



Rushey Green Primary School

Enjoying the present, preparing for the future

Behaviour Handbook

Introduction to managing behaviour at Rushey Green Primary

The best way to ensure good behaviour is to be organized enough to keep a lively pace within lessons and a smooth transition between lessons. Keep children well engaged in learning by giving them work that meets their needs and sufficiently challenges them and provide excellent teaching to support and move children on so that they experience a sense of achievement.

However when poor behaviour arises a consistent approach to managing and dealing with behaviour is imperative. Both rewards and sanctions should be consistent across key phases and in some instances, across the whole school.

Outlined below are guidelines and procedures all staff must adhere to when dealing with behaviour either in class or in the playground.

Our emphasis is on praise and rewards to reinforce good behaviour, rather than sanctions to punish poor behaviour.

Unless extreme circumstances dictate, behaviour issues should be dealt with initially by the class teacher.

If the incident needs to be taken further, only then should it be referred to the Learning Mentor (Donna Wilfort) or Assistant Head – Pastoral Care (Caron Williams) or the Deputies, who, if need be, will contact the Head Teacher.

Rushey Green Primary School Behaviour Rules

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The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills.

At school we must work towards standards of behaviour based on school rules,

At Rushey Green Primary school we have a few basic school rules, which were developed with the children through the School Council.



School Rules

1. We always follow the adult's instructions straight away.
2. We stay in our seat unless told to do otherwise.
3. We put our hand up to ask or answer a question
4. We must be in our line on time.
5. No play-fighting.
6. We do not say unkind things to others.



Lunch Time Rules

1. We line up quietly.
2. We walk in the dining hall.
3. We finish what we are eating before we speak.
4. We stay in the same seat until we finish our dinner.
5. We remember to say 'please' and 'thank you'.
6. We put our rubbish away.
7. We talk quietly to the people next to us.



Playtime Golden Rules

1. We play together and look after each other.
2. We care for the playground and equipment.
3. We are polite and honest.
4. When the bell rings we stand still.
5. We walk to our line when directed.
6. We tell an adult if we feel sad or lonely.
7. We do not let adults through the school gate.

Behaviour Systems

Class teachers may use different behaviour systems in their own classrooms, e.g. Dojo Points and Marbles etc. Below, is an outline of the most common behaviour systems used to promote POSITIVE behaviour in the classroom at Rushey green Primary School.

The Traffic Light System

First incident of misbehaviour	Body language/Eye contact
Second incident of misbehaviour	Informal Verbal warning using the language of choice and reinforcing the rule that was broken.
Third incident of misbehaviour	Child is moved to Amber. This means that the child misses playtime, by remaining in their classroom, according to the severity of misbehaviour If low level behaviour persists , teachers uses own discretion
<p>If a child is still looking unsettled at this point try to send them to a paired class in order to give them an opportunity to calm down and 're-start' their day. The child should be encouraged to re-join their class at a suitable time. If the misbehaviour persists then they should be sent to the Learning Mentor or Pastoral Assistant Head</p>	
Fourth incident of misbehaviour	Child is moved to Red. This means that children misses' playtime or lunchtime play. The child must complete a behaviour self-reflection sheet (for those children for whom the written version is not appropriate the form should be completed verbally with an appropriate person) Once a child has been put on the red traffic lights three times, a target card/book will be set up with the support of the SENDCo.
<p>If a child is still looking unsettled at this point try to send them to a paired class in order to give them an opportunity to calm down and 're-start' their day. The child should be encouraged to re-join their class at a suitable time. If the misbehaviour persists then they should be sent to the Learning Mentor or Pastoral Assistant Head</p>	
Extreme physical /verbal misbehaviour	Child is sent to the Ms. Williams or Ms. Morris. An incident form will be completed by SLT.

When a child has 'paid back' their time (i.e. missed time at playtime/lunchtime), they should be moved back to 'green' and the whole series started again.

Some children may continue to misbehave and may incur further consequences resulting in more time lost at playtime/lunchtime.

This behaviour steps guide has been put together to promote Positive Behaviour at Rushey Green Primary School. It is not designed to be an exhaustive list.

Class Teachers are expected to set clear expectations and guidelines in the classroom based on the school's values and expectations and display these in their class.

The actions are a guide only. Steps maybe missed out depending on the severity of the behaviour being displayed by the child.

Class Dojo Points

Some classes use Class Dojo as the main behaviour management system. You can find the guidance at www.classdojo.com

Guidance:

At the start of the day, staff log in to Class Dojo and leave it running for use throughout the day. Staff are to use Class Dojo in the most positive way possible. It is better to praise a child making the right choice next to a child making the wrong choice, as opposed to the other way round!

During transitional periods (moving from classroom to assembly, lunchtimes etc.) either:

Download the Class Dojo app on your android phone and award points directly on to Class Dojo for positive choices or...

Record names of children on a notepad and input the points with the children once back in your room.

Please DO NOT TAKE Dojo points away, once they have been awarded to a child.

Staff should keep the points running from Monday to Friday and then reset all bubbles for a fresh start after Monday Achievement Assembly at 10.20am.

Behaviour Guidelines for Early Years

PHASE	CONSEQUENCES
Nursery & Reception classes	<ul style="list-style-type: none">• Verbal warning (unless physical incident e.g. hitting, in which case this step is skipped)• 3 minutes on a thinking chair• 3 minutes on a thinking chair in a parallel class• If necessary children are sent to the Phase Leader for 5-10 minutes time out.- Any major concerns will be taken to SENDCo- Parents are informed if children continually need reminding about acceptable behaviour.-Biting, children are sent home immediately.

Detention

A child can be given a detention for unacceptable standards of behaviour.

Class detentions may be given for unacceptable standards of work, if this is the case, the child should be given the opportunity to complete this work during the detention.

If a child is sent to detention due to misbehaviour, he/she MUST undertake one of the following activities:

1. Fill in a reflection sheet about their behaviour
2. A letter of apology
3. Write a list of appropriate actions they could have taken rather than misbehave

We do not write lines at Rushey Green

A record of who has been placed in detention will be kept in a Behaviour Log Folder, overseen by the Learning Mentor and Ms.Williams.

Support for individual children

When pupils continually need support for inappropriate behaviour, an individual behaviour plan will be put in place for that child in consultation with his/her parents.

This may result in outside agencies supporting the special needs of individual pupils.

