

**St Michael's CE Primary School  
Sydenham**



## **Behaviour Policy**

Agreed by the Governing Body on: *October 2017*

Signed (Chair): *Beryl Fielder*

Review Date: *Autumn Term 2020*

## Behaviour Policy

### Aims and expectations

The school's behaviour policy is designed to support our aim that we are a caring community where every member of the school community feels valued and respected, and that each person is treated fairly and that our values are built on mutual trust and respect for all.

Our one golden rule is **respect**. The school expects every member of the school community to behave in a respectful way towards others and to respect staff, to respect the children's learning environment, to respect the children's learning and education and to respect our God.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of respect, kindness and cooperation.

### Two points of note:

1. Fair does not mean everybody getting the same thing. Fair is everybody getting what they need in order to be successful.
2. The behaviour policy is a strategic approach to teach children to make good choices, by rewarding good behaviour and by children facing consequences when they don't make good choices. For majority of mainstream children, this system will be effective and will support their needs. For a small minority of children, most likely due to special needs, the behaviour system will, hopefully, help to *manage* behaviour, but is unlikely to *change* their behaviour patterns. In such circumstances, a differentiated approach might be needed, in liaison with the Inclusion Manager and LLT.

### St Michael's School uses the 'Good to be Green' system for behaviour.

EVERY MORNING ALL CHILDREN START ON GREEN, REGARDLESS OF WHAT HAPPENED THE PREVIOUS DAY.

Our aim is always to change disruptive behaviour in a positive way, e.g:

- catch them being good
- instead of responding to negative behaviour, praise good behaviour as a prompt for the child making wrong choices who will hopefully then change their behaviour,
- reward children for making the right choices when no-one is watching
- friendly reminders
- articulating what is good behaviour "well done to the children standing one behind the other being quiet as that is how we line up"
- moving children to a space where they would be more focused
- giving them a responsibility to allow them a bit more "movement" asking them to be a "helper", etc.

**The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.**  
(See Anti-bullying Policy)

## Rewards for good behaviour

We would like to promote an ethos where children learning and acquiring knowledge are a reward in itself and are not only driven by external praise. However, there are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All teachers verbally praise children and give children various rewards including stickers, class DOJOs, individual class rewards (see last bullet point about golden time).
- Children who produced outstanding work are sent to the Headteacher or Deputy for a Headteacher or Deputy sticker. This is for good quality work and at the discretion of the classteacher or teaching assistant.
- We have weekly celebration worship where children are nominated for good effort, good values and being a star of the week. The parents of the children, who are nominated, will be invited by text on the Thursday to join the Celebration Worship on the Friday. The children's names will also be published in the newsletter. Teachers are to keep a log of children being nominated to ensure that all children are acknowledged at some point.

*(No more good to be green pencils)*

- Good to be gold: If it is felt that a child deserves to go “beyond green”, due to consistent impeccable behaviour, they can be awarded good to be gold card. This is a daily incentive and children will go back on green the next morning. Children can be rewarded a gold sticker.
- Privilege Cards/Platinum cards: A privilege card is for those children demonstrating exceptional behaviour and attitude to learning for over a period of time. We want the award to be super special and would therefore expect no more than a third of the children to receive this in one term. Parents will be invited to celebration assembly when award their privilege card /certificate. The card remains in place for the half term, unless they get a yellow or red card. Children who maintain their privilege cards for the entire half term are further rewarded with a '**Platinum Time**' with the Deputy Headteacher.
- House points are given during PE for showing respect, being prepared with correct PE kit, teamwork and effort and house points are collated and house winners announced termly
- Golden Time: At the discretion of the teacher, a class could earn “golden time” where children special time to enjoy and be creative, play board games etc. using some fun activities that there is not always time for during the school week. The suggested strategy is for all the children's individual names to be displayed on a chart, indicating how many minutes of golden time they can potentially enjoy. Children can lose their minutes, moving down the chart. Ensure you have a strategy in place of what those children will be doing whilst other children have golden time. Please ensure that your system is fair and transparent to the children
- We have a “no sweets and chocolate policy”, and therefore avoid rewarding children with sweets.

## At St Michael's we follow the Restorative Justice Approach with the following procedures for inappropriate behaviour.

We use the word consequence rather than punishment. We believe consequences encourage responsibility by holding children accountable for *their* actions, whereas punishment tempts children to avoid responsibility by shifting their attention to the *adult's* actions.

