GREENBANK PRIMARY SCHOOL

Behaviour for Learning Policy

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**Checked by: SLT**

**Approved by: Heads and Chairs Group (HT/DHT/ C of G/ VC of G)**

**Introduction**

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

1. Good behaviour is not automatically learned but needs to be taught and supported by parents.
2. Classroom behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
3. A child with problems is the school’s problem not an individual teacher’s problem.

**Aims**

1. For staff to project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.
2. For staff to have a high standard of pupil expectation in all aspects of work.
3. For staff to try to raise the levels of pupils’ self-esteem.
4. To provide a broad, balanced and differentiated curriculum which is both interesting and relevant.
5. To provide a varied range of teaching and learning styles to suit the needs of pupils.
6. To provide an attractive learning environment and quality resources.
7. To track pupil progress, through Assertive Mentoring, to set challenging though achievable targets and support children in achieving them.
8. 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.
9. To make provision for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
10. To consistently implement the ‘Good to be Green’ reward and sanctions system in conjunction with the smiley system.
11. To encourage a school/parent partnership, to promote children’s education and maintain standards of behaviour.

**Purpose**

* To maintain levels of good to outstanding behaviour.
* To provide a consistent approach in rewarding good behaviour (Smiley system, whole class golden smilies).
* To provide a consistent approach in responding to unacceptable behaviour (Good to be Green chart).
* To ensure that behaviour does not inhibit learning or impede on potential achievement in areas of the curriculum indoors and outdoors.
* To provide a consistent reward and sanctions system across the school.

**The Adults Role**

The adult refers to staff working with the whole class or smaller groups of children across the school. It also includes staff working in areas such as the office, dining centre, outdoor team and cleaning staff.

The adult needs to establish consistent levels of acceptable behaviour with the support of parents, governors and SLT. Positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as a means of motivation. They need to be taught to manage their own behaviour through self-regulation activities if needed.

Teacher’s and Teaching Assistant’s working with children in class need to recognise that effective conditions for learning like planning, pitch, pace, pupil engagement and type of activity will impact positively on general classroom behaviour. These effective conditions for learning also include learning outside the classroom with the Outdoor Team.

**‘5 Promises’ – Linked to Behaviour for Learning Rules**

1. **Be prepared-**Come to every lesson (indoors or outdoors) fully prepared to learn.
2. **Listen-**Listen to the adult and each other.
3. **Respect**-Be respectful to all.
4. **Value**-Look after property indoors and outdoors.
5. **Care-**Take care of yourself and others.

These rules and **‘5 promises’** are to be displayed in all classes near the ‘Good to be Green’ chart, and they will be displayed around the school (Hall, Dining Centre, Library etc…).

At the beginning of the year, or during Move up Week (July), the new class teacher and children are to generate class rules based around the Behaviour for Learning rules. The class rules will then be displayed in a way that children can see them on a daily basis in the classroom. The children and adults in the class must then sign up to these rules and continue to refer to them throughout the year.

**Good to be Green Charts**

The ‘Good to be Green’ charts are to be displayed near the smiley charts and Behaviour for Learning rules. 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.



During move up week, the teacher is to set up the chart with the children’s names on the white tags, and insert a green card behind each name tag. The class discusses the Behaviour for Learning rules and devise their own class rules around the BfL rules. Each member of the class signs up to these rules during Move Up Week. The chart is to be re-introduced on the first day of term in September, with a reminder of the schools’ Behaviour for Learning rules and the class rules which have been signed by the children. 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**

The smiley reward system, in order to allow it to be tracked in termly ‘Go for Green’ meetings, is graded as follows:

|  |  |  |
| --- | --- | --- |
| Smileys given for any noteworthy behaviour linked to the Behaviour for learning/class rules | How recorded | Awards |
| 0-49 | Class chart | No award |
| 50  | Class chart | **Bronze Award** given out in Achievement assembly |
| 130 | Class chart | **Silver Award** given out in Achievement assembly |
| 180 | Class chart | **Gold Award** given out in Achievement Assembly |
| 250 | Class chart | **Green Award** given out in Achievement Assembly |

Awards are recorded on each pupil’s individual Good Behaviour Card. The cards are kept in the pupil’s GFG File. Pupils should be aiming to achieve a Bronze Award by the end of Autumn, a Silver award during the end of Spring Term and a Gold award by the end of the year. A Green Award can be achieved which sets an additional challenge for pupils. Pupils receiving a Gold or Green Award receive a letter home informing parents/guardians of how well they are doing at school and inviting them to the Achievement Assembly where the certificate will be presented.

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.

**Golden Smileys**

**The Golden smiley reward system will be a reward for the whole class. If the whole class are following the ‘5 promises’ the class will be rewarded with a golden smiley. A golden smiley will allow for 10 minutes golden time which will happen at the end of each half term.**

**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.

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**: Class teacher intervenes using strategies of moving, separating from certain individuals etc…At this point three warnings are given.

**Step 2**: After the third warning, the child receives a yellow warning card which is straight away placed behind the child’s name tag. At this point children in FS/KS1 can earn back status on green if they comply and begin to follow the rules again. However, KS2 children are to remain on yellow.

**Step 3**: If children continue to misbehave and not follow the Behaviour for Learning rules or the class rules then the yellow card will change to a red ‘consequence’ card. Again this is to be done straight away so that children can see the impact.

Once on the red ‘consequence’ card one or more of the following can apply depending on the child and the behaviours displayed:

* Miss playtime/lunchtime play and catch up on missed learning or reflect on their behaviour.
* Loss of privileges like playground leader, 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 child.
* **If a child has been on red this will consequently mean they miss 5 minutes ‘golden time’, if they have been on amber they will miss 2 minutes ‘golden time’. Teacher’s will look at behaviour chart for the half term and deduct time for children who have been on red and amber and they will miss that amount of time. Whilst children are having ‘golden time’ they will be doing PSCHE activities.**

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.

**Persistent Offenders and/or Transients**

The following steps are to be adhered to and the consequences followed through for children who are not able to confine or are perceived to be persistent offenders or transients.

**Step 1**: At the beginning of the year or when new children arrive in class, provide children with a four week period of settling in as part of their induction in to school life. Provide the child with a child-friendly version of the Behaviour for Learning rules. After two weeks the child is to sign up to the class rules/contract. During this time children are observing the ‘Good to be Green’ procedures and smiley system. Provide the child with a ‘buddy’ who will be a good role model and show children what to do in class and at other social situations like playtime and dinnertimes. After the four week period children begin complying and following the ‘Good to be Green’ procedures and sanctions.

**Step 2**: Children who consistently end up on **yellow** or **red** in a two week period (check tracker) will need some additional intervention. At this point liase with the pastoral team and parents’, and set up a behaviour chart. The time frame of children on the behaviour chart depends on the initial behaviour displayed by the child.

**Step 3**: If the child has been on a behaviour chart for at least two separate occasions over half a term, then extra intervention is needed. In consultation with the Pastoral and/or SEN team sought out other interventions including:

GOAL Project

Rainbow Room

SULP

Specific outdoor activity such as donkey therapy

1:1 or small group work mentor time

Lego therapy

Speech link

Outside agencies like CAMHS or Educational Psychologist

School nurse

**Step 4**: If the child has had some further intervention on two separate occasions and behaviour consistently deteriorates seek advice from SLT. At this point the SLT will begin to intervene and follow procedures of an in school exclusion (working in isolation) or full exclusion, if required.