

# BEHAVIOUR POLICY

January 2024

**Hollyfield Primary School**  
...a place where everyone matters



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## **Introduction**

### **If children are safe and happy, they will learn.**

At Hollyfield Primary School, we believe that good behaviour is essential for effective learning to take place. Good behaviour is the responsibility of everyone, including the children, staff and parents/carers, and we expect everyone to maintain the highest standards of personal conduct, to accept responsibility for their own actions and encourage others to do the same.

## **Aims**

This policy aims to:

- Provide an ethos and environment which fits in with our core belief: If our pupils are safe and happy, they will learn
- Ensure every member of the school community to feel valued and respected, and for all persons to be treated fairly
- teach children behaviour that is appropriate to different situations
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions
- Support children whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult

## **Vision**

At Hollyfield, we are a Rights Respecting School which means that everyone puts the rights of the child at the heart of our school. We are dedicated to providing the best possible education for every pupil in a safe, inclusive and stimulating environment. UNICEF's convention on the Rights of the Child is embedded within our ethos and curriculum and is valued and supported by our staff, children and families.

At Hollyfield, we follow the Good to Be Green behaviour system, implementing sanctions and rewards as noted in the Rules of Good to Be Green (see Appendix 1). This also links with the six core values of Respect, Kindness, Resilience, Courage, Honesty and Gratitude.



These are displayed in pictures and texts around the school and discussed in assemblies and lessons.

## **Roles and Responsibilities**

In order to achieve our aims and objectives we recognise that different groups of people need to work together. These groups include children, teachers, non-teaching staff, parents and governors. Individual members of these groups play different roles and have different rights and responsibilities.

### **Staff**

- Implement the behaviour policy fairly and consistently.
- Model positive behaviour.
- Deal with situations in a calm, firm manner avoiding confrontation where possible.
- Give frequent praise for good behaviour as well as for good work as an incentive for others to follow.
- Use positive language whenever possible and as often as possible.
- Provide a personalised approach to the specific behavioural needs of particular pupils.
- Think carefully about what you are saying and set realistic sanctions.
- Where possible try to deal with situations yourself to enhance your own credibility and authority.
- No adult in school should ignore unacceptable behaviour and we should be giving as much praise as possible for any good behaviour we see.
- Record behaviour incidents, including reporting serious incidents to the Head Teacher, Deputy Head Teacher or Assistant Head Teacher.

### **Pupils**

- Behave in an orderly and self-controlled way
- Show respect to everyone
- In class, make it possible for all pupils to learn
- Move quietly around the school following our 'Wonderful Walking' rules
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Understand the consequences of breaking school rules and accept sanctions when given
- Model good behaviour, including when outside school.
- Discuss the school rules and values within their class

### **Parents**

In order to support our children to become the best person they can be, Hollyfield is committed to developing good relationships between school and home and working in partnership with the families of our children is essential.

We ask that parents:

- Support the school in its Behaviour Policy
- Talk to their children about the school expectations of work and behaviour
- Encourage children to discuss problems
- Attend parent's evening and communicate with the school any concerns/issues which may affect their child's behaviour/learning
- Encourage a positive attitude to learning
- Attend parent and carer meetings/workshops where possible to support children's learning
- Ensure that their child attends school regularly and on time

### **Governors**

- Governors have responsibility of setting down these guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Head Teacher in carrying out these guidelines and will:

- Be involved in the development of the policy in accordance with the aims of the school
- Be informed about the successes of the policy in maintaining high standards of behaviour
- Ensure that the school has a behaviour and discipline policy
- Support staff in implementing the policy
- Monitor and evaluate the effectiveness of that policy in bringing about its stated aims and objectives
- Report on the effectiveness of the policy to parents
- Provide opportunities for dialogue with children, staff and parents

## **Whole School Strategies**

### **Support**

Children can be supported in behaving as we expect through the following means:

- Lunchtime Walkers
- Peer mentors
- Buddies
- Singing Playground Leaders
- House groups
- Learning Mentors
- Virtual Worry Box
- Parental involvement in support programmes
- SENDCO/Pastoral Lead/Behaviour Lead support
- Educational Psychologist and Assessment Service

### **Inclusion**

At Hollyfield, we recognise some pupils will require extra support in helping them regulate their emotions. All teachers are expected to anticipate likely triggers and put in place preventative support. This may require work with parents, SENDCO, Pastoral Lead the Head Teacher Deputy Head Teacher or the Assistant Head Teacher.

