WHITGREAVE PRIMARY SCHOOL

BEHAVIOUR STRATEGY AND GUIDELINES

'It's Good to be Green!'

Mrs Redfern – Head Teacher

Vision and Aims

Good behaviour supports effective learning and enables all pupils to enjoy and achieve their full potential.

At Whitgreave Primary School, we highlight the importance of school being a secure, safe place for all, where learning can take place in a happy, friendly, supportive environment.

Boredom, lack of understanding and lack of progress are major reasons why some pupils misbehave. It follows that the provision of a relevant and appropriate Curriculum, the use of inspiring and motivating teaching methods and the full involvement of all pupils within the learning process, are important ingredients of successful discipline. Poor behaviour can also stem from personal problems or difficulties, which may be short or long-term.

Prevention, however, is always better than cure. To issue consequences for unacceptable behaviour and ignore the reasons for it, will only have a short-term effect and will not provide a lasting solution. It is important, therefore, to look for, and identify reasons for unacceptable behaviour, with a view to developing actions to remedy the situation.

Behaviour Management

All behaviour management at Whitgreave Primary School should emphasise **a positive approach.** Attention should, as far as possible, concentrate on acknowledging good behaviour. It is a fact of life that all too often pupils gain more attention from negative or unacceptable behaviour, therefore, reinforcing its importance and enhancing its credibility. Our behaviour management should attempt to redress this balance. Our first priority should be to reward and create opportunities for rewarding, when they are not obvious. Most pupils react well to praise and there is something worthy of praise in **all** pupils. **Even where individual pupils display unacceptable behaviour, it is imperative that all staff look for positives and that praise and positive reinforcement are utilised consistently, in a bid to support relationships and also, positive behaviour management. Therefore, the emphasis must always be on the positive.**

Nevertheless, sometimes unacceptable behaviour necessitates a consequence. A consequence is less likely to be effective if overused.

It is important, therefore, to provide a **staged response**. If severe consequences are applied too soon, then the teacher and the school are left with no place to turn.

A consequence must be certain, but can be deferred. Most consequences are deferred. Length of acceptable deferring will vary with the attention span, age, etc, of particular pupils and the nature of the misdemeanour. Professional judgement is necessary. In general, the shorter the child's attention span, the more immediate a consequence needs to be (immediate – within 24 hours).

Illegal Consequences – Modern legislation places restrictions on certain consequences and sanctions and gives right of appeal and redress. They are as follows:

- Physical punishment is banned.
- No pupil may be detained at the end of the school day.
- No pupil may be deprived of food and drink, which are part of normal routine. **Pupils who are paying back time, as a result of a consequence, must still receive their snack/tuck, school lunch etc.**
- No pupil may be discriminated against, on the grounds of race or gender.
- Only a Head Teacher has the right to request a pupil is excluded from lunch or from school lessons.
- No pupil may be deprived of medication they may require, when it is needed.
- No pupil may be denied access to National Curriculum subjects, except by formal misapplication.

Rewarding Good Behaviour

Minor Rewards

- Smile & praise from staff.
- Team Points – Every pupil in school should be allocated to one of four houses immediately upon entry (and numbers should be checked for balance, annually).
- Stickers and stamps.
- Work displayed/shared with others.
- Responsibility given (classroom jobs etc).
- Other strategies implemented by staff, such as giving everyone a 'Whoosh!'

Major Rewards

- **Head Teacher Awards/Pupil of the Week Awards** - Awarded to individual pupils to mark achievement in academic work, effort, behaviour, creative or physical activity. Awards are presented regularly, normally within a weekly Celebration Assembly. At these events, pupils are encouraged to show examples of their work and/or talk about the award. The Pupil of the Week Award is decided by the pupils within each individual class.
- **Attendance Rewards** – A range of awards are utilised throughout school, to reward attendance levels, including special Attendance Assemblies.
- **Raffle Tickets** – Awarded to pupils throughout the week, for demonstrating achievements in behaviour, effort etc. Prizes are awarded during the weekly Celebration Assembly.
- **Whole Class Rewards** – The reward is agreed by the class and the pupils work towards achieving 50 stars, in order to achieve the reward. A teacher may operate a whole class reward for Literacy and Numeracy groups as well as class groups, (**see Appendix A**).
- **Star of the Week/Pupil of the Day** - A pupil to be chosen by the whole class and/or the teacher, for being a good role model.

- **Privilege Cards** – Pupils may be chosen by the teacher and awarded a special privilege, decided by the Class Teacher.
- **Golden Time** – Golden Time will take place on a weekly basis, for 20 minutes, for all pupils following the school's Behaviour Policy. Pupils who receive red cards will be exempt from Golden Time for that particular week, **however, must be encouraged to improve their behaviour, in order to take part the following week**. Pupils who receive yellow cards will be exempt from the first 10 minutes of Golden Time. Golden Time will take place on a Monday afternoon.

It is imperative that all pupils have ownership of Golden Time rewards. Classes should take a vote, to decide on the whole class reward, on a weekly basis, so that all pupils have the opportunity to engage in fun activities that motivate and enthuse them. For example, a class vote may demonstrate that the majority of pupils would like to use the iPads, however, the second most popular reward, being that of team games in the school hall. Therefore, week one may be iPads, with week 2 being team games etc. An extra break time every week, is not a suitable Golden Time reward.

<u>**Considerations for Whole Class Rewards**</u>

Lining up smartly;
Working quietly and sensibly;
Sitting smartly in assembly;
Getting changed for PE, quickly and quietly;
Good behaviour during a wet break time, lunch;
Walking down the corridor sensibly;
Lining up sensibly on the playground, after break, lunch;
Excellent learning within lessons etc.

<u>**Examples of Whole Class Rewards**</u>

Class story session;
Picnic;
Disco;
ICT time;
Art activities;
Board games;
DVD etc.

No pupil should be disapplied from this reward, for any reason.

<u>**Team Points**</u>

- There are four school teams, the names of which have been decided by the pupils within school. The teams are Gorillas (Red), Sharks (Blue), Crocodiles (Green) and Lions (Yellow).
- Each pupil and member of staff are allocated to a team, upon admission to the school.

- Each class has coloured tokens to distribute to pupils within each of the four teams. As Team Points are awarded, children are given the appropriate number of tokens, to put in to their class tubs. At the end of each week, the tubs within the classrooms are emptied into a whole school system, placed within the school corridor.
- The Pupil Voice Representatives are responsible for collecting the team points, on a weekly basis, under the direction of the Deputy Head.
- In the Deputy Head Teacher's weekly assembly, the Pupil Voice Representatives are invited to the front of the hall, to inform the rest of the school of the winning team. Points are added together, over a term, with the team with the highest number of points, receiving a reward.
- Rewards are to take place on a termly basis.

Consequences of Unacceptable Behaviour

We encourage pupils to **choose** how they behave. When they make the wrong choice they incur a consequence. When a wrong choice is made, professionals should encourage a pupil to recognise what the correct choice should have been and discuss this with them.

It is important to reinforce the correct course of action, rather than the wrong – referring the pupil back to better choices or reminding them of the school/classroom standards.

In the Classroom

At Whitgreave Primary School, we have a consistent approach to the management of unacceptable behaviour within the classroom, based on the 'It's Good to be Green' Strategy. It is an approach which should be followed by all members of staff. Every class has a Wall Chart, displaying the names of each pupil, along with an 'It's Good to be Green' card.

At the start of the academic year, each class will generate their Class Standards, which will be displayed by the Wall Chart. These standards will be referred to by members of staff and the children when rewards and consequences are given.

At the start of each day, each pupil has a green card on display; however, this may change, in line with the behaviour/consequences detailed below. **Each lesson is a fresh start, therefore, at the start of each lesson/session, all pupils will display a green card**. For example, if a pupil has received a card in the first lesson, then a consequence will need to be given for that, however, the next lesson is then a fresh start for every pupil.

In addition to the Wall Chart, every class must also display the school's Rewards and Consequences Flow Charts, which should be utilised with pupils, where necessary.

Some behaviour exhibited by pupils, can be dealt with effectively by staff themselves. More extreme behaviours may require the help and support of other members of staff. In response to this, at Whitgreave Primary School, we have developed a two-tiered system of behaviour management.

<u>The Consequence Pathway</u>
<u>(For behaviours that staff can effectively deal with themselves)</u>

Minor, low-level disruptions that are likely to take place at any school, such as:

Telling tales;
Talking while the teacher is speaking;
Messing with objects on the table;
Arguing/disagreeing with another pupil etc.

Pupils should be given a quiet, **verbal warning** by the teacher, highlighting incorrect behaviour and specifying to the pupil what he/she needs to do. This verbal warning should be given quietly and discreetly, not delivered in a raised voice or in the direct hearing of peers. **The aim here is to point out behaviour that is unacceptable, not to humiliate the pupil.**

If the disruptions by the pupil continue, then the pupil should be asked politely to go and sit at the **Thinking Table** (TT), a quiet table, away from other children where the pupil can think about their behaviour and re-focus for 5 minutes, (self-timed, using a sand timer). At this point, the 'Warning Card' should be displayed, next to the pupil's name. At the end of this time, the pupil should apologise to the member of staff, before returning to their own seat.

