



**PRINCESS MAY PRIMARY SCHOOL**

PRINCESS MAY ROAD, LONDON N16 8DF

# **Princess May Primary School Behaviour Policy**

**Revised: September 2015  
Date adopted by Governors:  
Review Date: December 2017**

This policy outlines the organisation and management of Behaviour at Princess May Primary School.  
The implementation of this policy is the responsibility of all the teaching staff.

# **Whole School Responsibility**

Every pupil has a right to feel respected, safe and happy. It is the responsibility of the adults and pupils to keep Princess May Primary School a safe and happy environment where there is respect for all.

It is the responsibility of all staff members to ensure that the pupils follow the rules through modelling desired behaviour, praising and rewarding the expected behaviour and implementing the agreed consequences if the pupil is non-compliant.

It is the responsibility of the staff and parent to work together to achieve both positive learning outcomes and good behaviour at school.

## **Links to other Policies**

This policy supports and can be read in conjunction with the PSHCE, Anti Bullying, SEN, Teaching & Learning and Attendance and Safeguarding policies.

Positive behaviour is promoted through developing social skills, pupil voice and responsibility.

Our curriculum is planned and differentiated in order to deliver Quality First Teaching. Together these elements promote positive behaviour and a learning environment where pupils can excel, reaching their potential.

## **Main Principles**

At Princess May School we work together to provide an environment where:

- Pupils feel happy, safe and secure.
- We promote positive attitudes towards gender, cultural diversity, disability, religion and special needs.
- Everybody is treated with kindness, respect and consideration.
- The whole community is valued and respected.

## **Aims**

The behaviour policy aims are to:

- Encourage pupils to take responsibility for their own actions.
- Promote a positive learning environment where there is mutual respect between adults and pupils.
- Encourage pupils to work together harmoniously and with respect for each other.
- Encourage pupils to do their best at all times following the 'Green' behaviour principles.
- Provide opportunities for pupils to be rewarded for good behaviour.
- Focus on the positive.

# **Green Behaviour**

At Princess May we use the term 'Green Behaviour' to describe our expectations of good behaviour. Green Behaviour is promoted by all staff in all areas of our school. We use the **Stay on Green** system to record both positive and negative behaviour.

## **Green behaviour (Positive) expectations are as follows:**

### **Classroom**

In the classroom, pupils will:

- Be excellent listeners**
- Be respectful to all**
- Follow instructions**
- Try their best**
- Complete or attempt to complete the work set**
- Keep hands and feet to themselves**

### **Inside the building**

Around the school, the pupils will be encouraged to:

- Walk on the left hand side**
- Speak in quiet voices**
- Hold the door for the person behind them**
- Respect property/environment**

### **Assembly time**

At assembly time will be encouraged to:

- Enter and leave without talking**
- Sit and listen well**
- Participate if called upon**
- Reflect upon the key message**

### **Playtime**

At playtime pupils will:

- Play happily and safely**
- Be polite to all**
- Walk in the nearest door quietly when the bell is rung**
- Respect lunch time supervisors**

## **Lunchtime**

In the dining hall pupils will:

**Line up quietly for lunch and wait their turn**

**Talk quietly whilst eating their lunch**

**Put away trays, plates, bowls and cutlery in accordance to instructions**

## **Outside of school**

When outside the school pupils will:

**Be polite and respectful**

**Respect other people's property**

**Follow instructions, when out on a trip and apply the same 'green behaviour' as in school**

## **Stay on Green Procedures**

Stay on Green is a visual system of rewarding positive behavior. Every class has the same display. All pupils will start the day on Green. Positive behaviour and work can be rewarded by moving pupils onto silver and then gold.

Gold certificates are given out on Thursdays key stage assemblies and celebrated by the whole school. Gold is a reward for exceptional behaviour or academic progress/achievement. Texts are sent to parents to inform them of their child's achievement.

Pupils can also be moved onto yellow and red if they choose not to follow the rules and after being given reminders of the positive green behavior they should be displaying. If a child receives a red card, a text is also sent to inform parents.

## **Principles about Rewards**

It is important to remember that when a pupil has earned a reward, the reward **is not taken away**. Pupil should be rewarded when they display not just the appropriate behaviour but also **excellent learning** too. When using the reward system it is important that all pupils are given a fair chance. Be aware that some pupil will always behave appropriately and will therefore receive praise and rewards regularly.

