

LEAP FEDERATION



LEARNING EDUCATION ARTS PARTNERSHIP



Behaviour Policy

BEHAVIOUR POLICY

The aims of the policy are as follows:

- To practice a whole federation approach to behaviour management with care and consistency.
- To share with children, parent/carers and Governors the school rules, rewards and consequences.
- To create an environment in which good behaviour and learning are priorities.
- To reward children who follow the school rules.
- To strengthen home-school links by reporting on behaviour.

Statement of intent

Our federation's ethos is to promote children's moral, social, emotional and personal development so that they may become caring members of the community, and that will in turn enhance their ability to become effective learners. We believe that a positive approach to behaviour management helps children develop their own self worth and therefore increase their ability to fully access the life of the school. We take a positive approach to behaviour and support children in developing an intrinsic understanding of rules and expectations and how these are vital for the whole community.

This policy gives teachers the structure necessary to effectively manage pupils' behaviour, create a positive classroom climate and increase academic success. It gives pupils the responsibility for managing their own behaviour through being presented with choices, making decisions and understanding the consequences. It gives parents guidelines as to what is expected of their child, and enables them to have consistent feedback on their child's behaviour.

Staff responsibilities.

- To set out clearly with the children, the class rules, rewards and consequences
- To inform parent/carers of class/school rules, rewards and consequences.
- To practise class/school rules, rewards and consequences with care and consistency to reward children who follow the rules.
- To report to the senior management team and parent/carer on behaviour patterns.

Children's responsibilities.

- To follow class/school rules in **all** areas of the school.
- To know that by not following class/school rules, they are choosing a consequence.

Parents/Carers responsibilities.

- To support class/school rules, rewards and consequences in discussion with their children and staff.
- To meet with staff and senior management to discuss behaviour patterns when requested and to work with school to implement support strategies (particularly when these involve home and school)

All three schools in the federation, Kingsmead, Gayhurst and Mandeville, share the aims of their policy and all practice will be in line with this policy and the core practices. They may adapt features of the behaviour systems to meet the needs of their context.

Rules

The aim of the rules is to allow children to understand what is expected of them. It is necessary that these rules are actively modelled, taught and recognised by the teacher. For example, if a child is following instructions the teacher will model the expected behaviour by saying 'well done you are following instructions'. The emphasis is always on choice. If a child breaks a rule it should be explained that they are choosing not to follow the rules.

Rewards

The system of positive assertive discipline and its chance of success rely on the recognition of rewards. The use of praise is central to this approach. It means that adults have to be very vigilant and recognise achievements and children that are following the rules. Praise can take many difficult forms. It could simply be 'well done'; it could also be a symbol like thumbs up or a pat on the back.

The following are examples of rewards:

1. Praise.
2. Star/Sticker.
3. Reward token
4. Activity choice.
5. Golden Time

Awards

Awards are given every Friday in assembly - children being given awards receive a certificate in recognition of good learning behaviour. This certificate is to be taken home and celebrated with their family.

Tokens (Golden Crowns / Green Points)

Tokens are awarded for outstanding learning behaviour in the classroom, conduct in the playground and around the school. Children who display excellent conduct in this way are awarded tokens by members of staff and praised for making us proud of them. Each class has a box and the children put the tokens into this and watch it fill up over the week. Each week, the tokens are counted and, during an assembly, we announce the winners of. The winning class takes the award for the week (this maybe different in

different phases e.g a cup in KS2 and a teddy in KS1/EYFS). In this way children are earning rewards for their class and classes develop a group drive towards improving behaviour.

Individual teachers may also operate whole class reward systems as long as these are in addition to whole school systems. For example where classes fill a button jar or achieve a specific target and these are rewarded with a treat chosen by the class and/or teacher.

Consequences

We use the *Stay on Green* system for day to day management of behaviour. It is a visual aid that charts the school's sanction system and supports the school rules and is directly linked to the reward of Golden Time.

The 'Stay on Green' system works as follows: Every child has a pouch in their classroom that is displayed on the wall. They start every day with a green card. A child can then receive a different coloured card if they are not doing the right thing but are always given the chance to correct their behaviour and move back to green. The card system works as follows:

Verbal Warning – A teacher will give a warning to the child that a specific behaviour needs to stop. This is repeated before any of the following cards are given (in the case of extreme breach of school rules this may not be possible).

Blue Card 1 – If behaviour has not improved, a blue card is put into the pouch in the classroom and the child has 2 minutes in a timeout chair in the classroom, which acts a space for reflection and the child to consider how to make an improvement.

Blue Card 2 – If behaviour has not improved, a second blue card is put into the pouch in the classroom and the child spends another 5 minutes in the timeout chair for reflection.

Yellow – If behaviour has not improved, a yellow card is put into the pouch in the classroom and the child spends 10 minutes in another class, again to encourage reflection.