ISSUES OCCURRING AT LUNCHTIME SHOULD NOT RUN INTO AFTERNOON SESSIONS AND WILL BE DEALT WITH APPROPRIATELY BY THE LUNCHTIME SUPERVISORS.

<u>More 'Extreme Disruptions'</u>

Sometimes a pupil's behaviour may be more extreme and they may need to be sent for a **Time Out** (TO), to the **Thinking Table in the Partner Teacher's classroom**, for 10 minutes, thus removing the pupil from the classroom for a limited period of time. At this point, the 'Consequence Card' should be displayed, next to the pupil's name. **Under no circumstances, should more than one pupil at a time be sent to TO. While in there, the pupil should behave appropriately at all times.** If they do not, their behaviour should be reported by the teacher to a Phase Leader, who should speak to the pupil at an appropriate time. At the end of this TO, the pupil should apologise to the member of staff, before returning to their own classroom, with an apology also being given to their Class Teacher, before returning to their own seat.

Behaviour for which an immediate TO is appropriate, is either:

Repeated continuation of minor, low level disruptive behaviour, as detailed in the preceding section or continuing to misbehave even while sitting at the TT in own classroom, bad language, **heard by the teacher**, directed or undirected at another pupil, (if reported by another pupil but not heard, always give a verbal warning that if bad language is heard by you, the pupil will be asked to go to TO). Observed physical violence towards another pupil, refusal to follow instructions given by an adult, low level rudeness to an adult, such as tutting, eye rolling, 'Oh God-ing'.

These behaviours merit an **immediate TO,** as they are unacceptable behaviours within school and the purpose of the TO is to clearly demonstrate to the pupils that those behaviours that are totally unacceptable within classrooms at the Whitgreave Schools and within society, in general. The pupils should take their work with them to the TO, where possible, or if work has not yet begun, they should take their reading book. On returning to class, the procedures detailed in the verbal warning section, should again be followed and the pupil should give an apology for their behaviour. If they continue to behave in an unacceptable manner, then they will need to be referred to another member of staff, detailed in The Referral Pathway.

Being sent to a TO has a follow-up consequence, (otherwise pupils might quite enjoy a little break from the classroom once in a while). The time needs to be paid back **to the appropriate staff member,** at the earliest available opportunity, (i.e. break/lunch), to make up for the work that they have missed. This time needs to be paid back in a classroom, not within a public area.

Remember, apologies should be asked for in a discrete manner – an apology should never be demanded and the pupil should not be asked to make an apology in a public manner as this would be humiliating. The most appropriate time to ask for the apology is when the pupil is paying back their time.

We are all aware that pupils at Whitgreave Primary School respond best to a discrete, quiet word to redirect their behaviour. It is often helpful to speak to pupils who are misbehaving outside the classroom, on an individual basis, rather than in front of their peers. If the teacher feels that a pupil will respond best to a quiet word or to making their apology outside the classroom, then the Phase TA can oversee the class, while the teacher and the pupil step just outside the door. However, the teacher should not be outside the classroom for any longer than 5 minutes and this should take place during appropriate times, such as when the class are engaged in an activity etc.

In Early Years, each base will have a Thinking Area and/or a Thinking Mat, instead of a Thinking Table.

The Consequence Pathway

Quiet, discrete
verbal warning ⟹ Sent to own class TT for 5
minutes (Warning Card)

⬆ ⬇

Apologise

⬇

Pay time back, break/lunch

Sent to TO in Partner Teacher classroom
(Consequence Card)

⬉ ⬊

Return and apologise

Any reports of bullying (see types of bullying below), will be dealt with following the Anti-Bullying Policy and the consequences above.

Types of bullying:

- Physical (hitting, kicking, theft)
- Verbal (name calling, racist remarks, personal comments, spreading rumours)
- Emotional (being intentionally hostile, unfriendly)
- Racist (racist taunts, gestures)
- Cyber (all areas of Internet, email, Internet chat room, social media, mobile threats by text messaging and calls, misuse of technologies)
- Prejudiced-based and discriminatory bullying (against people/pupils with protected characteristics), which may include:

o Bullying related to race, religion, faith and belief and for those without faith
o Bullying related to ethnicity, nationality or culture
o Bullying related to Special Educational Needs or Disability (SEND)
o Bullying related to sexual orientation (homophobic/biphobic bullying)
o Gender based bullying, including transphobic bullying

Record Keeping

A 'Class Behaviour File' is kept in every classroom, detailing all appropriate records.