Restorative Justice gives those who have been harmed the chance to communicate and explain the real impact of the harm that has been caused – it empowers victims by giving them a voice. It also holds offenders to account for what they have done and helps them to take responsibility and make amends

Should a child make wrong choices and not respond to more positive strategies, then these steps are followed for **low level disruption, however, the expectation is that the teacher will always seek to find strategies to help children to “get it right”, and that the amber book will only be used when all other strategies failed. Please keep in mind – if you do it too often it will lose its effect and power!**

If a child is sent out of class at all, the amber book **must** be completed by the class teacher at the time.

**NO CHILD SHOULD BE OUT OF THE CLASS WITHOUT AN ENTRY IN THE AMBER BOOK.**

There are seven opportunities to change the learning behaviour *before* it is recorded as an Amber book entry:

**Opportunity 1:** Prompt to change behaviour, verbal or non-verbal – look; touch on table or shoulder

**Opportunity 2:** Verbal prompt– include the child’s name

**Opportunity 3: Reflection area** – (5 minute time out)

Children are required to sit quietly in reflection area, but still listen to the learning, therefore no reflection sheets should not be completed during that learning time. The child must take a few minutes at the next available break (play or lunch) time to complete it in class (not the office) If children go to reflection time in class, ensure you have a quick chat with them when they return to their table to remind them about correct choices. Then if you see them doing that give them praise for it. *“Well done, I can see you are really focussed now.”* Catch them the first moment they are making the right choice.

**Opportunity 4:** If the behaviour continues after time in the reflection area, they will now move towards a yellow card. The child should be made aware they are progressing towards this. Should they continue with disruptive behaviour their name should be written on the board with a tally, for example

‘Riana I ‘ (as you write it on the board, you must articulate that it is a warning towards a yellow card.

**Opportunity 5:** If they continue they get a second warning, for example

‘Riana II’ (you must articulate that it is their final warning towards a yellow card)

**Opportunity 6:** If they STILL continue, you give them their third tally, and articulate that they are now on their way to an entry in the amber book, for example

‘Riana III’. By giving them the third tally, they receive a **yellow card** – it is a serious disruption to learning and the child needs to see this visual sign.

**If disruptive behaviour continues:** Enter their name in the **Amber book**. You can wipe their names and warnings from the board, as then the process starts again from step 1.

Amber book detail does not have to be extensive as it is for consistent disruption to learning, but please be specific. For example: *talking when class are listening, throwing pencils, snatching from others etc.* This is discussed with the child on a Monday.

The receiving teacher, if they have an opportunity, can look in the book and have a chat with the child about making right choices, but I understand this is not always possible.

## **POINTS TO CONSIDER:**

- ❖ If a child receives a yellow card and this is becoming a pattern, please speak to their parent/carer about it. It would be beneficial as if a child receives **four Amber entries within a half term**, the Deputy will email parents giving specific details and this will be a **red card**. This should not be the first time they are made aware of disruptive learning behaviour.
- ❖ There will be some actions which bypass the stages in class – (violence, abusive actions), but it is more likely that those actions will be a red card. Please still complete the book when sending the child for a time out of class, but also speak to the deputy, as it may escalate to a **red card**. If this is the case she will make contact with home.
- ❖ The email the deputy will send home for four amber entries also indicates that the child has now received a **red card** for consistent disruption to learning. This will need to be displayed in class.
- ❖ The amber books work on a half termly basis, like privilege cards. Therefore, a new half term indicates a fresh start.

On a Monday morning amber books must all be sent to the deputy, who will monitor the entries and log it onto the system. During Monday assembly time, the deputy and headies will speak to all the children whose names were logged in the amber book during the previous week – this meeting will be an opportunity where children are reminded about expectations at St Michael's and they will have the opportunity to reflect on the choices they have made and what they can do to improve their behaviour.

Amber book entries will be formally shared with parents during parents meetings and will also be discussed during focus week meetings.

If a child receives 4 amber entries over a half term, the Deputy makes contact with parents about the behaviour and the child is given a red card. Repeat offenders, who are not changing the choices they make in class, will be identified by the Deputy and an action plan may be implemented, i.e. the CM Plan (Call Management Plan). If This means you will call management when a child received their yellow card and they will come in and monitor that child's actions and behaviour in the teaching session with the aim to try and find more effective strategies to change their behaviour in class.

### **Red cards are reserved for extreme cases of poor behaviour and/or high level of disruption:**

A red card could be issued by a member of the LLT (Learning Leadership Team) if a child does not respond to the steps above and demonstrates persistent disruptive behaviour in class and therefore constant entries in the amber book. If there have been 4 Amber entries over a half term, a member of the LLT will make contact with home by email and a red card will be given for consistent disruption to learning.

A red card could also be issued by a member of the LLT if a child performs a dangerous or deliberate action that shows no respect for property or person such as; biting, kicking, hitting, fighting, leaving the classroom without permission, entering areas not allowed, climbing over fences or the toilets' partitions, racist comments or bullying.

The staff member who deals with the child's behaviour will "refer" the child to a member of the LLT for a possible red. The member of the LLT will investigate and issue a red card if appropriate. Red card procedures will be followed, as stipulated below.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

In light of the new" joint enterprise law" we will consider giving children similar consequences even if they played very different roles in causing harm. This will always be done in a restorative approach, in line with our policy.

### **Procedures regarding red cards:**

If a child is awarded a red card in class he/she must be sent to the Deputy Headteacher, or in her absence the Headteacher, where the child will have the opportunity to complete the Red Card Record (SEE APPENDIX). At the infants a staff member could either call for the Head or Deputy to come over or they could bring the child to the office.

### Consequences:

- I Time is spent out of class/playtimes to complete the red card RJ record with a Learning Leadership Team (LLT) member\*
- II Parents will be informed of a red card. The LLT member who dealt with the incident will phone home/ send a letter to the parents or invite the parent for a meeting with the school staff.
- III RJ conference where consequences\*\* are discussed and agreed as well as having the opportunity to make amends. Class teacher will then be informed of the outcome of the conference and where appropriate an email will be sent to inform relevant staff.

\*Once they return to class, they stay on red as a reminder. If their behaviour improves dramatically they could move back to green, or if not, they stay on red until the end of the day at which time the teacher must encourage them to show improved behaviour the following day.

\*\*Those consequences that are agreed at the RJ conference are final and there should be no additional 'punishments' given by any other member of staff.

It is against our policy to give whole class 'consequences' e.g. keeping the whole class in at playtime.

### Exceptions – children beyond the behaviour system

*At rare occasions children might display challenging behaviour to a point where the school's behaviour system will not be sufficient to fully meet their behavioural needs. This will always be a very small minority of children. These children should be referred to the Inclusion Manager and a specific behaviour plan will be implemented. The school will aim to work in co-operation with parents if such a plan is in place and the child's behaviour will be carefully monitored by the staff in class, Inclusion Manager and Head/ Deputy HT and Learning Mentors if needs be. The extreme behaviour will be logged on the scholarpack system. If appropriate, the Inclusion Manager will refer to outside agencies such as New Woodlands and Drumbeat.*

### In between times, e.g. moving between classes and playtimes – please do not give yellow cards

#### Communal areas:

The staff member who witnesses children making wrong choices must deal with it at that time by explaining our school rule, making it clear to them where they went wrong, how they can make amends and what they can do to make sure this does not happen again. Unless there was extreme language used or violence with a malicious intent, it will be assumed there will be no further consequences other than that intervention by the staff member who dealt with it.

#### Playtimes:

The staff member on duty must deal with the behaviour incident using the Restorative Approach. If it is a serious offence, such as an act of violence, a member of the LLT should deal with the situation. The LLT member will decide on an appropriate cause of action. Outside the classroom/ in the playground no yellow cards should be given and only members of LLT should hand out red cards.

Behaviour such as disengagement in learning, homework not being completed does not warrant a red card – the teacher should find alternative strategies to engage and motivate the child in their learning.

#### Do's and Don'ts

- If the class teacher is not satisfied with the quality or quantity of work completed in class or at home and ask the child to redo and finish work at lunch-time, it should be completed under their own supervision.
- No children should be asked to wait for teachers in foyer or be sent to the foyer as a punishment area. If teachers want to see children at lunch times it can't be before 12.30 and must be collected from OUTSIDE (children could be asked to wait at tree at 12.30).

- No child should be suspended or threatened to be suspended from representing sport teams and going on school trips without the teacher discussing the consequence with a member of the SMT.
- Children are not to be withdrawn from the curriculum area as a consequence unless it is due to health and safety risks, e.g. missing swimming only because their poor behaviour made it unsafe for themselves or others in the pool.
- Where children are disengaged in their learning, the teacher can speak to the Inclusion Manager or Headteacher, who in turn will decide whether it is appropriate to ask them to complete work under her supervision for a limited period of time.

### **Intervention to avoid red card**

### **Exclusions**

The head teacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head teacher may permanently exclude a child.

### **The role of outside agencies**

The school liaises with external agencies, as necessary, to support and guide the progress of each child as appropriate to the individual needs of pupils.

### **The role of parents**

The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school. At the start of the school year, parents, teachers and pupils sign the home/school agreement, which states that the family will 'support the school's policies and guidelines for behaviour'. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents as appropriate if we have any concerns about their child's behaviour.

