

Judith Kerr Primary School

Behaviour Policy

September 2018

Review Date: July 2019

A Whole School Approach

At Judith Kerr Primary School, we believe that good behaviour is the key to a good education.

- We aim to promote high standards by modelling positive behaviours at all times.
- We aim to encourage high standards of work and behaviour, emphasising praise and positive reinforcement.
- We aim to ensure that all adults and children trust each other with mutual respect and consideration.

Rights and Responsibilities

- Children have the right to learn, work and play in a friendly, safe and helpful school.
- Teachers and staff have the right to teach and work in a friendly, safe and satisfying school which is supported by the community.
- Parents and Carers have the right to feel welcome and to know that our children learn, work and play in a friendly, safe and helpful school.

Code of Conduct

At Judith Kerr Primary school, we have adopted a behaviour programme called 'Good to be Green'. In school we work towards standards of behaviour that are based on the basic principles of honesty, respect, consideration and responsibility. When children are following school rules and behaving in an appropriate way, we say that they are showing 'green behaviour'.

Judith Kerr Code of Conduct (School Rules)

At Judith Kerr we will...

- be kind and gentle
- work hard
- look after school property
- respect others
- be honest
- listen
- keep ourselves and others safe

Whole School Behaviour Policy: Good to be Green



All pupils start on green

Negative choices

Positive choices

- All pupils have a pocket with their name on.
- All pupils start with a green card in their pocket every day.
- If pupils make negative individual choices the teacher or TA inserts the appropriate card: yellow is a warning, red is a consequence.
- Red cards will need to be recorded for behaviour monitoring purposes.

Rewards

Individual

The following colours are positive reinforcement:

Green Praise and green point to contribute towards the end of day reward based on amount of points awarded as stated below:

Bronze sticker

Silver sticker

Gold sticker

Instant daily reward	EYFS / KS1	KS2
Bronze	4 points	6 points
Silver	8 points	9 points
Gold	10 points	12 points

These points should be recorded on a separate chart, displayed within the classroom (see appendix).

Whole Class

Each class will hundred square (see appendix)for which they will need to work well together as a class to get a whole class reward by the end of term. Teachers and TAs can award whole class ticks on the hundred square if all the children are following school rules, including in the outdoor environment. If the class reaches 100 ticks by the end of the term, the teacher can reward the class collectively with 'Green time' including; special activities, outside playtime, classroom games.

Whole School

Each week children can be awarded star of the week, or a certificate for their German, English and Mathematical contributions.

In-class consequences:

The following colours are consequences: please see flow chart

Before any change of card is made, a verbal warning is given to the child to remind him/ her of making better choices.

Yellow - Warning card

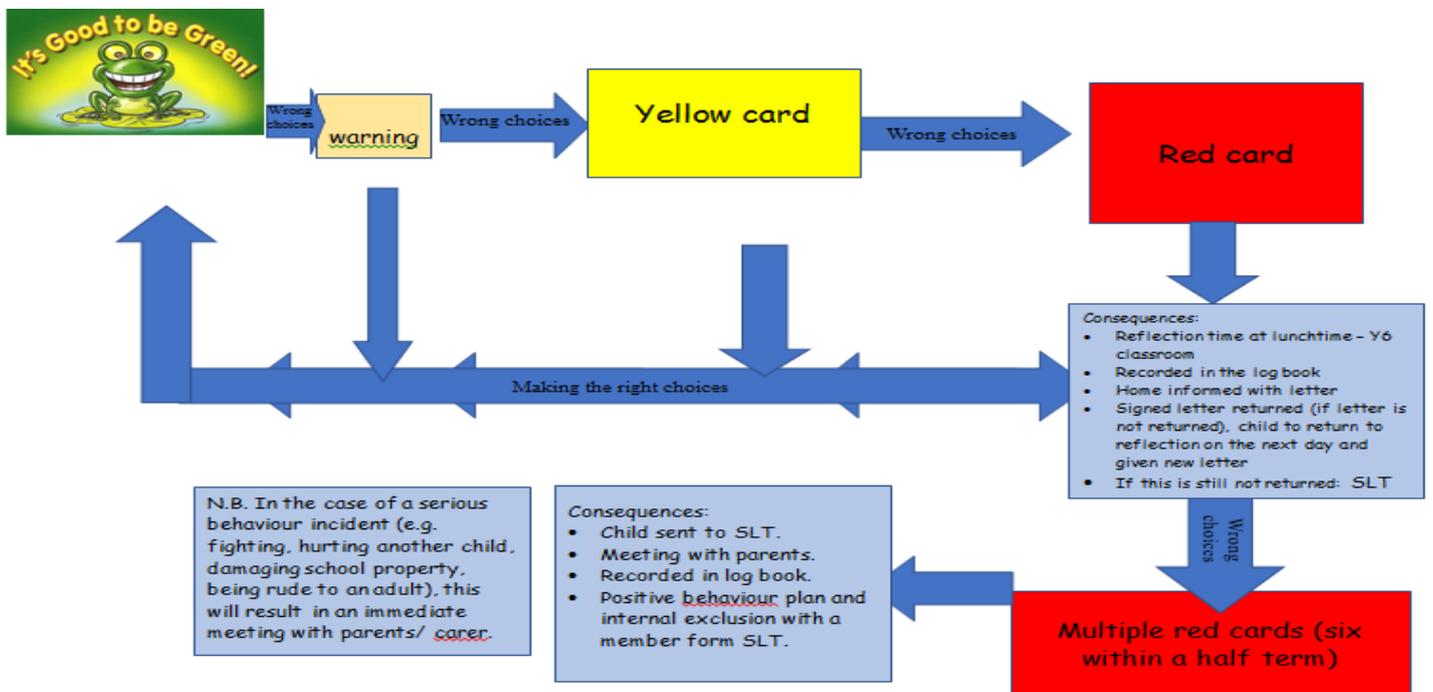
This provides the opportunity for a pupil to start making the right choices so they can move back to the green.

Red - Reflection Time in the classroom at lunchtime with letter sent home.

On successful completion of the Reflection Time the pupil is given the opportunity to go back to green.

Red cards need to be recorded in the class log book and this information will then be collated by SLT and inputted on Integris.

Staff are looking for opportunities to move pupils back to green.



Early Years

The system is adapted for Early Years and builds upon good practice in this area. A visual chart is used and adapted to include the colours from the Good to be Green system. However it is unlikely that the complete system will be used.

It is important the focus is on positive feedback and redirection of pupil behaviour.

The language of 'green' can be used with the pupils and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

Policy on Exclusions – see the CfBT Exclusion Policy.

Vulnerable Pupils

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

The behaviour tracking sheets from class teachers and SLT will be collated to provide the SLT with an overview of pupil progress. This will enable targeted support for vulnerable pupils. This information will contribute towards:

- Individual Education and /or Behaviours Plans
- Pastoral Support Programmes
- Support from outside agencies

The school will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes. If a pupil is excluded from the school this will be undertaken within the Southwark Exclusion Guidelines. On return to the school a plan will be developed to support the pupil's reintegration into the classroom.

Incident Forms

Pupil and adult incident forms are completed by all staff on CPOMs. The Headteacher and SLT monitor these.

The Use of Physical Restraint

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Refer to school policy on the acceptable use of restraint.

Curriculum

We recognise that well planned, motivating lessons have a positive impact on pupil behaviour. Whilst holding high expectations we ensure that lessons are differentiated to meet pupil needs and abilities.

Through PSHCE we aim to teach the pupils a range of social and emotional skills to support their behaviour and learning. We implement the Jigsaw PSHE framework curriculum to support this and build a positive school ethos.

Bullying

- Bullying is defined as dominance or one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident.
- Bullying behaviour may be an indication that the bully is, or has been, a victim of bullying or abuse. Incidents should always be discussed with the SLT/EWO since further action e.g. counselling or referral to social services may be appropriate.

Bullying can take many forms and can be short-term or continue over a long period of time.

Some specific way in which bullying occurs are:

- pushing, shoving, hitting,
- spreading rumours,
- name calling,
- damaging, stealing or hiding property,
- exclusion from groups or games,
- making personal comments,
- teasing which goes too far.

It is important that all members of staff recognise the above behaviour as forms of bullying.

Victims may also be in need of some support or further work on assertiveness training and should be discussed with the SLT/EWO.

Racial & Sexual Harassment

Racial Harassment is defined as violence which may be verbal or physical, and which includes attacks on property as well as on the person, suffered by individuals or groups because of their colour, race, nationality or ethnic origins, when the victim believes that the perpetrator was acting on racial grounds and / or there is evidence of racism.

Sexual harassment may be defined as violence which may be verbal or physical, and which includes attacks on property as well on the person, suffered by individuals or groups because of their gender, when the victim believes that the perpetrator was acting on gender ground and / or there is evidence of sexism.

All reports of bullying, racial and sexual harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect the victims.

All incidents of racial and sexual harassment should be reported to the head teacher. The head teacher is responsible for reporting incidents to the LA if appropriate.

The role of staff in modelling the appropriate behaviour is crucial in promoting positive behaviour in these respects.

The school's PSHE and Sex Education curriculum should address these issues systematically. Issues should also be addressed through the whole class circle time.

Monitoring and review

Delivery of the behaviour policy will be monitored within the school monitoring cycle and analysis of the tracking sheets. This policy will be reviewed by staff, on an annual basis.

Next review date: July 2019

Appendix 1

Strategies to help children show 'Green' behaviour

It is important that children recognise that they can play an important role in supporting children to stay on Green. Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.

- **Tactical ignoring**
For short period of time.
- **Tactical pausing**
Pause, emphasises attention and focus.
- **Non-verbal cueing**
A clear, discussed cue that gives message.
- **Name reminder**
Integrate name into teacher talk.
- **Proximity praise**
Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
- **Behavioural direction**
Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
- **Rule reminder**
Could ask a question 'What is our rule for.....?'
- **When.....then.....**
Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
- **Partial agreement**
Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
- **Stuck record**
I would like you to..... The rule is.....
- **Direct questions**
'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
- **Directed choices**
Within known rules or routines- refer back to rights roles and responsibilities.
- **Assertive comment / direction / command**

Appendix 3 Flow Chart



Appendix 4 Behavioural Letter

Dear parent/ carer,

This card is to inform you that your child, _____, received a red card today. This was a consequence of _____.

As a result of the red card, he/ she has already discussed their behaviour with a member of the SLT (Senior Leadership Team); however, we are forwarding it to you to keep you informed and so that you also have the opportunity to discuss what happened.

If a child receives three or more red cards in close succession, we will need to arrange a meeting to discuss their behaviour. If you would like to discuss today's incident further, please let us know.

Please sign below to show that you have received this card and ask your child to return it to the class teacher on the next school day.

Thank you for your support.

Judith Kerr Primary SLT

Parent/ carer signature: _____

Comments: _____

Date and time	Name of child	Incident (brief description)	Action/ Consequences	Behaviour code	Dealt with by (adult's initials)	No. of red cards this term	Letter received back signed?	Letter received back signed?