



EXCELLENCE
FOR ALL

ALLFARTHING SCHOOL

BEHAVIOUR POLICY

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Person Responsible: Deputy Headteacher



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UNCRC at Allfarthing Primary School

The United Nations Convention on the Rights of the Child (UNCRC) is central to the values and ethos of the school.

Article 28 'Children have a right to a primary education. Discipline in school should respect children's human dignity'.

Article 31 'All children have a right to relax and play and to join-in with a wide range of activities'.

'Children have a right to be protected from conflict, cruelty exploitation and neglect, then they also have a responsibility not to bully or harm each other' UNICEF Children's Rights and Responsibilities.

Allfarthing Values

Allfarthing is a school where:

- Everyone feels included and respected
- Expectations are high with pride in our achievements and those of others
- Health and happiness are nurtured
- A love of learning is encouraged as we are always striving to improve

What do these values mean in practice for Allfarthing children?

The **key qualities and behaviours** we develop in Allfarthing children will not only create a happy school with good relationships and effective learning but will prepare them for adult life.

These are:

- Enthusiasm
- Respect
- Courtesy
- Honesty
- Responsibility
- Consideration
- Perseverance
- Bravery

Allfarthing children will be taught through a programme of assemblies, class discussions and PSHE lessons to demonstrate :

Enthusiasm by :

- smiling and having fun as learners
- showing a willing, positive attitude to new learning/activities
- being curious – asking questions

- offering/sharing ideas
- extending learning beyond the classroom
- always trying their best
- turning to their partner to answer every question
- knowing they have **never** finished

Respect by :

- listening to adults and each other without interrupting
- using kind words and hands
- following school rules – Eg. Silence in assemblies/on stairs when moving around school as a class
- stopping as soon as teacher puts hand up and rings bell
- appreciating others have different views and opinions
- understanding the cultural and religious beliefs of others
- speaking in an appropriate tone of voice
- looking after the school environment and equipment
- looking after the natural environment
- celebrating the achievement of others
- being patient

Courtesy by :

- greeting people with a smile – good morning
- always saying please/thank you – in class/dinner hall/play ground/at home
- holding doors open
- taking turns
- using inside voices in class
- following adult instructions the first time they are given
- listening without interrupting
- welcoming new children and staff to school
- using good table manners (see lunchtime policy)

Honesty by ;

- always telling the truth - the first time they are asked
- asking for help if they do not understand
- saying how they really feel
- handing in things they find
- admitting they have made a mistake
- apologise sincerely – eye contact/person's name/shaking hands

Responsibility by :

- learning their daily routines
- looking after their own clothing/belongings
- looking after school equipment and facilities
- acknowledging they have done wrong
- knowing when they should go to the toilet/ have a drink of water
- being diligent in responsible roles - stars of the week/monitors
- hanging up their own bags and coats
- picking things up that are on the floor
- remembering PE KIT/Instruments/Homework (KS2)
- acting as positive role models for younger children (KS2)
- ensuring children near them are aware of stop signal

Consideration by ;

- developing spatial awareness and an understanding of personal space
- thinking of the feelings of others
- asking other children to join in games/activities
- helping other children if they get hurt
- understanding their own behaviour can affect others
- understanding they are part of a community – class/school/locality/global community
- understanding and appreciating diversity
- celebrating the achievements of others

Perseverance by:

- staying at activities for longer periods (EYFS)
- asking for help if they need it instead of giving up
- understanding that things are not always easy and will need to be worked at
- understanding that everyone has things they are good at and things they have to work hard at
- understanding that practise makes perfect
- knowing that making mistakes and learning from them is an important part of the learning process
- always trying their best
- knowing they have *never* finished and can always do better

Bravery by:

- Speaking in a small/large group/class/assembly
- Having a go at something new
- Being honest if they need help
- Being honest about their feelings
- Moving on from failure and mistakes
- Asking and finding answers to questions
- Talking to someone about any worries they have

Class and School Charters

Pupils and teachers negotiate and agree a classroom charter expressed in terms of rights and actions. These are then clearly displayed and referred to on a regular basis.

This includes a visual representation, linked to the class name, with children's names which are moved up throughout the week to acknowledge children's demonstration of the quality of the week and actions that underpin the class charter. We avoid any public humiliation of children so children are not moved down, but only moved up when they have behaved positively. Neither do we use the smiley/sad face technique.

When teaching children how to behave appropriately it is vital that:

- they are given clear expectations of good behaviour
- they are praised explicitly for good behaviour
- there is a clear system of sanctions for instances of poor behaviour

- there is mutual support and collaboration between home and school and that the policy is clear to all parents, staff and children

Involvement of all Staff

All members of staff are expected to take responsibility for the childrens' behaviour.