If the school has to use reasonable sanctions with a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the head teacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. This will be done through the Quality and Standards Committee. The governors support the head teacher in adhering to these guidelines.

The head teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

## Expectations of LUNCH TIME STAFF

Our aim is for lunch times to be fun for the children where they access to a wide range of activities. We want to see impeccable behaviour and it is our job as lunch time staff to TEACH CHILDREN how to play in a respectful manner and to actively develop the children's social skills. Where there are disagreements we should support the children to resolve it in a calm and mature way.

Lunch time staff should

- Encourage children in hall to use good table manners
- Encourage children to eat and report any patterns of not eating their food to class teachers, in particular in the younger yeargroups.
- Engage actively with the children – whether it is walking around having conversations with children or managing a playground game
- Encourage children to be actively involved in different activities and seek out lonely children who do not seem to have friends
- Keep to rota and ensure that all the areas are actively used – playroom, equipment and climbing frame in lowers, the ball games in upper
- Ensure all equipment is out and ready before the children enter the playground – at infants and juniors. NO child should enter the school to get any equipment – i.e. ball from the office.
- Let us know if equipment is broken and when we get low on stock
- Encourage the Y6 playground monitors to referee the games and to TEACH children the rules of the games, e.g. 4 square
- Make children stop their games and running when the 5 minute bell goes. That is their time to calm down, put equipment away, drink water and go to the toilet. When the final bell goes children should not be having more water or go to toilet, but be lenient as the reality is that if you deny them water or toilet they will just go back to class and ask to go to the toilet. So just hurry them up and remind them that they should use the last 5 minutes for water and toilet
- Ensure ice packs are outside in a cooler bag
- Ensure RJ benches are ONLY used for RJ procedure
- Not have mobile phones in sight on the playground – wall clocks should be used to read time
- Praise children if you see them making the right choices - positive behaviour in the playground should be acknowledged the same way we do in class
- Ensure that you follow the guidelines when completing the incident book – in particular TIME, date, clear and CONCISE explanation of injury. Be professional and keep in mind that it will be read by the parent! (see extract of accident and reporting procedures

*Description of incident*

- *NB – the reporting forms may go home to parents therefore be careful what you write (e.g. don't name other children involved, just say 'another child' or use a description which will not identify the other people). The names of other involved persons can be recorded on the yellow (school copy) slip.*
- *If the incident/accident was the result of behavioural issues involving other children, state "injury occurred following interaction with another child/other children - the school management team dealt with the situation".*
- *The incident report pads are to be brought/ taken to the school office at the end of lunchtime break each day to determine whether the child's parent(s) are to be advised. If the injury is serious (e.g. possibly requiring immediate medical attention) inform the office straightaway.*
- *The top copy of the incident report pad will be given to the child to take home. For infants the top copy should be given to the class teacher to hand to the carer/parent when the child is collected from school (Note that this replaces both the former accident/first-aid report slip and the head bump*

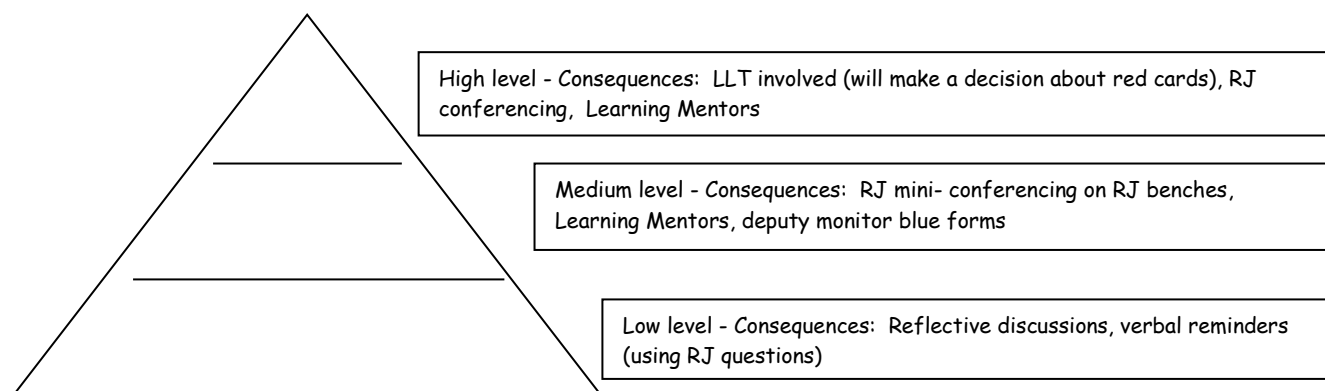


letter). Where children are collected by a commercial after-school club, the club representative collecting the child should be informed. The yellow copy remains in school as a permanent record.

Children do make wrong choices at times, quite often when they get excited and competitive. Our aim is to change their behaviour so that they will make better choices in the future. That is why we follow the Restorative Justice approach where children are encouraged to reflect on their behaviour.

### Unacceptable behaviour

Adults outside are responsible to work together to resolve issues in the playground using a restorative approach in an effort for the behaviour to be impeccable. There is common understanding that it is our responsibility to teach the children how to behave appropriately and support them to build their confidence to resolve the playground issues independently.



\*At the infants one of the lunch time staff must take the role of RJ mediator

Children do make wrong choices at times, quite often when they get excited and competitive and that is our job to support them with making better choices, not punish them. Our aim is to change their behaviour so that they will make better choices in the future. That is why we follow the Restorative Justice approach where children are encouraged to reflect on their behaviour.

### Low level at lunch times:

Play fighting/ "rough physical play" , teasing (e.g. snatching hats and running away), not sharing or not letting someone play, low level name calling, interfering with flow of play, bickering, running in and out of the building, football disagreement, not playing with the equipment properly, "dirty looks/cutting eyes" are not allowed. Adults on duty *must be proactive and intervene*.

### ***Consequences for low level incidents:***

- Play fighting/ rough physical play must be stopped by a staff member and they should be reminded that rough play may lead to incidents and therefore not allowed.
- The staff member on duty reminds the child or children of our expectations in the playground using the RJ questions to support the dialogue.
- After the conversation the adult must ensure that the child engages in a game that is safe and appropriate.
- It is the adult who saw the incident that must deal with the incident – it should not be delegated to the senior mealtime supervisor

### Medium level at lunch times:

Persistent play fighting, very rough play, name calling, teasing  
Hurting another child (possibly due to anger/ aggression\*)  
Being malicious and/or unkind  
Damaging property\*

***Consequences for medium level incidents:***

- Ensure the incident is properly investigated – what you saw or heard is not always the full story. Ensure you investigate the FULL STORY before deciding on consequences.
- Sent to reflective bench. Adult must refer to the senior mealtime supervisor, who will decide if it is a blue card and subsequently radio for a Blue form. At this point seat the child/children on a RJ bench and an adult will come to them. If, for any reason it is not safe to sit the children together outside and the adult has to bring a child inside, please still radio so management are alerted to the situation. The incidents will be monitored and addressed by LLT where there seems to be a pattern of reoffending.

**High level at lunch times:**

Violent behaviour and deliberate action where the intention is to harm  
No respect to property or person (including running away and hiding from adults)  
Bullying

***Consequences for high level incidents:*** The child must be brought to the LLT member who will investigate the situation and make a judgement whether their behaviour warrants a **red card**. Should the child be given a red card, the LLT member dealing with the situation will ensure the class teacher knows and will follow the red card procedures. An incident report must be completed and the LLT member will use the Restorative Justice Approach.

**Restorative Justice Questions**

- What happened?
- What were you thinking at the time? And since?
- Who has been affected?
- How can we make amends?
- How can we make sure this doesn't happen again?

**Monitoring and review**

The Quality and Standards Committee will monitor the effectiveness of this policy on a regular basis. If necessary, making recommendations for further improvements.

The head teacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every three years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

<b>Child's name:</b>	<b>Year:</b>	<b>Date:</b>
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<i>Child to complete during reflection time due to incident that happened in playground</i>	
<b>What has happened?</b>	
<b>What were you thinking at the time?</b>	
<b>What have your thoughts been since?</b>	
<b>How has this affected you and others?</b>	
<b>How can you make amends?</b>	

<p>How can we make sure this does not happen again?</p>	

**Children are to sign a contract and contract must be stored in contract box**

<p><i>SMT</i> Comments/notes</p>	
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**St Michael's Red Card Record Sheet**

Child's name:	Year:	Staff member handing a red card:
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Page 1	<i>Child to complete during temporary exclusion out of class or at play time</i>
What has happened?	
What were you thinking at the time?	
What have your thoughts been since?	
How has this affected you and others?	

Name of child:

Name of adult who dealt with situation:

<p>How can you make amends?</p>	
<p>How can we make sure this does not happen again?</p>	

*Follow up session - to be completed with child by Learning Mentor or LLT*

	<p><i>Member of SMT to complete</i></p>	<p><i>(Name of SMT):</i></p>
<p>Has the parent been informed? What was their response?</p>		
<p><i>To discuss with child</i></p>		
<p>Discuss how behaviour has been since the red card.</p>		
<p>What did you do to make amends?</p>		
<p>What have you been doing differently to avoid receiving another red card</p>		