It is also important to remember that all behaviour has meaning and that a restorative approach can help unpick the reasons for the behaviour rather than a purely disciplinary approach. Understanding a child's behaviour is the first step to preventing and reducing behaviour incidents. In partnership with parents/carers, pupils with SEND or additional needs will be supported by staff and reasonable adjustments will be made throughout the day, to ensure pupils feel safe and happy in school.

Examples of reasonable adjustments:

- Work adjusted to meet the needs of the pupil. This helps to reduce anxiety and allows pupils to access work at their level.
- Time out, where pupils have a short period of time (no longer than 5 minutes) away from their work. This could be a space in the classroom or immediately outside the classroom, in sight of the teacher.
- Use of a Chill out box (available in every classroom). This box contains a variety of resources, aimed at reducing anxiety and stress, and helps children who are dysregulated.
- Adjusted seating plans so the pupil sits in an appropriate space in the classroom
- Short planned movement breaks for pupils who find it difficult to sit still for long periods of time
- Sanctions for Red Cards are given as soon as possible, to help reduce anxiety and stress of that pupil

### **Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was given opportunities to dysregulate
- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND

Sanctions can be adjusted to suit the needs of pupils with SEND or additional needs. These decisions will be made with the support of the SENDCO, Pastoral Manager or Behaviour Lead.

## **20:20 Club**

Some children struggle to cope for extended periods of time. The 20:20:20 system – 20 mins for lunch, 20 mins for play and 20 mins for a supervised indoor activity – allows a child to manage their lunchtime in shorter chunks of time. The Pastoral Manager, AHT, DHT or HT will select children for 20:20:20.

In KS2, children will go to the Sanctuary.

In KS1, children will go to the Hub

## **School Attendance and Part-time time tables**

All pupils of compulsory school age are entitled to a full-time education. In very exceptional circumstances there may be a need for a temporary part-time time table to meet the individual pupil's needs, e.g. a part-time time table may be considered as part of a re-integration package. A part-time time table will not be treated as a long-term solution. Any pastoral support programme or other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision.

## **Bullying (including Cyber-Bullying)**

The Anti-Bullying Alliance defines bullying as:

**'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.'**

Bullying is a wilful, conscious desire to hurt, threaten, or frighten someone else. At Hollyfield we understand that bullying takes many forms, it can be short term, or long term and can be physical, verbal, or even a look or gesture. Although it is not always easy to recognise, bullying will not be tolerated, it is unacceptable and will be confronted and addressed. All staff have a responsibility to be vigilant and follow the appropriate procedures when any incident of bullying is witnessed or reported (see Anti Bullying Policy).

### Prevention

"A school's response to bullying should not start at the point at which a child has been bullied. The best schools develop a more sophisticated approach in which school staff proactively gather intelligence about issues between pupils which might provoke conflict and develop strategies to prevent bullying occurring in the first place."

(Department for Education - Preventing and Tackling Bullying, July 2017)

Preventing bullying behaviours can be possible through a range of proactive measures. At Hollyfield, we look for every opportunity to prevent bullying type behaviours from happening.

Some of the actions the school takes to prevent bullying include:

- Creating an ethos of good behaviour where pupils treat one another and the school staff with respect because they know that this is the right way to behave
- As an RRSA school, classes write their own class charters/rules linked to the UN Rights of the Child
- Assemblies use the power of stories to help children to empathise and become 'upstanders' in school as well as reinforcing British Values and the UN Rights of the Child
- We share the mantra 'our differences make us special' and openly celebrate and discuss differences between people that could motivate bullying e.g., religion, ethnicity, disability, gender, sexuality, family situations or appearance.
- PSHE and Religious Education curriculum teaches children about the issues of bullying and that using any prejudice-based language is unacceptable

- Create a safe environment where all children can speak out about bullying, without fear of further bullying or discrimination
- Anti-bullying week and external workshops are dedicated to raising awareness of bullying and reminding staff and students of their responsibilities to report it.
- Buddy systems
- Cyber bullying and online-safety lessons for all pupils as part of the computing curriculum

### **Inappropriate Touch\***

Staff will seek the views of all parties to ensure they are heard and inform a Designated Senior Safeguarding Lead of the incident. Through questioning and discussions, the Class Teacher/Deputy Head/Head Teacher will decide on the appropriate action and sanctions in line with the consequence trail. All incidents will be dealt with on a case by case basis and recorded on CPOMS.

