

Wednesday 8<sup>th</sup> May 2018

## **Re: Behaviour Policy**

Dear Parents and Carers,

Over the past three weeks I have worked with the staff to review the current behaviour policy. Together, we have drafted a clear and straight forward system, which allows children the opportunity to achieve Gold every day. We are still following the Stay on Green principles from the previous policy, but will be introducing some changes, including daily rewards and recognitions for the children. From Monday 14<sup>th</sup> May, we will be trialling the new system. Before the end of term, I will gather the views of staff, children, parents and governors, before the policy is finalised ready for September. Later this term, I will write to you for your views.

### **The policy summary**

- Each class has a behaviour chart and every day, all children begin on green to demonstrate the expectation that each day will be a positive one.
- Children know that there are consequences when making inappropriate behaviour choices, and rewards for making good choices.
- Each day is a new day. However it may be necessary for a child to have an alternate lunch the day after an incident.
- All classes will follow the same principles, however in early years, the colours will be represented pictorially to make it more meaningful to the children.

### **Rewarding consistently good behaviour**

At the end of each half term, those children who have 'Stayed on green' every day will be presented with a certificate by the Headteacher in a celebration assembly.

- ❖ 1 half term – Consistently Good Behaviour
- ❖ 2 half terms – Bronze certificate
- ❖ 3 half terms – Silver certificate
- ❖ 4 half terms – Gold certificate
- ❖ 5 half terms – Platinum certificate
- ❖ 6 half terms – Outstanding Behaviour certificate

## Sanctions

We use a range of techniques to encourage children to make good choices and to follow the rules. Before moving a child's name down the behaviour chart, staff will aim to give children a reminder. However, if we have tried a range of strategies and a child is clearly choosing to behave inappropriately, then we will follow the stages below.

### Stage 1 (Verbal warning – Green)

Child is given a verbal warning.

### Stage 2 (Yellow)

Child is given time out **inside** the classroom. Children will spend the time reflecting on their behaviour and how to improve it. An adult will spend some time with the child to discuss the incident/behaviour and to remind them of our expectations.

### Stage 3 (Red)

Child is sent to another classroom, with work, for a timed period, depending on their age (a maximum of 15 minutes). Having reached **Stage 3** the child is then expected to be on their BEST BEHAVIOUR for the rest of the day. Any further unacceptable behaviour goes straight to **Stage 4**.

### Stage 4 (Red+) Deputy Headteacher (DHT) or Headteacher (HT)

The child is sent to the DHT/HT with work to complete and will stay with them for the remainder of the session.

The DHT/HT will log the behaviour and will contact parents at the earliest convenient time. The child may attend an alternate lunchtime, where they will complete a reflection sheet and discuss their behaviour with the DHT/HT.

If a child on report continues to misbehave the DHT/HT will call the parents for a meeting to discuss the behaviour.

### ***Some of the following sanctions may be used:***

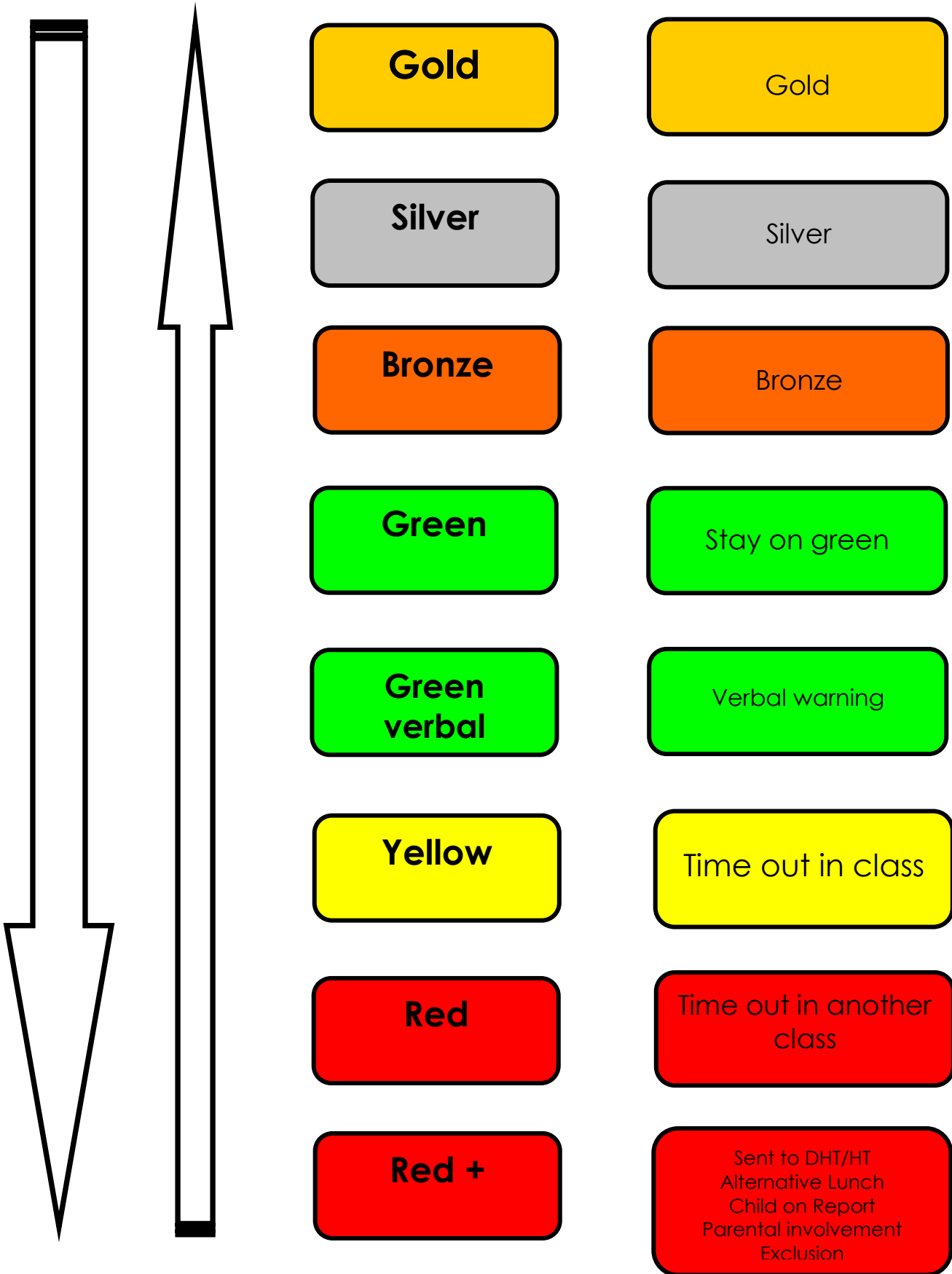
- The child may then be on **REPORT** for a week.
- The child may receive an **in-school** exclusion of half a day or a day. This will happen under the supervision of the DH/HT. The class teacher should provide adequate activities to keep the child occupied for the session.
- Playtimes and lunchtimes may be missed, these will be supervised by the DHT/HT.
- The child may miss classroom activities, e.g. school trips and clubs.
- If child continues to misbehave after the exclusion, then the child may be referred to the SENDCo where an **Individual Behaviour Plan** will be put into place to support the child and the family.

### **PLEASE NOTE:**

Once a child has moved to Yellow or Red, they may have the opportunity to move back to Green throughout the rest of the day if they can improve their behaviour. They cannot however proceed any higher than Green, and it will be the lowest point that they reached on the chart, that will be logged for that child on that day.

Depending on the severity of the behaviour, at times it may be necessary to move a child immediately to Red, or to Red+.

**'Stay on Green' – Visual Guide**



A range of positive behaviour management strategies, including warnings or reminders will be given. Children are given time for reflection and the opportunity to change their behaviour.

Some examples of how class behaviour might be displayed:



The policy allows for teachers to use whole class rewards; see example below:



I look forward to hearing feedback on this over the coming weeks.

Yours sincerely,

Mrs C. Scott  
Headteacher