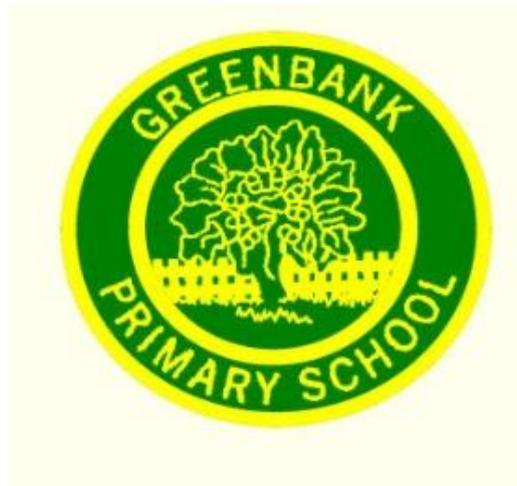


# GREENBANK PRIMARY SCHOOL

## Behaviour for learning Policy



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### **Our policy is based on the belief that:**

- Good behaviour is not automatically learned but needs to be taught and supported by parents/carers and staff.
- Classroom behaviour can change and that we as staff can assist children to manage their behaviour more effectively.
- Every child feels safe, nurtured, respected and included at Greenbank Primary School

### **Aims**

- For staff to project themselves as good role models, co-operating and supporting one another, and treating children and colleagues with courtesy, consideration and respect.
- For staff to have high expectations of the behaviour of all children.
- For staff to ensure that children's self-esteem is high through creating a safe environment
- To provide a broad, balanced and differentiated curriculum which is both interesting and relevant for all children.
- To provide a varied range of teaching and learning styles to suit the needs of children.
- To provide a calm learning environment and quality resources.
- To encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance, confidence and trustworthiness.
- To provide strong pastoral care for children across the school that may require it.
- To ensure that systems to support behaviour are used consistently across school
- To encourage a school/home partnership, that promote children's education and maintain good standards of behaviour.

### **Purpose**

- To maintain levels of outstanding behaviour.
- To provide a consistent approach to rewarding good behaviour (Smiley System)
- To provide a consistent approach to responding to unacceptable behaviour through positive reinforcement.
- To ensure that poor behaviour does not impact on children reaching their potential achievement.
- To support children to be reflective about their behaviour choices.

### **The Adults Role**

Behaviour Management in school is the responsibility of all staff who work at Greenbank Primary. Parents and Carers are expected to work in partnership with the school staff to support with children's behaviour.

A safe environment alongside positive expectations, praise and reward is the key to successful behaviour management. Children need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. Children need to be taught to manage their own behaviour, through self-regulation strategies if needed.

The staff at Greenbank recognise that effective conditions for learning like planning, pitch, pace, pupil engagement and type of activity impacts positively on general behaviour across school.

## The 4 Promises

1. **Be ready** by coming to every lesson (indoors or outdoors) on time and fully prepared to listen and participate in learning. Being in uniform or appropriate clothing for our learning outside of the classroom
2. **Be kind** by taking care of yourself and others using kind words and kind actions.
3. **Be respectful** by listening to each other, following instructions all adult instructions in school, showing good manners, being polite and respectful to members of our community and taking care of our environment by picking up litter, looking after school property and keeping classrooms tidy
4. **Believe** in yourself

The '4 Promises' are displayed around the school and referred to throughout the school day.

## Good to be Green Charts

The 'Good to be Green' charts are to be displayed near the smiley charts and Behaviour for Learning rules (The 4 Promises). Depending on space some classes could have a display board or area dedicated to the behaviour rules and smiley system in school.

Each 'Good to be Green' chart has a title banner, 36 clear pockets, name tags, green cards, yellow warning cards and red consequence cards.



On the first day in September in new school year the teacher will discuss the Behaviour for Learning rules (The 4 Promises) with their new class. The yellow warning and red consequence cards are to be used as required depending on which step the children are on (see consequences and sanctions section).