There are, however, some that will find it harder to behave appropriately and therefore will struggle to receive praise and rewards. These pupils will have a SEN support plan, PSP or behaviour modification strategies in place.

***'Sometimes we have to change our behaviour to change the pupil's'***

At Princess May we strongly believe in inclusion and we continually adapt our practice to support individual pupils.

# Consequences

## **Preventative strategies**

- Naming another pupil who is doing the right thing
- Reminding the pupil about the good day they may have had
- Tactfully ignore and make this verbal (I'm now choosing to ignore the person who is not listening and when they are ready they can join in)
- Making the instructions into a game
- Giving a clear time frame
- Talking quietly, calmly and directly to the pupil
- State the obvious- tell the pupil what they are doing and move away
- Remind them about the first warning (next step)

## Reflection class

Each class is allocated a reflection class. This is used when a pupil continues to make the wrong choices and needs time to reflect on their behaviour. If a pupil is moved to **Red**, they will need to have a time out in their parallel class.

The procedure for **reflection** will be as follows:

- the pupil is escorted
- the receiving teacher will address the behavior as soon as possible
- the pupil comes with work
- the pupil has 15 minutes to reflect and start their work
- the pupil returns to their class and puts their name back on **Green**

*If the pupil continues to misbehave in the Reflection class then a first warning is given, stating clearly the choices they are making*

*e.g. "if you continue to.....you will be choosing to be sent to the Assistant Head, the Deputy Heads or the Head teacher*

*The pupil will be warned about their conduct by the member of SLT and returned to the reflection class to complete their reflection time.*

If there is no improvement then the teacher must consult the SENCO who may implement a Positive Behaviour Plan (PBP) or a Pastoral Support Plan (PSP) which will be specific and support both pupil and teacher in addressing the pupil's needs.

## **Serious behaviour which will not be tolerated and may result in a detention:**

- Leaving class without permission
- Being inside the building without permission
- Fighting of any kind (see note about not stopping when asked)
- Continual non-compliance in either the classroom or playground
- Graffiti
- Foul or abusive language of any sort
- Walking or running off to avoid taking responsibility

**The Class Teacher makes the decision re missed play/detention.**

## **Serious behaviour that will not be tolerated and may result in an internal or external exclusion dependent on the severity of the incident (NON NEGOTIABLES)**

- Fighting in the classroom and not stopping when asked to
- Fighting in the playground and not stopping when asked to
- Not complying
- Hitting or kicking adults or pupil
- Leaving the classroom without permission and not returning
- Throwing furniture & equipment
- Hurting others deliberately or in temper
- Vandalism
- Racism / Sexism / Homophobia/ Religious intolerance
- Abusive language directed at adults or pupils
- Spitting, as well as on/at others

## **Procedure for Incident involving Serious Behaviour**

Pupil will be sent to a Deputy Head in the first instance.  
Incident may be referred to Head dependent on severity  
Incident will be recorded  
Detention/internal exclusion given  
Parents contacted

## **Playtime & lunchtime rewards & consequences**

Playtime and lunchtime duty staff are encouraged to follow Princess May's principles.

When dealing with pupils staff must remember to state the specific behaviour that is desirable or inappropriate.

Playtime or lunchtime staff must report inappropriate behaviour to the senior lunchtime supervisor or the class teacher. Teachers must report serious playground issues to the office by way of a note. Lunchtime staff report directly to the lunchtime supervisor. The lunchtime supervisor will inform the HT or DHT.

### **Consequences for not following the Princess May behaviour rules at lunchtime:**

Step 1: Investigation and 1st warning

Step 2: Investigation and reflection time – pupil stands against the wall for 5-10 minutes to reflect on their poor behaviour

Step 3: Pupil and behaviour is reported to the lunchtime supervisor or teacher.

## **Resources**

In order to deliver the behaviour policy each classroom will have:

- Stay on Green display
- A reflection zone

## **Training**

Princess May is committed to staff development and training. It is important to be up to date with new knowledge and practice. In order for the behaviour policy to be kept alive, a cycle of review and continuous training will be provided annually.

## **Induction for New Staff**

The behaviour policy will be introduced to all new staff. For supply teachers, a check list will be provided along with the school's procedures and practices.

NQT will receive extra training as part of the Princess May NQT Autumn Training Programme.

**Headteacher: Stephen Spooner**

**Chair of Governors: Kristofer McGhee**