Class Teachers must ensure that the appropriate 'Class Consequence Pathway Record' is completed, **(see Appendix B). All records must be completed accurately and kept up-to-date, as all behaviour records will be subject to termly monitoring and analysis.**

If any pupil is being sent to TO on a regular basis, then their difficulties should be discussed with their parents, after school and strategies should be suggested to support good behaviour. At this point, the Class Teacher should

begin to maintain individual behaviour records for that pupil. If the pupil is taught by another teacher, they should also maintain individual records for the pupil. A referral to the Learning Mentor or Personal Development Officer may need to be considered, if not already.

The Referral Pathway
(For behaviours that require the support of another member of staff)

A small minority of pupils at Whitgreave Primary School sometimes refuse to follow the requests that staff make regarding their behaviour and the sanctions that have been imposed.

In these cases, there is a need to gain the support of another member of staff, in order to ensure that a pupil does what they have been asked to do. If a pupil has been very rude or if they are point-blank refusing to comply with reasonable requests regarding their behaviour, then the pupil should be placed on **The Referral Pathway. This Pathway does not negate the use of The Consequence Pathway for that pupil.**

As long as they are complying with requests to move to the TT or go to TO, they will continue to be disciplined utilising the methods detailed within The Consequence Pathway information.

However, if they refuse to comply, they should always be referred to another member of staff who will attempt to enforce the original consequence. Once a pupil has been placed upon the Referral Pathway, they continue along it, stage-by stage, unless their behaviour improves for a significant length of time, (approximately 4 weeks), in which case, they revert back solely to The Consequence Pathway.

Referrals should always be made as quietly as possible and should not be discussed within the hearing of other pupils.

Stage 1

In the first instance, the pupil should be referred to the Partner Year Group Teacher (Referral Teacher), **at break time or lunchtime, if possible**.
The Referral Teacher should discuss the behaviour with the pupil and apply a sanction. The Class Teacher should keep a record of the referral on the pupil's individual referral sheet, **(see Appendix C)**. If behaviour improves, no further action should be taken. If the behaviour continues then, the Year Group Teachers should use their professional judgement to decide whether the pupil will need to be referred to the Phase Leader next time.

Stage 2

If poor behaviour persists, the pupil should be referred to the Phase Leader, following exactly the same procedure as the referral to the Year Group Teacher. **At this point, the Phase Leader may decide whether to place a pupil on an**

Individual Behaviour Plan, (IBP). (An example IBP and Target Sheet can be found in Appendix D).

The Class Teacher should seek the involvement of the Strategic Lead for Behaviour, where necessary, in order to produce an IBP for the pupil concerned.

The Phase Leader, at their discretion, will refer the child to the next level, the Deputy Head.

Phase Leaders should continue to refer children to their Phase Leader counterparts during this stage and record them as Phase Leader referrals.

Stage 3

The Deputy Head will utilise all available records to discuss, in depth, the pupil's behaviour with them.

Stage 4

If referred again, the pupil's parents will be invited into the school, to discuss their child's behaviour formally, with either the Deputy Head or the Head Teacher.

Stage 5

A final referral will be made to the Head Teacher. The likely result for this referral will be exclusion; a constant disruption to the education of others cannot be tolerated as the pupil will have continually disrupted learning, not only for themselves but also for others. Following exclusion, a pupil will re-enter school at Stage 3, should the Referral System need to continue.

Record Keeping

The Referral System places the responsibility for the maintenance of full and accurate records with the Class Teacher. Good communication between Senior Managers and Class Teachers is vital in the effectiveness of this system. **All records must be completed accurately and kept up-to-date, as all behaviour records will be subject to monitoring and analysis.**

All records should be filed in the 'Class Behaviour File'.

Urgent Card – The urgent card is sent if there is a disruption such that pupils/staff are at risk. For example; it may be extreme physical/verbal violence that cannot be calmed by the staff present.

The card should be sent immediately, by a trusted pupil, to the School Office. The Head/Deputy or member of SMT will respond immediately. It is important not to

misuse the card; it signifies that staff requires immediate assistance to regain control of a situation.

Behaviour that should be referred immediately to the Head Teacher or the Deputy:-

Verbal or physical abuse from a pupil directed at a member of staff should always be referred to the Head or Deputy, as should incidents of **extreme** violence against pupils. A detailed account of the event should be recorded, by the teacher, on the pupil's behaviour referral sheet.

Fixed-Term/Permanent Exclusion

There are occasions whereby despite numerous efforts to support a child to manage his/her behaviour, a fixed-term or permanent exclusion is the only option.

In these instances, the Head Teacher will follow the appropriate statutory procedures, in order to carry out the exclusion.

Partnerships with Parents/Carers

The school values the views of parents and encourages their support in achieving the highest standards of behaviour. Parents should be informed of good behaviour through regular verbal contact, stickers and notes at home. They should also be informed of concerns regarding behaviour, through verbal contact.

