

Newington Green Primary School



Behaviour Policy September 2023

Newington Green Behaviour Policy

Rationale:

Our behaviour policy intends to develop positive behaviours so that everyone sees themselves as part of a happy learning community. This policy applies to all pupils from our 2-Year Old provision to Y6.

We have very high expectations around behaviour and hope to develop children's understanding of the impact of choices they make, whether positive or negative.

Good behaviour and achievement is not automatically learned. Instead, positive behaviours must be modelled, explained, taught, supported, and recognised. This is delivered through PSHE lessons, circle time and assemblies.

We aim to start each day off on a positive note through being a welcoming face to children and parents/carers on the playground and by being punctual. Children are expected to be lined-up and ready for learning by 8.55 so that teachers are ready to start learning in classrooms as soon as possible.

This policy is to be read in conjunction with the school's Anti Bullying Policy.

At Newington Green we aim to:

- provide a safe and happy environment for learning.
- provide a challenging and engaging curriculum.
- ensure we value and celebrate children's learning and behaviour.
- understand the needs of all children and to respond appropriately.
 - We will treat all children fairly and consistently.
 - We will communicate with each other (TA, teacher, SLT, parent) to help support children's learning and behavioural needs.
 - We will actively teach children to make positive choices.
 - We will give all children the chance of a new start throughout the day and everyday.
 - We will celebrate success.
 - We will maintain, support and promote the high expectations we have of children's behaviour and learning.
 - We will make time to listen to children.
 - We will use language that supports positive behaviour (choices) rather than judgmental language.

School Expectations:

Newington Green Primary School uses the system of 'Newington Green Expectations'.

The expectations are designed to focus on positive action rather than what children should not do. The expectations are agreed actions so that there is consistency and fairness in all areas of school life.

However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach is an element of flexibility to address the needs of specific children. The 'Newington Green Expectations' are displayed in all classrooms, the halls and in both playgrounds. **Everyone** is responsible for behaviour of **all** children and adults should reinforce the rules whenever appropriate.

Children with specific behavioural needs

We recognise that some children have specific needs with regards to their behaviour. For those identified with SEND (Special Educational Needs and Disabilities) the system may be altered and adapted to meet their needs. They stand outside the policy according to their Education, Health and Care Plan or Individual Behaviour Plan (ECHP or IBP) which will indicate the actions planned to address and support their needs. These are monitored by the SENDCo and Pastoral Team and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Green Expectations:

Aiming high.

1. Always challenge yourself

Doing our best.

2. Listen respectfully
3. Try, try again

Caring for each other.

4. Be kind, helpful and gentle
5. Be honest and responsible
6. Stay safe and care for people and property

The 'Stay on Green' System:

The system is designed so:

- All children have the opportunity to make positive choices about their behaviour and influence outcomes.
- Children who regularly meet and go beyond the school's 'Green Expectations' are recognised and celebrated.
- Teachers integrate a consistent system within daily teaching in order to promote positive behaviours.
- Develop effective behaviour management skills and strategies to support self-regulation.

How it works:

- In the class/provision (e.g Breakfast Club (BC) or After School Club (ASC)) there is a prominent 'Stay on Green' display.
- On this display, all children have a pocket with their name on it.
- Each day or start of each session (if BC or ASC), children start with a green card in their pocket.
- Children get a fresh start to green at various points in the day. This gives a clear message, that we can move on and start again, which is an important lesson in life. The following are examples of fresh starts to green card points in the day: after morning break, after lunch play, when any new session begins e.g., Spanish, PE, Computing, when an intervention group begins or when there is a session covered by another adult.
- If children make positive individual choices, they are celebrated by placing a silver, then gold card.
- Gold cards are recorded by support staff or teachers at the end of each day on Teams
- At the end of each day, a text message is sent to parents of those children that have received a gold card.
- In After School Club, parents will not receive a text; however, parents can ask the ASC member on duty when they collect their child/ren and get feedback from the key worker if needed.
- If children make negative individual choices, they are given a warning. If this behaviour continues the child is given a yellow card and placed on '5 minutes' time-out' in class or the BC ASC provision. After that time the child is invited back to the lesson/session and encouraged to continue to make positive choices. Children will be given 2 yellows in a session if they need constant reminders to follow the school rules. 2 yellows = 1 red.