### **Reasonable Restraint**

Where a pupil's behaviour is extreme or endangering themselves or others, immediate assistance should be requested from a senior member of staff. Similarly, in any follow up investigation, a second adult should be present when a pupil is questioned about the incident.

### **Pupils Leaving School Without Permission**

Pupils absconding from the school site will be dealt in light of the circumstances and their age. During a lesson the class teacher must consider their duty of care to the remaining pupils. Therefore, the first course of action is to notify the office and the parents.

Where appropriate, two members of staff should follow and attempt to return the pupil absconding. If the whereabouts of the pupil cannot be determined within a reasonable length of time, then the local police should be informed.

### **Rights Respecting Schools Award (RRSA)**

As a UNICEF Rights Respecting School, the basis for behaviour management here at Hollyfield is built on the following common rights, responsibilities and rules.

#### **Agreed Common Rights**

- We all have a right to feel safe
- We all have a right to be treated with respect and dignity
- We all have a right to learn

#### **Whole School Rights**

Through promotion of the UN Convention on the Rights of the Child we expect the following behaviours to be demonstrated:

- To be happy and safe at school
- Be kind and caring to everyone
- Talk and listen to each other to sort out any problems
- Be polite and well mannered
- Respect and care for the school and other people's property
- Walk around the school carefully and quietly
- Follow adult instruction first time
- Do your best at all times

At the start of each year we establish 'Class Charters' linked to the UN Convention on the Rights of the Child. This is an important part of establishing the framework for common rights, responsibilities and rules for children in class and around the school.

We believe establishing teacher expectations of a class at the start of the year, is time well spent and the teacher should make explicit the procedures, routines and expectations for:

- Use of the cloakroom and entering/leaving the classroom
- Registration time
- Movement around the classroom/school site
- Using/sharing resources
- Gaining the teacher's attention
- Going to the toilet
- Wet play/lunchtimes
- Tidying up etc

Adults should actively teach, model, encourage and support positive behaviours and, whenever possible, the adult should use corrective language practices linked to UNICEF/RRSA. When a member of staff is discussing with a child why that child has behaved inappropriately it is important to use the language of rights and to get the children to reflect on how their behaviour affects the rights of others.

### **Recognition and Rewards**

We recognise and reward pupils who behave well or go 'over and above' our standards. This means any pupil who exhibits behaviour over or above 'their' norm. There are tiered rewards but we feel that a word of personal praise can be just as effective as a larger, more public reward. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated – it is key to developing positive relationships between teacher and pupil and vice versa.

Positive recognition/rewards may include:

- Non-verbal praise: A smile, thumbs up etc.
- Praise verbal: 'Well done!', 'That's great!', 'Thank you.' etc
- A written commendation on a pupil's work
- Stickers
- The reward of a special responsibility
- Lunchtime awards
- Table points
- House Points - All pupils belong to a house. This is either Condor (yellow), Eagle (blue), Kestrel (green) and Hawk (red).
- Privilege cards
- A visit to the Head Teacher, Deputy Head Teacher or Assistant Head Teacher for praise and stickers
- Inform parents – At collection time, phone call, positive note
- Star of the Week Award - this links to one or more of the six core values of Hollyfield, the pupil will receive a certificate in assembly and parents will be invited to attend
- End of term awards – these celebrate children in each Key Stage, who have epitomised the LTE and school values throughout the term

### **Consequences and Sanctions**

We believe pupils should understand why they are being disciplined and that consequences should:

- Respect the individual(s)
- Relate to the misdeed where possible
- Have a hierarchy
- Encourage reflection
- Have a strong commitment to the recovery process

The emphasis is not on the *severity* of a consequence but on the *certainty* of a consequence. To create a classroom environment conducive to learning, sanctions must be least intrusive with minimum disruption to the lesson.

When staff communicate their disapproval, they should ensure that the message is brief and focuses on the behaviour or issue. Pupils may need a 'time out' or 'cool off time' and if necessary the pupils may need to be removed from the classroom, playground etc. It is essential that perpetrator is given time to reflect on his/her poor choice of behaviour and any relationships are repaired and rebuilt with support from an adult. Staff should follow the school's consequence trail to ensure consistency of approach (see Appendix 2).

Other sanctions agreed:

- Eye contact or look of disapproval
- Verbal reprimand
- Loss of playtime/lunchtimes
- Loss of privileges
- Time out

Serious incidents should be referred to Head Teacher and/or Deputy Head Teacher immediately and parents/carers contacted.

**All information regarding pupil behaviour and agreed sanctions will remain confidential.**

### **Inappropriate Sanctions**

Exclusion from a curriculum activity unless on the grounds of safety or the potential of extreme disruption to the good order of the group/lesson.

### **Partnership with Parents/Carers**

Parents and carers should be involved at an early stage if their child's behaviour gives cause for concern at school. Parents and carers are encouraged to share the responsibility for the behaviour of their child and can play a supportive role in monitoring and addressing behaviour problems. By supporting school, they send a clear message to the pupil about what is and what is not acceptable behaviour.

### **Early Years**

In Reception, Good to Be Green is followed with explanations, verbal warning, yellow cards and red cards given, as appropriate. If a child receives a red card, they are given a time out (usually 5 - 10 minutes) where they can have time to reflect with the class teacher or teaching assistant about their actions. They are then allowed back into provision and parents will be spoken to about the incident. Waiting until break time has very little impact, as children often can't remember what they did wrong or the reason for it.

### **Behaviour Support Plans**

If a pupil regularly displays behaviour that disrupts theirs and others learning as well as disrupts the safety and stability of the classroom, a personalised strategy in the form of a behaviour support plan is required.

Behaviour support plans (BSP):

- Describe the behaviours
- Identify situations that a pupil finds difficult (triggers)
- Identify proactive behaviour strategies to help a child cope before their behaviour escalates
- Identify positive behaviour strategies to support a child if their behaviour has escalated
- Should be easy to understand
- Should consider the need for a Crisis Management Plan and/or a Risk Assessment All plans are formally reviewed and updated every 4-6 weeks with the class teacher, Behaviour Lead and SENDCO.

The purpose of a behaviour support plan is to ensure that:



- The frequency and severity of challenging behaviour reduces
- Everyone working with a child on a BSP consistently uses the same, agreed, approaches
- Parents are made aware of the strategies that are being used at school
- Provides clear documentation

Following any incidents of extreme behaviour, there will always be a review to discuss what happened, what support is needed and completing of all records. The review will also discuss what were the triggers, and what might help in the future. Behaviour support plans and risk assessments are amended accordingly. It is important to note that the success of strategies should be continuously monitored.

### **Exclusions/Suspensions**

Fixed period and permanent exclusions are in line with DfE and Local Authority policy and guidance. They will be used in cases of high frequency disruptive behaviour, or incidents of a serious nature or if the incident in the opinion of the Head teacher is deemed serious enough for the pupil to be excluded immediately without prior strategies having been put into place. This will be for serious breaches of the school behaviour policy and school rules. Only after careful consideration by the Head Teacher (or designated member of staff in charge) and appropriate applications of the appropriate regulations, will the following sanctions be imposed:

- Internal exclusion
- Fixed period of exclusion
- Permanent exclusion

The Head Teacher will inform parents and the Governing Board of any incidents and the action taken leading to exclusion. On a pupil's return to school a meeting between the Head Teacher, parent and pupil is arranged to discuss a behaviour agreement contract.

Where necessary to support a pupil in difficulty that may have had several fixed term exclusions, a part time provision may be put into place for a short period of time. This will be agreed with the parents and any outside agencies involved and reported to the Education Legal Intervention Team.

On occasions it may be appropriate to draw up a parenting contract. This is voluntary. It is a formal written agreement between the parent and the governing body of the school. It contains a statement by the parent that they comply, as specified in the contract and a statement by the parent that they agree to comply, and a statement by the governing body agreeing to provide support to the parent to help them comply with the contract. Parenting contracts are supportive interventions and are not intended to replace existing practice but to provide additional options for working with the parent to bring about an improvement in their pupil's behaviour.

If after all support the in school and appropriate through appropriate agencies have been pursued and the pupil is still not able to work with school, school may pursue a managed move with the support of Behaviour Support Services and the LA to another school.

### **Searching, Screening and Confiscating**

Ensuring staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

If staff or pupils have any concerns that prohibited items are in school, the Head Teacher must be informed immediately.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search and the school will follow the guidance set out in [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk).

Any prohibited items will be confiscated, according to the guidance, and stored in a safe place. Parents of pupils with prohibited items will be informed.

At Hollyfield, screening equipment is not used at all.

