



November 2017

## **Behaviour Policy**

### **Ethos of Betty Layward Primary School**

Betty Layward Primary School strongly believes that our school is a place where children and adults should feel safe, secure and valued. We want children to respect themselves and each other and to be able to communicate their feelings in words and not inappropriate actions. For the benefit of everyone, we expect very high standards of behaviour in all areas of school: the classrooms, the playground, the halls and corridors, the stairs and the toilets. This also applies on trips. The policy is supported by the regular use of positive reinforcement and praise. To support this, the school has a strong positive ethos. PSHCE, Rights Respecting Schools and SEAL are integral to the curriculum and to what we do and who we are. Where this is not sufficient to support behaviour, a clear system is in place that involves time out, meetings with parents, the teacher, and the SLT.

The school supports the Learning Trust's stance against unacceptable behaviour and fulfils its obligation to report harassing, bullying, abusive, homophobic or racist behaviour, as described in the Learning Trust policy.

In the case of behaviour that is violent or dangerous, it is the right of the school to exclude a child. This could be a temporary or permanent exclusion according to the Learning Trust advice, policies and procedures.

If children are disruptive, we record incidents on yellow forms which are handed to the SLT. All persistently, disruptive behaviour, as well as more serious incidents must be recorded.

If any pupil loses their temper, swears, starts fighting or behaves in any other seriously disruptive way, then ANOTHER CHILD should be sent to the SLT. They will respond immediately.

SLT will monitor behaviour across the school and support groups or individual children to improve behaviour where appropriate.

If a pupil's behaviour shows cause for concern over a period of time, a meeting will be arranged with a parent or carer.

### **Behaviour at school**

#### **Arriving and leaving school**

- Children are to be in the school playground by 8:55am.  
Reception/Nursery/Year 1 and Year 2 children line up at classrooms.  
Year 3 and Year 4 line up on the far wall of the playground.  
Year 5 and 6 lining up on the football pitch.
- Walk into school, pushing bikes and scooters to the 'scoot and park' area.
- For everyone's safety, there are no games or sports to be played in the playground before school.
- An adult will bring children at breakfast club to line up with their class.

### **At playtime and lunchtime**

- Adults accompany children to the playground and collect them promptly at the end of playtime.
- Children must follow the school 'Golden Rules' at all times in the playground.
- Playground supervisors are to report behaviour incidents to the class teacher of children involved.
- Children should not be inside the school building during break times.
- In key stage 1, children showing negative behaviour will be asked to stand with an adult for a 'time-out'
- Play fighting is not allowed anywhere at school.
- Children should not bring anything from home or the classroom into the playground (toys, pencils, books etc.)

### **Using equipment in the playground**

- Children must follow the following timetables for King Ball, Football and the Woodlands.
- Playground buddies are there to assist and help look after equipment.
- Children will be asked to stop using equipment if they are not using it appropriately.

### **Moving around the school**

- Children must walk in a single file, silently, following the arrows on stairs and in corridors.
- Children should be polite, with no pushing; holding the door open for others.
- Hoods and hats must not be worn inside.
- There should be no food or drink.
- When moving between the school building and Daniel House, children must follow the painted walkway, and never enter the carpark without an adult.

### **Assemblies**

- Children walk into/and leave assembly silently, in a single file, led by an adult.
- During assembly, teachers must place children carefully to avoid disruption.
- One adult per class must be in assembly with each class; apart from pupil-led/music assemblies on Monday.
- Adults sit next to their class, role model behaviour expectations and help keep children focused.
- If required, TAs should support targeted children and take full responsibility for them.
- Children showing consistent positive behaviour will be asked to sit on the benches and will be able to go out to play first.

### **Wet Play**

- A member of SLT will call wet play at both playtimes and lunchtimes.
- During wet play in the morning, children stay in class with an adult.
- During wet play at lunchtimes, children return to their classrooms with an adult – or in the upstairs hall.

### **In the Lunch Hall**

- Children remove all outerwear before eating – these should be hung neatly in the closet.
- Children always walk in the lunch hall
- Children must take their own plates, crockery and rubbish with them when they leave the table
- Children are expected to use good manners at all times.
- Children must remain seated when eating.
- Children should talk quietly and not shout from table to table.

### **Clubs**

- Children must go straight to the hall after school
- Children must remain quiet, sitting on the floor, waiting to be registered and taken promptly to their club to begin by 3:30pm
- Children in KS2 wait in the hall to be picked up for ACC.

### **Toilets**

- During break and lunchtimes, only downstairs toilets are to be used by children (unless prior permission is given by an adult).
- During class times, KS2 children use upstairs toilets, KS1 children use downstairs toilets. Toilet breaks must be kept to a minimum during class time.
- Children should respect the toilets and look after them at all times.

## **Good to be Green Behaviour Scheme**

We use the the 'Good to be Green' scheme for behaviour. This is an effective way of promoting positive behaviour, rewarding those children who consistently behave appropriately, and is a means of being able to track those children who find it harder to meet the school's expected behaviour code.

The scheme is very visual, with child friendly resources which allow our children to easily see how they are doing in class. We believe that it is important to promote a positive message regarding behaviour management at all times- 'Good to be Green' is a means of promoting our high expectations of positive behaviour. If a child has had a bad day, they can start afresh the following day. Another incentive for good behaviour is our Golden Time on a Friday afternoon where children are able to select activities as a reward.

There are, of course, always a few children who struggle hard with behaviour in any

school. For these children, we like to work closely with their parents/carers to help the children to build up their self-esteem enough to give them the confidence to make right choices.