Concerns should be shared with parents **prior** to the pupil being placed onto the Referral Pathway, so that parents and staff can work together to help a pupil to improve their behaviour.

In the instance of a pupil being placed on an IBP, a meeting will be arranged with the parents, to share the IBP and to discuss the targets that have been set etc. Parents will be kept informed of their child's progress against these targets.

Further strategies to support pupils who are experiencing behaviour difficulties, and/or facing exclusion:

At Whitgreave Primary School, we also offer a wide range of further positive strategies to support pupils for whom behaviour is a concern. These strategies can be accessed through consultation with the Strategic Lead for Behaviour.

These strategies include:

- Referrals to the Learning Mentor, (LM) or Personal Development Officer (PDO). The LM offers a range of support programmes, for both the individual pupil and also for groups of pupils, depending upon needs.

- The LM/PDO has the ability to complete 'Boxall Profiles', in order to identify issues, develop actions and to measure impact.

- Referrals to Outside Agencies, in order to gain further strategies and support.

- Referrals to the Family Liaison Officers, where issues involve family units and 'hard to reach' parents.

Behaviour Monitoring and Analysis

All Class Teachers are responsible to maintaining up-to-date records of behaviour management, on a regular, daily basis. All records must be filed in the 'Class Behaviour File'.

Each term, this file will be submitted to the Phase Leader, who will complete a 'Phase Leader Monitoring Form', **(see Appendix E)**, identifying any pupils causing concern, next steps etc.

The Phase Leaders will then submit the forms to the Strategic Lead for Behaviour, who will then analyse whole school behaviour, producing a report for SMT, for discussion.

An overview of behaviour tracking at Whitgreave Primary School can be found in **Appendix F.**

This policy should be used in conjunction with:
Acceptable Use and E-Safety Policy
Anti-Bullying Policy
Equal Opportunities Policy
Safeguarding and Child Protection Policy

Review
The Governors reviews this policy annually. The Governors may, however, review the policy earlier than this, if the Government introduces new regulations, or if the Governing Board receives recommendations on how the policy might be improved.

Dyslexia Friendly Status

The British Dyslexia Association's (BDA) defined Dyslexia as: Dyslexia is a learning difference, a combination of strengths and weaknesses which affect the learning process in **Reading, Spelling, Writing and sometimes Numeracy**. People with Dyslexia may also have accompanying weaknesses in short term memory, sequencing and the speed at which they process information. These are skills that everyone needs if they are to learn and work effectively.

Being a Dyslexia friendly school not only helps us to meet the needs of Dyslexic pupils, but also the needs of pupils who have delayed Literacy skills. Indeed, evidence suggests that all children who are taught using Dyslexia friendly methods are able to benefit and that, in essence, more children are able to benefit when Dyslexia friendly methods are adopted throughout school.

We also recognise that a child's self-esteem and confidence goes hand in hand with successful learning and behaviour. Therefore, our children are made aware of Dyslexia via assemblies, Personal Development Curriculum and National Dyslexia Week. Furthermore, we hold a 'Dyslexia Day' once a term. Positive role models are continually discussed around school. In classrooms, you will find an Additional Needs Folder which contains any information you will need to know about our pupils who are Dyslexic, or show some Dyslexic tendencies. This is updated on a regular basis by the SENCO, in conjunction with the Class Teacher.

Here at Whitgreave, we believe in educating and supporting our Teachers, Teaching Assistants, Parents and Governors on the signs of Dyslexia and how best to support our pupils with these tendencies within all of their lessons. We have a clear Referral Pathway to route concerns – this can be discussed in further detail with any member of staff.

For further information, please see our individual subject policies, our SEND policy and the Dyslexia Friendly Policy.

Further, more detailed information relating to behaviour expectations for the Whitgreave Primary School can be found in **Appendices G** and **H.**

CLASS REWARD POINTS

If we earn 50 stars, our reward will be:

★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★
★	★	★	★	★

Appendix B

CLASS CONSEQUENCE PATHWAY RECORD

(Tick appropriate boxes to correspond to number of times sanction was applied)

Date	Name	Verbal Warning	Thinking Table (Warning Card)	Time Out (Consequence Card)	Comments

INDIVIDUAL CONSEQUENCE/REFERRAL PATHWAY RECORD FOR

_____

(Tick appropriate boxes to correspond to number of times sanction applied)

Date	Time/Lesson	Verbal Warning	Thinking Table (Warning Card)	Time Out (Consequence Card)	REFERRALS Partner Phase Deputy Comments	Parental Involvement/Comments

