

Lowerplace Primary School Behaviour Policy



Rationale

Our Behaviour Policy is based on our (Mission Statement) “SHINE” -

- a. All interactions will be based on the rights of the individual to be safe to teach and to learn.
- b. All members of the school community will teach responsibility by holding each other to account and using the language of choice giving positive or negative consequences.
- c. The emotional environment of the school will be warm and supportive. Expectations of behaviour should be high with clear, well displayed and taught routines. Instructions should be given unambiguously with continuous appropriate praise. All effort and achievement must be rewarded.
- d. Teachers and other adults will have a repertoire of strategies to support poor choices.
- e. We will have clear, well-used rewards, ‘Good to Be Green’. We will ensure all children are rewarded. Sanctions will be hierarchical.
- f. All members of the school community should be aware of the policy and feel confident in sharing in the management of children’s behaviour.

“Lowerplace Guidelines” (from the Rationale)

1 Rules

Our School Rules will be explicitly taught and displayed:

Class agreements will be drawn up through whole class agreement at the beginning of the year – and displayed. They will reflect basic classroom rights in order to encourage *responsibility*.

“Our Golden Promises”

1. ***Communicate well with others***
2. ***Always try our best***
3. ***Listen to each other***
4. ***Always follow instructions***
5. ***Respect people and property***

2 Choice

The language of choice will always be used. This removes the power struggle and regards mistakes as part of learning. We recognise that you can’t make children do things; they choose their behaviour. We encourage responsibility by using ‘if’. “If you (choose to) continue to work loudly and disturb others at the table then I’ll ask you to work over here.” The language of choice should always be given before a formalised sanction, e.g. ‘If you continue to this is what will happen’. All good choices should be recognised as that.

3 Routines

1 to 2 days at the beginning of each term are used to develop / remind children of the rules, routines and what is expected in and around school. These provide security for our children who need consistency, fairness and clear expectations. Each class will also have their own routines and these should be agreed at year group level to reflect stages of development.

Descriptions of the behaviour expected will be:-

- Displayed
- Reminded of before the instruction
- Children told that they will all do well
- Instruction given to as many children at any one time that can complete it with success
- Others will watch
- Thanks will be given for following the instruction

Politeness at all times will be taught and modelled by ALL staff.

4 Strategies

All staff will have a range of strategies (low, medium or high) at their disposal and are the means to ensuring that our children follow our instructions. We aim to use as many low level strategies as possible to create emotional warmth in our classrooms. A list is attached (see Appendix 8). The language of choice should always be used.

5 Rewards and Sanctions

“Effective sanctions limit behaviour; only rewards change it.”

There are a wide range of rewards and sanctions in operation at Lowerplace. Most, but not all, are listed in the School Behaviour Plan (see Appendix 1).

6 Sharing in the Management of Children’s Behaviour

- a. ‘Teachers and non teaching staff’ share the management of behaviour in classes other than their own. Positive interaction with children from staff is essential in **all areas of the school and at all times of the school day** (e.g. corridors, assemblies, lunchtimes, lining up after playtime). This makes the emotional environment warm and reflects our nurturing ethos. Tuesday morning Briefing Sessions are devoted to the discussion of issues for individual children throughout the school.
- b. ‘Parents/Carers’ should know about, understand and accept our School Rules and Behaviour Plan. Parental involvement and support is a vital part of our policy and this is communicated to parents through school brochures, reports and news letters (and to new parents as part of our induction process for children), which emphasises “SHINE” Our Home/School Contract also seeks to gain parental support as do our monthly Parent Forums.

The First Week

We believe the principles on the first two pages of this Policy to be so important, that the first week of the school year is devoted entirely to the establishment and reinforcement of them within each classroom. In particular, the teaching of rules and routines is considered fundamental to securing an appropriate learning environment for the year ahead (see Appendix 2).

The Lowerplace Behaviour Curriculum

At Lowerplace we do not assume our expectations of social behaviour are so obvious that they do not need to be taught. As a result, we aim to deliver sessions in class, which teaches individual, and group social skills as and when necessary.

The following skills are the most important examples but are by no means exhaustive:

Individual Skills

Making an apology

Giving/receiving compliments

Dealing with fights & arguments

Responding to provocation

Anger Management

Being polite

Group Skills (building on individual skills)

Feelings and emotions

Problem-solving skills

Friendship skills

Support Group skills

Circle Time

Communication/ Interaction Strategies

Resources to help staff teach these skills are available in school.

The teaching of these skills is only effective with whole school consistency and this is a fundamental duty of a Lowerplace teacher

The Lowerplace Behaviour Plan (see Appendix 1)

This is based on the rights of children and teachers to learn and teach and to feel safe and forms the central part of our Behaviour Policy. The importance of keeping the School Rules is the principle on which the Behaviour Plan operates. See 'Good to be Green.'

Reward Assemblies

These are held once a week on Friday afternoons, for all classes in the school.

The assemblies are a celebration of achievement, for individuals, groups and classes. Headteacher's Awards are given to individual children for learning or behaviour and to classes for the same reasons. Good attendance is also rewarded (see Attendance Policy). In addition teachers can choose to reward individuals for their behaviour in addition to 'gold winners'.