Every child starts their day on a positive note with a green card displayed in their pocket of the Class Chart. If, during the day, in lessons, or at break times, a child has to be warned of inappropriate behaviour, or has broken a school rule, then a blue warning card will be displayed over the top of the green card. The warning gives the child the opportunity to reflect, consider and review their behaviour. If a child is warned again for poor behaviour they will be issued a yellow warning card. If they have to be told again of inappropriate behaviour, then there are consequences. Sometimes, just the threat of moving a child onto a red consequence card is enough to encourage them to behave appropriately. However, if necessary, the child's yellow warning card will be moved to the back of the pocket and the red consequence card will be displayed. Persistent behaviour would equate to a red card which would then have a consequence of loss of playtime of lunchtime in the reflection room for KS2 and walking with an adult in the playground in KS1. A member of SLT will be in the reflections room and children will be expected to fill in a reflection sheet. A child who has received three red cards in a half term would be a cause for concern, and parents would be notified.

If a child has persistent poor behaviour a behaviour support plan is written with SLT, the class teacher and parents. This is monitored closely until behaviour improves.

Children will often display behaviours where they go out of their way to be friendly, welcoming or helpful. Children also have the opportunity to be rewarded for very good behaviour by being awarded a Silver Award or even a Gold Award. If a child received a gold award they are given a gold certificate and sent to the Headteacher to show why they have received it.

## Blue Card Behaviour

### Blue Behaviour



- Not listening to instructions;
- Not following instructions
- Shouting/calling out during teaching time;
- Moving around the classroom without permission;
- Talking when others are talking.

## Yellow Card Behaviour

### Yellow Behaviour



- Defying instructions;
- Damaging other people's or school property;
- Name calling;
- Throwing things;

## Red Card Behaviour

### Red Behaviour



- Walking out of class;
- Being racist;
- Bullying;
- Fighting;
- Swearing;
- Stealing;
- Biting;
- Hurting others on purpose;
- Unacceptable rude behaviour;
- Refusal to work.

## School Agreements – How We Behave At School



### Other School Agreements

- No money/sweets/toys/swapping cards are allowed at school.
- Mobile phones must be switched off at all times at school. The only year groups allowed to bring them to school are Years 5 and 6. They are

handed in to class teachers at the beginning of the day; and handed out at the end of the day.

### **Stickers**

Children can be rewarded with stickers to encourage positive behaviour, eg trying new food, excellent manners, etc

### **Class Dojo**

Class Dojo is a behaviour management tool for the classroom. We use this for learning behaviour. Each child has a profile – complete with their own avatar – to which teachers can assign positive and negative points (or 'dojos') throughout the lesson. The programme can be operated by a teacher from their computer or tablet, and each time they award a point an (optional) sound plays to alert the class. This can be used as a quick reward or the opposite in the classroom.

This information is then recorded on children's profiles so that it can be reviewed.

### **Behaviour in Class**

All classes should display the Golden Rules and create their own class rules.

In addition, the list below is a basis for behaviour in the classroom.

- We listen to the person whose turn it is to speak
- School is not a place for arguments – we can work things out by talking or getting help from an adult
- We always ask before leaving the classroom
- We work in a way that allows everybody to get on with their work
- We always respect the feelings, ideas, work and space of others
- We take care of the classroom and its equipment

### **Parents and Carers**

Our relationship with parents and carers is fundamental to the success of our behaviour management policy. We value their support and input and will work closely with them at all times. It would be hoped that we can resolve most problems with the children with the support of the parents.

Behaviour will be discussed at parent/carer evenings. If teachers feel that behaviour can be improved with an additional, informal talk to parents, then they should arrange this. There should be clear and open dialogue so no behaviours are a surprise to parents and carers.

The sequence of involvement is –

Parent is invited to discuss problems with class teachers. It is crucial that all records are up to date to support this. Informal meetings may be sufficient to improve behaviour.

Strategies are suggested and a method of reporting back to parents established.

The child is made aware of the strategies.

These meetings may offer support to the child and their parents, and will involve the SLT where necessary.

Support might include

- A behaviour support plan created by SLT, class teacher and parents.
- A behaviour chart shared with home and school
- Circle of friends
- Circle time
- External agencies

Should a child refuse to make an effort to adapt with this support, it is a possibility that a sanction will be imposed.

For example:

- Spending time in the Reflection Room or missing a playtime.
- Meeting with SLT

### **School Trips**

If a child has difficulty with some aspects of behaviour their parent/carer can be asked to come on a trip to support their child. Should the school think that it would be unsafe for a child who is having trouble with their behaviour to go on a school trip (once all possible avenues of support have been explored and it is still felt that it would be unsafe to take the child out) we would not let the child go on the trip. They would stay in school and do some appropriate work, usually in another class.

As a final resort the school has the right to issue a temporary or permanent exclusion to a child.

### **Physical restraint**

Physical restraint should be avoided wherever possible.

If a child is endangering themselves, another child or adult, it may become necessary to restrain them. This should be recorded on a yellow form. The record form should be obtained from the SLT, completed promptly and the incident discussed immediately.

### **Positive strategies**

Above all we must be positive in the way we deal with children. We must reward and thank them for good behaviour. We must act as good role models in all that we do: saying please and thank you, holding doors for others and in the way we speak to children and each other.

### **Star of the Week**

Children are celebrated in the Star of the Week assembly on a Friday. They are celebrated for effort and hard work in the classroom. Parents and carers are invited to attend and share their child's achievement.

*Thank you for supporting this policy. This policy will only work if all adults are supportive of the contents and are committed to putting it into action.*

**November 2017**