

Stage 2: Repeated and persistent misbehaviour

Growing from Green works well for the majority of children. However there will be children who will need additional support in their behaviour. The classroom teacher, or other members of staff, may ask for children to be given additional support.

Stage 2 involves small intervention groups that will take place weekly with the Behaviour Leader. Children will have time to reflect and assess their own behaviour using the Growing from Green reflection sheet (APPENDIX E). This starting point allows children to identify possible areas of issue. Through dialogue, children will set their own behaviour based targets to work on over set periods of time.

For children who find managing their behaviour a problem regularly, Target sheets/report cards, maybe given to each child for them and their class teacher to monitor either daily or weekly. These sheets will then be reviewed in the next intervention. New targets can be set, or additional ones modified as the result of the discussion that has taken place. More challenging children may benefit from the 'Cloud System'.

Rewards, such as letters home or being taken to the Head of School are given for children who show that they have improved. If improvement is continual then they will be taken out of the intervention group.

As the children are at the heart of their own behaviour improvement there is more chance of them wanting to improve it.

A child whose behaviour in class is becoming a cause for concern may need specific support and should be discussed with the SENCo. They may then be placed on the SEN CoP (Code of Practice) and their behaviour reviewed on a regular basis with parents' involvement.

Stage 3: Extreme behaviour issues

If there is a child who is not responding to Stages 1 and 2, or that their behaviour is so extreme it is apparent that Stages 1 and 2 will not be effective, that child can be refereed for stage 3 support.

Stage 3 will involve the Behaviour Leader, the Head of School and the One-to-one support staff. If the consensus is that this child will benefit from more continual support and/or it is necessary for the health, welfare and safety of other children, then the one-to-one support staff may be allocated to that child. The role of the one-to-one support staff will be to act as a mentor and help the child develop his/her own social and behaviour skills under safe and supportive supervision. This will involve focusing on the positive attributes of the child to encourage them to achieve and develop, whilst shutting down the negative attributes that hold back this development.

In the event of having more than one child deemed as Stage 3, the behaviour of each child will be reviewed so that support can be in place for key times.

During this time the SenCo will be working alongside the aforementioned staff to apply for further appropriate support and guidance. The school's Family Welfare Office, Diana Huskey, will also liaise, if deemed appropriate with the family of the child.

Working with the Borough behaviour unit will be on-going and support and advice sort as and when needed on a case-to-case bases.

If a child is at risk of exclusion – in school and out of school – a Pastoral Support Plan will be set up with external support agencies, school and parents to avoid the risk of the child being permanently excluded from school. The school would consider permanent exclusion only as a very last resort. Permanent exclusions would only be considered for serious breaches of schools behaviour policy and when all other options have been exhausted.

However, serious breach of the school's behaviour policy will have precedence above all other sanctions and consequences.

What do we do if a child refuses a consequence?

- Avoid a confrontation, speak to the child quietly and calmly and remind them of what will happen if they don't follow your instructions. Remind them that the consequence cannot be avoided.
- Send a sensible child to get Deputy Head or Head Teacher using the yellow card.
- If the child is aggressive and/or not in control of themselves, remove the rest of class from the situation and seek assistance.
- Staff have been Team-Teach trained and are able, if necessary, to use restraint as outlined below.

Positive Handling

All schools are to have a policy statement on "Guidance on the Use of Reasonable Force to control and Restrain Pupils" in line with the DfEE Circular 10/98. It is within this section that details regarding restraining children are addressed.

Guidelines

As above, a Senior member of staff must be sent for and stay calm and un-confrontational.

However, there may be times when a trained by Team-Teach member of staff may need to restrain a child. Situations may include:

- the pupil is in danger of committing a criminal offence

- the pupil is in danger of injuring themselves or others
- the pupil could damage property
- the pupil is engaged in behaviour which is prejudicial to good order and discipline.
(Where this is the case it is often more effective to remove the rest of the children.
Leaving the culprit supervised on a one-to-one basis by another member of staff.

Physical restraint must not be used for:

- a trivial misdemeanour
- non-compliance with an instruction which has no immediate risk to people or property

Physical restraint may only be used when a trained member of staff is:

- on school property
- in charge of a pupil elsewhere (e.g. on a school trip)

Physical restraint is a last resort. Other strategies which should be tried first include:

- | | | |
|------------------|-------------|---------------|
| • allowing space | • talking | • distraction |
| • listening | • diversion | |
| • cajoling | • humouring | |

Positive handling can include:

- stepping between pupils
- holding
- pushing a pupil away from danger or another person
- pulling a person away from danger or another person
- leading a pupil by the hand
- shepherding a pupil away by placing a hand in the centre of the back
- (in extreme circumstances) using more restrictive holds as advised by Team Teach may be used.