				Teacher Leader Head	

Appendix D

<u>**Whitgreave Primary School**</u>
<u>**Individual Behaviour Plan – School Action**</u>

Name: Fred Bloggs	**D.O.B:** 14/02/2000	**Year Group:** Y6 – AC, LC, (LJ, Y5 Teacher)
Start Date: 31/03/2011	**Review Date:** Summer ½ term	**Learning Mentor:** Mrs D
<u>**Priority Concerns:**</u> Fred will sometimes disrupt lessons, however, he tends to just refuse to do his work. Often, when asked to move to the thinking table, he will refuse and the CT has to seek	<u>**Strengths:**</u> Fred has fantastic ideas to share with the class. He enjoys number work and often cares about the well-being of other members of the class. He can	<u>**Triggers:**</u> If Fred finds work difficult he may try and disrupt the lesson to avoid completing it, or just refuse to do it. Unfairness is also a trigger for Fred. He also gets upset quickly and angry, when other children 'wind him up'. Potential issues

		Delivered by:		
further support, from SMT. Fred sometimes decides the leave the class without permission, when he is annoyed.	be very helpful and supportive to others.		must be addressed straight away, to avoid escalation.	

Preferred Learning Style: Kinaesthetic

Targets	Strategies	Delivered by:	Success Criteria	Future Action
To manage his behaviour successfully utilising a target sheet.	Use of a target sheet and daily reward system. Fred has 2 targets on his target sheet. If he achieves these targets in a session, he scores a 2 on his target sheet. If Fred does not achieve all the targets, he may score a 1. If unsuccessful, he scores a 0. There are 4 sessions each day and his target sheet is completed throughout the day. Fred needs to be reminded of his targets and his possible scores.	All staff	To score between 6 and 8 points each day. If successful, Fred has a 15 minute reward at the end of each day, with a child of his choice.	To continue on his target sheet and if successful for a continued period of time, move towards a 10 minute reward, every other day. Then move onto a reward every 3rd day etc.

Additional Strategies:

Lots of praise to recognise and reinforce appropriate behaviour. This praise needs to be 'private praise', as Fred does not always respond well to public praise. Fred needs to be given time to 'calm down' before talking and dealing with issues. Staff need to ensure that he has this time.

Pupil Comments:

Parents have been informed by telephone and have received a copy of this IBP.
Parental Comments:

Signed:_____

Date:_____

Appendix D (i)

Target Pupils
(Pupils with severe behaviour concerns)

As part of our positive behaviour strategies and following discussion with the Strategic Lead for Behaviour, some pupils are provided with an individual target sheet, which gives 2/3 specific behavioural targets for the pupil to concentrate on and achieve. These targets should be directly linked to the targets laid out on their IBP and should be generated by the class teacher.

- The pupil will score 0/1/2 for each session, based on their behaviour and targets.

  0 = Unsatisfactory   1 = Satisfactory   2 = Very Good

- This gives them a possible score of 10 throughout the day, (5 sessions).

- If they achieve 7 or above (70%), then they are given a 10 minute reward activity after 3.15pm. This activity can be done with a friend – who provides a good role model, chosen by the teacher.

(Reward activities can be computer time, board games, art activities etc, however, they need to be managed by the teacher, but be enjoyable and fun).

- If the pupil scores less than 70% they **receive no reward**.

- This process will continue on a daily basis providing 'immediate' daily rewards for good behaviour.

- When the pupil has scored 70% daily for a period of 2 weeks, the rewards move onto 10 minutes every other day, (still 70% score).

- If this is maintained for a further 2 weeks, then the reward will be given every 3rd day.

- At this point, it is at the discretion of the teacher and the Strategic Lead for Behaviour to consider whether the pupil is ready to move on to a 'Progress Sheet' or whether they still need the close monitoring of a target sheet.

- These sheets and the reward system can be adapted for the needs of the individual pupils.

Appendix D (ii)

<u>Class Target Sheet</u>

Name: Fred Bloggs

Week Commencing:

	Target 1:	I can follow instructions given to me by my teachers.
	Target 2:	I can respond appropriately, when I encounter difficulties and ask for 'calm down time', if needs be.

	Session 1	Session 2	Session 3	Session 4	Total
Monday	0 1 2	0 1 2	0 1 2	0 1 2	
Tuesday	0 1 2	0 1 2	0 1 2	0 1 2	
Wednesday	0 1 2	0 1 2	0 1 2	0 1 2	
Thursday	0 1 2	0 1 2	0 1 2	0 1 2	
Friday	0 1 2	0 1 2	0 1 2	0 1 2	

If Fred scores 6, 7 or 8 on a daily basis, then he will be entitled to a 15 minute reward, at the end of each day, with a friend. This reward needs to be managed by the Class Teacher, in consultation with the child.