Lunchtime Policy (following the Rationale on pages 1 and 2)

Aims

- Reduction of lunchtime behavioural problems as recorded in the Incident Books
- Reduction in late-starting afternoon lessons
- Improvement in the self-esteem, productivity and job satisfaction of Lunchtime Supervisors
- Making lunchtimes a valuable and happy experience for children

Rights

It is important that children and Lunchtime Supervisors have the right to play, to supervise and to feel safe at lunchtime, whether in the classroom, school, or playground. Lunchtime Supervisors are valued members of staff and have the same rights to respect as teachers.

Consistency from staff is vital:

- *All staff* should give the same response to children's behaviour at lunchtime (e.g. the language of choice should be used to encourage responsibility)
- *All staff* should use the same systems of rewards and sanctions (although these may be adapted for specific lunchtime use)
- *All staff* are responsible for all children

Rules

These need to be explicitly taught.

Dining Hall Rules:

- 1 Please walk. Never run.
- 2 Please use whisper voices.
- 3 Please respect your food.

Playground Rules:

"Happy playtimes, the big 5"

1. ***Have kind thoughts and words***
2. ***Use kind hands and feet***
3. ***Take care of playground equipment***
4. ***Play sensible games***
5. ***Line up when the bell is rung***

Rewards:

Lunchtime Supervisors will also have their own special stickers, which they can give for good behaviour at lunchtime.

Sanctions:

A five stage graded system for consistency with the Behaviour Plan

- | | |
|---------|---|
| Stage 1 | A warning
(The language of choice always being used) |
| Stage 2 | Stand against playground/classroom/corridor wall for two minutes |
| Stage 3 | Stand against playground/classroom/corridor wall for five minutes |

Stage 4 Name in SLO's Playground Book - child is sent to Thinc room with Learning Mentor

Stage 5 If they go to the Thinc Room 3 times in a week a letter will be sent home.

Persistent inappropriate behaviour will result in a period of lunchtime exclusion (one lunchtime exclusion is, by law, the equivalent of half a day of official exclusion)

Abuse of Lunchtime Supervisors, whether spoken or physical, will not be tolerated and result in exclusion.

Sharing in the Management of Behaviour:

Children:

- Year 6 children are trained to be "Playground Pals" to the infant children on the infant yard. This is a "buddy" system where young children can identify sources of help due to the distinctive yellow vests the Playground Pals wear.
- School Council make decisions on lunchtime issues such as the distribution of wet lunchtime games for each class. They suggest strategies to improve behaviour at lunchtimes based on the collection of views from the School Council boxes in their class.

Staff:

There are half termly meetings for Lunchtime Supervisors on Friday's 1pm-1:25pm led by the Deputy Head teacher and Learning Mentor. These meetings are an opportunity to discuss general policy and, more importantly, individual issues raised by staff at that morning's special staff Briefing (see page 2).

It is vital for lunchtime staff to have information on the changing circumstances of an individual child in order to meet their needs most effectively. Similarly, lunchtime staff also have an opportunity to feedback information to the whole staff about individual children.

"Good News" is actively sought in addition to concerns. Minutes are kept of both meetings in a dedicated book in order to facilitate the transfer of information.

Confidentiality is of the utmost importance, especially as many lunchtime staff are also Lowerplace parents

Managing the Most Challenging Children

At Lowerplace we occasionally experience challenging behaviours; we do not accept them as inevitable or unchangeable.

Aims

Through adherence to the Rationale and Guidelines on pages 1 and 2 of this Policy we aim to:

- Reduce incidents of socially unacceptable behaviour through the establishment of a 'supportive and positive environment'
- Meet the specific needs of individual children through 'planned intervention' drawn up in IBP's or Pastoral Support Plans
- Ensure 'strategies' (and resources) are in place which allow the teaching and learning in classrooms to continue without disruption

- To work towards a 'restraint free environment' in which all children/staff feel safe.

Guidelines (relating to the 4 aims above)

Supportive Environment: Behaviour should be viewed in relation to its antecedents within the areas of:

Classroom Management:

Seating arrangements to minimise disruption

Placement of resources

Preparation of resources

Preparation of lessons to motivate, engage and enthuse

The working environment

Curriculum:

Adapting teaching styles

Being aware of differing learning styles

Appropriate content

Appropriate differentiation

Behaviour Management:

Knowledge of individual children

Creation of a positive classroom/working environment

Effective use of rewards and sanctions

Positive Handling

Social Management:

Sensitivity to flashpoints

Awareness of potential problems (particular times, people, location etc.)

Consistency – to the individual child (both in their understanding and experience)

Planned Intervention

Support Plans / Action Plans

If, in the view of the Head/Class Teacher/SENDCo/Learning Mentor, a child is at risk of exclusion, parents will be invited (with Learning Mentor and Class teacher), to a meeting in which a Pastoral Support Plan / Action Plan (IBP) will be drawn up to target the child's needs. A questionnaire will be sent to the parents/carers in advance of the meeting to establish their views on the strengths/difficulties of their child, and this will be used as the starting point in the meeting.

The class teacher will be present, but not necessarily the HT/DHT. Where appropriate, the targets should be agreed with the child towards the end of the meeting.
(See Appendix 4).

The Headteacher, DHT, and **child** (if appropriate) will receive a copy of the Support Plan.

Support Plans are not guaranteed to succeed and some variance in staff tolerance levels is inevitable. It is the staff member's role to liaise with other staff to share information/strategies as befits our Mission Statement "SHINE."

Support Plans take a lot of patience; require an appropriate time-scale and flexibility in their implementation (some "logical" strategies fail whilst more unorthodox ones work)

but:

The consistent application of rewards and sanctions will be the most successful form of behaviour modification with the majority of children.