General Behaviour STEPS Guide

<u>Step</u>	Examples of inappropriate behaviour	Actions and Consequences
Step 1 Non Verbal Warning	<p>Low Level Disturbance in class sessions</p> <ul style="list-style-type: none"> • out of seat inappropriately; • calling out; • silly noises/actions; • fiddling with resources; • interrupting other pupils; • Pushing in line. 	<ul style="list-style-type: none"> • Ignore but make mental note and monitor • Eye contact (stern stare, raise an eyebrow); • Assertive body language (crossed arms etc.) • Frowns; • Praise of other children; • After several repetitions within a certain time – e.g. three incidents in one session, a verbal warning is given (very quietly).
Step 2 Verbal warning	<p>Several repetitions of above behaviour</p> <ul style="list-style-type: none"> • interrupting teacher during whole class teaching; • interrupting other pupils; • not completing a reasonable amount of work in a set time due to lack of concentration; 	<ul style="list-style-type: none"> • Name/pause technique; • Being close and whispering a firm reminder; • Quiet unobtrusive 'What should you be doing?' • Clearly retell your expectations to the child • Change voice, use body language appropriately to express disapproval/ disappointment • Give them the opportunity for time to think, in a quiet place if appropriate and preventive • Quickly notice when they make the right choices and praise.
Step 3 Amber Traffic Light	<p>Continuation of behaviour from step 2;</p> <ul style="list-style-type: none"> • not completing a reasonable amount of work in a set time due to inappropriate behaviour; • Deliberate disruption e.g. Trying to distract other pupils from completing their work; 	<ul style="list-style-type: none"> • Put child on Amber Traffic Light and tell them why they are on this. • Minimal use of words, very stern and quiet voice; ensure minimal attention from other children; • Remove from activity/class group for 5 mins e.g. time out/ thinking chair; move child away from class in assembly; remove from a game at playtime. • Follow quickly with praise if behaviour is corrected. • <i>If child needs to make up for wasted time, up to 10 minutes of their break time can be used to complete work but this must be supervised by the class teacher.</i>
Step 4 Red Traffic Light	<p>Continuation of behaviour from Step 3</p> <ul style="list-style-type: none"> • Deliberately hurting someone (at adult's discretion). • damaging school/other pupil's property • leaving class without permission • any type of refusal • persistent or more serious rudeness to adults, e.g. answering back • deeply upsetting name calling including racist and homophobic remarks; • bullying • disruption with a supply teacher, deliberate swearing at someone 	<ul style="list-style-type: none"> • Put child on RED Traffic Light and tell them why they are on this. • Child to spend 5 minutes in a parallel class' to do their work • Quick, positive restorative conversation to take place at end of session with class teacher. • Note concerns in Class File • The children will then go to the Reflection Area and miss playtime and complete a Reflection sheet or Reflection Cloud. • Talk to parents at the end of the day or in contact book
Step 5 Behaviour Support	<p>When a child reaches 3 Red Traffic Lights in a half term:</p> <ul style="list-style-type: none"> • Parent Meeting – Child/Teacher/Member from SLT (record details in class file). 	
Step 6 Fixed Term	<p>We aim to avoid exclusions where possible and seek to implement all possible action and support. Fixed term exclusion is taken at the Headteachers discretion and- may be necessary for the well-being or safety of the child and others. These may be considered for persistent or one-off incidents, including verbal or physical abuse of an adult or child, bullying including racism, persistent unacceptable behaviour or stealing.</p>	

LUNCHTIME BEHAVIOUR Procedures

ACTION	CONSEQUENCES	RESPONSIBILITY
Fighting in class during wet play	1 week of missing playtime	Class teacher/Parent must be informed
Fighting in playground	1 week of missing playtime	Class teacher/Parent must be informed
Swearing/spitting – child to child	Stand against the wall (1 minute per year, e.g. 7 years old= 7 minutes)	Lunch time Midday Meals Supervisor to inform Class Teacher
Swearing – child to adult or Refusal to follow an adults instructions	No playtimes for 2 days – child to be removed from wherever the incident has occurred	Lunch time Midday Meals Supervisor to inform Class Teacher *Parent must be informed
Name calling	Stand against the wall (1 minute per year, e.g. 7 years old= 7 minutes)	Midday Meals Supervisor
Name calling – racial incident	Stand against the wall (1 minute per year, e.g. 7 years old= 7 minutes)	Member of SLT MUST be informed – record in office incident file

Learning Mentor and SENDCo will send letters to parent/carers informing them of the interventions and inviting them to discuss any further aspects of the intervention.

