

Behaviour Policy

A SCHOOL RULES

These school rules are to be displayed clearly in each classroom and around the school to emphasise our whole-school approach to behaviour:

- 1. We keep to these school rules**
- 2. We listen and follow instructions from all adults**
- 3. We work hard and don't waste our time**
- 4. We don't hurt anyone with words or actions**
- 5. We speak politely to everybody**
- 6. We play where it is safe and where an adult can see us**
- 7. We walk sensibly about the school**
- 8. We look after our school and everything in it – we don't waste or damage things.**

B CLASSROOM APPROACHES TO BEHAVIOUR MANAGEMENT

1. Class teachers are responsible for creating a positive ethos through praise and rewards for effort, good work and desirable behaviour.
2. Poor behaviour choices should be viewed as mistakes that can be learnt from. Good choices and behaviours should be explicitly taught and modelled by all adults in the school.

Desirable behaviours

3. Children in each class collect 'reward points' which are recorded on [Classdojo](#). Pupils can only be rewarded points, it must not be used to remove points when pupils misbehave.

When children achieve 25 reward points they receive a Bronze certificate in celebration assembly. 50 Reward points is a Silver certificate, 75 Reward points is a Gold certificate and 100 is a Platinum Award.

We would expect pupils to be awarded one of these awards each term at least

Class teachers should also consider the benefits of creating Table Teams (pupils to think of the class theme) to develop pupil cooperation skills. These help to make the classroom more cohesive and children feel they have a place and a voice within it. Table group names should be displayed on a board at the front where pupils can visually see points being added and how they are doing. Rewards for the 'best' table can include certificates, stickers or privilege time. Sweets and chocolates must not be given as rewards or incentives. ClassDojo also has a facility where pupils can be placed in groups and points awarded and these should be added by the class teacher.

4. Each class teacher will choose one pupil from their class to receive a 'Star of the Week' and 'Resilient Learner of the Week' award at the celebration assembly. The children will be called up to the front of the hall to receive a wristband to wear and a certificate to take home. Teachers must log who they are giving the certificate to each week in SIMS so it is recorded.

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5. KS1 pupils earn 30 minutes of Golden Time for good behaviours. This will be given on Friday afternoon and will be run in one of two ways:

a) Each classroom will plan a different activity eg film, art, games, roleplay etc and the children can select which classroom they use for a half term. Pupils will stay in the room they select for the whole of Golden Time.

b) Pupils have a selection of activities in their own classroom

The decision of which model to follow, lies with the KS1 Phase Leader, after consultation with the KS1 team and SLT.

Pupils not receiving golden time will stay with their class teacher and miss Golden time in their own classroom. Timers should be used to ensure pupils understand the time they have lost and to give them something to focus on.

Undesirable behaviours

6. **Using the traffic light warning system – display on the classroom wall**

a) **All children's names should be positioned on green at the start of each lesson** - as a positive approach: printed laminated name cards must be used so all the pupils can see their names on green.
In the afternoon, in KS2, the class teacher must remember to move the names to green at the point when the lesson changes to another.

b) Children are given a verbal warning for the first behaviour

c) If the behaviour continues this is followed by an 'amber' warning and the child's name is moved on the traffic light (name card moved to amber – this **MUST** be done by the class teacher or teaching assistant **NOT** a child). At this stage, the teacher should consider moving the child where possible to a separate table or different space on the carpet.

If the behaviour persists the child is given a 'red' warning (name card moved to red)

Once a pupil is at red

a) In KS2 the teacher will then **send an email** to the Learning Support Mentor to notify them of the child's behaviour. The learning Support Mentor will prepare a letter to be sent home to the parent to notify them they will be in detention the following lunchtime. The LSM will bring the letter to the classroom to avoid pupils missing class time to collect letters.

b) In KS1 the teacher will deduct 'golden time' from the pupil in 5 minute time intervals. If the child needs to miss all their golden time, they need to complete a reflection slip (this is kept as a record) and a letter should be sent to the parent/carer to notify them of their child's behaviour by the class teacher.

*****Pupils must not be sent out of class*****

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Instead (and especially if the behaviour is of a health and safety concern) a member of SLT must be called (by telephone) who will come to the classroom to help resolve the issue. Another pupil must not be sent to do this.

- c) Each day provides a new start for every child and should be greeted at the door as such. Comments like 'I hope you are going to behave today unlike yesterday' are **not useful** and should be avoided.
- d) If a child persistently behaves in an unacceptable manner the class teacher may be supported by the Learning Support Mentor, the leadership team and other staff. The level of support will be appropriate to the needs of the teacher, the class and the child. The purpose of intervention is not simply to punish but to modify behaviour.
- e) Persistent bad behaviour can indicate an underlying problem, which needs investigation.