The targets in the Support Plan should be communicated to staff at Tuesday morning briefings to ensure this whole school consistency.

TSS Panel

These are held termly (as a minimum), and are held to coordinate a multi-agency response to the needs of children who exhibit challenging behaviour and/or maybe at risk of exclusion. Referrals are arranged by the Learning Mentor.

The following may be in attendance:

Education Welfare Officer

School Health Practitioner

Staff from the Pupil Referral Centre

Educational Psychologist

Excluded Children's Project Worker

Social Services/Police/other agencies (when appropriate)

School representative (learning mentor)

Assessment

Individual assessments are carried out by the school's Learning Mentor. This is crucial in identifying the focus for target setting in Support Plans.

Examples include:

Strength and Difficulties questionnaires

Boxall Profile

On-Task profiles and observations of specific behaviours

Southampton Assessment

Teacher's log incidents involving individual children, using the school's record of incident sheet kept in the Black File.

Thinc Room Policy

Activities

Depending on the emotional state of the child, this work will be in the form of one of the following:-

- 1 Pastoral, with reference to the IBP/Support Plan targets
- 2 Work on the basic skills as provided by the class teacher
- 3 A continuation of the work being done in class

Other Actions

- Where the action of a child is severely and persistently disrupting the teaching and learning, a letter will be sent to the parents/carers by the Class Teacher /Head or Deputy Headteacher and, if not already in place, a meeting called to draw up a Pastoral Support Plan. These letters will be placed on file.
- The child may also have a home-school book with daily notes being taken of behaviour by the class teacher/mentor. Wherever possible, and to ensure communication with parents, the Report Book should be taken home every day. It is acknowledged that such record keeping/letter writing places a burden on staff, however, the phrase "no surprises" is extremely important to adhere to when dealing with the delicate matter of parental knowledge of their child's behaviour at school.

The Management of Violent/Abusive Behaviour and the Use of Restraint

a) Common Aspects of Children Displaying Defiant/Violent/Abusive Behaviour

- Disruptive behaviour is often a system of fear, failure or frustration
- Real or imagined "slights", minor disruptive incidents, or tension within the classroom can trigger incidents, which produce hostile responses in an emotionally fragile child
- Outbursts of violence may be exhibited, the cause of which may originate out of school or even due to the child's history

b) Initial Management of the Behaviour

- The level and nature of the intervention will depend on the attitude and behaviour of the child
- When staff observe tension the initial approach should be low key
- Attempt to divert the child from his/her intended outcome

- Where the child dismisses all avoidance options suggested by staff and aggressive behaviour escalates towards violence, the member of staff should decide whether to summon support or take other measures to safeguard the safety of all present

c) **Principles Governing the Management of Challenging Behaviour**

Staff may use many strategies to manage disaffected children. The selection of strategies depends, in part, on the personality, character and temperament of individual staff. No set strategies guarantee a successful outcome but the following principles should govern any staff decisions:

- It is essential that staff *remain objective and calm*. It is not possible to manage children effectively when one becomes “heated” by the circumstances
- It is important to *listen and respond quietly* to the child, rather than overwhelm the child with loud and insistent directives (loud, nagging demands)
- If no immediate solution is obvious, ask the child if you can deal with the difficulty at an agreed later time. Imposing an immediate “solution” may not dispel the child’s frustration, whereas time-distancing problems sometimes do
- Avoid hardening your attitude. Staff should keep their position flexible for as long as possible without losing their perspective. Don’t push towards a confrontation
- Always maintain positive attitudes that are constructive. By stressing positive behaviours regularly, you are reinforcing desired attitudes in your children. Refer to the child’s previous achievements and promote self-esteem
- In confrontations, negative factors should be stated in a neutral tone of voice. Factual statements should be used as the basis for staff/child discussion
- Always use the language of choice rather than impose directives or “threats”. The child must know that it is he/she making the decision
- Create “diversions” involving other people in order to dispel the child’s aggression. Resist becoming “cornered” in an argument. It takes two to sustain arguments
- Decide, when appropriate, to involve mentor/LSA’s in support. Supporting adults can encourage supportive attitudes in other children in the class in order to “talk round” the aggressive child
- When support is available, remove the child from an “unhelpful” environment. Don’t allow negative peer group “encouragement”
- Staff must assess the risks, promote physical safety and do everything possible to prevent physical injury.

d) **Positive Handling**

The Principles:

- When aggressive children escalate confrontations to the point of violence, staff should, as far as possible, promote physical safety for all pupils involved. This may require positive handling of aggressive children. Most staff have been trained in the “Team Teach” method and have been given official authorisation for its use. *Only Team Teach methods should be used; no other handling strategies whatsoever are permitted*
- The names of staff able *and willing* to use the Team Teach methods should be displayed in the Staff Room

- In most situations, holding the child by the forearm will be the only Team Teach technique necessary to prevent a child causing harm to others
- Later, when the child is calm and seated, a discussion should take place on the reason for the outburst. Discussion should include other, more acceptable, options to the resolution of the cause of the violence. This follow-up action is the crucial element of support for children who use violence. (*see overleaf).
- There is an expectation that trained (and named) staff should act within their “duty of care”, and use positive handling in order to prevent harm to others. All staff, however, may provide support, and the Team Teach “help protocol” will allow them to play their part in the process
- Risk assessments should always be carried out prior to using positive handling techniques. Is positive handling the safest way of preventing harm to others at that particular time and in that particular environment?
- If, when drawing up a PSP/IBP/Action Plan for a particular child, positive handling is considered a necessary strategy to prevent harm, a handling policy relating to that child will be completed and circulated to the relevant parties/agencies (see Appendix 6 for model policy document)
- Teachers Black book and the Team Teach Handling Plan (see Appendix 7) should always be completed and placed on file
- Any injury should be examined, treated and recorded by qualified First Aid staff
- Data analysis of positive handling records will be made at regular intervals by the Learning Mentor
- Senior Management should provide opportunities for staff, as well as children, to reflect on an aggressive incident and offer appropriate support

The Positive Handling of a Violent Child

(It is considered that action under this heading will normally only be considered in a very small number of instances).