All school staff and visitors are expected to model rights-respecting behaviour by:

- praising children for doing the right thing
- listening positively to pupils' views and show respect for their opinions;
- giving clear reasons for the use of sanctions (blanket sanctions are **not** used)
- encouraging and showing children the correct way to behave rather than shushing, shouting or nagging
- avoiding put-downs and sarcasm;
- acting as role models in demonstrating the above qualities towards each other (see staff handbook)

All teaching staff are responsible for managing the behaviour of children in their class.

Concerns

If there is a persistent problem please seek advice from your phase leader. They will then discuss with you what action should be taken and may decide to refer the matter to the Inclusion leader, AH, DH or HT.

Staff should also be mindful of any emerging patterns – revealed through, for example, emotional literacy tracking – in relation to ethnicity, gender, SEN etc. and take appropriate action to avoid bias.

The red card outside your room should only be sent, with a child or another adult in rare, extreme circumstances when a child or adult is at risk of serious injury.

Rewards and Sanctions

A Positive Approach

The purpose of rewards and sanctions is to improve behaviour. Records will be kept of rewards and sanctions so that the impact on behaviour improvement can be evaluated.

Consistency

It is vital that all members of staff are consistent in their approach to the children and parents. We do not believe that a school should have a rigid scale of punishments covering every conceivable offence. The sanction should be proportionate.

Flexibility is essential when dealing with children's behaviour. It may well be that a child is encountering difficulty at home and may behave in an atypical manner. Teachers will use their judgement in these circumstances.

Differentiating Behaviour Management

As stipulated in the Disability Discrimination Act 1995 (DDA), we believe in making 'reasonable adjustments' for pupils with specific SEN. This includes those with behavioural, emotional or social difficulties: pupils with Down's Syndrome; pupils with ADHD and / or Tourettes; pupils on the Austistic Spectrum and pupils with Speech and Language Impairments.

All staff need to be fully aware of the behavioural implications of children with the above needs and tailor their behaviour management strategies accordingly. This may need to be explained to other children in the class, when the SEN child is elsewhere, so that they do not perceive it as unfair/preferential treatment.

Rewards

	<p><i>What are we rewarding?</i></p> <ul style="list-style-type: none"> • Sociable behaviour • Learning behaviour • Achievement • Contribution to the class/school/wider community
1.	<p><i>Explicit judicious praise</i></p> <ul style="list-style-type: none"> • Link to class charter/assembly theme/behaviour/learning • Use stem sentences <p><i>“I love the way that ...”</i> <i>“It was so responsible of you to....”</i></p>
2.	<p><i>Stickers</i></p> <ul style="list-style-type: none"> • Link to class charter/assembly theme of week • Set agenda for week • Keep a record
3.	<p><i>Public praise</i></p> <ul style="list-style-type: none"> • Send to partner teacher/phase leader with a note . Where appropriate it could also be the Inclusion leader/AH/DH/HT – or any significant adult for that child
4.	<p><i>Head teacher’s weekly celebration</i></p> <ul style="list-style-type: none"> • To be linked to school values /themes of week, exceptional behaviour for learning, challenging themselves to improve <p><i>Star of the week Awards</i></p> <ul style="list-style-type: none"> • <i>Weekly for KS 1 and for KS2 – based on good work and achievement</i> <p><i>A record is kept in reception and this can be shared with the whole school community</i></p>
5.	<p><i>Community Responsibility</i></p> <ul style="list-style-type: none"> • Stars of the week, helping hands Nursery and Reception • Monitors KS1 and 2 • Year 6 Prefect Roles • Peer Mentors KS2 <p>Every child has an opportunity .</p>
6.	<p><i>Headteacher Postcards Home</i></p>

Discipline in Practice – Sanctions “It’s Good to be Green”

We use the “**It’s Good to be Green**” Behaviour System

- A consistent, fair approach to discipline throughout classes/school/playground
- Easy for pupils/staff to understand
- An immediate tool to implement discipline
- Simple to operate and maintain

“**It’s Good to be Green**” promotes the following:

- Being kind, polite, helpful, and aware of each other's feelings
- Listening carefully to others without interrupting
- Looking after our own and other people's belongings
- Trying our best, working hard, and learning from our mistakes
- Treating other people the way we would like to be treated
- Always telling the truth even when it might mean implicating others

Each class has a chart in the classroom at a level which children can access themselves. Children have three cards in their named pocket and can also earn silver privilege cards.

- A Good to be Green Card (tilted if children have had a warning)
- A Yellow Warning Card
- A Red Consequence Card

Yellow Card: Following a previous verbal warning, if teachers have to warn children about inappropriate behaviour again, children change their green card to yellow. This yellow warning card gives children an opportunity to reflect on/consider their behaviour and make sure that they don’t repeat the offence. Children can go back to green if their behaviour improves.