As always many factors have a part to play including:

- Make at least three positive comments to a class/individual before making a negative comment (be aware of using positive body language)
- Ensuring that bad behaviour is not arising from inappropriate level of work
- Good classroom organisation and structures to help support children who have difficulty managing their own work time
- Clearly defined guidelines and boundaries
- High expectations, a consistent approach and quick response to unacceptable behaviour
- Rewards for children who are behaving well

Stages for support

- **Class teacher employs behaviour management strategies of a high quality.**
- **If behaviour does not improve the situation is reported to in this order:**
Parents/Carers - Phase Leader - Learning Support Mentor – AHT for Inclusion/SENCo
- Member of the SLT (records must be kept of all meetings)

A) Initially, pupils who start to present with behavioural difficulties should, in the first instance, be given an **individual reward chart by the class teacher with a clear target, reward and sanction to address the main concern.**

This should be followed consistently for **a minimum of two weeks** and class teachers need to meet with parents after school each night to give them feedback on how things are improving. Parents should sign that they have seen the reward chart as evidence of their involvement.

B) After this period of two weeks, if the behaviours continue, class teachers must discuss their concerns with their phase leader who should arrange a meeting with the parents/carers, class teacher and themselves to discuss the behaviour and strategies to improve the situation. A follow-up meeting must be agreed at this time and minutes kept of the meeting. The LSM should be informed of this meeting by email.

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C) A further two weeks of monitoring should be in place with the reward/sanction chart followed consistently (phase leader to monitor daily) and followed-up with a meeting again with parents/carers, class teacher and phase leader.

D) If behaviours continue then class teachers/phase leaders must discuss their concerns with the LSM/SENCo and a behaviour record sheet (from SENCo) will be issued and parents informed. This record will be kept by the class teacher for a minimum of two weeks to help identify antecedents. Strategies/behaviour plan will be developed from this. The reward chart must be maintained during this time to continue to motivate the pupil to choose appropriate behaviours.

E) After two weeks of recording on the behaviour record sheet it may be considered appropriate for the pupil to be placed 'On Report'. Pupils should be on report for two weeks and then this review. Parents/carers and a member of SLT should read and sign this at the end of every day.

If there is no improvement in behaviour (six weeks of focused monitoring) then school may seek additional advice from external professionals for example the Primary Behaviour Service or Clinical/Educational Psychology. However, all the above steps must be attempted before this and evidence of parent/carer meetings, reward charts and behaviour record sheets collected.

Summary of above information				
Order	Who?	What?	Time scale	Additional information
A)	CT – parents/carers	Reward/sanction chart – feedback to parents/carers daily (evidence)	2 weeks	During this time internal or fixed term exclusion may be issued depending on nature and severity of behaviours. A PBS referral may also be triggered at an earlier stage depending on the behaviour/progress made (SLT)
B)	CT informs phase leader – meets with parents/carers. Follow-up meeting date agreed. (LSM informed by email)	Reward/sanction chart – monitored by phase leader – feedback to parents/carers daily (evidence)	2 weeks	
C)	CT informs LSM/SENCo	Behaviour record chart issued to monitor antecedents/strategies – feedback to parents/carers daily (evidence)	2 weeks	
D)	CT/LSM/SENCo decide whether pupil placed on report	Pupil on Report – feedback to SLT + parents/carers daily SLT and SENCo to begin process of PBS review and evidence collating. (evidence)	2 weeks	
E)	SENCo to complete PBS referral with parents/carers	PBS referral with evidence collated from above stages (evidence)		

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- f) Where behaviour is repeatedly in breach of the school rules or if an incident is particularly dangerous or serious then a child may be placed on an 'internal exclusion'. Parents/carers will be informed and a follow up letter detailing the reasons for internal exclusion given. This will involve working away from the rest of the class. An internal exclusion will be supervised by the Learning Support Mentor or a member of SLT. In some circumstances the pupil may be asked to complete their work in another classroom.
- g) If behaviour is repeatedly in breach of school rules or if there is an incident which is particularly dangerous then the school may consider a fixed term or permanent exclusion. The school will follow the exclusion procedures from Ealing Local Authority and the different levels are applied at the head teacher's discretion. If the same behaviours escalate then the consequences also escalate. However, if the behaviours change in their nature eg move from refusing to follow instructions/non-compliance to bullying then these might be treated as separate incidents rather than something that was developing in severity. For example:

Pupil A			
Incidents	Type of behaviour	Sanction	Additional information
First incident of bullying	Bullying: repeated name calling and threats over 3 times over a 1 week period. Warnings given after each incident, parents informed about concerns	Internal exclusion for 1 day Pupil to work in another classroom for 1 day completing work away from their class Meet with parents/carers Confirmation letter sent	Incidents involve the same pupil being threatened. Previous sanctions have not had the desired effect and pupil not showing improvement in behaviours.
Second incident of bullying	Bullying: repeated name calling and threats over 4 times over a 1 week period. Warnings given after each incident, parents informed about concerns	Internal exclusion for 3 days Meet with parents/carers Confirmation letter sent Pupil to work in H/T office for 3 days completing work away from their class Report card on return to class	
Third incident of bullying	Bullying: continued repeated name calling and threats over 4 times over a 1 week period. Warnings given after each incident, parents informed about concerns	Fixed term exclusion of 3 days Follow Ealing exclusion procedures. Meet with parents/carers Confirmation letter sent Report card on return to school	

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Pupil B			
Incidents	Type of behaviour	Sanction	Additional information
First incident of bullying (lunch time)	Bullying: repeated name calling and threats over 3 times over a 1 week period. Warnings given after each incident Yellow then Red card/detention - parents informed about concerns	Detention at lunch time (1 lunch times) Meet with parents/carers Confirmation letter sent	First incident of bullying.
First incident of disruptive behaviour (lunch time)	Disruptive behaviour: not following SMSA instructions; walking away; rude; shouting; slamming doors Yellow then Red card/detention - parents informed about concerns	Detention at lunch time (2 lunch times) Meet with parents/carers Confirmation letter sent	First incident of disruptive behaviour.
Second incident of bullying (lunch time)	Bullying: repeated name calling and threats over 4 times over a 1 week period. Warnings given after each incident, Red card/detention - parents informed about concerns	Detention at lunch time (3 lunch times) Meet with parents/carers Confirmation letter sent	Incidents involve the same pupil being threatened. Previous sanctions have not had the desired effect and pupil not showing improvement in behaviours. Bullying stops after fixed term exclusion.
Third incident of bullying (lunch time)	Bullying: repeated name calling and threats over 4 times over a 1 week period. Warnings given after each incident, Red card/detention - parents informed about concerns	Fixed term exclusion of 3 days Follow Ealing exclusion procedures. Meet with parents/carers Confirmation letter sent Report card	
Second incident of disruptive behaviour (classroom)	Disruptive behaviour: not following CT instructions; walking away; rude; shouting	Internal exclusion of 2 days Pupil working in HT office for 2 days. Follow Ealing exclusion procedures. Meet with parents/carers Confirmation letter sent + Report card	Second and third incidents of disruptive behaviour. Behaviours escalating and as such sanctions escalate
Third incident of disruptive behaviour (classroom)	Disruptive behaviour: not following CT instructions; walking away; rude; shouting; arguing; throwing equipment; hitting staff	Fixed term exclusion of 5 days Follow Ealing exclusion procedures. Meet with parents/carers Confirmation letter sent + Report card	PBS referral – pupil at risk of permanent exclusion

In exceptional circumstances the head teacher may exclude a child permanently. In addition to this, where a child has had more than two fixed term exclusions of increasingly severe behaviour and all other possible strategies have been tried (including a referral to the Primary Behaviour Service) then the head teacher may permanently exclude the child. It is also possible for the head teacher to convert a fixed-term exclusion into a permanent exclusion if the circumstances warrant this – see Exclusion Policy for full details.

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- h) Children from KS2 who fail to bring in Home-Learning books on three occasions receive a play time detention **from their class teacher**.
A detention letter must be sent home by the class teacher to inform parents/carers – this should be sent home the day before the detention. Detention time should be used to complete the outstanding homework and is supervised by the class teacher.
- i) Classes can also be awarded a 'Privilege Card' for good behaviour or significant achievements. Class teachers can negotiate with their class an appropriate privilege – for example extra playtime, golden time or access to the computers

C THE GOLDEN TABLE - Lunch time

Pupils will be nominated by each SMSA for making good choices at lunch time during the week. This could be for following the rules, good behaviour, being a kind friend or for helpfulness.

Once nominated, the chosen pupil can choose a friend to come and sit with them to eat their lunch at the Golden Table, on Friday lunch time.

Although this is a reward for good choices at lunchtime consideration is also made to overall behaviour during the day when making the decision as to who should be rewarded. For example pupils on report will not be chosen until they come off report and following school rules.

D THE CARD SYSTEM-Lunchtime

Yellow/Red Cards

The yellow/red card system is used for unacceptable behaviour on the playground.

When negative behaviour is noticed the chain of response is as follows, with a "new start" made each half term.

Prior to the first red card being given the child should be given a clear 'yellow card' warning that the behaviour is unacceptable and that if repeated a red card will follow.

If an incident happens at lunchtime and the SMSA thinks the incident is possibly serious enough for a red card they will inform the senior SMSA who will decide if a red card should be issued.

SMSA's will use the list of Yellow/Red Card behaviours to ensure a consistent approach.

Pupils must not be taken to the LSM mentor during the Lunch break by any SMSA.

If the behaviour is of a health and safety concern the member of SLT on duty should be called to assist the SMSA.

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Sanctions relating to the issue of red cards

Subsequent incidents have more serious sanctions. In exceptional circumstances the Leadership team may decide that the poor behaviour will be more effectively modified by adopting the sanctions appropriate to a third or fourth red card at an earlier stage.

1st Incident

- A yellow warning card is given to the pupil. The member of staff should write the details of the incident in their book
- At the end of lunchtime SMSAs report yellow warning cards to the Senior SMSA who records it on the Lunchtime behaviour board in the staffroom so teachers can track pupils' behaviour.

2nd Incident

- Red card is given to the pupil. The SMSA should write the details of the incident in their book so that everyone is clear as to the nature and seriousness of the incident
- At the end of lunchtime SMSAs report back Red card incidents to the Senior SMSA who will inform the parent by letter. A copy of the letter and additional details are passed to the Learning Support Mentor.
- The pupil misses one lunch time and is supervised by the Learning Support Mentor
- The Learning Support Mentor will update the 'Lunchtime behaviour' board in the staffroom so teachers can track pupils' behaviour.

3rd Incident

- As above, but the pupil misses two days of lunchtime and playtime
- Parents are asked to attend a meeting with the Senior SMSA and/or Learning Support Mentor (SLT are informed about meeting).

4th Incident

- When a pupil is given a third red card the SENCo will meet with the parents to discuss the child's misbehaviour and to inform parents that the child will be 'on report'
- The pupil misses three days of playtimes and lunchtimes.
- The pupil is put on report. They are given a "report card" available from the Learning Support Mentor, which has space for staff on duty to record, that the behaviour has been sensible for 10 consecutive school days.
- Staff on duty comment by: initialling card with date; giving a "rating" of behaviour from 0 - 5, where 0 is unsatisfactory and 5 is very good / without problems. Where behaviour is not graded as a 5 the member of staff provides details of any incidents which have occurred. If the card is "lost" the 10-day period begins again.
- If necessary pupils may need to be excluded at lunchtimes.
- At the end of each half term the slate is wiped clean and children start each half term without a record of detentions or red cards.

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Keeping Records

The Learning Support Mentor keeps records for all behaviour incidents in SIMs. This includes recording how parents /carers were informed.

If this conversation raises wider issues the AHT for Inclusion along with the Learning Support Mentor will make a judgement as to whether this needs further referrals to specialist service (for example SAFE team).

Behaviour Books/Report cards

- i) The purpose of these is to give a complete picture of regular patterns of poor behaviour from individual children.
- ii) Ensure that there is a written record kept over time that can be used in discussion with parents and carers and outside agencies.
- iii) Give children a clear indication of how they are failing to keep the rules.
- iv) Give staff opportunity to praise and reward children who succeed in changing their behaviour.

The SLT will monitor the Behaviour Book/report cards on a daily basis. For up to 10 days. After 10 days a decision will be made to continue the report for a further week or to end the report if the required progress has been made by the pupil.

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Differentiation of Sanction for pupils with a SEND

Where pupils understand the rules, know they should follow them and have the social and emotional skills to follow them but fail to do so due to their special educational needs, the school will consider if it is appropriate to exempt them from normal sanctions, or have those sanctions modified so as to be less severe.

Similarly, it is a statutory obligation to ensure that disabled pupils are not placed at a substantial disadvantage in comparison with pupils who do not have a disability (a duty to make 'reasonable adjustments'). This would include making reasonable adjustments to the school-behaviour policy and disciplinary practices.

Pupils who have an identified behaviour, emotional and social difficulty and are on the SEN register should, if needed, have an individual behaviour plan (which specifies small achievable targets, rewards and sanctions) drawn up by the class teacher in collaboration with the SENCo. This should be a child-friendly chart and link closely with their targets.

An individual behaviour plan needs to be adapted for each identified pupil and maintained consistently and fairly by all staff concerned to ensure that it is effective and purposeful for the pupil concerned. The length of time set to achieve the target and to receive a reward should be given careful consideration so that pupils do not become discouraged or feel that the target is unachievable.

Pupils on the Autistic Spectrum should be given consideration and sanctions modified to their individual needs and requirements as long as these modifications are maintained consistently and fairly and link as closely to the school's sanctions/rewards as closely as possible. Similarly the class teacher should work collaboratively with the SENCo to ensure that the plan for the pupil is appropriate.

Foundation Stage

As children in Nursery and Reception are very young the behaviour policy is adapted for these classes.

Children in Nursery and Reception receive stickers as rewards.

Where there are incidents of poor behaviour children are given one warning (their name is moved to orange on the chart).

If the behaviour continues the child is then given 5 minutes "time out" on the thinking chair and their name is moved to red on the chart.

If the behaviour persists children are sent to the Foundation Stage leader who supervises them to miss 5 minutes of their play time.