- Should the negative behaviour continue after the child has had a 'time out' in class/provision, the teacher/adult in charge will give another warning to the pupil and encourage them to make the right choice. If the pupil continues to make the wrong choices, then their name will go on red, and they will be sent to a partner class for '10 minutes' time-out'. In the case of BC or ASC, this will be a designated time out area, where safe supervision can take place.

Dealing with more serious issues

- There are a number of behaviours which are deemed severe enough for an automatic red card (even if the pupil had been on green/silver/gold). Professional judgement needs to be exercised regarding placing children on red or purple, as children may need slightly differing provision dependent on their needs. Examples of automatic reds could be: throwing objects (not at an individual), spitting (not at an individual), answering back or being rude, destroying the work of other children, lying, chewing gum in school and using mobiles in school etc.
- Purple cards should only be used for serious behaviour incidents or when a child is not able to make appropriate choices after a red. Professional judgement needs to be exercised regarding placing a child on purple, as children may need slightly differing provision dependent on their needs.
- Purple card behaviour includes: leaving a classroom without permission, fighting, stealing, swearing at another person, and deliberate dangerous behaviour such as throwing objects at others, racist/homophobic comments and ignoring adult instructions so that a pupil is causing a health and safety risk to themselves or others. If a pupil gets a purple in class, the teacher should send two pupils to the office, with an explanation of what has happened, to request a member of SLT come to the class and remove the pupil. A member of SLT will come to remove the pupil from class and the pupil will spend 30 minutes out of class. In some serious cases, the pupil may not go back to class. The class teacher must record the incident on CPOMS so there is a written record. The pupil will then attend a reflection session for the required number of days.
- For incidents of persistent bullying, purple cards will be given, depending on the nature of the behaviour; escalation policies will be put in place for persistent bullying.
- If a purple card is issued on the playground, the adult will bring the pupil to SLT member on duty to complete their reflection and write the incident on CPOMS. If the pupil refuses to come, then a member of SLT, on duty, will be sent for.
- The member of staff that issued the purple card will be given time to carry out a restorative conversation. This will be recorded on CPOMS.

- The system allows children to reflect on their actions, attitudes and behaviours, (e.g. to be more positive) then they can move back towards green.
- In Golden Assembly on Friday, all children who have not received a red or purple card that week are entered into a draw where one child per year group will win a prize for consistently following green expectations.
- Reflection time always happens during the school day, at lunchtime, and we ensure that children having reflection time have sufficient time to eat their lunch, have a drink and use the toilet. Parental consent is not required for this consequence.

How it works in Breakfast (BC) and After School Club (ASC):

- Children begin each session on Green. Whatever colour children are on in BC is not transferred to class. Children always start BC or ASC on green.
- 'Green time' will be a special reward discussed with the children each week, for example an activity they would like to do. There will be a weekly draw, as in school, for all pupils who have not been on red or purple - positive reward.
- There are sand timers for children to manage the time out process. A designated time out area will be known to children who are on red.
- A restorative conversation will take place with the child and member of staff from BC or ASC who issued the card.
- The Head of the BC or ASC will always deal with purple incidents and report this to parents. Time out will be managed by the Head of provision, and a discussion will take place about the behaviour, reflecting on The Newington Green Expectations. Records will be kept of these incidents and information shared with parents.
- After 3 purple card incidents, the Head of BC or ASC will meet parents to discuss a behavior plan and set targets.
- In the table below please read class teacher as BC or ASC worker, and SLT as Head of the BC or ASC. Text messages will not be sent for this provision, as parents collect or drop off daily, so there is daily contact between parents and staff.

Table of actions

Behaviour Card	Action	Who involved?
Gold	Gold text message sent home.	Class teacher. SLT. Office Teacher record filled out
Silver	Praise given in class	Class teacher.
Green	Children entered in prize draw for assembly prize	Class teacher and pastoral lead