## Smileys

Smileys are awarded for;

- Manners
- Role model behaviour
- Completing good work

- Helping others
- Celebrating an achievement
- Awarding for following the '4 Promises'

Smileys will be awarded fairly with no more than 5 smileys awarded at a time to one child.

A smiley can be awarded by any staff member to any child at any time. All staff should carry smileys at all times to reward and reinforce positive behaviour as it occurs. This reinforces the philosophy that the care of all our pupils is the responsibility of all adults in school.

In Early Years and KS1 children will be awarded smileys for following the behaviour rules. The awarded smileys will have the child's name written on the back and be placed in jar and a child in each class will be selected for a prize in the weekly assembly.

KS2 will be awarded smileys and record in sets of 10s on a class chart. Certificates will be presented in assembly when a child has reached a Bronze, Silver, Gold or Green Award

	How recorded	Awards
0-49	Class chart	No award
50	Class chart	<b>Bronze Award</b> given out in Achievement assembly
130	Class chart	<b>Silver Award</b> given out in Achievement assembly
180	Class chart	<b>Gold Award</b> given out in Achievement Assembly
250	Class chart	<b>Green Award</b> given out in Achievement Assembly

### **Sanctions and Consequences**

The following steps are to be adhered to and the consequences followed through for children who are confining or are displaying low level behaviours. These steps are to be followed using the Good to be Green chart with accompanying yellow and red cards.

In Early Years we follow the sanction of a Time Out and following this we speak to the child about their behaviour (restorative conversation). Staff will notify parents at the end of the day if a Time Out sanction has been used and try to ascertain reasons why this behaviour has been displayed.

#### **In KS1 and KS2**

All children start on green at the beginning of the day.

If children begin to not conform to the Behaviour for Learning/class rules then the following will apply:

**Step 1:** A warning will be given and a reminder for the child of the behaviour expectations

**Step 2:** A second warning will be given with a further reminder of the behaviour expectations

**Step 3:** A yellow card will be issued. The child must place the yellow card next to their name.

**Step 4:** A red card will be issued. The child must place the red card next to their name. This will be logged. Parents will be spoken to at the end of the day.

Restorative conversation to be had with the child by adult dealing with the incident eg: Teacher, teaching Assistant, Pastoral, Lunchtime Organiser or member of the Senior Leadership Team.

A red card will be issued immediately if the following behaviours are displayed by a child;

- Physically abusing children or staff eg: hitting, kicking, fighting or hurting with intent.
- Verbally abusing children or staff eg: swearing, sarcasm, name calling
- Using derogatory language eg: Racist or homophobic language
- Threatening behaviour
- Bullying including cyber bullying. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.
  
- Spitting
- Vandalism eg: purposefully damaging property
- Stealing

Once the red 'consequence' card has been issued one or more of the following can apply depending on the child and the behaviours displayed:

- Reflection Time by missing break time /lunch time for a minimum of 5 minutes depending on the severity of the behaviour. This will also help with children reflecting on their behaviour choices.
- Work to be sent home if not completed in class due to not following for behaviour for learning rules.
- Loss of privileges for example: prefect, member of the school council or eco club, if it applies.
- Work in another class/year group for a certain amount of time, depending on behaviour displayed by the child.

At the end of the day children who have been on yellow or red are noted on the tracker and all the children are back on the green card. Ensure all children are on green at the start of each day.

### **Children who receive yellow or red cards persistently**

Children who persistently end up on **yellow** or **red** in a three week period (check tracker) will need some additional intervention.

Persistent yellow and red cards that require additional intervention will be;

**Yellow Cards - if a child ends up receiving 3 or more yellow cards a week**

**Red Cards - 4 or more red cards in a three week period**

At this point the Pastoral Team will liaise with parents to look at expectations and strategies. School may also set up a Behaviour Chart if required. The time frame of children on the behaviour chart depends on the behaviour displayed by the child.

If a child continues to receive yellow and red cards then further advice and support will be sought from external agencies.