Red Card: Children (Years 2 – 6) on a yellow warning card who behave inappropriately again receive a red card (with no warning).

If other teachers/support staff/coaches have to warn children about inappropriate behaviour, they report back to children’s class teachers as soon as possible.

Reasons for a Yellow Warning Card (N.B. following one clear verbal warning)

- Name-calling/teasing/calling out in class/interrupting constantly
- Hurting someone’s feelings/spreading rumours
- Rude language/cussing/rude gestures or notes/dirty looks
- Gossiping/talking at inappropriate times/not telling the truth
- Leaving someone out of an activity/blocking someone’s way/playfighting
- Playing in the toilets/climbing on things/using school equipment at the wrong time

KS2 children miss 10 minutes of their playtime, KS1 children miss 5 minutes.

Red Card: Sometimes just the threat of moving children onto a Red Consequence Card is enough but if this doesn't work, then children move their Yellow Warning Card to the back of their pocket to reveal a Red Consequence Card.

Children from Years 2 – 6 cannot go back to a green or yellow card on the same day;

Reception/Year 1 children can go back to green after an am or a pm session and Nursery children can do so after one session.

Teachers should issue Red Cards sparingly for the following reasons:

- Putting yourself in danger, e.g. leaving classroom/playground without permission
- Hiding/stealing personal belongings; assuming 'found' property can be taken
- Destroying things that belong to other people/graffiti/vandalism
- Any unwanted touching or intimidating/frightening others
- Physical violence, e.g. spitting, beating/biting/choking/kicking/punching/slapping
- Verbal or emotional violence: swearing, demanding money or possessions
- Racism & using inappropriate/offensive language
- Unacceptable behaviour to adults, e.g. shouting, arguing back, losing your temper
- Poor behaviour in clubs (if children continue to misbehave they will be banned)
- Continued extreme rude behaviour showing lack of respect to adults.

Children on a red card miss one playtime and then lunchtime the same day with a member of the SLT, but usually go out for the last 10 minutes of lunchtime play.

Every time a child receives a **Red Card** :

1. The child completes the consequence form with support from the class teacher as necessary. *This should happen on the day of the incident.*
2. The teacher gives the completed form to a member of the admin team. *This should happen on the day of the incident.*

Admin will:

- (a) Make a copy to be filed centrally in the office
 - (b) Email or call home to inform the parent to expect a completed form to discuss with their child *immediately if possible*
 - (c) Put the original in an envelope and return to the class teacher for it to go home *on the same day if possible. (Parents must sign it and return it the next day.)*
 - (d) Upload the info to SIMS so that we can track who is getting red cards
3. Child goes to SLT for their lunchtime detention as per the policy.

If a child receives three red cards in any half-term the Phase Leader and Class Teacher meet with the child's parents and discuss home/school support.

If a child in KS2 receives three red cards in any half-term they will be given a detention after school. The parents/carers will be informed and the detention will be supervised by the Headteacher/Deputy Head or Assistant Head.

In the case of 6 red cards in any one term a further detention will be given. The Headteacher will record the fact in a letter which goes in the child's file and there is another meeting with parents where the school offers the child further in-house support. The Headteacher may also send children home, remove them from their class/school trips, and, in extreme cases, from the school. N.B. The Headteacher (or Deputy, in the Headteacher's absence) may permanently exclude any children who bring offensive weapons/illegal drugs into school or who seriously verbally/physically bully other children/adults.

Otherwise all red cards go back to green the next day.

"It's Good to be Green" in the Early Years

EYFS Yellow cards

Adults in EYFS give verbal warnings for inappropriate behaviour/actions towards peers/adults. The adult takes the child to the chart to change their card to yellow and explains that this behaviour is not acceptable. All children can change their card back to green if their behaviour improves.

EYFS Red Cards

If children's behaviour continues to deteriorate, the adult takes them to the chart to change their card to red: children sit on a 'Time out chair' in a designated part of the class away from their peers (and furniture) to reflect on their behaviour. Younger children may have a timer. Then adults discuss why children have had time out and why this behaviour is unacceptable so that children can consider what they could do next time. Children apologise for their actions and the card changes back to green. If children have a second red card in one day, they have time out in another same key stage class. If children have a third red card they must go to the Deputy Head or Headteacher. At the end of the day all adults working in Early Years discuss the children's behaviour with their parents/guardians. They mention the red cards and encourage them to talk to their children.

LUNCHTIME BEHAVIOUR: Guidelines for Lunchtime MMSs & Kitchen staff

(N.B. Lunchtime staff also adopt the same policy to promote good manners)

Wet Play if in class (showing a film in the hall is another option for lunchtime staff in Years1/2)

All classes have a wet play box with board games/activities inside Please ensure that these games are correctly put away and the classroom is tidy when wet play is finished.

Please also note that:

- Children must stay in their own classrooms
- They must not use whiteboards/laptops/scissors/staplers without adult supervision

Lunchtime Warnings

Children can think about their behaviour before it is too late. If children have two warnings in any one lunchtime and teachers feel their behaviour justifies this, they will get a red card.

Red Cards Serious Incident (please refer to one of the Senior Meals Supervisor)

The Senior Meals Supervisor may suggest a red card after two verbal warnings in consultation with the class teacher.

These incidents may get a red card without a warning:

- Swearing at an adult
- deliberately disobeying an adult/not following safety rules/Hitting an adult

N.B. If children argue back/refuse to do what they are told please send them/bring them to the HT/DH. The HT will keep a record of these children. N.B. In extreme cases, the Headteacher may ask parents of children who constantly misbehave at lunchtime to take their children home for lunch.

What happens when you give out a lunchtime red card?

- The Senior Meals Supervisor consults with the teacher who ratifies the red card
- The child spends next day's break and lunchtime with time the appropriate member of SLT
- Children who constantly misbehave will have an individual behaviour plan

What happens when a child has three lunchtime playground red cards in any one half-term?

- HT may exclude the child from playground for one week/child may go home for lunch. In the case of a KS2 child , they will receive a detention as described above.

Teacher interventions

The following are examples of strategies teachers may use to modify the child's behaviour if classroom practice and sanctions are not altering how the child behaves :

- fixed interval sampling (an adult watches the child and counts, over a set number of minutes, how many times the child moves out of their seat or shouts out or talks etc. etc.
- target setting (the teacher will set targets to eliminate poor behaviour e.g. not to talk to child next to them)
- behaviour charts (this is a record of what is happening to be sent home to the parents at an agreed time) These are over and above contracts signed on entry.
- behaviour contracts (these are contracts where the parent child and teacher sign an agreement)

SEN Differentiation for children

Inclusion Leader will develop differentiated behaviour support plans with you which must be followed by all staff in school

Communication strategy to be developed by Inclusion Manager so that all staff are aware of needs of pupils

The Inclusion Manager will be involved in writing Positive Handling Plans and Passports for individual children.

Positive Handling

It is recognised that in specific circumstances of serious threat to students, staff or property, it is necessary to use techniques that may involve some positive handling in order to ensure the health and safety of all. The school reserves the right to use positive handling in these circumstances and any member of staff using positive handling will have the full backing of the Senior Leadership and the Governors.

Staff who have been trained to an appropriate level are authorised to use positive handling interventions. However, in an emergency the use of positive handling by other people can be justified if it is the only way to prevent injury or to prevent an offence being committed. The use of physical intervention should be reasonable and proportionate and would be expected to reflect the person's previous training in the appropriate use of positive handling strategies.

A record of all incidents where positive handling has been used will be kept by the Head and Deputy.

A register of trained staff and staff authorised to use positive handling techniques is held in the office of the Deputy Head Teacher.

It applies where a member of staff of the school is:

- On the premises of the school, or
- Elsewhere at the time when, as a member of staff, they have lawful control or charge of the student concerned (e.g. school trips)

REF: 1098, SECTION 550A, 1996 EDUCATION ACT

Delegated Responsibilities Who has the powers?

Exclusion/Fixed Term – Headteacher or Deputy, in Headteacher’s absence

Detention after school hours SLT

Missing Playtime or Lunchtime All Staff

<h2 style="text-align: center;">Consequence Card</h2>
<p>I was given a red card by.....</p> <p>Because</p>
<p>What I should have done.</p>
<p>What effects did my behaviour have on other people?</p>

Appendix 2 – Template of letter for after school detention



Allfarthing Primary School

St Ann's Crescent, Wandsworth
London, SW18 2LR

Headteacher Tom Holmes
Deputy Head Margaret O'Donnell
Assistant Head Ros Kimber

T: 020 8874 1301 **F:** 020 8870 2128

E: info@allfarthing.wandsworth.

W: www.allfarthing.

6th November 2017,

Dear Mr and Mrs

Your child _____ has received three red cards this term, this means they need to attend an after school detention with a member of the leadership team.

Therefore on **Thursday 9th November** they should be collected at 4.30pm not at 3.30pm. If they usually attend an after school club at this time, they should attend the detention.

Thank you for your support.

Yours sincerely
Tom Holmes
Headteacher.

After school detention

Name	Class
<p>What did you get the red cards for:</p>	
<p>Write down 5 things you are going to do, in order to ensure you don't have to attend a after school detention in the future:</p>	
<p>Write down and explain how the Good to be Green system works:</p>	