Warning	Child is reminded of Green Expectations. Appropriate time given for child to address behaviour.	Adult in class.
Yellow	Child must move away from main class group to time out area for 5 minutes Pupil is expected to listen to teacher during this time but not join in. Children will be given 2 yellows in a session if they need constant reminders to follow the school rules. 2 yellows = 1 red.	Class teacher. Discuss with teachers what is yellow/red behaviour at NG
Warning	As above	
Red	Child is sent with their learning or reflection sheet to 'Partner Class' for 10 minutes reflection time. After this time, child returns to class. Teacher welcomes back positively and reminds child of 'Newington Green Expectations'. Child moves back to Green. Child is given opportunity to join class and address behaviour. 5 minutes off 'Green Time' Office sends Red text home. Teacher record filled out. Two reds in one day -child gets purple card and reflection time	Class teacher Buddy class teacher. SLT. Parent/Carer Teacher record filled out
Warning	As above	
Purple	Is sent in an emergency or if a child refuses to follow adult instruction at red level. If child refuses to go, class teacher will send two pupils to SLT/Office. Member of SLT will come and collect the child. Parental/Carer involvement (letter, phone call, meeting) 10 minutes off 'Green Time' Two purples in one week in class time (Monday – Friday) will result in an internal suspension the next day. Class teacher will meet with parents to inform and complete an internal suspension form. The internal suspension will be spent in another class in the school and reflection time will be completed at lunchtime. Two purple cards in a week from playground incidents will result in the child having a playtime behaviour plan with agreed targets. Reflection time: Reception – 15 minutes Years 1-3 – 30 minutes Years 4-6 – 1 hour or 1 lunchtime	Office SLT Parent

3 purples in BC or ASC	Head of provision meet parents to discuss behaviour plan and set targets	Head of BC ASC	Head of BC ASC
Sustained pattern of purple behaviour over time in BC ASC	Head of School and Head of BC and ASC meet parents	Follow up letter sent stating place is at risk if behaviour does not improve.	Head of School

Refusing to move:

- If a child refuses to attend another class or move away from the main learning group, tactfully ignore, giving space and time to make appropriate choice; then, if still refusing, give warning and move to next level.

- Always keep children and adults safe. Should the child continue to ignore instructions or behave in a way that is potentially harmful to themselves or others then two children should send for staff members who are trained in Team Teach to restrain the child.
- Staff members have the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom. At Newington Green key members of staff have been trained in appropriate positive handling techniques that are used when children pose a danger to themselves or others. Parents/carers are always informed when reasonable force or positive-handling techniques have been used. This must also be recorded on CPOMS.

Sending for SLT:

- When children have reached purple, a member of SLT is sent for. Always ensure the safety of children and staff.
- Send two children, explaining the reason why a child is being sent out, to the main office. SLT will attend.

Suspensions:

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will issue a suspension to maintain the health and safety of all our community.

Internal Suspension:

Internal suspension will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or extreme and serious single incidents. Internal suspension s happen after 2 purple cards are issued in one week in class or if behaviour has been persistently unacceptable. The Class teacher must liaise with AHT for their phase and with the teacher of the class the pupil is being sent to and set work for the day. Any pupil on internal suspension will not be allowed out to play and must spend lunchtime in reflection. SLT must be advised of any internal suspension, so the appropriate letters and forms can be completed.

An example of internal suspension would be: consistently on red behaviour.

External Suspension:

Only members of SLT can suspend children externally. A decision to externally suspend will only be taken when all other possibilities and strategies have been made.

Trigger point	Action	By whom?	Recorded
2 purple cards in week	Staff member to discuss with AHT for phase appropriate consequences. These may include Internal suspension for 1 day, a reduced playground timetable,	Class teacher to organise	On CPOMS

	specific targets being set and referral to learning mentor, CAMHs or external agency.		
3 internal exclusions	HT to write letter to parents warning that child is at risk of external exclusion, and offer a meeting with them	Head of School	On CPOMS and letter home
2 external fixed term suspensions	HT write to parents stating that pupil may be at risk of permanent exclusion.	Head of School	On CPOMS and letter home.

Outside Class & Playground Positive behaviour management:

The principles of the 'Stay on Green' system will continue outside class and playground contexts.

Playground:

Lunchtime

- SMMS have ultimate responsibility for lunchtime.
- All adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidences.
- All adults must deal with incidents appropriately following the principles discussed here.
- All children will start their lunch on green.
- Children must approach staff outside and not come into school.
- Serious incidences will be referred to SLT and recorded on the behaviour chart, then recorded on CPOMS.
- If a child is not following the 'Green Expectations' the adult will give a warning to them; if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes. After a conversation with the adult, the pupil will return to the playground on green.
- Children must be listened to, and incidents recorded properly.
- SMMS will pass information to class teachers on collection of the class at 1.30 if there have been any incidents that need communicating with parents/carers etc.
- All staff on duty are familiar with the school's Anti-Bullying Policy and will ensure that any signs of bullying are acted on immediately and will report this to the phase Assistant Head and alert all relevant staff via CPOMS.

