



Behaviour Policy

Name of Governing Body Representative: Kristofer McGhee

Signed by (GBR):



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Aims:

Princess May Primary School aims to support staff and pupils to develop positive relationships, establish and maintain high expectations of behaviour so that everyone sees themselves as part of a happy, inclusive learning environment in which all pupils can reach their full potential.

All members of our school community have a responsibility for creating this environment in which bullying, physical threats or abuse and intimidation are not tolerated and where our pupils are educated about and protected from exposure to radicalisation and extremist narratives. Our pupils deserve to be safe, to feel safe and to be treated respectfully. (see our school Prevent duty and Anti-Bullying Policies) Where circumstances arise that endanger the safety of a pupil or staff member; any incidents of bullying, discrimination, aggression, and derogatory language (including name calling), or concerns that a pupil or member of staff/volunteer, is at risk from extremist narratives and or if it appears is already exposed to or involved with extremist organisations the school will act swiftly and decisively with the school DSL implementing safeguarding procedures.

We have high expectations of pupils' conduct and behaviour, which is commonly understood by staff and pupils and applied consistently and fairly. Our nominated Behaviour Lead will support staff and pupils to understand expectations for behaviour across the school. We aim to develop children into **independent thinkers, resilient, motivated, confident learners, excellent communicators and happy, responsible young citizens of our school and wider community**. Our school behaviour policy shares our vision of what good behaviour looks like and is used to help promote the school values of **respect, empathy, responsibility, determination and aspiration**.

At Princess May, we believe that positive behaviours must be modelled, taught, supported and recognised and we integrate teaching these behaviours through our curriculum, the work of our school council and Anti-bullying Ambassadors – supported by our Behaviour Lead, our weekly circle time class sessions, assemblies; including our weekly achievement assembly celebrating effort, achievement, academic success and improved behaviours.

As part of our school Anti-Bullying Strategy, we recognise it's important that our children know the difference between conflict (disagreements) and bullying so that we can help make things better, see school Anti-Bullying Policy for more information.

Disruption to teaching, learning or school routines is not tolerated, and proportionate action is taken to restore acceptable standards of behaviour. The school rewards good behaviour, as it believes that this will develop a climate of kindness and co-operation and help strengthen relationships. This policy is designed to promote good behaviour, rather than just to deter poor behaviour choices.

We start each day off on a positive note through being a welcoming face to children as they arrive to school and class.

School Rules

- I will keep my hands and feet to myself
- I will be polite and courteous to other people
- I will look after my school and all the things in it
- I will walk quietly and sensibly around the school
- I will ensure that I am always in the right place at the right time
- I will respect other people's differences

Playground Rules

- Be gentle
- Be kind and helpful
- Be honest

- Look after property
- Play cooperatively
- Listen to people

School Expectations:

At Princess May Primary School, we use the system of **Good to be Green** and the **Zones of Regulation**, (see Appendix 3).

The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That children realise the connection between how they are feeling and how they are behaving.
- That teachers integrate a system within their daily teaching in order to promote positive behaviour and effective behaviour management skills
- Pupils who regularly follow the rules are noticed and rewarded

Key principles for positive behaviour:

- Good behaviour is linked to good teaching
- Be relentlessly positive with all children
- Use rewards and praise in a specific and tangible way
- Provide concrete consequences; don't get angry
- Answer the rudeness, not the point being made
- Strive for compliance, NOT agreement
- Use sanctions consistently and fairly

We also award Dojo Points for positive behaviour choices, where the children will earn points towards reward trips and class rewards. Dojo points should be rewarded throughout the school day, by all members of staff, including at break and lunch times.

Postcards are written once a week to at least two children who have made positive behaviour choices throughout the week. Teachers are responsible for giving completed postcards to the Behaviour Lead every Tuesday. The Behaviour Lead will then ensure these are posted to parents to arrive by the weekend.