The following is not acceptable and should **not** be used:

- Holding a pupil by the neck, collar or in any way that restricts the ability to breath
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling a pupil by the ear
- holding a pupil face down on the ground

Staff should always report the use of physical restraint to the most senior of staff on the premises. This should be followed up by a written report (Appendix H – Form A or Form B where applicable) to include:

- the name/s of pupil/s involved
- the name/s of staff involved
- where the incident occurred
- when the incident occurred

- the name/s of witness
- the reason the force was necessary
- a report on the events leading up to and after the physical restraint
- details of any damage caused before, during or after the incident

Lining up and movement around the school:

All children should be properly lined up in or outside of the classroom before leaving to go elsewhere and then accompanied out to the playground every time. Staff need to stop and allow 'catch-up', in order that all children are properly supervised. Cloakrooms need to be supervised by a member of staff when children are collecting or hanging up their coats.

Children should walk on the left in quiet lines when using the corridor and stairs.

Staff must ensure that children enter and leave assemblies in silence and that they are led out one line at a time.

Staff should be in the playground ready for the end of break times to meet the class and ensure that all children stand still after the first whistle and all walk quietly to their lines on the second.

It is essential that staff are out in the playground on time as behaviour can quickly deteriorate if classes are kept waiting.

Keeping parents informed

It is essential that parents are kept informed of both positive and negative events (see REWARDS list – Appendix B). Parental support for our policy is vital. Parents can have access to the policy from the school web site or office.

A Home/School Agreement will be sent home at the beginning of every new school year to be read. Upon entry the Home/School Agreement is and signed by school, parents and child upon entry (Appendix G).

It is at the teacher's discretion if parents need to be informed about behaviour issues. Sometimes a quick chat after school can be very effective. However, serious incidents or recurring misbehaviour requires parental involvement. Keeping good records is essential.

Yellow/Red Letters (Appendix D)

- Will be copied and filed.
- The Behaviour Leader will monitor the return of reply slips. If no slip is returned, the Finance Assistant will phone parents to check that they received the letter.
- Teachers should keep a brief record of any discussion with parents.
- Home/school books may be set up to keep parents informed on a regular basis if it is thought that this would secure a positive outcome. These should record positive behaviour as well as problems.
- The Behaviour Leader keeps a log of pupils with persistent behavioural issues. Such incidents often result in a child missing all or part of a break time and/or

loss of a privilege i.e. missing a session of a school club. Documentation is essential to avoid misunderstanding and good records may in future assist us in gaining additional support from other agencies for some children.

The school's approach to bullying (Red Behaviour)

Bullying is a willful, conscious desire to hurt or threaten or frighten someone else. In any form, whether verbal, physical or psychological bullying is an absolute denial of our school ethos.

Any incident will be dealt with very seriously through the agreed procedures set out in this policy. Specifically, children will be encouraged to tell an adult immediately of any threat they experience. The incident will then be talked through with all involved to discourage a climate of silence and secrecy, and to assist the growth of insight and understanding about the nature of bullying.

Whole School reward system

Growing from Green Rewards

This policy aims to identify pupils that chose to behave in accordance with the school behavioural policy. Its foundations are based on positive reinforcement and encouragement.

Individual rewards

Growing from Green Half Term Certificates

Each child that stays on Green for a half term and doesn't move down to blue once receives a Growing from Green certificate to take home. This celebrates, with parents included, the achievement of all those children within Beam County Primary School that are making the right choices with their behaviour regularly.

Golden Party

If a child gets moved up to Gold at any point, their name gets put in the Golden Folder and this gets announced in the last assembly of every half term. At the end of the year, these children will be privileged to a Golden Party during school time to celebrate their outstanding behaviour.

Star of the week

Each week, a child from each class will be chosen as 'Star of the Week'. The child will be identified by exceptional work, attitude or some form of achievement.

Head teacher awards will be given out at the end of each half term for exceptional achievement.

Whole Class Rewards

- Daily, each child that stays on green receives one point that goes towards their class' weekly points total.
- Any child that gets moved up to bronze gets two points; silver equates to three points and gold equates to five points.
- Weekly point totals are added up and in assembly the Key Stage Champions are announced.

- When a class wins and is announced champions they receive a Golden Cup, a large rosette for their class door and 30 minutes of 'Green' time in which they decide on a fun activity with their class teacher.

Behaviour Working Party

All staff are tasked with working closely on behaviour, however there will be key staff charged with implementation and monitoring of behaviour. The Behaviour Leader will work closely with the Head of School, the PE Leader and the one-to-one support staff. The SENCo will be involved with children as they arise.

All areas of school life, be it academic, after school or as a member of a team are all seen as vital to the development of a well-rounded individual, and as such behaviour in all aspects is paramount to achieve this. The Behaviour Working Party will therefore link these areas for a cohesive, positive behavior policy through out the school.

Actions in respect of malicious allegations

In the rare event that an allegation is shown to have been deliberately invented or malicious, the Executive Head or Head of School will consider whether any disciplinary action is appropriate against the pupil who made it.

The police will be asked to consider whether any action might be appropriate against the person responsible if s/he was not a pupil.

A MARF could be written to determine whether the child concerned is in need of services, or may have been abused by someone else.

