

Princess May  
Primary School

# ***BEHAVIOUR POLICY***

**Date**

November 2019

**Next review due by:**

Every 3 years (unless guidance changes)

## **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 community that maximises quality first teaching.

We have very high expectations concerning behaviour and hope to develop children into **independent thinkers, resilient, motivated, confident learners, excellent communicators and happy, responsible young citizens of our school and wider community**, in an inclusive learning environment. The behaviour policy is also used to help promote the school values of **respect, empathy, responsibility, determination and aspiration**.

Positive behaviours must be modelled, explained, taught, supported and recognised. At Princess May this is delivered through our integrated topic based curriculum, PHSE curriculum, weekly Well-being sessions, assemblies and focus weeks e.g. Anti-Bullying Week.

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 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:**

Princess May Primary School uses the system of **Good to be Green** and the **Zones of Regulation**.

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

At Princess May we place a significant emphasis on understanding that all behaviour is a form of communication and provide training in order that staff can understand some of the causes of poor behaviour and have a range of strategies to support these pupils.

“We encourage staff not to think of a child behaving badly, but rather struggling to handle something difficult.”

Everyone is responsible for behaviour of all children and all adults should positively reinforce the rules whenever appropriate.

### **Parental/Carer Expectations:**

Research has consistently shown that active parental interest makes a great deal of difference to how well children do at school. Parents can help more effectively if they know what the school is trying to achieve and what they can do to offer support. Home-school agreements provide a framework for the development of such a partnership. Therefore we expect all parents to sign our Home-School Agreement.

### **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.
  - “Being fair is not about everyone getting the same, but about everyone getting what they need” (HLT Behaviour Advice 2019)
- 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 solve 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.
- If children make positive individual behaviour choices or produce great work 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 Celebration Assemblies 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 time out the teacher welcomes back the child positively and reminds child of 'Green Expectations'
- Child moves back to Green (with red card behind).
- Pupils who received 2 red cards in one day will be sent to the Head of Year for a detention (in class) during the next available break (15 minutes).
- Pupils who received 4 or more red cards in a week will be sent to the Pastoral team during Friday's Green time and it is recorded on behavioural system (CPOMS) by the class teacher.
- Pupils who receive repeated red will be discussed with the Inclusion manager.

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 Involvement

Serious behaviours that will not be tolerated and result in the child being sent to a member of SLT include:

- 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

Procedure for Incident involving serious behaviour:

- Pupils will be sent to a Deputy Head with an adult (where possible)
- Incident may be referred to Head teacher depending on severity
- Incident is recorded on **CPOMS and SLT alerted**

Pupils who are referred to the leadership team 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. (30 minutes at lunchtime with either Pastoral Team or SLT depending on severity)

## 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 Individual behaviour Plan or Pastoral Support plan.

## 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 HOY Pastoral team SLT Parent/Carer
Serious Incident	Refer to SLT	SLT Parent/Carer HOY

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 the Pastoral Team. If the Pastoral team respond and after encouraging the pupil to comply with the teacher's instruction, they still refuse to do so, the Pastoral team will refer the pupil to the Senior Leadership team for reflection and consequence.

## 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 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 Exclusion**

Fixed-term exclusions are seen by the school as an absolute last resort. If a serious incident occurs, pupils may be excluded from the school by the Head teacher, in line with the Hackney Learning Trust guidance on Exclusion. Pupil exclusions may be used in the school for different lengths of time.

Pupils cannot be excluded 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 Headteacher, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class - this is called **an internal exclusion**. Pupils may also be excluded from lunchtimes/playgrounds, again in consultation with the Headteacher only.

On all occasions where pupils are excluded, 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' exclusion parents, pupils and staff (Pastoral Team) will meet to discuss the behaviour, and how the pupil can be supported.

## **Recording, Reporting and Monitoring**

Any serious behavioural incident must be recorded on CPOMS and SLT, Pastoral team and appropriate Head of Year alerted. Children who are repeatedly on red must be recorded on CPOMS and Pastoral team be alerted. Lunchtime supervisors must pass on any lunchtime incidents and these are recorded on CPOMS where relevant. The Pastoral team will regularly track pupil behaviour.

## **Outside Class & Playground Positive behaviour management:**

The principles of the 'Stay on Green' system will continue outside class and playground contexts. 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 be listened to and incidents dealt with. Ask “What happened?” rather than “Why did you...”**
- 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.
- Serious incidences are referred to the Leadership team if necessary.

Pupils can raise issues and worries through Place 2Talk boxes, School Council, during Wellbeing sessions and with the Playground Buddies.

### **Links to other Policies:**

This policy links with the following school policies:

- Teaching and Learning
- SEND
- Anti-Bullying
- Safeguarding
- Attendance
- Curriculum

# Appendix 1

## Our School Routines:

### Morning

- Line up in designated area in playground
- Teachers are in the playground **minimum 2 minutes** before the bell is rung
- Children walk into school remembering the **“Walking not Talking”** rule

### Lessons

- Pupils sit according to your 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)

- 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 attached to the class to assist with this transition if they are available.
- Children follow the **“Walking not Talking”** rule.

### 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.
- Walk with our class in single file.
- Hold the door for others by passing it on.

### Break-times

- At the end of break-times/lunch time, pupils they walk quietly and line up as soon as the bell is rung.
- 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 in 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

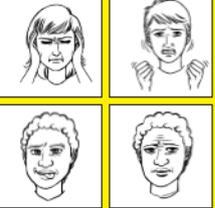
- Tactical ignoring- For short periods of time.
- Tactical pausing- Pause emphasises attention and focus.
- Non-verbal cueing- A clear, discussed cue that gives message.
- Take up time- Providing time for the pupil to follow instructions. Check back instruction has been completed.
- Name reminder- Integrate 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><b>BLUE ZONE</b></p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p><b>GREEN ZONE</b></p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p><b>YELLOW ZONE</b></p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p><b>RED ZONE</b></p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

© 2011 Think Social Publishing, Inc. All rights reserved.  
From The Zones of Regulation® by Leah M. Kuypers • Available at [www.socialthinking.com](http://www.socialthinking.com)

## Zones of Regulation Tools



## Appendix 4

### Home/School Agreement

#### Princess May Home-School Agreement-*Working in Partnership for Success*

We all agree to live by our school values of:

**respect, empathy, responsibility, determination and aspiration**

#### **As a School we agree to:**

- Provide your child with a high standard of education, implemented by rigorous national guidelines, within a balanced curriculum.
- Ensure that our learning environment is stimulating and challenging.
- Celebrate your child's academic and personal achievements.
- Provide the scaffolding needed to enable your child to achieve their full potential.
- Care for your child's safety and well-being by observation and listening.
- Teach your child to develop a positive attitude to one another, regardless of gender, race, culture, belief, values, age and need.
- Encourage your child to become an active member within our school community and help them to see that they can have an impact on the world around them.
- Regularly meet with you to communicate the progress of your child, celebrating their strengths and explaining how we can support them in their areas for development.
- Provide information to you about our school, including relevant policies, meetings, workshops, activities, newsletters and open days.
- Set differentiated and achievable homework to extend the curriculum and provide the opportunity for independent learning.
- Provide information and helpful training sessions for you that will give you confidence to support your child.

#### **As a Parents/Carers we agree to:**

- Make sure my child arrives at school by 8:55am prepared to start their lessons. They will be wearing the correct school uniform and that their PE kit is brought into school at the beginning of each week.
- Not take my child on holiday in term-time and ensure that my child attends school regularly ensuring an overall attendance rate of 96% throughout the academic year.
- Let the school know of any concerns or worries that may be affecting my child's learning, behaviour or ability to do homework, so this can then be resolved quickly.
- Attend meetings with my child's teacher and other staff, aiming to be positive and productive, working towards moving my child on in their learning.
- Support and work with the school to ensure that the behaviour management policies of the school are maintained, particularly with my child.
- Read all information sent home as this gives me important details of relevant policies, meetings, workshops, activities, newsletters and open days.
- Ensure that I attend any parental on-line safety workshops or meetings and monitor my child's use of the internet at home.
- Respect other children's culture, race, feelings, beliefs and values.