Staff Induction

We place a significant emphasis on understanding that all behaviour is a form of communication and provide regular staff training in order that staff can understand some of the causes of poor behaviour and have a range of strategies to improve their behaviour management in and outside of the classroom and support our pupils.

Staff training will also consider the specific needs of our pupils in our school for e.g. staff training on understanding conditions such as autism, mental health & wellbeing, emotional detachment disorder and how this may impact a child's behaviour choices and how we can best support them in making the right behaviour choices.

Our School Community Responsibilities:

The school aims:

- To provide a safe and happy environment for learning.
- To provide a challenging and engaging curriculum.
- To ensure we value and celebrate children's learning and behaviour.
- To understand the needs of all children and to respond appropriately.
- We will treat all children fairly and consistently.
- We will communicate with each other (TA, teacher, SLT, parent) to help support children's learning and behavioural needs.
- We will actively teach children to make positive choices.
- We will give all children the chance of a new start throughout the day and every day.
- We will celebrate success.
- We will maintain, support and promote the high expectations we have of children's behaviour and learning.
- We will make time to listen to children and use a restorative approach to solving disagreements and conflicts.
- We will use language that supports positive behaviour (choices) rather than judgmental language.

How it works:

In the class there is a prominent **Good to be Green** and **Zones of Regulation display**. On this display:

- All children have a pocket with their name on it and each day, children start with a green card in their pocket.
- Pupils will be rewarded with Dojo points for showing 'green' behaviour each day. Pupil dojo points will be displayed on the interactive whiteboard each day.
- At the end of each week, the leader board of class dojo points is displayed in the celebration assembly.
- At the end of each half term, the two children in each class with the most dojo points will take part in a reward trip such as bowling or a picnic.
- At the end of each half term, the class with the most dojo points will receive a reward afternoon.
- For exceptional work in class, a silver card and/or a gold card is given to put in their chart pocket.
- At the end of each day, a text message is sent to parents of those children that have received a gold card.
- Each silver card will result in being issued a sticker and a gold card will result in being issued a gold certificate during the school Achievement Assembly on Fridays.
- If children make negative individual choices they are given a blue card and encouraged to look at the Zones of regulation and decide where they are and what they are feeling and then choose a tool to use to get themselves back on green.
- If the behaviour continues, the teacher is to give clear warning that they are at risk of moving to yellow.
- If the teacher decides to give the child a yellow card to put in their pocket, they need to also clearly tell the child what they are doing wrong and what they can do to move back to green.
- If the child then changes their behaviour and makes positive choices, the teacher will direct them to change their card back to Green.
- If the pupil continues to make negative individual behavioural choices after having sufficient time to correct their behaviour or is not ready to re-engage with the learning, the teacher will give a clear verbal warning that they are at risk of getting a red card.
- If a teacher decides the pupil will receive a red card, they must clearly tell the child what they are doing wrong and they will then be sent to a partner class for a 10-minute time-out in order to reflect.
- At the end of each day, a text message is sent to parents of any child who has received a red card.

- Each red card will result in a 5-minute deduction from weekly Green time.
- After the timeout the teacher welcomes back the child positively and reminds child of 'Green Expectations'
- Child moves back to Green (with red card behind).

There are some behaviours which are deemed severe enough for an **automatic red card** (even if the pupil had been on green/silver/gold). These include:

- Throwing objects at a pupil or member of staff
- Spitting
- Destroying or vandalising the work of other children
- Walking or running off to avoid taking responsibility
- Swearing
- Leaving the class without permission

Senior Leadership Team (SLT) and school Designated Safeguarding Lead (DSL) Involvement

Serious behaviours that will not be tolerated and result in the child being sent to a member of SLT or DSL include, **(with any serious behaviour warranting a safeguarding concern the school DSL will always be alerted and act in line with the school Safeguarding & Child Protection Policy and Prevent Duty):**

- Fighting (and not stopping when asked)
- Physical abuse of a child or adult
- Racism, sexism, religious intolerance or homophobia
- Abusive language directed at adults or children
- Ignoring adult instruction causing a health and safety risk to themselves or others
- **Child-on-child abuse** (alert the DSL – who *will act on the reported incident in line with the schools' Safeguarding and Child Protection policy*)
- Concerns that **a pupil is at risk from extremist narratives and or if it appears the young person is already exposed to or involved with extremist organisations** (alert the DSL - who *will act on the reported incident in line with the schools' Prevent Duty Policy*)

Procedure for an Incident involving serious behaviour:

- DSL to be informed straight away
- Incident may be referred to the headteacher depending on severity
- Incident is recorded on **CPOMS and SLT/ DSLs alerted**
- **Incident of behaviour which is a safeguarding concern, the school Deputy Head (DSL) is alerted and will act on the reported incident in line with the schools' Safeguarding and Child Protection policy**

Searching, screening & confiscation

Staff should always consider whether the confiscation or retaining of a pupil's property is proportionate and consider special circumstances relevant to the case. If unsure the member of staff should always refer to the school DHT (DSL).

Pupils who are referred to the leadership team (behaviour that is a *non-safeguarding concern*) will have one or a combination of three outcomes:

1. Reflection time with SLT with the purpose of time for the pupil to think of strategies to repair the situation and then go back to class with the aim of staying on green.

2. Phone call or letter home. Parents/carers are informed of the situation and steps needed to improve the behaviours.
3. Detention(s) given during break or lunch time.

Vulnerable Children

As an inclusive school we recognise that all children are individuals with specific needs. Some children, at some time during their time at school, will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support these vulnerable pupils with an wellbeing plan, SEND Support plan or they may be vulnerable due to being on a CIN Plan (Child In Need Plan) or CP Plan (Child Protection Plan). In order to support children in making positive choices about their behaviour we will also anticipate likely triggers of misbehaviour and put in place support to prevent these. Preventative measures include:

- class teachers having a class seating plan
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- short, planned movement breaks for a pupil whose SEND means that they are likely to find it difficult to sit still for long
- training for staff in understanding conditions such as Autism

Connect Ed

In order to support pupils further, the school has invested in a therapy service provided by Connect Education. The counselling service consists of 1.1 direct work sessions with targeted pupils and talk time sessions available for all pupils as a weekly drop-in service (pupils can self-refer for these to discuss any worries or concerns they have with the art therapist). The school has also extended this to create a community wide offer in partnership with the service, enabling the whole school community to benefit.

Parent and child art therapy workshops have now been introduced. The aim of these workshops has been to support parents to help their child with their mental health and create a safe space to ask for help.

All pupils are provided with a circle time program which has been built in collaboration with the service, to develop a curriculum that is developed by mental health professionals and provides theory-based education to support children to learn about their mental health and strategies to support with this.

Parents can discuss referrals to Connect Ed with their child's class teacher or the Assistant Headteacher.

'Good to be Green' - School Behaviour Procedure Overview

Behaviour Card	Action	Who involved?
Gold	Gold text message sent home on the day. Certificate in Friday's assembly.	Teaching Staff Parent/Carer
Silver	Praise given in class-be specific as to what behaviour you are rewarding. (Sticker given)	Teaching staff
Green	Praising children with the good (expected) behaviour	Teaching Staff
Blue	Children reminder of the Zones of Regulation and encouraged to recognise what they are feeling and what tools they can use to get back to green.	Teaching staff
Yellow	Pupil is expected to listen to teacher during this time and reflect on their behavioural choices.	Teaching staff
Red	Child is sent with their learning to 'Partner Class' for 10 minutes reflection time	Teaching Staff SLT Parent/Carer
Serious Incident	Refer to SLT	SLT Parent/Carer

Refusing to comply:

If a child refuses to move to another class, tactfully ignore, give the child space and time to make appropriate choice, and then if still refusing, remind them of what you are expecting them to do. Always keep children and adults safe. Should the child continue to ignore instructions or behave in a way that is potentially harmful to themselves or others then two children should send for a member of SLT.