The list of prohibited items is:

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

An article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

### **Lunchtimes**

If a child takes an inappropriate item out at lunchtime (e.g. toy, game, scissors, etc.), a lunchtime supervisor may confiscate the item and return it to the class teacher.

### **Incidents Outside School**

We have the power to sanction pupils for misbehaviour outside of school premises to such an extent as is reasonable.

Sanctions might be given by school for

- Misbehaviour on school organised or school related activity
- When travelling to or from school
- When wearing school uniform
- Is identifiable as a pupil at the school
- Has repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

The school's response to this behaviour in terms of strategies and consequences will be in the same way as if it had happened in school.

### **Equality Statement**

At Hollyfield Primary School, Staff and Governors are committed to the safety and welfare of all pupils and will ensure that, through the robust implementation of all safeguarding policies, that all pupils are protected from any potential exposure to extremism and radicalisation.

We will ensure that all our pupils, especially those with SEND, will be fully supported academically and socially to ensure that no pupil is at risk of bullying or any other form of discrimination.

### **Monitoring Behaviour**

The Behaviour Lead will monitor the number of red cards, serious incidents, exclusions and the reasons for them. This is to ensure all children are treated fairly and equally and to look for patterns in behaviour across year groups/school in order for extra support and measure to be put in place, if needed.

This information is reported to the Governing Body every term, as part of their monitoring duties.

## Good to be Green

Good to be Green is a behaviour system that a number of schools use. Each school runs the system slightly differently but the advantage is that it provides consistency across the school.

### How does it work?

Each classroom has a large blue wallet displayed with a named space for each child in that class. Each space contains the child's green card. The objective of the scheme is to 'stay green' all week. The reward for staying green all week is at the discretion of the class teacher e.g., stickers, extra playtime etc.



Regardless of what happened the day before each child always starts the day on green because every day is a fresh start.

### Verbal Warnings

At the beginning of each day/lesson the class teacher or teaching assistant set out their expectations and remind the class about their Class Charter/Rules.

However, if a child does not adhere to the rules and expected behaviour they will receive a verbal warning and a reminder of the behaviour expected at Hollyfield.

### Yellow Warning Cards

If the disruptive behaviour continues the child will be given a yellow warning card, which they put in their space in the wallet. If the child turns their behaviour around they then remove the yellow card and return to green. However, if a child has a yellow card in their wallet and they continue to be disruptive or not follow the rules they will receive a red consequence card.

A red card is serious and should not be given easily. Children should understand that receiving a red card it is a serious offence and cannot be changed back to green.

### Red Consequence Cards

The consequence of being given a red card is that the child in question will miss their break time and/or lose privileges, and the teacher will inform their parents/carers either upon collection or via a telephone conversation. If parents/carers cannot be contacted a letter detailing the incident(s) will be sent home.

In all circumstances the child's name, class and reason for the red card will be recorded in the 'Class Behaviour Log' along with details of the teacher and parent/carer conversation

During the 'missed' break time the child will sit with a member of the Senior Leadership Team e.g. Head Teacher, Deputy Head Teacher, Assistant Head Teacher and reflect upon their behaviour choices.

If a child receives 3 red cards in a half term or 6-week period, their parents/carers will receive either a letter or telephone call inviting them in to speak to their child's class teacher and Key Stage Manager to discuss their child's behaviour and what we can do together to encourage and support positive outcomes.

On the rare occasions that a child displays completely unacceptable behaviour, a yellow or red card may be issued without prior warning. It is important that each incident is treated individually and we examine the surrounding circumstances before acting.

A child may be removed from their class for a period of time in order for them to calm down/reflect on their behaviour, and may work with the AHT, DHT, Pastoral Lead or HT.

For examples of inappropriate behaviour that warrants a red or yellow card please see Appendix 2.

### **Privilege Cards**

These are awarded for exceptional pieces of work or behaviour where a child has gone 'over and above' their norm. For example:

- Producing outstanding work
- Having an excellent attitude to learning
- Making an extra special effort to show kindness
- Having consistently excellent manners
- Always trying their best and regularly showing resilience

Privilege cards can be collected and built up (to a maximum of 6) and then spent on a range of rewards chosen and specified by each class.

Examples of what children have chosen to spend their privilege cards on in the past are:

- 1 privilege card = take your shoes off for a lesson or choose the class story
- 2 privilege cards = sit next to a friend of your choice in a lesson or use the teacher's chair
- 3 privilege cards = having the use of the iPad for 15 minutes
- 4 privilege cards = being a class monitor for a whole week
- 5 privilege cards = help the Head Teacher/Deputy Head Teacher give out reward stickers
- 6 privilege cards = wear your own clothes for a day or bring in a toy

### **Lunchtimes**

The Good to be Green behaviour system operates throughout the school day. Members of the Lunchtime Team are allowed to issue yellow cards and privileges. If a child does something that a member of the Lunchtime Team believes deserves a red card they should discuss this first with the Deputy Head Teacher, Assistant Head Teacher or class teacher.

## Hollyfield Primary School – Consequence Trail

<b>Stage 1</b>	No behavioural concerns - Child is regularly 'green' and meets school expectations.
<b>Stage 2</b>	<p>Child receives infrequent <b>yellow cards</b> – these are not formally recorded in Rec-Year 3 but teachers monitor carefully as persistent low-level disruption may result in a <b>red card</b> or loss of privileges. In years 4-6, yellow cards and further consequences are recorded and frequent yellow cards may result in children being asked to discuss their behaviour at playtime (Appendix 4).</p> <p>Examples of behaviour likely to warrant a <b>yellow card</b>:</p> <ul style="list-style-type: none"> <li>- Not listening/ off task</li> <li>- Failing to follow instructions first time</li> <li>- Interrupting/ talking when an adult or child is talking</li> <li>- Shouting out</li> <li>- Rudeness/name calling</li> <li>- Not respecting school equipment or others' possessions</li> <li>- Dishonesty</li> <li>- Poor attitude to learning</li> <li>- Deliberately disrupting learning</li> <li>- Inappropriate language</li> <li>- Rude or disrespectful behaviour</li> <li>- Messing about in the cloakroom and toilets</li> <li>- Walking around classroom without permission</li> <li>- Being in school during play/lunch times without permission</li> <li>- Contact or invasion of personal space knowing permission hasn't been given</li> </ul>
<b>Stage 3</b>	<p>All <b>red card</b> incidents to be reported in full to the class teacher and recorded in the 'Class Behaviour Log' along with details of conversations with parents/carers.</p> <p><b>Red card</b> sanctions: Child/ren miss their next playtime and/or lose privileges. Child/ren spend this time with a member of SLT completing a 'Thinking About My Behaviour' sheet (Appendix 5).</p> <p>Examples of behaviour likely to warrant a <b>red card</b>:</p> <ul style="list-style-type: none"> <li>- Persistent 'yellow card' behaviours e.g. two yellow cards</li> <li>- Inflicting minor physical, including retaliation</li> <li>- Inappropriate comments/insults/language e.g. racial/homophobic, swearing, sexual</li> <li>- Consistent rudeness or disrespectful behaviour</li> <li>- Bullying/cyberbullying</li> <li>- Stealing</li> <li>- Leaving classroom without permission</li> <li>- Deliberately damaging school or others property</li> <li>- Searching for inappropriate or rude content on iPads/computers etc</li> <li>- Inappropriate touching</li> </ul>
<b>Stage 4</b>	If a child receives <b>three red cards</b> in any given half term or 6-week period, their parents/carers will be invited in to school for a meeting with the Head of Key Stage and Class Teacher to discuss their child's behaviour and share the school's behaviour policy and expectations. Short term support plans (3 weeks to half term) and internal support available will also be discussed to encourage and support positive behaviour e.g. success charts, sticker charts, emotional literacy support from MHFA etc.
<b>Stage 5</b>	If school has any further behavioural concerns, the child's parents/carers will be invited in to school for a formal meeting with the Head Teacher and/or Deputy Head Teacher to discuss their child's continued unacceptable behaviour, discuss the support available to improve this e.g. within school, City of Birmingham Schools, Pupil and School Support, Educational Psychologist, Communication Autism Team etc and to agree a common, shared plan in order to reduce the likelihood of fixed term exclusions. There may also be a need, where appropriate, for a Behaviour Support Plan (BSP) to be put in place alongside additional emotional literacy support or to apply for Educational Health Care Plan (EHCP).
<b>Stage 6</b>	Continued frequent incidents of poor behaviour will likely result in internal exclusions or fixed term exclusion, the length of which to be determined by the severity of the actions.
<b>Stage 7</b>	If a child receives frequent exclusions and despite significant support, there appears to be no improvement in behaviour, the Head Teacher will consider permanent exclusion or a possible managed move, being guided by local authority policy.

On the rare occasions that a child displays completely unacceptable behaviour, a yellow or red card may be issued without prior warning. These cards will be subject to the same processes detailed above unless the SLT deem it appropriate for a more significant sanction proportionate to the event, for example a fixed term/permanent exclusion.



# Lunchtime Charter



## Every child has the right to...

- Article 6** – Exercise regularly and eat healthily
- Article 15** – Meet other children as long as this does not stop others from enjoying their rights
- Article 19** – Be protected and safe from harm
- Article 24** – A clean area to eat our lunch with a drink of water
- Article 29** – Be respected and allowed to sit comfortably while they eat
- Article 31** – Relax, play and take part in different activities

## To respect these rights, our children agree to...

### Eat sensibly:

- Eat different foods and be willing to try new things
- Not share, swap or touch anyone else's food or drink
- Try and eat as much as they can and then put their hand up
- Not waste food or water

### Keep the dining hall clean and tidy:

- Keep their eating space clean and tidy and report any spillages
- Clear their rubbish away
- Scrape plates and tidy tables when they finish eating
- Not waste food and recycle left overs in the food bin

### Be polite and respectful:

- Talk quietly and be polite, showing respect and good manners
- Listen to adults supervising them and responding in a respectful manner
- Respect others by showing good manners to other children and adults
- Let others sit comfortably next to them
- Give others around them personal space when they need it

### Help everyone to stay safe and have an enjoyable lunchtime:

- Walk in the dinner hall and line up in a calm and orderly manner
- Allow others to play happily in a safe and secure environment
- Chat with others at their table and have friendly conversations
- Be a good friend - be kind, honest and play nicely
- Look out for friends and report any first aid incidents to an adult
- Tell an adult if something is worrying them or if they feel unsafe or need help to solve a problem
- Use play equipment sensibly, share, take turns and put it away when told to by an adult

## To respect these rights, adults agree to...

### Help children to eat sensibly:

- Encourage the correct use of knives and forks
- Help children make good food choices and try new things
- Encourage children to eat, recycle and not waste food or water
- Provide drinks as and when children need them

### Help keep the dining hall clean and tidy:

- Clean tables when children have finished eating
- Help clear rubbish away and keep the dining hall safe by mopping up any spillages immediately
- Help children scrape plates and tidy away cups and cutlery

### Be polite and respectful:

- Show children respect, speak politely and not shout
- Always be willing to listen and deal with any problems fairly

### Help everyone to stay safe and have an enjoyable lunchtime:

- Monitor children's behaviour
- Allow pupils to choose who they sit with, encouraging pupils to mix with others and make new friends
- Talk and play with the children, teaching them new games and social skills
- Help children who are upset or hurt, giving first aid when necessary





# Thinking About My Behaviour 1

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## What I did...



Hurt someone



Broke something



Didn't do my work



Broke a school rule



Being rude



Used unkind words

I did something else...

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.....

## I was feeling...



Explosive



Silly/Bored



Angry



Scared



Frustrated



Embarrassed



Annoyed



Tired



Sad

A different emotion...

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**I did this because I wanted...**

- to get my own way
- attention
- to have fun
- to be left alone
- someone to listen to me
- I was already mad
- another reason \_\_\_\_\_  
\_\_\_\_\_

.....

**What could you do to make things better?**

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**Next time I will make better choices by...**

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## Thinking About My Behaviour 2

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Use this sheet to reflect upon your recent behaviour. You will be asked to identify why your behaviour was inappropriate, who was affected and how you could change your behaviour in the future.

### **What happened?**

Describe the inappropriate behaviour: \_\_\_\_\_

\_\_\_\_\_

What rule did you break? \_\_\_\_\_

\_\_\_\_\_

### **Why did it happen?**

Briefly describe the events that led to your poor behaviour choice(s): \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How you were feeling at the time? \_\_\_\_\_

### **What are the consequences of your behaviour?**

Describe how your behaviour affected *others*, include names: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

How do you feel now? \_\_\_\_\_

How has your behaviour affected *you*? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### **How will you change your behaviour in the future?**

How could you behave in a more respectful way? What could you do to make things better? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# CAN SUCCEED!

Personalised Targets:

- I will
- I will
- I will
- I will

<b>0</b>	<b>Completely unacceptable.</b>
<b>1</b>	<b>Very limited cooperation</b>
<b>2</b>	<b>Some cooperation</b>
<b>3</b>	<b>Satisfactory – achieved targets</b>
<b>4</b>	<b>Better than targets</b>
<b>5</b>	<b>Perfect behaviour all session!!</b>

<b>Date –</b>	<b>Monday</b>	<b>Tuesday</b>	<b>Wednesday</b>	<b>Thursday</b>	<b>Friday</b>
<b>Morning</b>	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>Lunch</b>	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>Afternoon</b>	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5	0 1 2 3 4 5
<b>Comment</b>					

### **Personalised rewards for scoring 3, 4 or 5**

<b>1 day and 2 days = sticker + HP from class teacher</b>	<b>3 days = privilege card + sticker from AHT/DHT</b>
<b>4 days = sticker, HP and 10 minutes on iPad/Lego/Reading</b>	<b>5 days = See HT + 20-minute reward of your choice</b>

### **Success Chart**

This Success Chart will monitor your behaviour over the next 3 weeks.

Your class teacher and AHT/DHT will choose four targets to focus on. These targets are what you need to work on in the classroom or on the playground.

At the end of the morning and afternoon, your teacher will give you a score for your behaviour. Aim to score a 4 or 5, as this shows you are trying your best and succeeding. Your teacher will also write a comment at the end of each day about your behaviour.

If you have a good day, you may be rewarded with house points and stickers, and the more good days you have, the more rewards you receive.

At the end of lunch time, a supervisor will let your teacher know your score.

At the end of each week, the class teacher will discuss your Success Chart with your parent/carer. If your teacher has any concerns, they may speak to your parent/carer before the end of the week.

At the end of the 3-week period, your class teacher and AHT/DHT will meet to look at your Success Charts to see what the next steps are.

## BEHAVIOUR SUPPORT PLAN



PUPIL NAME:

CLASS:

YEAR GROUP:

<p>Date of birth:</p> <p>Date plan starts:</p> <p>Date of next review:</p>	<p>Medical conditions/needs:</p> <p>Staff working with the pupil:</p>
<p><b>Challenging behaviour</b></p> <p>What does it look like?</p> <p>How often does it happen?</p> <p>How long does it last?</p>	<p><b>Targets</b></p> <p>What are we working towards?</p> <p>How do we get there?</p>
<p><b>Reasons for the behaviour</b></p> <p>Consult parents/carers and the pupil (where appropriate) when filling out this box.</p> <p>What's going on in the pupil's life that might be causing this behaviour?</p> <p>Why might this behaviour happen?</p> <ul style="list-style-type: none"> <li>• To get attention</li> <li>• To avoid something</li> <li>• To get something tangible</li> <li>• To meet a sensory need</li> </ul>	<p><b>Any special educational needs (SEN) that may affect behaviour</b></p> <p>If the pupil has SEN that affects behaviour, the SENCO should detail them here.</p> <p>How does the pupil's SEN affect their behaviour?</p> <p>How could the school's behaviour policy be adapted to meet their needs?</p>
<p><b>Strategies for maintaining positive behaviour</b></p> <p>How do we maintain positive behaviour?</p> <p>What does the pupil like?</p> <ul style="list-style-type: none"> <li>• Phrases to use</li> <li>• Rewards, motivators</li> </ul>	<p><b>Triggers and warning signs</b></p> <p>What triggers might cause an incident?</p> <p>How do we prevent an incident?</p> <ul style="list-style-type: none"> <li>• What to look out for</li> <li>• How to respond (reminders, alternative environment)</li> </ul>

# BEHAVIOUR SUPPORT PLAN



PUPIL NAME:

CLASS:

YEAR GROUP:

<b>Reactive strategies</b> How do we diffuse the situation? <ul style="list-style-type: none"><li>• What to do and what not to do</li><li>• Phrases to use</li><li>• Calming techniques</li></ul> At what stage should another member of staff be informed? Who should this be?	<b>Support after an incident</b> How do we help the pupil reflect and learn from the incident? Is there anything that staff can learn about working with this pupil?
<b>Skills and Talents</b>	<b>Achievements</b>
<b>Likes</b>	<b>Dislikes</b>
<b>Agreement:</b> Parent/carer name  Parent/carer signature  Date	Staff name  Staff signature  Date
<b>Behaviour plan evaluation and next steps:</b> How effective is the plan? Record suggestions to be considered when this plan is reviewed.	