- Prior to containment, the staff should advise/warn the child that this is about to happen. During a holding/containment, staff should use a reassuring tone of voice and explain to the child what is/will be happening
- If it becomes necessary to physically hold/contain a violent child to avoid injury, the amount of force used must be the minimum necessary to hold the child safely
- In some circumstances a child can be held sufficiently to calm down by a member of staff putting an arm around the child and holding the child’s arm or shoulders. Care is needed if arms are held as a struggle could result in an arm being wrenched – even broken. The risk is minimised if the other arm is held
- Generally, the most useful form of positive handling is to hold the child with both arms in a “wrap”
- The length of time a child is held/contained should be the minimum necessary to regain control of the situation. As soon as it is safe, positive handling should be gradually relaxed to allow the child to regain self-control
- It is useful to have another member of staff to help the teacher to reduce the amount of strength necessary for containment. However, the greater the number of staff involved the less efficient the procedure becomes as communication between staff can break down, resulting in a melee of arms, legs and raised voices

- If it is necessary to hold/contain a girl, a female member of staff must be present from the earliest possible time
- At no time during or after positive handling must clothing be forcibly removed from a child – however, footwear may need to be removed to prevent damage/injury
- Staff involved in Positive Handling will receive a de-brief with their Team Leader/AHT/LM – whichever is most appropriate.

*NB: Sufficient staff time will need to be devoted to the period for discussion/reflection with the child following a violent incident if our aim of working towards a “restraint free” environment is to be realised. Therefore in practice, it may often be the Headteacher or Deputy Headteacher, (non class based), who utilise positive handling techniques and follow them up. Trained and authorised staff must note however, that they have a “duty of care” to prevent harm and they must make a risk assessment (see overleaf), before deciding whether to use positive handling, particularly taking into account the possible time delay in securing other help.

Risk Assessments

Planned physical interventions should only be used when the risks of employing an intervention are judged to be lower than the risks of not doing so.

Section 550A of the Education Act 1996 sets out circumstances in which reasonable force may be used in schools. These are to prevent a pupil:

- Committing an offence
- Causing personal injury
- Causing serious damage to property
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline in a school or among any of its pupils

Factors to consider when making a risk assessment:

Risks to staff and children – physical intervention could:

- Be used unnecessarily, that is when other methods could achieve the desired outcome
- Cause injury, pain, distress and psychological trauma
- Become routine, rather than exceptional methods of management
- Increase the risk of abuse
- Undermine the dignity of those involved or humiliate/degrade them
- Create distrust and undermine personal relationships

The main risks to staff include:

- As a result of physical intervention they suffer injury
- The experience stress or psychological trauma
- Disciplinary action

The main risks of not intervening include:

- Staff may be in breach of the duty of care
- Children, staff or other adults will be injured or abused
- Serious damage to property will occur

Planned physical interventions i.e. positive handling, should always be part of a Support Plan (PSP, IBP or Action Plan on the return from exclusion) for the individual child. A Handling Policy relating to the individual child should be drawn up using the proforma in Appendix 6.

Only trained and authorised staff should use positive handling strategies.

Unplanned intervention may be necessary when a child acts in an *unexpected* way. Staff retain their duty of care and any response must be proportionate to the circumstances. Staff should use the minimum of force necessary to prevent injury and maintain safety, consistent with appropriate training they have received.

Professional Development

The school is committed to the professional development of staff in the area of behaviour management. It is only through providing training for staff and allowing them to put what they have learnt into practice in the classroom, that behaviour management skills – and thus children’s behaviour – will be improved.

REAL TRUST TRAINING

The school is a member of the Rochdale Education and Learning Trust, and as such has access to training in many areas, including those concerning behaviour. Individual staff have attended sessions on areas such as the “Behaviour Curriculum, inclusion and peer counselling.

Good to Be Green Behaviour Plan – Rewards and Sanctions

At Lowerplace Primary School we provide high quality teaching and learning experiences in a caring and supportive environment, where all members of our school community reach their full potential. We respect and value each other, raise self-esteem and develop positive relationships.

We aim to foster our values throughout every aspect of school life and the achievement of these underpins the behaviour policy. The key values are:

We encourage our children to be:

Socially Responsible

High Achieving

Independent

Nurturing

Empowered to meet life's challenges



**Lowerplace Primary
is a place to
SHINE**



The golden promises are discussed with the children regularly. All children and members of the school community are expected to behave according to them.

Golden promises:

- ❖ **Communicate well with others**
- ❖ **Always try our best**
- ❖ **Listen to each other**
- ❖ **Always follow instructions**
- ❖ **Respect people and property**

The Good to Be Green Behaviour System



In each classroom there is a chart displaying the child's name and behind each name the child has three cards, which are used alongside positive reinforcement to the school's code of conduct.