Acceptable forms of sanction used at Princess May:

- A verbal reprimand and reminder of the expectations of behaviour
- The setting of written tasks such as an account of their behaviour (appropriate to the age and stage of development of the child)
- Loss of privileges – for e.g. class monitor responsibility withdrawn
- Loss of 'green time' – amount of time lost depends on the number of Yellow/Red cards issued
- Detention – during morning break, staff will allow reasonable for the pupil drink and use the toilet and with lunchtime detentions, staff will allow reasonable time for the pupil to eat, drink and use the toilet

Whole Class

The whole class will have the opportunity to work together towards a whole class reward during weekly green time on a Friday through good behaviour and staying on green, walking not talking on the stairs and

lining up quickly and quietly in the playground. This reward could be special activities in green time e.g. playing outside/in the hall, watching a film, painting, special games equipment e.g. Lego

Early Years

This behaviour system is adapted for Early Years and builds on good practice in this area. They can use a visual system with the same colours. The complete system will not be used. Instead there will be a bigger focus on encouraging positive behaviour choices by using praise and rewards.

Children at Risk of Suspension

Fixed term suspensions are seen by the school as an absolute last resort. If a serious incident occurs, pupils may be suspended from the school by the Head teacher, in line with the Hackney Education guidance on Exclusion.

<https://education.hackney.gov.uk/sites/default/files/document/HLT%20Exclusions%20Booklet.pdf>

Pupil suspensions may be used in the school for different lengths of time.

Pupils cannot be suspended from their curriculum entitlement, e.g. banned from a trip due to behaviour, unless there is a significant health and safety risk in the pupil attending the activity. All such decisions must be taken by the SLT and parents/carers be consulted.

In consultation with the Head teacher, a pupil may be suspended from the classroom for longer periods of time and asked to work in another class - this is called an internal suspension. Pupils may also be excluded from lunchtimes/playgrounds, again in consultation with the Head teacher only.

On all occasions where pupils are suspended, for disciplinary reasons, from regular school arrangements, they are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' suspension parents, pupils and staff (Deputy Head teacher) will meet - a re-integration meeting to discuss the behaviour, and how the pupil can be supported.

Recording, Reporting and Monitoring

Any serious behaviour incident must be recorded on CPOMS and SLT alerted, **where the concern is one of safeguarding then the school DSL is alerted**. Lunchtime supervisors must pass on any lunchtime incidents and these are recorded on CPOMS where relevant. SLT will regularly track pupil behaviour.

Positive behaviour management outside of the classroom & in the playground:

The principles of the 'Stay on Green' system will continue outside of the class and when pupils are in the playground. When on duty staff are responsible for:

- Engaging and interacting with children through play and conversation.
- Monitor behaviour by scanning the playground for anything that may need attention.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.
- The same Stay on Green principles will apply to behaviours in the playground, e.g. If a child is not following the 'Green Expectations' adult will give a warning to them, if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes. After reflecting on the incident with the adult, the pupil will return to the playground.
- Recognising and praising Green behaviours, acts of kindness
- Serious incidences are referred to SLT.
- Children must be listened to and incidents dealt with. Ask "What happened?" rather than "Why did you..."

