Child will be spoken to, often at this age we find they repeat things they have heard.	On first occasion will be spoken to and if persists then will yellow.	By KS2 they will understand that isn't acceptable.
<ul style="list-style-type: none"> Distracting others 	On first occasion will be spoken to and if persists then will yellow.	On first occasion will be spoken to and if persists then will yellow.	Yellow (but if they persist it becomes red)
<ul style="list-style-type: none"> Lying 	On first occasion will be spoken to and if persists then will yellow.	On first occasion will be spoken to and if persists then will yellow.	By KS2 they will understand that isn't acceptable. (a discussion needs to take place about why they needed to lie and further work may be needed)
<ul style="list-style-type: none"> Unsafe behaviour 	On first occasion will be spoken to and if persists then will yellow.	On first occasion will be spoken to and if persists then will yellow.	Yellow (but if they persist it becomes red)

Age of child and your judgement is needed when making a decision as you may have other information as to why there has been a change in behaviour. **If incidents involve more than one pupil you MUST listen to both sides of the story before issuing a card.**