Appendix E

Phase Leader Monitoring Form

Term/Date:

Class:

Name of Pupil	Thinking Table	Thinking Zone	Triggers/Next Steps?

- Please record pupil name and the number of times he/she has received the above sanction etc, from the *Class Consequence Pathway*.
- Identify any possible triggers and/or next steps, if appropriate.
- Please record below any children who are currently on the Individual Consequence Referral Pathway, detailing which stage, issues, parental comments, next steps etc.

<u>Children on the Individual Consequence Referral Pathway:</u>

<u>Parental Concerns:</u>

<u>Whitgreave Primary School</u>
<u>Behaviour Tracking System</u>

Class Teachers record incidents on the Classroom Tracking Record/Individual Referral Record.

Class Teachers to file all Behaviour Records in the Class Behaviour File.
File to be submitted to Phase Leader, by the Monday, of the last week of each term.

Phase Leaders to monitor Files, record number of incidents, on termly Phase Leader Monitoring Form. Identify any pupils causing concern, next steps etc.

Phase Leaders to submit termly Monitoring Form, to the Behaviour Lead, by the end of the term.

Behaviour Lead to analyse whole school behaviour, compile report to SMT, to be presented at the beginning of the following term, identifying any key issues, next steps.

THE WHITGREAVE WAY!

(To be shared and discussed with children)

At Whitgreave, we try our best to:

TAKE CARE OF OURSELVES: This means that we:

 Walk around school
 Wash our hands with soap before we eat and after using the toilet
 Play in safe places
 Always tell an adult if we are worried about something

CARE ABOUT WHAT WE SAY: This means that we:

 Use kind words to each other
 Say 'please', 'thank you', 'excuse me' and 'pardon me'
 Always answer if someone speaks to us
 Talk quietly when we are inside school
 Do NOT use swear words or words that will upset someone

CARE ABOUT WHAT WE DO: This means that we:

 Listen to adults and other children when they are talking
 Do as we are asked to do by ALL adults in school
 NEVER hurt someone else deliberately

CARE ABOUT OUR SCHOOL AND THE THINGS IN IT: This means that we:

 Tidy away after ourselves
 Use books and equipment carefully
 NEVER damage anything deliberately

Appendix H

EXPECTATIONS OF BEHAVIOUR AT KEY POINTS OF THE DAY

POINT OF DAY	Staff will ………………	Children will ………………	School Prefects will ……………	Parents will ………………
As gate opens	Arrive at the gate promptly if it is their duty day Be friendly and welcoming to children and parents/carers Monitor behaviour on the playground as children arrive	Stay with their parent/adult or stay on the playground Walk sensibly to/when lining up Say "good morning" if an adult says it to them	Model exemplary behaviour Be at the end of a class line, to make sure all belongings have been removed from the playground and collect up if they haven't	Be on time Keep hold of their child until they get to their classroom Ensure that their child walks Ensure their child has a calm start to their day e.g. not needing to rush Pass on (to staff) any relevant information about their child
As children enter classes	Ensure classroom environment is well organised and there is a calm atmosphere Ensure engaging activities are available as soon as children arrive Think about appropriate self-registration activities **Ensure children know what the expectations are**	Be happy to come to school and ready to learn Say "good morning" to their friends and teachers Walk into school Put coats, bags and lunch boxes in their locker/on their peg	Model exemplary behaviour Once all coats/bags have been put away check that the storage areas are tidy and free from debris	Remind their own child to come into school calmly Be polite and respectful to other parents and children Ensure that all their child's clothes are named
Assembly time	Make sure children are calm before assembly Place children strategically (as necessary) Be on time Avoid too much lining up in corridors Have high expectations that children will be quiet throughout Model walking in and sitting down quietly Be involved (singing, clapping, smiling etc.)	Listen to their teachers and line up quietly Walk into the hall, in a line, without talking Sit quietly, face the front with their legs crossed and hands in their lap Put hands up to answer questions Listen carefully to the teacher taking assembly Join in with singing and clapping	Model exemplary behaviour Lead assemblies as direct by SMT Nominate children from their class to receive praise that they felt sat nicely during assembly	Arrive on time Show respect to the member of staff leading the assembly and make sure mobile phones are turned off or on silent Avoid calling their child Avoid talking to each other when staff are trying to keep children quiet Stay in, if possible, until the end of assembly If they need to leave