Red – If a child does not correct their behaviour after a yellow card, the next stage is a red card. At this point, a member of the senior leadership team (Headteacher, Deputy Head or Assistant Head) will discuss the behaviour with the child and they will complete a reflection sheet. A letter and a copy of the reflection sheet, will go home to parents/carers at the end of the day. An additional copy is posted to the child's home address. If a child receives three red cards then parents/carers meet with a school leader to discuss this; should they reach five red cards then a meeting will be arranged with a member of the Senior Leadership Team. If a child receive six red cards, the child may be excluded from their class for a day.

In cases where children are struggling to follow the school rules, additional support is put into place. This can include learning mentor support, a behaviour support plan, a PSP (pastoral support plan) or home/school book to involve parents/ cares in supporting. It may also involve referral to outside agencies such as the REU (Re-engagement Unit). This support is tailored to the individual child and regularly monitored and reviewed.

All red cards are analysed and patterns of certain types of behaviour (e.g: racism or bullying) are used to inform provision for the child and to monitor types and patterns of behaviour to inform whole school planning (red card analysis takes place termly).

The use of restraint will only ever be used as a last resort or response to an emergency situation. The use of reasonable force is only necessary to prevent a pupil:

- Injuring themselves or others.
- Causing damage to property.
- Serious disruption of a lesson or refusal to leave a classroom.

Where restraint has been necessary, the incident must be logged in the 'Restraint record' file. Parents will be informed when a restraint has occurred. Complaints relating to the use of physical intervention will be reported to and investigated by the Executive Head Teacher.

In cases of violence or extreme behaviour that puts staff, children or the child themselves at risk, the child will go straight to a red card without going through the card system. The ultimate sanction is exclusion from school for a period of days (fixed term exclusion) or permanently. This is at the discretion of the Executive Headteacher.

Nursery.

Children in the Nursery will be introduced to the idea of rules, rewards and consequences. The children will be encouraged to think and discuss with staff about the choices they make with their behaviour. Due to the developmental stage of the children the focus in the nursery will be on clear rules and expectations that the children need to understand. They will have clear rewards and consequences, which will be age related.

Special Educational Needs.

This system does not always meet the needs of children with significant emotional and behavioural difficulties. It does however allow boundaries and clear expectations to be set. Children on the SEN Register with emotional and /or behavioural difficulties will still be part of the whole school system for behaviour, however it is necessary to be realistic about their ability to fully participate in it. With this in mind small targets will be set with these children to help move them toward the whole school system. This will be achieved

through individual education plans using small steps that feed into the whole school system for rewards. If behaviour continues to be a concern a child may need a more detailed plan which is reviewed more regularly and involves input from other agencies. This is called an Individual Support Plan and may be supported by a behaviour flow chart which informs all involved staff and the child and parents/carers what the consequences are for different behaviours and how to manage presenting behaviour in a consistent way that is understood by all.

The role of the Senior Leadership Team.

There is a nominated member of the Senior Leadership Team on behaviour duty each day. They are available to respond to behaviour concerns and will come to the classroom if requested. Senior Leaders are responsible for issuing red cards and this is at their discretion after weighing up the available evidence. They will also follow up by contacting parent/carer , either through the red card system or additionally by telephone or arranging a meeting as required.

Whole school assembly on Friday will be led by a member of the Senior Leadership Team. This will allow for positive recognition to be made and celebrated by the whole school. Awards are given out to children who have produced very good learning and/ or shown excellent behaviour for learning. Each child will receive a star award at least once per year; it is teachers' responsibility to ensure that these are given for real achievements.

The role of outside agencies

We are, on a regular basis, in discussion with the Educational psychologist, Hackney Learning Trust Re Engagement Unit (REU) and other relevant professionals (eg CAMHS, Traveller Team) on both individual children and whole school issues. Parents/Carers will be asked for permission if other agencies are involved from outside school.

Within the LEAP partnership there is also a Specialist Behaviour Teacher who can provide advice and programmes for support with regards to individual children's behaviour (Madelaine Gough).

Review Monitoring.

Classroom organisation and management is key in promoting positive behaviour. LEAP schools therefore maintain a positive learning environment and this is regularly monitored. School rules are displayed throughout each school and rewards and consequences are on display in classrooms. In addition each classroom has a dedicated reflection or time out area where children experiencing behaviour difficulties have time to reflect and consider ways in which to improve their behaviour.

Inclusion Team meetings review individual children's behaviour needs and develop targets and strategies and allocate behaviour support such as Anger

Management group work or Circle of Friends work as well as taking new referrals from staff regarding behaviour concerns.

Learning Mentors monitor progress towards targets during 1:1 and group sessions and contribute to behaviour plans.

Children's individual behaviour targets are reviewed at least termly.

Behaviour for learning is a regular focus of whole school CPD to ensure that policies and procedures are up-to-date and being implemented consistently and effectively. This will allow for discussion and review of existing practices and highlights what is working and what is not. In this way approaches to managing behaviour are reviewed and updated to ensure that they are effective and meet the needs of our children.

Written: March 2019

Review planned: March 2020

Head Teacher:

Chair of Governors: