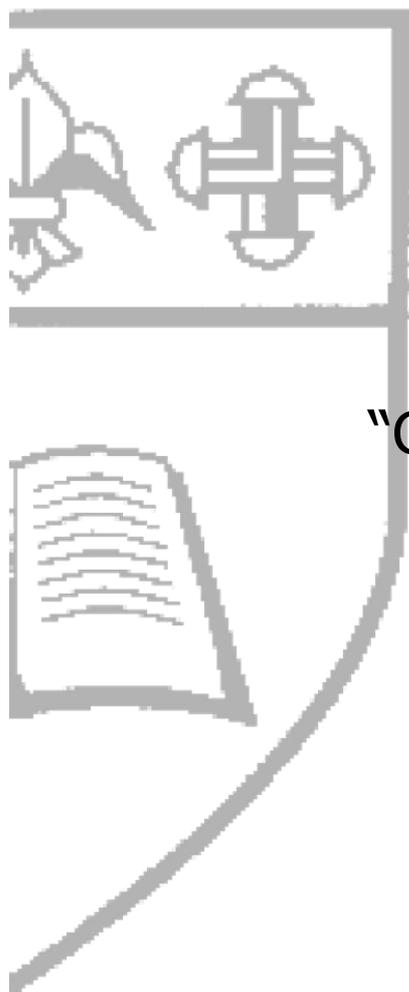




CROMER ROAD PRIMARY SCHOOL



## Behaviour Policy

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## "Good to be Green" Appendix

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|---|-----------|
| Date of Ratification by the Governing Body: | June 2015 |
| Frequency of Review:                        | 2 Years   |
| Date of Next Review:                        | June 2017 |

# **BEHAVIOUR POLICY**

## **1. Introduction**

We have used the DCSF guidance (2007) on "School Discipline and Pupil Behaviour Policy" and The Steer Report (2009): "What Works in Schools", to help us review our current document. The Governors of Cromer Road School have consulted with students, parents and staff to agree the following set of Principles on which our Behaviour Policy is based. This is a whole school policy which will be applied throughout the school at all times.

## **2. Our Aims**

### **Principles on which the Behaviour Policy is based**

1. At Cromer Road School we want everyone who works, learns and visits here to enjoy their time with us.
2. We are committed to promoting respect, fairness and social inclusion.
3. We aim to improve outcomes for all pupils so that everyone can achieve their potential.
4. We want to provide a safe and supportive environment for all children and adults by eliminating all forms of discrimination, harassment and bullying.
5. In all our work, we promote equality of opportunity, the welfare of pupils and staff, developing good relations across the whole school community.
6. We offer extra support to children with additional needs and those whose special circumstances may make them vulnerable.
7. The school, children and parents have both rights and responsibilities which are set out in the following grid. As far as possible we have expressed them in positive statements.  
We believe that these rights and responsibilities will ensure an orderly and safe climate for learning.

## Cromer Road School

| <b>Rights</b>  | <b>Responsibilities</b>   |
|--|---|
| <ul style="list-style-type: none"> <li>• To enforce their school behaviour policy – including rules and disciplinary measures.</li> <li>• To make clear the school's statutory power to discipline pupils and that pupils and parents will need to respect this.</li> <li>• To enforce their school behaviour policy – including rules and disciplinary measures.</li> <li>• To expect pupils' and parents' cooperation in maintaining an orderly climate for learning.</li> <li>• To expect pupils to respect the rights of other pupils and adults in the school.</li> <li>• Not to tolerate violence, threatening behaviour or abuse by pupils or parents. If a parent does not conduct himself/herself properly, a school may ban them from the school premises and, if the parent continues to cause nuisance or disturbance, they may be liable to prosecution.</li> <li>• To take firm action against pupils who harass or denigrate teachers or other school staff on or off premises – engaging external-support services, including the police, as appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>• To ensure the whole school community is consulted about the principles of the school-behaviour policy.</li> <li>• To establish and communicate clearly measures to ensure good order, respect and discipline.</li> <li>• To cooperate and agree appropriate protocols with other schools in the local school partnership for behaviour and persistent absence.</li> <li>• To ensure the school behaviour policy does not discriminate against any pupil on, e.g. grounds of race, gender, disability or sexual orientation, and that it promotes good relations between different communities.</li> <li>• To ensure teachers' roles in school discipline matters are consistent with the National Agreement Raising Standards and Tackling Workload, and workforce-remodelling agenda, so that there is due recognition of the enhanced roles of support staff and not all responsibilities are focused on teachers.</li> <li>• To ensure staff are clear about the extent of their disciplinary authority and receive necessary professional development on behaviour strategies.</li> <li>• To support, praise and, as appropriate, reward pupils' good behaviour.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably – taking account of SEN, disability and the needs of vulnerable children, and offering support as appropriate.</li> <li>• To make alternative provision from day six for fixed-period excluded pupils, and where appropriate to arrange reintegration interviews for parents at the end of a fixed-</li> </ul> |

|  |   |
|--|---|
|  | <p>period exclusion. To take all reasonable measures to protect the safety and well-being of staff and pupils, including preventing all forms of bullying and dealing effectively with reports and complaints about bullying.</p> <ul style="list-style-type: none"> <li>• To ensure staff model good behaviour and never denigrate pupils or colleagues.</li> <li>• To promote positive behaviour through active development of pupils' social, emotional and behavioural skills.</li> <li>• To keep parents informed of their child's behaviour, good as well as bad, use appropriate methods of engaging them and, where necessary, support them in meeting their parental responsibilities.</li> <li>• To work with other agencies to promote community cohesion and safety.</li> </ul> |
|--|---|

| <b>Cromer Road Pupils</b>   |   |
|---|---|
| <b>Rights</b>   | <b>Responsibilities</b>   |
| <ul style="list-style-type: none"> <li>• To contribute to the development of the school-behaviour policy, with every pupil involved in the consultation process. <i>(We help to develop school policies)</i></li> <li>• To be taught in environments that are safe, conducive to learning and free from disruption. <i>(We have a right to safe, calm learning spaces)</i></li> <li>• To expect appropriate action from the school to tackle any incidents of violence, threatening behaviour, abuse, discrimination or harassment. <i>(We will expect the school to enforce the rules about bullying)</i></li> <li>• To appeal to the head teacher/</li> </ul> | <ul style="list-style-type: none"> <li>• To follow reasonable instructions by school staff, obey school rules and accept sanctions in an appropriate way. <i>(We follow the school rules)</i></li> <li>• To act as positive ambassadors for the school when off school premises. <i>(We are good ambassadors for our school)</i></li> <li>• Not to bring inappropriate or unlawful items to school. <i>(We bring everything we need for school but never things which might cause harm or are banned.)</i></li> <li>• We show respect to school staff, fellow pupils, school property and the school environment.</li> <li>• Never to denigrate, harm or bully</li> </ul> |

|  |   |
|--|---|
| <p>governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably. (We can ask for help from the Headteacher and the Governors if we have a serious problem)</p> | <p>other pupils or staff. (We follow our school rules)</p> <ul style="list-style-type: none"> <li>To cooperate with, and abide by, any arrangements put in place to support their behaviour, such as Pastoral Support Programmes or Parenting Contracts. (We will follow the rules agreed in contracts with the school.)</li> </ul> |
|--|---|

| <b>Parents of Cromer Road Pupils</b>  |   |
|---|---|
| <b>Rights</b>   | <b>Responsibilities</b>   |
| <ul style="list-style-type: none"> <li>To contribute to the development of the school-behaviour policy.</li> <li>To be kept informed about their child's progress, including issues relating to their behaviour.</li> <li>To expect their children to be safe, secure and respected in school.</li> <li>To have any complaint they make about their child being bullied taken seriously by the school and investigated/resolved as necessary.</li> <li>To appeal to the head teacher/ governors, and beyond that to the Secretary of State, if they believe the school has exercised its disciplinary authority unreasonably.</li> <li>To appeal against a decision to exclude their child, first to the governing body of the school and then, in cases of permanent exclusion, to an independent appeal panel.</li> </ul> | <ul style="list-style-type: none"> <li>To respect the school's behaviour policy and the disciplinary authority of school staff.</li> <li>To help ensure that their child follows reasonable instructions by school staff and adheres to school rules.</li> <li>To send their child to school each day punctually, suitably clothed, fed, rested, and equipped and ready to learn.</li> <li>To ensure school staff are aware of any SEN-related or other personal factors which may result in their child displaying behaviours outside the norm.</li> <li>To be prepared to work with the school to support their child's positive behaviour.</li> <li>To attend meetings with the head teacher or other school staff, if requested, to discuss their child's behaviour.</li> <li>To adhere to the terms of any <a href="#">Parenting Contract or Order</a> relating to their child's behaviour.</li> </ul> |

|  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• If their child is excluded from the school, to ensure the child is not found in a public place during school hours in the first five days of exclusion and, if invited, to attend a reintegration interview with the school at the end of a fixed period <a href="#">exclusion</a>.</li></ul> |
|--|---|

### 3. Our Expectations

We expect everybody to work together to produce and maintain an environment that supports learning. We are committed to encourage our pupils to meet their responsibilities through setting them good examples, through continual reminders about their behaviour and through praise.

#### Pupils

Will get to school on time with everything they need – ready to learn positively and respectfully

Pupils will learn how to do this through our staff explicitly teaching the principles, rights and responsibilities and our “Golden Rules”.

Pupils will learn how to understand and regulate their own conduct through the delivery of the SEAL (Social, Emotional Aspects of Learning) programme in PSHEE (Personal, Social, Health, Emotional Education) and in subject lessons.

Expectations of behaviour apply everywhere on the school site, on school trips and travelling to and from school

#### Parents

All parents have a responsibility to support our work in maintaining high standards of learning behaviour as set out in the Principles

We expect parents to model courteous and respectful behaviour whenever they are on the school site or on school trips.

### 4. Our Rules

We all need rules to help protect our rights and to encourage us to be responsible.

These rules apply everywhere in school and on school trips.

1. We are gentle. We don't hurt others.
2. We are kind and helpful. We don't hurt anybody's feelings.
3. We listen. We don't interrupt.

4. We are honest. We don't cover up the truth.
5. We work hard. We don't waste our own or others' time.
6. We look after property. We don't waste or damage things.

## **5. Reward**

In our school, positive behaviour is instantly recognised and positively rewarded. Everyone needs praise and rewards. Praise begins with frequent use of encouraging language and gestures both in lessons and around the school. Children may be rewarded as individuals, groups or as a whole class. In addition to informal praise and rewards such as stamps and stickers the school has formal systems to recognise and congratulate pupils when they set a good example or show improvement in their behaviour eg:

- ◆ Individual and Class awards (i.e. star of the week, 'Catch you being Good')
- ◆ Good Work Assemblies
- ◆ Class assemblies
- ◆ "Class of the Week"
- ◆ Seeing the Head teacher or Senior Management Team for extra praise
- ◆ Being written into the Headteacher's award book and a letter sent home to parents as a result
- ◆ The Achievement Board
- ◆ "Golden Table" in Dining room

(See appendix 1 for full details of rewards)

Display boards in classrooms and around the school are also used to recognise children's achievements and reinforce positive efforts. All staff who work in school are expected to offer children encouragement through verbal praise, stickers, stamps etc.

Our awards may be developed and adapted in order to keep the children's interest and capitalise on new ideas.

## **6. Support, Consequences and Sanctions**

It is crucial that all staff use our policies and rules consistently.

Children are more likely to modify their behaviour if they have been given a "good listening to" as part of a conversation about learning. Before any sanction is used all means of support should be used. Work should be

appropriate, instructions given clearly and the behaviour required clarified with the pupil. Positive corrections and other behaviour management strategies will ensure a more effective result in the long term. Sanctions should only apply to individual children, not the whole class and should never be degrading or humiliating.

If, however, we have to put a sanction in place it should be selected from the appropriate section of the Behaviour and Consequences document which was developed through consultation with staff, pupils, parents and governors (see table below)

The sanctions have three main purposes, namely to:

- Impress on the pupil that what he or she has done is unacceptable
- Deter the pupil from repeating that behaviour
- Signal to other pupils that the behaviour is unacceptable and deter them from doing it

| <b>Examples of Types of Behaviour</b>  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>- Not complying with the agreed class rules</li> <li>- Talking inappropriately</li> <li>- Making silly noises</li> <li>- Inappropriately calling out</li> <li>- Not lining up safely</li> <li>- Annoying other children</li> <li>- Chewing gum</li> <li>- Not completing work</li> <li>- Play fighting*</li> </ul>  | <ul style="list-style-type: none"> <li>- Consistently not listening to an adult</li> <li>- Persistently disrupting the learning of other children</li> <li>- Being rude/disrespectful to an adult</li> <li>- Stealing</li> <li>- Damaging property, e.g. vandalism or graffiti (family may be asked to contribute to cost of damage)</li> <li>- Swearing</li> <li>- Leaving class without permission</li> <li>- Refusing to work</li> <li>- Moving around the school in a manner likely to cause injury to self or others</li> </ul>  | <ul style="list-style-type: none"> <li>- Extreme danger/violence to another child or adult</li> <li>- Serious challenge to authority</li> <li>- Running out of school (police to be informed immediately)</li> <li>- Fighting /'High level' fighting</li> <li>- Bullying: racist, sexist, homophobic</li> <li>- of a religious nature or against someone who has a disability (recorded by the secretary)</li> <li>- Inappropriate sexual behaviour</li> <li>- Bringing offensive weapons or drugs to school</li> </ul>   |
| <b>Consequences</b>  | <b>Consequences</b>   | <b>Consequences</b>   |
| <ul style="list-style-type: none"> <li>- Use positive correction (see appendix 2 for STRATEGIES TO PROMOTE POSITIVE LEARNING BEHAVIOUR ). Give short directions to help children re-focus</li> <li>- Verbal warning issued and/or visual sign in class for child to see</li> <li>- Child told that they will miss golden time /playtime [Y2 –Y6 5mins, R and Y1 – 1 min]</li> <li>- Time out in class if appropriate</li> <li>- Record behaviour in weekly book – state loss of golden time or playtime and why</li> <li>- If a child does not stay in for their playtime they will be made to stay in for a further session</li> <li>- Any incomplete work must be finished (make sure work is complete)</li> <li>- Inform parents about the behaviour</li> <li>* Children will be given time out on a bench in the playground</li> </ul> | <ul style="list-style-type: none"> <li>- Teacher/TA and Senior Leader agree appropriate sanction</li> <li>- Time out in parallel class for child with appropriate work</li> <li>- Behaviour and consequence logged – file in Reflection Room</li> <li>- To miss lunch play – some behaviours may lead to loss of more than one play – [staff to agree who will cover the loss of play]</li> <li>- Child to write a letter of apology to victim if appropriate</li> <li>- Member of staff to help child to think about their actions, find other solutions and fill in a 'thinking about my behaviour' form.</li> <li>- Restorative meeting where possible</li> <li>- Class teacher or relevant staff member convenes a meeting with parents/SMT/learning mentor</li> <li>If necessary use a home /school behaviour book will be set up</li> </ul> | <ul style="list-style-type: none"> <li>- Member of SLT and learning mentor involved immediately</li> <li>- Discussions with member of staff involved, sanctions agreed – minimum of 2 missed playtimes/half day exclusion</li> <li>- Restorative meeting takes place</li> <li>- Reflective form and letters of apology written</li> <li>- Records made of event</li> <li>- Class teacher/TA's involved</li> <li>- Contact parent/carer immediately to arrange meeting</li> <li>- Contact parent of victim to inform them of the incident</li> <li>- Contact relevant agencies if necessary [ eg police, child protection]</li> <li>- Internal /External exclusion to be agreed between at least 2 members of SMT/learning mentor</li> </ul> |

## **Strategies for repairing harm done**

We encourage staff, pupils and parents to learn and use strategies which help to repair relationships and reduce further incidents. Pupils are held to account for their actions and are encouraged to put right the harm caused. Strategies include:

- ◆ Circle time discussions (whole class issues)
- ◆ Problem-solving meetings – child to child – child to adult
- ◆ Bubble time
- ◆ School assembly topics
- ◆ Restorative Approaches to transforming conflict
- ◆ Informal and formal parent-teacher meetings
- ◆ Home-school books
- ◆ Individual Behaviour Plans
- ◆ Pastoral Support Plans
- ◆ Referral to Educational Support Services / other outside agency support

## **Vulnerable pupils**

Within our school community there are a few children who we regard as 'vulnerable pupils' whose particular needs are clarified on their behaviour plan or IEP.

- Staff must support these children according to their plan. The plan will include reference to other people and agencies.
- All staff will have access to a secure folder on Fronter and should make themselves familiar with the plans for children in all year groups. There will also be a paper copy in the staffroom.

## **Contact with Parents**

Parents have been involved in developing this policy and will continue to be consulted.

We welcome feedback on the wording of the policy and its impact.

We will inform parents promptly about any concerns we may have regarding their child and would appreciate parents contacting us with any of their concerns, so that we can work together to resolve any issues.

If we cannot resolve the problem the school has a formal complaints procedure which can be obtained from the office.

## **Monitoring and Evaluation**

It is the responsibility of the Headteacher together with the Lead Behaviour Professional (Deputy Head) the Senior Managers and the Governing Body, to monitor the impact of the policy. The results from monitoring will be shared with the Governing Body and used to inform future practice and policy review where appropriate.

The school will monitor the effectiveness and the impact of the policy with regard to equality of opportunity, SEN provision, gender, religious needs, cultural differences, ethnicity and disability and vulnerable pupils through:

- Weekly monitoring of class records for rewards and sanctions
- Classroom observation feedback
- Performance management
- Referrals to Reflection room monitored fortnightly
- Twice yearly monitoring of serious incident
- Use of questionnaires for pupil/parents/staff
- Minutes from Parent's Behaviour Focus Group
- School Council

Jude Stone

**Headteacher**

## **TOP TIPS FOR PARENTS AND STAFF TO HELP PROMOTE POSITIVE LEARNING BEHAVIOUR**

Everyone needs praise and rewards. Here are some helpful tips that we use in school that you might find useful at home.

### **THE LEAST INTRUSIVE INTERVENTION**

When managing someone's behaviour try to do it in a way that creates the **least** amount of fuss e.g. If the young people are listening to a speaker, except for a small group who continue to talk /mess about, casually walk up to them and quietly ask them to stop.

This has a more positive effect than standing at the front and shouting at them!

### **CATCHING THEM BEING GOOD/DESCRIPTIVE PRAISE**

Commenting on positive behaviour is a way of building self-esteem and promoting good behaviour.

These appreciative statements deposit goodwill in the relationship 'bank'. It is worth aiming for at least 5 positive comments for every correction. Comments should be genuine and not gushing, quiet and private is better for many students to start with.

Our tone of voice, eye-contact etc. needs to be congruent with the words.

**Using the person's name first makes this most effective.**

E.g. *"Zoe, you've included four examples of plants, well done."*

### **ADDING THANKS**

When speaking to young people adding simple words like 'please' and 'thanks' is being a good role model. Used carefully, 'thanks' can convey an expectation.

*"Pick up that piece of paper"* could lead to a *No, I didn't drop it.* "Whereas if we were to say *"Jerome, could you pick up that piece of paper?"* short pause *"Thanks."* it shows that we expect it to happen and might lead to a *"Yes"*.

### **AVOIDING THE SMOKE SCREEN**

When dealing with unacceptable behaviour remember to stay with the primary behaviour, and not be distracted by the secondary behaviour.

*"Joe, Ketan, remember to walk in the corridors. Thanks."*

*"We weren't the only ones running. What about the others?"* (The smoke screen or secondary behaviour)

*"You know the rules. Always walk in the corridors."* (Staying with the primary behaviour.)

Repeating this several times ('the broken record technique') will usually get the focus back on the primary behaviour.

### **SPLIT ATTENTION/SCANNING**

If we are engaged with a single student or a group of young people (e.g. small groups working on an exercise) it is important to keep scanning the other groups.

If we hear or see unwanted behaviour in another group we can indicate that it is inappropriate and must stop, without interrupting the activity. This could be done by a simple signal: see 'Non – verbal cues'.

### **DISTRACTION AND DIVERSION**

This is useful for low level inappropriate behaviour. A young person trying to spoil your teaching can be distracted with a question about something routine e.g. *"Aaron, have you got your reading book with you?"*

Or a diversion could be suggested, *"Tanya, could you take this (memo, book, pen etc.) to Mrs. Smith in the office please."* or *"How about joining Sam's group? You usually get good results with them"*

### **GIVE THEM SPACE AND TIME / TAKE-UP TIME**

After giving someone directions or instructions it is better NOT to stand and stare at them, waiting for them to comply. Giving them some 'time and space' to follow the request is often more effective.

We can turn our body/eyes away from them as if we expect it to happen and carry on with the main activity. (Some young people will see the staring as a challenge and take you up on it!)

*"Ariel, Etan, re-focus on your work. Thanks," then turn to something else.*

This enables them to choose to comply, thus 'saving face.' Then you can praise them for working well.

### **GIVE A CHOICE**

If a young person continues to be difficult we can show them that they have a choice about their behaviour, and incidentally a 'choice' about how people treat them. Try using 'if' and 'then'.

"Sara, **if** you choose to keep talking when I'm teaching then you will have to stay in with me through break."

Giving some choice in the **learning activities** can prevent disruptive behaviour.

e.g. "Your information can be presented as written statements, pictures or a flow chart. You can choose."

### **PARTIAL AGREEMENT**

Partial agreement is agreeing with an element of what the person is saying but still sticking to your original request e.g. You have asked students to go outside and they want to stay indoors, complaining about the cold.

Partial agreement would be "*Simon, I know it's cold outside but the rule is no waiting inside the building after closing time – it's time to go home.*"

OR perhaps during a sports session when a girl following a football pushes through a group of other young people "*Dina, please don't push past people like that.*"

*"I was just getting my ball."*

*"I know you were just getting your ball but I still don't want you to push other people like that."*

### **RULE REMINDER**

If a young person tries to interrupt when we are talking with someone else we could hold up a hand in a 'stop' sign saying "*Netitia, remember our rule about taking turns. I'll talk to you next.*"

Or if someone has logged onto an inappropriate website we can refer to the rules clearly displayed on the wall e.g. "*Kevin, you need to stick to the internet use rule or log off.*"

### **'I' STATEMENTS**

There are occasions that it may be useful to make "I" statements such as

*"Dipo, I am angry that you've torn Adam's sweatshirt and I'll need to see you to talk about it.*

Or perhaps it could be "*Becky, I am very upset by you speaking so rudely to our new teacher and you need to wait there so that we can talk about it.*"

The 'I' indicates to the young person that we are affected by their actions.

The emphasis is on their negative **behaviour**, not their personality.

## DEFERRED CONSEQUENCES

Setting a time in the near future to deal properly with a problem has several useful effects. Firstly it allows 'cooling – off' time so that both people are more likely to be able to talk effectively.

Secondly it removes the audience – though another teacher around is often a good idea.

The **certainty** that a consequence **will** result from negative behaviour is more important than the severity of the intervention. It is essential to follow up.

## ASK CLOSED QUESTIONS

Try to avoid the "Why are you doing that?" type of question.

We don't get the answer we were hoping for and run the risk of getting side - tracked.

Try "Charis, what are you **supposed** to be doing?" "Beth, which question have you got to?" " Ian, what ideas have you got so far?" and focus on the positive behaviour. We may need to repeat this question, ignoring the smoke screen, before receiving an appropriate response.

## WHEN AND THEN

We often say things like "No you can't go out to break. You haven't cleaned up your paint and paper." This does not help to maintain the working alliance between teacher and student.

If we try the 'When' and 'Then' approach it may get the paints cleaned up and keep the working alliance intact e.g. "Paul, when you clean up your paints then you can go for break."

This helps to show the way forward for the young person.

## TACTICAL IGNORING

Some students find it preferable to keep getting into trouble rather than feel invisible. Ignoring the silly behaviour and praising every good thing you can may eventually help them to change their behaviour.

If a student has complied with your request it can be useful to ignore comments like 'It's not fair'. You might even be able to prevent them by saying 'Thanks' as soon as they show any sign of following the instruction.

## **REDIRECT BEHAVIOUR**

Getting young people to refocus on the purpose of their activity can avoid getting involved in discussions about what they may be doing wrong. It is a useful way to bring a group back from a distraction and also to avoid a build up of tension which may flare into disputes.

e.g. *"OK, Kelly, Chris, let's get back to the main question of how we can find the angles inside a square."*

## **CONSEQUENCES AND SANCTIONS**

This would follow on from rule reminders following the agreed code of conduct. *"Danielle, you've broken the rule about bringing your reading folder despite a reminder earlier this week. You know the consequence for that is staying in at lunchtime."*

*"Ben, you've forgotten your P.E. kit twice and you know that now I'll have to talk to your mum – that's the rule."*

## **DON'T ADD DISCLAIMERS OR 'PUT-DOWNS'**

They don't add anything to what we're saying and often act as a 'wind-up.'

*"Walk up the stairs." Leave off 'I'm sick and tired of telling you, you never listen."*

Perhaps it is even **worse** when tagged onto the end of praise

*"Well done for keeping your temper when James pushed you. Leave off "*

***"If you did that all the time you wouldn't get into trouble like you usually do would you?"***

## **PRIVATELY UNDERSTOOD SIGNALS / NON-VERBAL CUES**

Clear, preferably amusing signals keep the focus on learning – it's too important to interrupt!

e.g. If some people are talking across someone else in a group discussion we can try pretending to zip our own mouth to ask them to keep quiet. Other examples include a nod or headshake, a smile, thumb up or down, hand beckoning, 'stop' hand, pointing at eyes then at book, miming writing, tapping an ear, hand lowering for sitting, hand lifting for standing etc. Try watching a conductor! Or a puppy trainer.

I have read the Behaviour Policy and agree to support and abide by the principles on which the policy is based.

Parent/carer signature: \_\_\_\_\_

Child's Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

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

## Appendix

# GOOD TO BE GREEN BEHAVIOUR PROGRAMME



In our school we have very clear expectations about behaviour for everyone in our school community both in school and when on educational visits.

Our Behaviour Policy states how we manage behaviour in the school. This document provides further guidance as to the systems we use which encourage positive behaviour and repair unacceptable behaviour.

### **THE FOUNDATION UNIT**

In the Foundation Stage Unit we use a lot of positive reinforcement to promote good behaviour throughout the day. We also use a visual behaviour system in Foundation which links to the school's golden rules.

### **CROMER ROAD GOLDEN RULES**

- 😊 We are honest
- 😊 We are kind and helpful
- 😊 We are polite and respectful
- 😊 We are gentle
- 😊 We listen
- 😊 We follow instructions
- 😊 We work hard
- 😊 We look after property

## **HOW DOES IT WORK?**

1. All the children have their names on the Golden Sun at the beginning of the day.
2. If a child breaks one of the Golden Rules he /she is given a warning and reminded to follow the rules.
3. If the child is unable to adhere to the rules they will be spoken to by a member of staff. The rule the child has broken is clearly explained to them. The child is encouraged to apologise and think about his/her actions.
4. The child's name will be moved to the 'thinking colour' and he/she will be encouraged to reflect on his/her actions.
5. Following the time out the child will be spoken to again. His/her name will be returned to the sun at the end of the session if he/she continues to follow the golden rules.

Generally, the children respond well to the system and are eager to keep the Golden Rules. For some children additional or alternative behaviour systems may be appropriate and if so we will discuss this with individual parents.

## **IN YEAR 1**

This is very similar to Foundation and they use the Sun and Cloud too.

1. All children start on the Sun.
2. Children are given a verbal warning for breaking a golden rule or a classroom rule.
3. Once given a verbal warning, the child's name goes in between the Sun and the Cloud.
4. If the unacceptable behaviour continues, then the child's name goes onto the Cloud.

Positive rewards are very important. This works when children are 'Caught Being Good'; given stickers; being 'Star of the Week' going to see the Headteacher for a 'Headteacher Award'.

Each day, all children can earn up to 5 minutes of Golden Time for good behaviour i.e. following the Golden Rules. If all children are on the Sun for the whole week then children have 5 minutes extra Golden Time.

Teachers keep records of the children missing minutes of Golden Time and use this to monitor children's behaviour.

## **IN YEAR 2**

In Year 2 we introduce the 'Good to be Green' system which encourages and rewards children for being good rather than focusing on sanctions.

## **HOW DOES THIS WORK?**

If children break a Golden Rule:

1. They are given a verbal warning and an opportunity to repair the behaviour.
2. If the behaviour continues, their card is turned on its side.
3. If the behaviour continues, their card is turned to Orange and the children miss 2 minutes of their Golden Time.
4. If the behaviour continues their card is turned to Red. On Red children miss 5 minutes of Golden Time.
5. If it is a major incident (see our Behaviour Policy) their card is turned immediately to Red and a sanction of loss of break time/loss of Golden Time/reflection room is given and the parents informed.
6. All teachers keep weekly records of children who remain on 'Green'
7. If it is a major incident (see our Behaviour Policy) their card is turned immediately to Red and a sanction of loss of break time/loss of Golden Time/reflection room is given and the parents informed.
8. All teachers keep weekly records of children who remain on 'Green'

### **YEAR 3 & 4**

1. They are given a verbal warning and an opportunity to repair the behaviour.
2. If the behaviour continues, their card is turned on its side.
3. If the behaviour continues, their card is turned to Orange and the children miss 2 minutes (Yr 3) or 5 minutes (Yr 4) of their Golden Time.
4. If the behaviour continues their card is turned to Red. On Red children go to the Reflection room and lose 5 minutes of their Golden Time. They also lose the right to the end of term treat.
5. If a child is on orange twice their card is automatically turned to red, they have to go to Reflection room and they lose the right to the end of term treat.

### **YEAR 5**

1. They are given a verbal warning and an opportunity to repair the behaviour.
2. If the behaviour continues, their card is turned on its side.
3. If the behaviour continues, their card is turned to Orange and the children miss 2 minutes (Yr 3) or 5 minutes (Yr 4) of their Golden Time.
4. If the behaviour continues their card is turned to Red. On Red children go to the Reflection room and lose 5 minutes of their Golden Time. They also lose the right to the end of term treat.
5. If a child is on orange twice their card is automatically turned to red, they have to go to Reflection room and they lose the right to the end of term treat.

### **YEAR 6**

1. They are given a verbal warning their card is turned straight away.
2. If the behaviour continues, their card is turned to Orange and the children miss 5 minutes of their Golden Time.
3. If the behaviour continues their card is turned to Red. On Red children go to the Reflection room and lose 5 minutes of their Golden Time.
4. If a child is on orange twice their card is automatically turned to red, they have to go to Reflection room and they lose the right to the end of term treat.

## **INDIVIDUAL BEHAVIOUR PLANS**

A few children in school will need Individual Behaviour Plans (IBPs). These plans have specific rewards and sanctions for an individual child to encourage him/her to repair his/her behaviour and provide specific goals and targets to achieve. IBPs are not in the 'Good to be Green' system.

## **GOOD TO BE GREEN REWARDS AND CONSEQUENCES**

If the children have behaved well all term and have not had their card turned to red they will be entitled to an end of term treat.

### Rewards:

Autumn term – film showing in the hall with popcorn and a drink.

Spring term – a gift and an extra play with a drink and a snack.

Summer term – bouncy castle afternoon on the school field.

A Headteacher certificate will be awarded to any child who has not had their card turned to red all year.

### Consequences:

If a child has their card turned to red they will spend a session at lunchtime reflecting on their behaviour. Parents will be informed if their child has had their card turned to red.

If a child has their card turned to red three times parents will be sent a letter asking them to make an appointment to speak to the Headteacher or a member of the Senior Team to discuss the issues.

If a child has their card turned to red a further time, they will have an internal exclusion and if they continue to behave inappropriately they will have an external exclusion, which will mean that they have to stay at home. This may be arranged for a lunchtime.