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

1) Green Card



The majority of children will have a green card displayed by their name. This is because they have been following the code consistently.

2) Yellow Card



Occasionally children will need a reminder of behaviour expectations in school. If a child needs reminding twice of our expectations they will be told to change their cards to yellow. The language of choice is important to use “if you continue to choose to do xyz you will need to change your card to yellow”

3) Red Card



If a child continues not to follow the code, they will be requested to change their card to red. There will be a rare occasion where a child's behaviour will take them straight to red e.g. physical fighting and verbal abuse (see Appendix 3). The class teacher is to speak to the parent of any child who receives a red card; whether it is a **straight to red card** or **red following a yellow**.

- If a red card is received following a yellow, **MODEL LETTER 1 IS GIVEN TO PARENT and parents are spoken at the end of the day or telephoned**
- If a **straight to red card** is received **MODEL LETTER 2 IS GIVEN TO THE PARENT AND A MEETING TO DISCUSS THE BEHAVIOUR IS ARRANGED** with class teacher
- If **more than 3 STRAIGHT TO red cards are received over a period of a week** parents are spoken to and **MODEL LETTER 3 is GIVEN TO THE PARENT**. This is to show we are consistent and take dealing with behaviour extremely seriously. **A MEETING IS ARRANGED WITH CLASS TEACHER AND LEARNING MENTOR. A BEHAVIOUR PLAN IS PUT IN PLACE**

Each day will be split into three separate sessions:

- a. Before break
- b. After break
- c. After Lunch

If a child receives a **red card before morning break they lose their break**. The detention is administered by the class teacher.

If a child receives a **red card after break they lose 15 minutes of lunch**. The detention is administered by the class teacher.

If a child receives a **red card after lunch they lose the next days break**. The detention is administered by the class teacher.

If a child **goes straight to red** they **lose 30 minutes of lunch and spend it with SLT** (See detention rota). They must **complete a reflection sheet**. It is the class teacher's responsibility to inform the member of staff who is on detention duty and add this information to their weekly behaviour tracker.

ALL YELLOW AND RED CARDS ARE RECORDED ON THE TRACKER. ALL STRAIGHT TO RED CARDS ARE DETAILED ON THE TRACKER IN THE COMMENTS SECTION. ALL REPLY SLIPS MUST BE FOLLOWED UP AND PLACED IN BEHAVIOUR FILE.

FOLLOW UP

If a child continues to receive red cards following yellow cards each week for continued misbehaviour following warnings; this will have already been logged on the tracker. The learning mentor will review these trackers each week and in discussion with the class teacher will arrange for the child to be part of a 'behaviour workshop' or 'planned focus group work'.

If a child receives **3 STRAIGHT TO RED CARDS** in any one WEEK they will face an in school exclusion (with the HT/DHT/SLT). They must be provided with appropriate work. **Model letter 3 must HAVE been sent home** and parents invited in to discuss their behaviour with CT AND LM. This must be followed up. A behaviour plan may be drawn up.

If a child **continues to receive more than 3 STRAIGHT TO RED CARDS each week**; the parents will be contacted by the Deputy Headteacher / Headteacher and asked to attend a meeting with DHT/HT/LM/CT and a behaviour plan will be drawn up / reviewed.

Rewarding Good Behaviour

We want to recognise that the majority of the children at Lowerplace will consistently follow the 'Good to Be Green Code'. There are various ways in which this will happen.

Green all day

Children who are green all day will be rewarded with a stamp/sticker on their good to be green card. Once the card is completed they will be able to select a small prize from the Good to Be Green Shop and receive a certificate.

Green All Week - Raffle Ticket

If a child is Green all week they will receive a 'green all week' sticker and a raffle ticket. The Raffle will be drawn every Friday, in class, for a chance to win a prize. 2 Raffle Tickets will be chosen from each class. A green all week child from each class will also be chosen and commended in Gold assembly. They will receive a green all week certificate.

Green all year

Children who have been Green all year will receive a prize and special commendation.

Postcards

Class teachers are to award children with a 'Good to be Green' postcards in order to promote good behavior as well as good learning. These are sent home in the post.

Stickers

Teachers are encouraged to use 'Good to be Green' stickers to emphasise and promote positive behaviour and good choices in class and around school.

Other rewards

Other rewards systems may be used by the class teacher.



First Week – the following will be discussed explicitly

Establishing Class and School Routines “The Lowerplace Way”

- Coming into the school
- Coats (inc coats not being hung up)
- Entering class
- Beginning of the day
- Literacy (places, routines and expectations)
- Numeracy (places, routines and expectations)
- Other curriculum subjects (places, routines and expectations)
- Tidying up
- Access to equipment
- Getting out of the seat
- Register
- Changing reading book
- Going to assembly
- Lining up in class
- Assembly
- Going out to PE
- Coming in from PE
- Changing for PE
- Exit
- Homework giving
- Homework returning
- Artwork
- Sharpening pencils
- When work is finished
- Rubbers
- Play
- Use of the computer
- Use of computer room
- Asking for something
- Attitude to support and other adults
- Noise levels for different activities
- Going to the toilet in lessons
- Going to the toilet from outside
- Drinks, fruit
- Visiting other classes
- Showing work to others
- Lunchtime, back in, coats hand washing, getting food, eating, returning trays, seconds.
- Ready to work, needing help
- Level of voice for different activities
- Playtime
- End of the day, coats, homework, winding down, goodbye
- Listening
- On the carpet
- Working
- Talking
- Answering questions
- Circle time routines

Appendix 3

Below are typical behaviours that would automatically warrant a yellow or red card, however professional judgement needs to be used and this list is not exhaustive.

Yellow Card	If Yellow card behaviour continues	Straight to Red Card
<p>Name Calling</p> <p>Answering back</p> <p>Stopping other children from learning</p> <p>Lying</p> <p>Excessive Noise</p> <p>Running in school</p> <p>Not following instructions</p> <p>Getting out of seat</p> <p>Continued talking</p> <p>Refusal to carry out task</p> <p>Leaving the class without permission</p>	<p>RED CARD ISSUED</p>  <p>DETENTION = MISSED BREAK</p>	<p>Violent conduct</p> <p>Swearing</p> <p>Racism</p> <p>Stealing</p> <p>Physically threatening behaviour</p> <p>Abusive language</p> <p>Intentional spitting</p> <p>Damaging school property</p>  <p>30 MINUTE DETENTION WITH SLT AT LUNCHTIME (OR LUNCHTIME THE FOLLOWING DAY IF STRAIGHT TO RED IS GIVEN IN AFTERNOON)</p>

Planned Intervention: Behaviour Targets

Following the decision to draw up a Pastoral Support Plan (this may be triggered by the child regularly reaching several red cards or through behaviour leading to exclusion or risk of exclusion), specific behaviour targets need to be identified. The following are guidelines for setting these targets (also for IBPs/IEPs), preferably with the parents/carers present:

- A target behaviour needs to be identified
- State the target behaviour in terms of *observed* social behaviour
- State the strategies and provision intended to alter the target behaviour e.g. rewards and sanctions
- Inform the child of the target(s) and provision as above, and negotiate a timescale
- Feedback the target(s) to Tuesday morning briefing sessions

The Principles of Behaviour Target Setting

1. To set behaviour target(s) use *observed* behaviour, that is, state the behaviour in exact terms, not generalisations e.g. *“He hits children when passing their seat”* NOT *“He is disruptive”*.
Specific behaviour can be altered. Generalisations are difficult to deal with when trying to modify behaviours.
2. The starting point should be short, clearly achievable targets that will ensure success and promote increased self-esteem. These can then be extended as appropriate
3. Success relies on positive attitudes, a sensitivity to the child’s responses and the creative ability to provide a variety of contexts for pupils to practise positive self-management

The use of “PIVATs” will give examples of appropriate behaviour targets at varying stages of emotional/social development – and thus a means of measuring progress

Additional resources to aid planned intervention are detailed in Appendix 5

Planned Intervention – Agencies/Resources

1. Counselling/Individual Support

Appropriate referral made to Learning Mentor for a request for support clearly stating reasons and what is already in place.

2. Behaviour Management Development Team

The role of this agency is to support with behaviour plans. The support and advice received is crucial in setting targets to improve/modify behaviour.

3. School Health Practitioner

Health issues may play a significant role in children who display challenging behaviour. Referral to this agency is straightforward and the response is usually swift. Valuable information can be gathered to inform Support Plans.

4. Nurture Groups

Some children would benefit from Nurture Group provision. Currently, our Learning Mentor runs tailor made sessions on an individual basis.

Lowerplace Primary School

Handling Policy Relating to (child's name)

This procedure will operate within the context of a written Support Plan (PSP, Action Plan or IBP)

1. The circumstances that will lead to positive handling are in accordance with the Guidance on Page 14 of the Behaviour Policy. That is, to prevent (child's name) causing harm to him/herself or others, seriously damaging property, or committing some criminal act which risks harm to people or property.
2. Staff involved will, as a matter of priority, be those who have already been trained in **Team Teach** methods of positive handling, although on occasion, containment may be assisted by another member of staff from the school.
3. Any incident of containment involving positive handling will be recorded through the school's Incident Record procedure. As an extension to this, the Incident Record will also include an estimated time by the handler of the physical containment required, and description of physical contacts made to (child's name) within the context of the incident. This will include any physical or material consequences resulting from the positive handling, rather than from the behaviour.
4. (Child's name) parents will be informed on the same date and preferably before his/her arrival home, of the details relating to the incident requiring positive handling. They will be invited into school to discuss the incident of the containment more fully and to allay any anxieties they may have about the handling.
5. The **methods** of handling will be in accordance with DfE and LA guidance and the school's Behaviour Policy (which takes account of this guidance). These will be proper and safe methods carried out by a member of staff trained in such methods and will be appropriate to the particular circumstances of the behaviour.

This policy shall have effect from and will be reviewed on It has been circulated to:

(Child's Name)

Parents Names

Signed

Name Education Officer – Pupil Services

Name Social Worker

Lowerplace Staff

Lowerplace Chair of Governors

Lowerplace Primary School

Incident Record

Name: Date: Time:

Staff Reporting: Class: Location:

Antecedents: (a description of events leading up to the incident)

De-Escalation Techniques used: please tick

- Verbal advice and support
- Reassurance/calm talking
- Humour
- Distraction
- Options offered
- Removal of objects
- Time out offered
- Time out directed
- Negotiation
- Other (please specify)

Behaviour: (abusive/violent/absconding/damage to property/assault/disruptive)
Specify
Consequence: (consistent with the School Behaviour Policy and Support Plan)
Action taken/Sanction imposed:

Parents Informed: Yes No Asked to school: Yes No

Positive Handling

<i>Prevent criminal offence</i>	<i>Prevent injury to pupils/staff</i>	<i>Prevent serious damage</i>	<i>Prevent serious disruption</i>
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Staff Involved:
Witness?

Description of Positive Handling Strategies Used: (staff involved and how held)

Staff Discussion and reflection:	Yes <input type="checkbox"/>	No <input type="checkbox"/>	SMT / DHT/ Head
Child Discussion and reflection	Yes <input type="checkbox"/>	No <input type="checkbox"/>	SMT / DHT/ Head

Exclusion: Yes <input type="checkbox"/> No <input type="checkbox"/>	Tuesday Briefing Yes <input type="checkbox"/> No <input type="checkbox"/>
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Effective Behaviour Management

- Use praise to reinforce desired behaviours – give the praise immediately following the desired behaviour, be specific about what the pupil did right (if appropriate refer to the rules).
- Address the behaviour openly and as soon as possible after the behaviour has started. Praise the desirable behaviours of others nearby (proximity praise). Avoid becoming engaged in the power struggle that the child may be seeking.
- Give simple, quick directions to the pupil followed by “thank you” to indicate compliance. Follow this by immediately transferring attention to on task behaviours.
- Use direct rule statements followed by a simple statement and expectation of compliance (“remember the rule about letting others get on with their work? Back to work now thanks”)
- Always separate the person from the behaviour. Protect the child’s self esteem whenever possible.
- Use “double what” questioning to hold the pupil accountable. “What are you doing?”.... What should you be doing?” If the pupil challenges keep referring to the rule/expected behaviour.

Other uses of effective behaviour management:

- Verbal advice and support
- Humour
- Step away
- Negotiation
- Calm talking
- Offer options/choices
- Interest boosting
- Reassurance
- Distraction
- Removal of objects
- Non-threatening body language.

Positive Handling – Scenarios

Examples Where Positive Handling Might be Used:

- A child attacks a member of staff, or another pupil.
- Children are fighting.
- A child is engaged in, or is on the verge of committing, deliberate damage or vandalism to property.
- A child is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects.
- A child is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others.
- A child absconds from a class or tries to leave school (NB this will only apply if a pupil could be at risk if not kept in the classroom or at school)
- Persistent spitting at another child/member of staff.
- A child persistently refuses to obey an order to leave a classroom.

Where Positive Handling Should **NOT** Be Used: (alternative strategies necessary)

- an isolated example of verbal abuse from a child.
- Defiance, where no injury to other persons or the child him/herself is likely to occur and the lesson can continue without significant interruption.
- A child pushing when lining up, *where there is no likelihood of serious harm occurring (a risk assessment is needed here).*
- An isolated inappropriate/obscene gesture from a child.
- A child getting out of his/her seat without permission.
- A child refusing to work.
- A child talking in class.

At all times, staff should follow the guidelines in the Behaviour Policy under the heading the “Management of Challenging Children” in order to reduce the incidence of situations where Positive Handling may be necessary. Exclusion

If the guidelines in the Behaviour Policy have been adhered to, the following statement in the School Behaviour Plan (of which all parents/carers have a copy) becomes significant:

“Children whose conduct persistently prevents others in the class from learning, who frequently use violence or cause severe disruption, will be excluded from school”.

This will be in the form of fixed periods of exclusion, starting with the shortest practical length of exclusion, to allow time for: *the review of Support Plans with parents; staff to review strategies and resources, and advice to be sought from various agencies.*



MODEL LETTER 1 - Red card

Date:

Dear Parent/Carer

I am disappointed to have to tell you that

..... has received 1/ 2 /3 red card(S)
today for their behaviour, as outlined in the Behaviour Plan. This behaviour concerned the
following:

- Name calling
- Answering back
- Stopping other children form learning
- Lying
- Excessive noise
- Running in school
- Not following instructions
- Getting out of seat
- Continued talking
- Refusal to carry out task
- Leaving the class without permission

I hope you will make it clear to

that you support our actions as it is through school and home working together that we
can improve his/her behaviour.

Thank you for your cooperation and please do not hesitate to come in and see me if you
wish to discuss this matter.

Yours sincerely

.....
(Class Teacher)

LETTER 1: RED CARD

REPLY SLIP

I have received the letter concerning’s behaviour.

Comments:

Signed(Parent/Carer)

Date:



INVESTORS IN PUPILS



INVESTOR IN PEOPLE



Eco-Schools



LOTTERY FUNDED



MODEL LETTER 2 - STRAIGHT TO RED CARD

Date

Dear Parent/Carer

I am disappointed to inform you that

has received a **straight to red card** today. This behaviour concerned the following:

- Violent conduct
- Swearing
- Racism
- Stealing
- Physically threatening behaviour
- Abusive language
- Intentional spitting
- Damaging school property
- Other

As this is a serious breach of the School Rules contained in our Behaviour Plan, I would ask that you come to school to discuss this further so we can work together to resolve any issues.

Please could you attend a meeting arranged for: ----- or contact school and make an alternative appointment if this is not convenient.

Yours sincerely

Mrs Kelly

Class Teacher

Learning Mentor



INVESTORS IN PUPILS



INVESTOR IN PEOPLE



MODEL LETTER 2 REPLY – STRAIGHT TO RED CARD

To Class Teacher

I have received the letter concerning

.....'s behaviour.

I will be able to attend the meeting on the date and time stated above.

I will not be able to attend on the date above but can attend on:

Signed

(Parent/Carer)

DATE:





MODEL LETTER 3 – MORE THAN 3 STRAIGHT TO RED CARDS

Date

Dear Parent/Carer

I am disappointed to inform you that

has received ----- **straight to red cards** this week. This behaviour concerned the

following:

As this is a serious breach of the School Rules contained in our Behaviour Plan, I would ask that you come to school to discuss this further so we can work together to resolve any issues.

Please could you attend a meeting arranged for: ----- or contact school and make an alternative appointment if this is not convenient.

Yours sincerely

Mrs Kelly

Class Teacher

Learning Mentor

MODEL LETTER 2 REPLY – MORE THAN 3 STRAIGHT TO RED CARDS IN A WEEK

To Class Teacher

I have received the letter concerning

.....'s behaviour.

I will be able to attend the meeting on the date and time stated above.

I will not be able to attend on the date above but can attend on:

Signed

(Parent/Carer)

DATE:



INVESTORS IN PUPILS

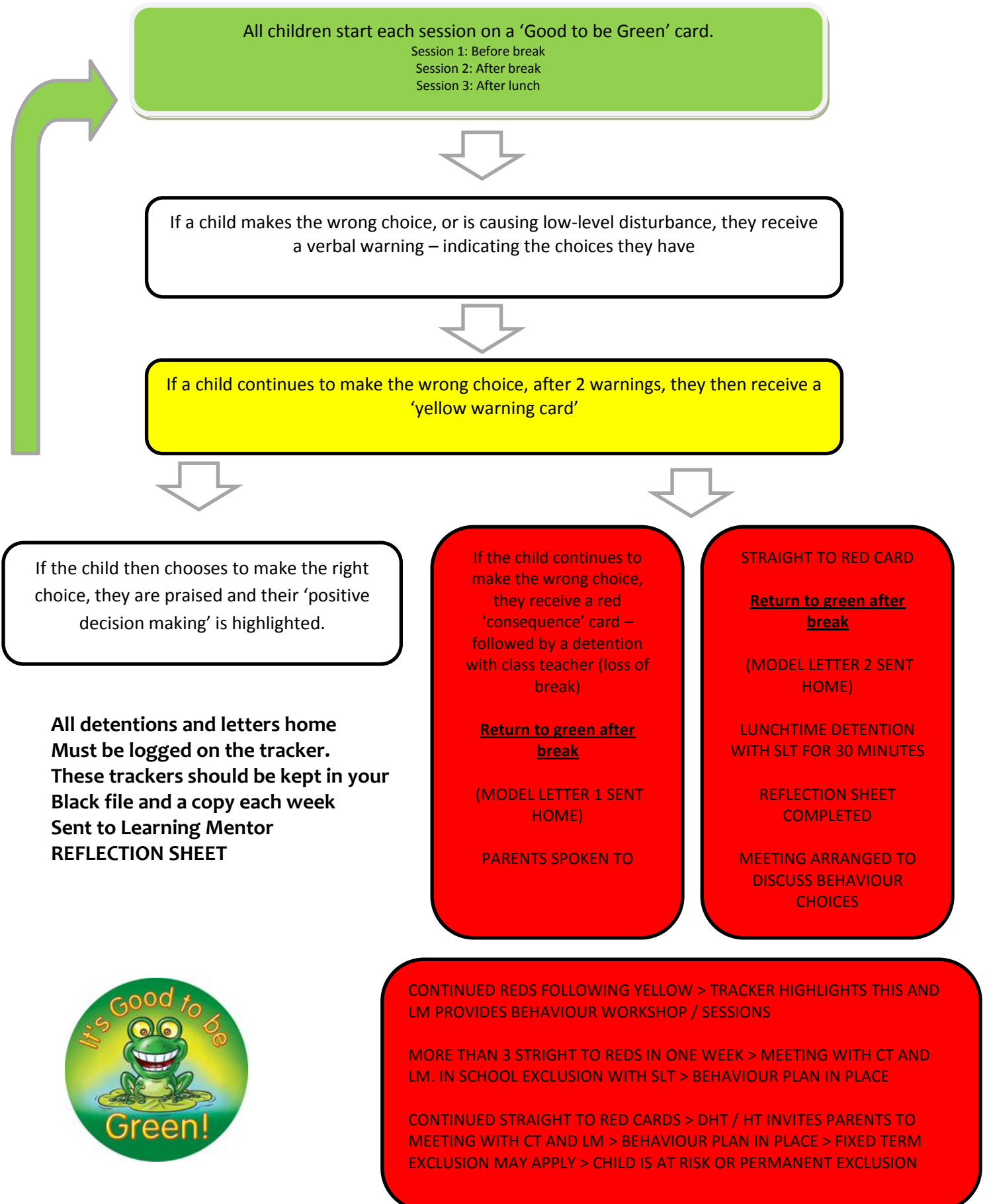


INVESTOR IN PEOPLE



GOOD TO BE GREEN

At Lowerplace Primary School, we use the 'Good to be Green' behaviour system to encourage our pupils to make the right choice.



BEHAVIOUR REFLECTION SHEET



Name:

Class:

Date:

Behaviour – what happened?

What could I have done instead?

How I felt?

Mad Hurt Sad Confused Frustrated
Scared Lonely Jealous

Who was involved?

Why is this behaviour not acceptable?

A better thing to do if this happens again?

Which golden promise have I broken:

Making amends: tick

If another person was affected by this behaviour I apologised to them, explained why the behaviour was wrong, discussed how it made them feel and promised to correct this behaviour in the future.

Here is what I will do to correct this behaviour in the future:
