



PORTFIELDS PRIMARY SCHOOL

BEHAVIOUR POLICY

Date	Review Date	Co-ordinator
July 2017	July 2018	Vikki Pegg / Will Brooks

BUILDING BETTER BEHAVIOUR

Rationale

Being a responsible Citizen encompasses many aspects, one of which is making good choices, learning to behave appropriately and having respect for others and the environment in which we work and live together. As a school, we believe it is important to prepare children for the next stage of life. There must be a consistency of expectation that everyone (irrespective of gender, race or culture) should feel safe and secure, have empathy and respect for all others, and place a high value upon individual achievement and personal development.

Our values, represented by the six stars on the school logo are:

- Respect
- Friendship
- Determination
- Aspiration
- Cooperation
- Honesty

We foster a positive environment where children exhibit a sense of commitment and pride in their school. We value our parent/carers and acknowledge that collaborative working with them is extremely important. The key aim of this policy is to promote positive behaviours and help the children understand the impact that inappropriate behaviours can have on themselves and others. We view behaviour as being the responsibility of ALL; staff, pupils, governors, parent/carers and the community alike. Mutual respect and positive behaviour is the expectation for all. At Portfields, we promote excellent home/school partnerships with parents, actively encouraging an effective two-way partnership.

Through our commitment to the SMSC Agenda, our reinforcement of positive behaviour throughout the curriculum, our consistency of approach, educating our children how to make better choices and our assemblies, we strive to significantly reduce inappropriate, negative and damaging behaviours.

Good to be Green behaviour system

At Portfields, we manage behaviour using the Good to be Green system. This follows the principles of positive reinforcement as children start each day on a green card and are rewarded in different ways if they remain on a green card. Where children make mistakes with the behaviours they display, yellow or red cards can be issued and recorded. Each new day is a new start, all children go to "green" and have the opportunity to be rewarded. This very visual system supports children's understanding of the choices they are making with their behaviour, reinforced by appropriate rewards and sanctions.

Good to be Green rewards

All children are on a GREEN card at the start of the school day. Positive behaviour is rewarded in the following ways:

1. Staying on GREEN all day = 1 personal point
2. Staying on GREEN all week = 1 Good to be Green raffle ticket. A raffle will take place at the end of each half term; there will be 3 x prize draws for KS2 and 3 x prize draws for KS1. The more weeks that children remain GREEN, the greater the number of raffle tickets they will have in the prize draw.
3. Good to be Green certificates are awarded at the end of each half term in year group assemblies by the Head of Year for children who have received no more than 5 yellow cards and 0 red cards in the half termly period. Children who receive certificates will also receive a reward determined by the Senior Management Team.
4. Good to be Green privilege cards will be awarded in celebration assembly at the end of term for children who receive no more than 5 yellow cards and 0 red cards in a termly period. Privilege cards are valid for one forthcoming term and enable children to have the entitlement issued on their card, for example, to be entitled to take playtimes indoors. This entitlement is made by the Senior Management Team in consultation with the child.
5. Good to be Green platinum cards will be awarded in celebration assembly at the end of term for children who receive no yellow or red cards in a termly period. Platinum card holders will be invited to attend a significant reward event determined by the Senior Management Team. They will also be entitled to receive a privilege in the same way as privilege card holders.

Consequences of inappropriate behaviour and poor choices

There are, on occasion, times that mistakes can, and will, be made. Our children are learning their way in the world and will need help and guidance at times. At Portfields, our aim is to be proactive in supporting children to learn from mistakes and take ownership of their own actions. This may mean accepting consequence for these actions which aim to teach children that there are always repercussions for poor choices and inappropriate behaviour. Our goal is to help the children learn to make informed and positive decisions and to choose a better way. If a child does make poor choices, whether it is deliberate or unintentional, the following stages will be introduced.

All children are on a GREEN card at the start of the school day. If a child displays behaviour that does not meet expectations, children should be reminded first about what the expectations are and what specific behaviour they should correct to comply with expectations. It is every adult's responsibility to use de-escalation strategies (e.g. move a child who keeps talking to another position) before and during each stage of the warnings.

1. First warning e.g. verbal warning
2. Second warning - yellow card turned sideways behind green card (half yellow showing)
3. Third warning – YELLOW card (miss up to 5 minutes of Golden Time or break)
4. Fourth warning – RED card with appropriate class sanctions (e.g. miss up to 10 minutes of Golden Time or break). It is the responsibility of the class teacher to ensure the agreed sanction occurs.

The child will remain on a YELLOW or RED until the end of the day; all staff need to encourage reflective behaviour by asking children to explain why their card is no longer green and praising children who consistently show good behaviour through being on green cards. Yellow and red cards must be recorded on the Good to be Green record log pads. However, all pupils will return to green at the start of the next day. If a child is on a RED card for five consecutive days, a discussion takes place with the Head of Year and parents are informed. If appropriate at this stage, a meeting takes place between relevant members of staff, parent(s) and the child.

At Portfields, we level behaviour according to severity (see Appendix 1). A child-friendly version of this document is shared with the children on a regular basis and displayed in all classrooms (see Appendix 2). If a child is persistently receiving RED cards over a period of two weeks, following the meeting with parents by the Head of Year, a 30 minute detention will be issued and the child will need to complete a reflection sheet, which will be kept on file. Continued persistent poor behaviour will result in the child being placed on a report card to be signed each lesson by the class teacher and at the end of the day by a member of the Senior Management Team.

Any level 4 or 5 behaviours will immediately result in a member of the Senior Management Team being informed. Level 4 behaviour results in an instant yellow card. Level 5 behaviour results in an instant red card.

Zero Tolerance

There are some actions and choices that children make that we have a complete Zero Tolerance approach to and will not be accepted, such as; racism, homophobia, bullying, stealing and damage to property. All incidents of level 5 behaviour pupils will be referred straight to a member of the Senior Leadership Team.

Sanctions to be decided by the Senior Leadership Team (level 4 or 5)

For incidents at level 4 or 5, parents should be informed and appropriate sanctions will be put in place. Appropriate sanctions could include:

- removal from school teams / extra-curricular clubs
- exclusions from certain areas of the school
- short fixed term exclusions
- longer fixed term exclusion
- permanent exclusion

Exclusions

Exclusion is always the last resort but the school insists on its right to exclude pupils whose behaviour is such that it becomes a health and safety risk for themselves and others, infringes upon the rights of children to learn and play in a safe environment and upon the rights of adults to carry out their jobs.

Exclusion may be for a fixed term or permanent. We always try to warn parents if we are considering excluding their child. Sometimes, however, we cannot do this. There is a school process for permanent exclusions which enables parents to appeal against any decision to exclude their child permanently.

Flow of Intervention

The class teacher is central to the behaviour process and must always be aware of any incident and actions taken. If the incident is of a more serious nature or routinely repeated, it may be referred to the Head of Year, Key Stage Lead or to a member of the Senior Management Team as deemed appropriate following the guidance within the Behaviour Policy. Please see Appendix 3 (Flow of Intervention).

SEND and Behaviour

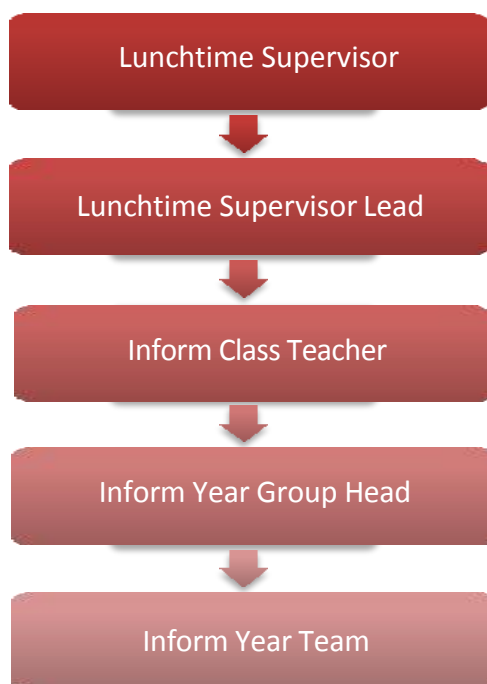
As a school, we recognise that there are many children that may require additional support and intervention to help cater for their individual needs and that our Behaviour Policy may need to be adjusted to meet these needs. For any child that has raised concerns or been highlighted as having significant difficulties, it may be decided that these children need planned, individual and targeted behavioural support programmes and reward systems in place. This is part of their provision and SEND interventions. Their misbehaviour will be addressed and appropriate sanctions followed in accordance with their agreed intervention plan put in place by the class teacher and/or SEND Team. We will aim to identify the needs of the pupils early and work closely with parent/carers and external agencies to help support their needs and promote positive behaviour. We recognise the importance of identifying the SEND need underlying the behaviour and providing support to meet the need rather than addressing the behaviour as a separate entity.

Lunchtime and Play-time procedures

Positive, exciting and stimulating playtimes are promoted and encouraged at all times. We recognise they

are very important to enhance pupil's social, emotional and behavioural development.

For minor incidents at lunch and break times, children will be given a warning and informed clearly that they are making the wrong choice and that their behaviour may be inappropriate. If the incident is then repeated or the incident is more serious the child will then be referred to the lead lunchtime supervisor. If they deem the incident to be serious or persistent then the child will be referred to a member of the Senior Management Team. In all incidents, the class teacher should be made aware at the end of playtime or lunchtime so that the Good to be Green behaviour cards can reflect the level of incident and logged. Class Teachers will make the decision to inform the Head of Year and the year group team if appropriate.



Recording and Monitoring of Behaviour

All YELLOW and RED cards must be noted on the Good to be Green record log pads. All behaviour incidents and consequences will be recorded using the Behavioural Incident Report Form (see Appendix 4) with a Levels of Behaviour document attached if applicable. If children exhibit behaviours requiring an on-going record to be kept, the On-going Behavioural Incident Report Form should be used (see Appendix 5). Any concerns surrounding general behaviour and/or individual children will be discussed in year group meetings to ensure a proactive and consistent approach to situations. Whole school and year group patterns of behaviour will be monitored and analysed half termly and will be used to inform current and future practice. It is the responsibility of the member of staff dealing with the behavioural incident to record it and hand it over to the Class Teacher, who should then store it in the Behaviour section of the Inclusion File.

Positive Handling

Please view our Positive Handling (Physical Restraint) Policy for more information.

Bullying

At Portfields Primary School we consider bullying to be an anti-social behaviour. It is unacceptable and will not be tolerated.

Please view our Anti-Bullying Policy for more information.

Safeguarding

At Portfields Primary School, safeguarding and child protection are paramount and we are fully committed to ensuring the welfare and safety of all our children. We believe that children have a right to learn in a supportive, caring and safe environment which includes the right to protection from all types of abuse; where staff are vigilant for signs of any pupil in distress and are confident about applying the processes to avert and alleviate any such problems. If any behaviour is a concern in relation to safeguarding, procedures and processes will be followed at all times in accordance with the Safeguarding and Child Protection Policy.

Any concerns will be referred to the Designated Safeguarding Lead (Vikki Pegg) or Deputy Safeguarding Lead (Mandy Elston or Lorna Varley).

Our Safeguarding Governor is Aileen Bush.

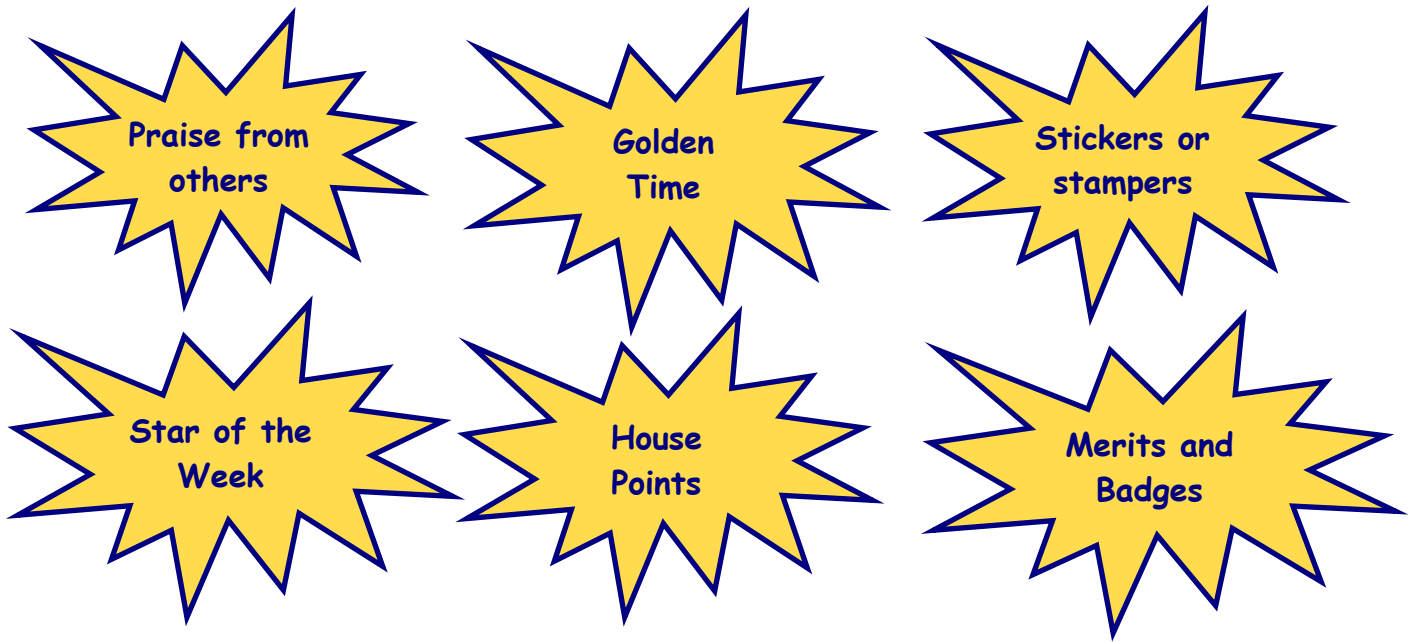
Please view our Safeguarding and Child Protection Policy for more information.



PORTFIELDS PRIMARY SCHOOL LEVELS OF BEHAVIOUR

LEVEL	Examples of unacceptable behaviour	Actions / Staff Involved
1	<p>Calling out or not listening Lack of focus Swinging on chairs Interrupting, silly voices Ignoring instructions Pushing in the line Throwing/flicking small objects e.g rubber Silly behaviour</p>	<p>Facial clues Distraction techniques Acknowledgement of disapproval (verbal or non-verbal) Reminder of school rules Adult refers to the behaviour policy / expectations Take away the distraction to the child Praise others close by who are behaving</p>
2	<p><i>Repeat occurrence of above</i> Not working Disrupting teaching and learning for others Answering back Rude/threatening gestures Taunting/teasing/winding other pupils up Rough play Leaving the classroom without permission Inappropriate language</p>	<p>Yellow card Warning and choices Change of seating plan Reminder of school rules and consequences Loss of golden time minutes Apology (either verbal or written) Time from break/lunch to complete work at the discretion of the teacher Walk around with member of staff on break duty</p>
3	<p><i>Continued repetition of any of the above</i> Aiming and throwing objects at anyone or anything deliberately Refusal to do something when asked Interfering with others, their things or work Harming someone intentionally (verbally or physically) Intentional damage to property Swearing deliberately at someone</p>	<p>Red card Final verbal warning Time out in another classroom or year group Class Teacher meeting with parents Loss of break/lunchtime at the discretion of the teacher Behaviour / reward chart Missed privileges Incidents recorded in behaviour section of Inclusion file Key Stage Lead informed</p>
4	<p><i>Continued repetition of any of the above</i> Serious intentional harm to others including fighting Throwing objects violently Serious verbal abuse to children/adults Serious intentional damage to property Racist/homophobic name calling or bullying Verbal abuse/threats to children/staff Stealing Use of more extreme swear words</p>	<p>Sent from playground/classroom to SMT Key Stage Lead meeting with parents Privileges removed Session by session Behaviour Report Records kept of incidents (in Inclusion file) to be shared with parents regularly Behaviour Review by SMT/ SENco (<i>if applicable</i>) Member of SMT involved</p>
5	<p><i>Continued repeat of any of the above after behaviour support plan implemented</i> Extremely violent behaviour, high risk to the safety of others Persistent racist/homophobic name calling or bullying Persistent verbal abuse/threats to children/staff Serious physical abuse to children/staff Leaving school premises without permission</p>	<p>On-going Behaviour Review meetings with parents Possible sanctions to be decided by Head Teacher:</p> <ul style="list-style-type: none"> ● removal from school teams / extra-curricular clubs ● exclusions from certain areas of the school ● short fixed term exclusions ● longer fixed term exclusion ● permanent exclusion

What happens if I behave brilliantly at Portfields?



If I choose not to show 'Brilliant Behaviour', I understand the consequences:

1	If I <u>choose</u> to do something "silly"...	<p>Like...</p> <ul style="list-style-type: none"> calling out talking while someone else is talking pushing in the line silly behaviour 	<p>I can expect...</p> <ul style="list-style-type: none"> to be spoken to by an adult to be reminded of the rules to miss out on praise not to be chosen for a privilege or task
2	If I <u>choose</u> to keep doing the same thing...	<p>Like...</p> <ul style="list-style-type: none"> not working or distracting others rough play / play fighting answering back using inappropriate words annoying other children 	<p>I can expect...</p> <ul style="list-style-type: none"> to be given a Yellow Card to lose some of my play time to have to sit somewhere else to be asked to apologise to walk around with an adult on the playground
3	If I <u>choose</u> to keep doing the same thing or do something a bit more serious...	<p>Like...</p> <ul style="list-style-type: none"> throwing things at other people refusing to do something when asked hurting someone deliberately damaging property swearing at someone leaving the classroom without permission 	<p>I can expect...</p> <ul style="list-style-type: none"> to be given a Red Card to be sent to work in a different classroom or year group to miss break or lunchtime my parents to be told to be put on a general behaviour chart to miss privileges my teacher to write a record of my behaviour the Key Stage Lead to be involved
4	If I <u>choose</u> to keep doing the same thing or do something really serious...	<p>Like...</p> <ul style="list-style-type: none"> seriously hurting someone deliberately violently throwing something being verbally abusive completely refusing to do something seriously damaging property calling someone racist names or starting to bully someone using extreme swear words 	<p>I can expect...</p> <ul style="list-style-type: none"> to be removed from the playground my parents to meet with the Key Stage Lead to lose privileges to be put on a behaviour chart lesson by lesson my teacher to keep a record of my behaviour and share it with my parents regularly Mrs Pegg or Mr Brooks to be told
5	If I <u>choose</u> to keep doing the same thing or do something even worse...	<p>Like...</p> <ul style="list-style-type: none"> extremely violent behaviour causing risk to others or self bullying or being racist towards someone leaving the school without permission from a teacher 	<p>I can expect...</p> <ul style="list-style-type: none"> my parents to attend a Behaviour Meeting loss of all privileges or playtimes <p><i>or even</i></p> <ul style="list-style-type: none"> exclusion from some areas of school exclusion from events in school exclusion from school

PORTFIELDS PRIMARY SCHOOL FLOW OF INTERVENTION