	Monitor behaviour and follow up as necessary **Ensure children know what the expectations are**	Stand up when the teacher asks and walk out quietly		early, to sit near the door and leave with as little disruption to assembly as possible Be conscious of when younger siblings may need to be taken out of the hall until they are settled
Going out to and coming in from break	Be on time Lead children out calmly and in an orderly way Always check that duty staff are on playground Avoid taking too long lining up to come in – go in when ready Enforce standing still when whistle blown and walking to line Circle the playground and not stand stationary **Ensure children know what the expectations are**	Walk outside Stop when they hear the whistle Listen for instructions from the adults Walk to their teacher and then walk into school Put coats in lockers/on pegs calmly and quietly Come into the classroom quietly, ready to learn	Model exemplary behaviour	N/A
During break time	Look out for any health and safety issues (wet tyres etc) Take out play equipment and monitor its use Interact with children enthusiastically Monitor no-go areas and enforce standards – follow "Good to be Green" policy Encourage children to solve problems/resolve conflicts Encourage children to	Use equipment sensibly Talk to, listen to and play with their friends Play in safe places Tell a grown up on duty if there is a problem, someone is hurt or if they are worried about anything If someone does something unkind to them they tell a grown up straight away Be kind to each other	Model exemplary behaviour Monitor corridors/toilet areas to ensure children are safe and in the correct spaces	Will not talk to the children through the fence if they are visiting school for any reason

	play appropriate games with each other **Ensure children know what the expectations are**	Be calm and patient when getting toys out Put things away carefully, calmly and in the right place Listen to all of the adults and follow their instructions		
As children move around school	Take responsibility for **all** children Remind children to **'Walk please'** Ask children to go back and walk if they do not respond to walk please Praise children moving around school calmly **Ensure children know what the expectations are**	Remember to walk Remember to be quiet Be careful not to distract other children who are working Pick up any objects that have fallen off pegs/trollies etc	Model exemplary behaviour Report any health and safety issues to the nearest member of staff	N/A
As children move between classrooms	Agree systems in year groups Try to cut down these transition times where possible (think about timetables) Be prompt and timely so that children are not waiting in corridors Encourage small groups to move independently but supervise larger groups **Ensure children know what the expectations are**	Walk sensibly Listen to instructions from adults Pick up any objects that have fallen off pegs/trollies etc	Model exemplary behaviour Report any health and safety issues to the nearest member of staff	N/A
Tidy up time	Give children a 5 minute warning Agree in year groups if a signal/music is to be used Support children but not do it for them Allocate tasks	Stop and listen when the adult gives the "stop sign" Help each other to tidy up Put things away in the correct place	Model exemplary behaviour Look for peers who are doing the right things to allow staff to praise these children	N/A

	Label resource storage so that know children know where to return to – monitor tidiness regularly Praise good tidying **Ensure children know what the expectations are**			
Children getting coats	Send small groups Allocate supervision Model maintaining an organised environment ourselves and have high standards of tidiness **Ensure children are aware of procedures**	Remember to walk Remember to be quiet Move calmly and patiently Make sure their own things are put in their own locker /on peg Pick up any objects that have fallen off pegs/trollies etc	Model exemplary behaviour Look for peers who are doing the right things to allow staff to praise these children	N/A
Going out to and coming back in from lunch	Be on time Follow playtime procedures Ensure children are aware of procedures	Stop when they hear the whistle Listen for instructions from the adults Walk into school Put coats in lockers/on pegs calmly and quietly Come into the classroom quietly, ready to learn	Model exemplary behaviour Look for peers who are doing the right things to allow staff to praise these children	N/A
Home time	Send small groups to get coats Agree in year groups what to do after coats (at tables, on carpet?) Agree whether blinds to be closed Ensure supervision in confined areas End the day with a calm activity Say goodbye to each child/parent	Collect coats and bags calmly and quietly Walk in the corridors and back into class Sit quietly and listen for their names Walk to their parent/adult when their name is called Tell their teacher if they can't see their parent/adult Stay with their parent/adult as they	Model exemplary behaviour Ensure that the classroom is tidy before children leave Look for peers who are doing the right things to allow staff to praise these children	Park in a safe place if they need to drive to school Wait patiently until the teacher dismisses their child Avoid knocking on windows Be respectful of other parents and children Set good examples/ be role models for children Avoid swearing in or

	Make comment about day	walk out of school		around school
	Send praise notes/pads	Make sure they take all of their things home		Walk with their children and ensure that they stay on the path as they leave school
	Report any red cards to parents as appropriate			
	Ensure children are aware of procedures			Keep older and younger siblings with them at all times
At all times during the school day		Always use kind words and actions Listen to all the adults in school and do as they are asked first time Tell a grown up if there is a problem, if someone is unkind or if they are worried about anything Be kind to their friends and listen to them Be polite to other children and grown ups Look after each other and the things in our school Use quiet voices and remember to "walk please" Keep our school clean, tidy and safe		