Gold Behaviour

Exceptional behaviour

Significant Achievement

Constantly displaying 'Silver' behaviour.

Silver Behaviour

Consistent politeness.

Selfless behaviour.

Constantly displaying 'Bronze' behaviour without adult prompting.

Bronze Behaviour

Better than expected behaviour/effort.

Being polite / kind / caring / sharing.

Volunteering to help adults / children.

Good manners.

Displaying good etiquette unprompted.

Green Behaviour

1. Be kind to one another
2. Keep the school tidy
3. Take care of the school
4. Take care of school equipment
5. Walk on the left when in the school (do not run)
6. Speak quietly (do not shout)
7. Listen and look at the person talking
8. Get on with your work and play, and let others get on with theirs
9. Treat others the way you would like to be treated

Blue Behaviour

Shouting / calling out during teaching time.

Getting out of your seat.

Distracting other children from learning.

Talking when others are talking.

Rocking on chairs.

Not co-operating with others.

Having a negative attitude.

Yellow Behaviour

Persistent 'Blue' behaviour.

Not following instructions.

Taking or damaging other people's property.

Name calling.

Tormenting other children

Throwing things.

Rudeness.

Refusal to work.

Red Behaviour

Persistent 'Yellow' behaviour.

Walking out of class.

Discrimination

Intimidating behaviour.

Bullying.

Fighting.

Swearing.

Stealing.

Any other serious incidents.

REWARDS

Effort, Integrity, Excellence and Respect

If you do the right thing you can expect:

- Praise from the teacher for what they have done;
- Their parents will be told how well they have done at the end of the day;
- Sometimes their teacher will telephone their parents with especially good news;
- Good News letters to parents;
- Stickers or stamps on your work or on their clothes;
- To show their work to another teacher, or a senior member of staff
- Table points / small prizes;
- Star of the Week;
- Attendance Awards
- To be sent to the SLT with examples of good work or behaviour;
- End of term awards;
- Special responsibilities / jobs;
- Special privileges, such as extra time on the computer
- Golden Party for those children moved up to gold;
- Extra play outside for whole class with an adult
- Be awarded title of Key Stage Champions and the privileges that come with that (Green time)

YOU CAN MAKE THE RIGHT CHOICE!

CONSEQUENCES

If you choose to make negative decisions about behaviour, these are the things that will happen.

Remember, when you break a rule you are making a choice.

If you are moved to:

Blue – You will be reminded of an improvement in behaviour that will fix the current issue and get you back on to green. (You have 15 minutes to get back onto Green)

Persistent Blue/Yellow behaviours – Your teacher will decide whether you should fill in a reflection sheet in class, or be sent to the lead professional for behaviour to fill in a reflection sheet. He will decide whether or not to send a Yellow/Red letter home.

Red Behaviours – You will be sent to the Head of the school accompanied by an adult who is able to verify the severity of the behavioural problem. The Head will decide whether to send a Yellow/Red letter home or make contact with parents immediately.

YOU CAN MAKE THE RIGHT CHOICE!

Appendix D
Beam County Primary School

YELLOW/RED LETTER

To the parent / carer of: _____ Date: _____

Dear Parent/Carer,

We are very concerned about how _____ behaved in school today and we think that you should know what happened.

What happened:

Please talk with _____ about what happened and the importance of following our school rules. We need to make sure that everyone can work without interruption, and that staff and children alike are treated with respect.

So that we can be sure that you have received this letter would you please sign it and send it back to school tomorrow.

Yours sincerely,

Miss L. Culyer
Executive Head teacher

Miss T Whittington
Head of School

Please sign this slip to show that you have seen this letter and return it to me.

Signature: _____

Please print your name: _____

Appendix D (continued)
Beam Primary School

YELLOW/RED LETTER

To the parent / carer of: _____ Date: _____

We are very concerned about how _____ behaved in school today and we think that you should know what happened.

What happened:

Warning	
5 minutes 'time out' in class	
15 minutes 'time out' in another class or with lead professional for behaviour	
Yellow/Red Behaviour identified	

Please talk with _____ about what happened and the importance of following our school rules. We need to make sure that everyone can work without interruption, and that staff and children alike are treated with respect.

So that we can be sure that you have received this letter would you please sign it and send it back to school tomorrow.

Yours sincerely,

Miss L. Culyer
Executive Head teacher

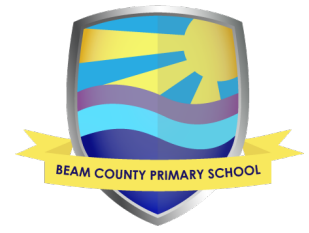
Miss T Whittington
Head of School

Please sign this slip to show that you have seen this letter and return it to me.

Signature: _____

Please print your name _____

Reflection Sheet



Name: _____ Date: _____

What Happened?

What did I do?

What should I have done?

What will I do next time?

Appendix F

School Bullying Incident Form (Appendix F)
School Bullying Incident Form.doc

Appendix G – Home/School Agreement

Appendix H - – Form A or Form B (Positive Handling)