Links to other school policies:

Other related school policies; which can be found on the school website:

- [School Safeguarding and Child Protection Policy](#)
- [Anti-Bullying Policy](#)
- [Prevent Duty](#)

Appendix 1

Our School Routines:

Morning

- School gates are open at 8:45am
- School day starts at 8:55am
- Pupils enter school building independently as part of a 'soft start'. Certain pupils who may find this challenging are met in the school playground and escorted to the classroom by a member of support staff.
- Children walk into school remembering the **“Walking not Talking”** rule

Lessons

- Pupils sit according to class carpet/seating plan
- Children will be excellent listeners
- Children will be polite and respectful to all
- Teachers will not issue instructions or teach over the top of student talk
- Children will follow instructions and try their best
- Children will complete or attempt to complete work set

Transition (including end of day)

- School day ends at 3:25pm
- Pupils line up quietly inside the classroom
- The teacher waits until all the class are lined up quietly and together before moving off
- The line stays together with no gaps. The teacher stops and waits at intervals to make sure the line is still together. TAs/LSAs assist with this transition if they are available.
- Children follow the **“Walking not Talking”** rule.
- All classes will be in the playground, ready for the gate to open at 3.20pm
- Classes line up in designated area of the playground where the class teacher/member of school staff will dismiss children
- The gate will open at 3.22pm

Moving around school

- Move around the building quietly and calmly following the **“Walking not Talking”** rule.
- Walk up and down the stairs on the left.
- When walking as a class or in a group walk in single file.
- Hold the door for others by passing it on.

Break-times

- At the end of break-times/lunch time, pupils stop and stand still in silence when the bell is rung the first time. Once the adult on duty is satisfied everyone is ready, they walk silently and line up.
- Teachers are in the playground minimum 2 minutes before the bell is rung.

Lunch-time

- Children line up quietly when the class is called to eat
- Children walk into the dining room
- Children finish what we are eating before they speak
- Children speak quietly to each other
- Children remember to say 'please' and 'thank you' to the lunch servers
- Children put their rubbish in the bin
- Children leave the table as they found it
- Teachers are in the playground minimum 2 minutes before the bell is rung.
- At the end of lunch time, pupils walk quietly and line up as soon as the bell is rung.

Assembly

- Pupils are escorted from their classroom to the hall by their class teacher on time.
- Pupils walk quietly and in a line.
- Pupils enter the hall quietly.

Appendix 2

Positive Redirection Behaviour strategies


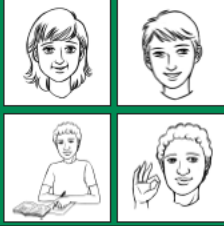


- Tactical ignoring- For short periods of time.
- Tactical pausing- Pause emphasises attention and focus.
- Non-verbal cueing- A clear, discussed cue that gives message.
- Take up time- Providing time for the pupil to follow instructions. Check back instruction has been completed.
- Name reminder- Integrate name into teacher talk.
- Proximity praise- Praising a pupil for following expectation to direct another pupil without drawing attention to the undesired behaviour.
- Distraction / diversion- Keep brief so it does not become too distracting!
- Behavioural direction- Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks and keep direction brief.
- Rule reminder- Do not have to give the rule each time. Could ask a question; 'What is our rule for.....?'
- When you have.....then you can..... Keeps focus on the desired outcome.
- Partial agreement- Partially agree then redirects. Keep focus on required behaviour and not discussion. I understand that you feel / think..... but I would like you to.....
- Stuck record- Repeating the directing keeping voice calm, without getting drawn into a discussion. I would like you to..... The rule is.....
- Direct questions - 'What', 'when' 'how' rather than 'why are you?' Thereby moving the responsibility for behaviour to the pupil.
- Directed choices within known rules or routines- refer back to rights roles and responsibilities.
- Assertive comment / direction / command- Degrees of assertion in language and voice.
- Clear calm voice. Voice may be louder than normal. Non-aggressive eye contact.

Appendix 3

Zones of Regulation Display



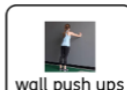




The ZONES of Regulation® Reproducible E The Zones of Regulation Visual

The ZONES of Regulation®

			
<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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Zones of Regulation Tools

 lazy eight	 walk	 play music
 sequence	 count to 10	 wall push ups
 have a break	 6 sides breathing	 ask for help
 tell someone	 chair push	 drink water
 inner coach	 speak to an adult	 1-10