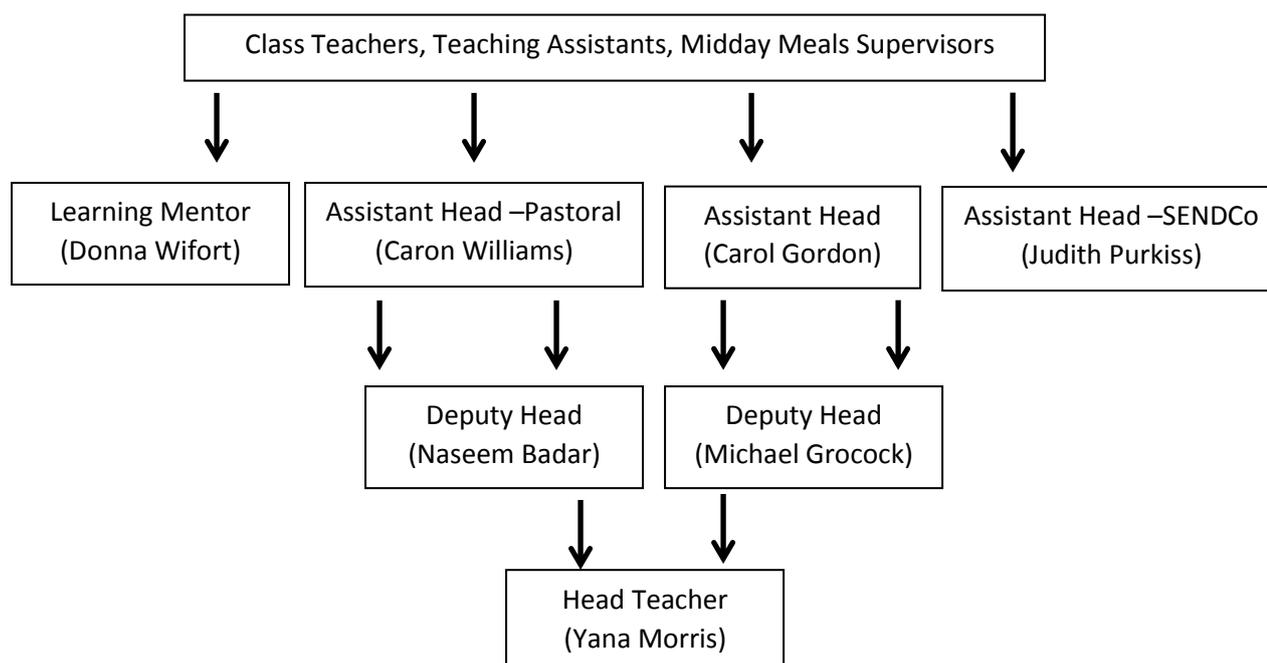
All children participating in behaviour interventions will be given a target sheet on a Monday.

The sheet will have three targets;

1. **To come to the Lunch Hall, meet and eat lunch with the rest of the group;**
2. **To have a happy lunchtime;**
3. **To return to their class line promptly and without problems at the end of lunchtime.**

Reporting Incidents

Any significant behaviour incident brought to the attention of a staff member must be investigated and followed up. It must also be reported according to the flow chart below.



Challenging Behaviour

In the case that a child's attitude and behaviour is not responding to the system of rewards and consequences, and there is persistent inappropriate behaviour the following stages will be followed:

Stage 1:

- The class teacher will talk to the pupil and make them aware that their behaviour is inappropriate.
- The child's behaviour will be monitored and behavioural targets set to encourage the child to make the correct choices.
- The parents will be informed of the concerns about their child's behaviour and regular (daily) contact made to reinforce good behaviour.

Stage 2:

- The parents will be invited into school to discuss the concerns about their child's behaviour and discuss how best to proceed.
- The child will be placed on an individual behaviour plan and their behaviour monitored by a member of the Senior Leadership Team.

Stage 3:

- Outside agencies will be involved such as educational psychologists and the behavioural support team. They will offer practical support and advice on strategies that can be used to help support the child within the school setting.

Stage 4:

- At this stage if the individual pupil is not responding to any of the previous stages, a request for a statutory assessment will be completed with the parents' consent. If a child is in danger of exclusion, a Pastoral Support Programme (PSP) may be agreed with parents.

Stage 5:

- In exceptional cases, there may be times when all the support given does not work, and having tried every practicable means of managing a pupil's behaviour the individual pupil's behaviour is so badly disruptive they have to be excluded from school, or have a managed move to a more suitable setting.

In exceptional situations, depending on the incident, the Headteacher will not follow the above stages and exclude a child from school immediately.

Support for children with additional needs can be sought from the SENDCo if appropriate. The actions are a guide; however, alongside challenging activities, a consistency of approach is the key to developing positive behaviour. Steps may be missed out depending on the severity of the behaviour being displayed by the child.

This guide is designed to support the implementation of the Positive Behaviour Management Policy; it is not designed to be an exhaustive list.