Playtime

- At morning playtime, all adults are responsible for engaging with children through play and conversation.
- All adults must be vigilant to address 'tensions' before they result in incidents.
- All staff on duty are familiar with the school's Anti-Bullying Policy and will ensure that any signs of bullying are acted on immediately and will report this to the phase Assistant Head and alert all relevant staff via CPOMS.
- All adults must deal with incidents appropriately following the principles discussed here.
- Children must approach staff outside and not come into school.

- There will be a teacher on duty every playtime (see rota and whiteboard in staff room)
- If a child is not following the 'Newington Green Expectations' the adult will give a warning to them; if the behaviour continues the pupil will be sent to the 'time-out' area in the playground for 5 minutes.
- In discussion with teacher on duty, staff will inform member of SLT on duty of serious incidences.
- If behaviour poses a serious health and safety risk a child is sent to SLT.
- All significant incidents must be reported to class teacher as they are collected from the playground.

How information is recorded

- All behavioural incidents/cards are recorded on the class behaviour chart on Teams. These are monitored daily by the pastoral team and discussed in fortnightly team meetings.
- All Purple card behaviours are logged on CPOMs.
- Racist, homophobic, transphobic and sexist remarks are also logged on CPOMs and discussed in pastoral meetings.
- If a purple card is issued on the playground, the member of staff dealing with the incident will bring the pupil to reflection and log the incident on CPOMS. If the pupil refuses to come, then a member of SLT will be sent for.
- A restorative conversation will take place between child and member of staff that issued the card and recorded on CPOMS.
- The system allows children to reflect on their actions, attitudes, behaviours and if behaviours change (e.g. to be more positive) then they can move back towards green.
- In Golden Assembly on Friday, all children who have not received a red or purple that week are entered into a draw where one child per year group will win a prize for consistently following green expectations.
- It is important to recognise that some pupils have adapted behaviour expectations and behaviour plans or passports linked to their individual needs. These are monitored by the Pastoral Team and all staff working with the pupil should know and implement the agreed strategies for that pupil.

Supporting children

- In Pastoral Meetings, we monitor and analyse behaviour entries on CPOMS and ABC sheets to spot patterns in behaviour.
- Some children might need further support with managing their behaviour and the pastoral team decides what might be the best strategy: some of these might include 1:1 support, taking part in group sessions, having a behaviour chart with set targets, with the focus always being on praising the positive

- We consider whether behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we follow our Child Protection and Safeguarding policy. We also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. We consider whether a multi-agency assessment is necessary.
- The school has an important role to play in supporting the mental health and wellbeing of children, and we know that some behaviours might indicate that a child is at risk of suffering, or has suffered, abuse.
- Where children have suffered abuse and neglect, other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour and education and have been supported with this with ITIPS training sessions (Informed Trauma-Informed Primary Prevention) and annual refreshers. If staff have a mental health concern about a child that is also a safeguarding concern, the DSL should be notified immediately, and it should be recorded on CPOMS. Supporting children with mental health concerns is also discussed in Pastoral Team meetings.

Working with Parents

Parents/carers will be communicated with daily by text or call for gold or red/purple cards. It is expected that class teachers are the first point of contact for all behaviour incidents and information sharing. When a parent/carer is not satisfied, they may escalate this to the teacher's line manager. We expect all parents/carers to abide by the school's policy on working with parents in regard to their conduct on site and in meetings.

Approved by: Teaching & Learning Committee

Last reviewed on: September 2023

Next review due by: September 2024

Appendices – further information

Appendix 1

This policy has been written in conjunction with the DFE publication, Behaviour and discipline in schools, January 2016:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

Appendix 2

Discipline in Schools – Teachers' Powers

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable and those who do not follow reasonable instruction, based on the school rules.
- The power applies to all paid staff with responsibility for pupils.
- Teachers can discipline pupils at any time the pupils is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehavior occurs outside of school.
- Teachers can confiscate pupils' property. As long as it is reasonable in the circumstances:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf