POSITIVE BEHAVIOUR PLAN AND GUIDANCE

REVIEWED AUTUMN 2019

‘Green Lane – a Big School with a Big Heart’

Green Lane Primary Academy
Behaviour Policy

The aim of this policy is:

• To develop in children a sense of self discipline and an acceptance of responsibility for their own actions
• To create conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.

These are achieved in the framework of a relaxed, supportive atmosphere, in which children are encouraged to give of their best, both in the classroom and in extra-curricular activities and are stimulated to fulfil their potential.

Code of Conduct

It is expected that everyone in the school community will follow and adhere to the school behaviour policy. All adults are expected to model the behaviour we expect from children.

The Golden Rules

Do be gentle	Do not hurt anyone
Do be kind and helpful	Do not hurt people's feelings
Do look after property	Do not waste or damage things
Do listen to people	Do not interrupt
Do work hard	Do not waste your or other people's time
Do be honest	Do not cover up the truth

GREEN LANE PRIMARY ACADEMY

POSITIVE BEHAVIOUR PLAN
Guidance for All Staff

1. Positive re-enforcement of good behaviour is more effective than negative punishments.

2. Although there are agreed sanctions for children who misbehave, it is the encouragement of good behaviour which is far more important than punishment. Staff should praise children who behave politely, kindly and sensibly. Verbal feedback on behaviour should be given a high priority in and out of class. Good behaviour and positive attitudes should be discussed in P.H.S.E. lessons and in school assemblies. Staff use Golden Time, stickers, certificates, etc., to acknowledge and re-enforce positive behaviour as well as academic achievement. Praise should outweigh censure but should be handled in a way that the child feels comfortable.

3. A well-managed, well-planned environment in which lessons are stimulating and interesting decreases the potential for problems.

4. Staff should ensure that school activities are well-planned and resources well-organised as this will ensure every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. Classes that are well-organised with lessons that are well prepared and take into account the range of abilities within the class tend to have few discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children should be treated sensitively to maintain their self-esteem. Criticism should never damage self-esteem, censure should focus on the behaviour not the child.

5. Staff should take time to explain the reasons for children being asked to do something. They should take every opportunity to keep caring and respect for people and property in high profile. Children should be listened to and spoken to calmly. **They should never be belittled.**

6. Every effort should be made to diffuse potential problems before they arise through discussion, good organization and consultation.

7. Certain behaviour, such as bullying, racism, fighting, swearing, rudeness etc. is never acceptable and should always be dealt with when encountered.

Pastoral Care

This is the responsibility of all staff but especially the class teacher and the school Pastoral Lead. Efforts should be made to build up an understanding and relationship with the child. This will make discussion of attitudes and criticism of poor achievements or behaviour acceptable. It should also provide an awareness of any underlying problems the child may have.

All staff have the support of the Head Teacher and the Deputy Head Teachers in matters of pastoral care. They also have support from the Year Team Leader, Assistant Head Teachers and the Designated Child Protection Officers.

If a child is reported to the Head Teacher or Deputy Heads on a serious matter of discipline, details will be recorded in CPOMS including the reason for referral and action taken. Parents may be informed depending on the nature of the incident.

Damage to Property

Damage to school or other children's property through misbehaviour, whether it is the fabric of the building or e.g.books which are defaced or damaged, will be reported to parents and, where appropriate, a request for a voluntary contribution towards the cost of repair or replacement will be made.

Bullying

Any incidence of Bullying is taken very seriously and we take a zero-tolerance approach. For full information please refer to the school Anti-Bullying Policy.

Golden Time

Golden time is used to re-enforce and reward positive attitudes and behaviour. Staff need to ensure that Golden Time is kept fresh and innovative and that this time is valued by ensuring a range of changing activities from which children can select. Children begin the week with an entitlement to Golden Time of approximately 30-40 minutes.

If a child has received a Stage 3 (name in the red folder and sent out of class), teachers should withdraw all (or a proportion dependent on age) of their Golden Time. Children who have behaved consistently well have earned the right to have their Golden Time.

Golden Time should never, under any circumstances, be withdrawn from a whole class or year group

Behaviour is the responsibility of all staff and no one should walk past any incident of misbehavior or children needing support.

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POSITIVE BEHAVIOUR PLAN

Rewards

A major aim of the Behaviour Policy is for teachers to encourage children to demonstrate good behaviour by operating a system of praise and reward.

Merits

Merits can be given for work and behaviour.

Merits are collected weekly and contribute towards weekly house totals. Monitors collect these scores. The winning house team, represented by KS1 and KS2 house captains, receives a cup during the Celebration Assembly. Merits will be counted in multiples of 10.

Criteria for Awarding Merits

- Good Work
- Good Effort
- Good Behaviour
- Improved Work/Effort or Behaviour
- Care/Consideration/Kindness
- Good manners/Courteousness
- Good Lining up skills
- Good listening skills
- Sensible movement around school
- Any positive occurrence/behaviour
- Providing an example of following the Golden Rules

It is important that all staff use the merit award systems and that there is consistency throughout the year groups.

Star of the Week

Each class teacher awards 1 pupil a star of the week certificate for:

- Following the Golden Rules
- No negative behaviour
- Uniform always worn
- Some additional achievement in work, behaviour or attitude.

Golden Time – as above

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POSITIVE BEHAVIOUR PLAN

Good behaviour is expected of all our children at all times.
Teachers should always be able to teach.
Children should always be able to learn.
Lessons cannot be allowed to be disrupted by children who misbehave.

Our Golden Rules are displayed in every classroom.
Children are regularly reminded of these rules.

Good behaviour and work are rewarded at every possible opportunity.

Green Lane Merits and Rewards are given to children who are:

- **following rules**
- **working well**
- **setting a good example to others**

WE EXPECT ALL OUR CHILDREN TO BEHAVE WELL

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POSITIVE BEHAVIOUR PLAN

ALWAYS FOLLOW THE GOLDEN RULES
ALWAYS FOLLOW INSTRUCTIONS
ALWAYS WORK HARD

If you are being prevented from:

- ***Listening***
- ***Learning***
- ***Staying on Task***

by another child who is misbehaving or hurting you do one of the following:

- ***Put up your hand and tell the teacher.***
- ***Wait for an appropriate moment and tell the teacher.***

Do not:

- ***Join in with the poor behaviour.***
- ***Shout out.***
- ***Retaliate.***

REMEMBER YOU HAVE THE CHOICE!

DO NOT CHOOSE TO BREAK THE RULES!

(This A4 Poster should be discussed with children and displayed in every classroom)

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Positive Behaviour Plan
Stage and Sanctions Information

If a child is choosing to break a rule or failing to follow an instruction, the following procedures will be actioned.

Stage 1 Reminder - This is a verbal reminder that the child is breaking a rule or failing to follow an instruction and of the expected behaviour.

Stage 2. Name on Board - If the child continues to misbehave their name is written on the board.

Stage 3. Red Card - If the child persists in misbehaving, their name will be placed inside the class red folder. They will then be sent out to their designated 'Out of Class' link. The child's name will be recorded on CPOMs and parents informed. If this behavior persists the Head Teacher will be informed and parents invited in to school.

Sanction: *Loss of Golden Time*

N.B.

- Each session of the day begins with **Stage 1**
- Misbehaviour at playtime will result in an immediate playtime detention. If this occurs at the end of playtime, detention will take place the following day.
- Misbehaviour at lunchtime will result in a lunchtime detention or a playtime dentention the following day.
  Detention will be recorded on CPOMS by the member of staff making the decision.

(Children should be regularly reminded of these stages and the behavior stage posters displayed prominently in every classroom.)

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Out of Class Links

Children will be sent to the following partner year groups accompanied by another child:

Reception to	Reception	(Team Member)
Year 1 to	Year 3	(Mr Albeson)
Year 2 to	Year 4	(Mrs French)
Year 3 to	Year 5	(Mr Mills)
Year 4 to	Year 6	(Mr Hall)
Year 5 to	Year 1	(Mrs Birch)
Year 6 to	Year 2	(Mrs Stone)

If the above teachers are not in their classroom, the child will go to another class within the partner year group.

Whilst in the partner class, children should sit in silence and complete the work they have taken with them.

Children not completing work

If children do not complete an appropriate amount of work in a lesson due to time-wasting, they should be given an appropriate warning and advised that they will progress straight to Stage 3 and be kept in by the teacher to complete the work at playtime or lunchtime. If this occurs often then teachers should address the issue with parents.

Before keeping children in to complete work, teachers should ensure that there are no educational reasons for non-completion e.g. lack of understanding without wishing to say so, work too difficult etc.

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POSITIVE BEHAVIOUR PLAN
Guidance for Dispute Management

1. When disputes arise, all children involved should be given a chance to explain their case without interruption. They should be encouraged to find a solution. No blame should be given to one child more than the other until the facts have been determined.

2. Children should be encouraged to apologise and make friends after disputes. Time needs to be put aside to repair and rebuild, offering children a way back.

3. School rules should be applied consistently and children reminded of them regularly.

All staff should maintain high expectations for good behaviour, apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinent of behaviour management is the example we set particularly in the way we manage conflict as follows:

1.	Give pupils the chance to take back what they have said or to apologise if they have been rude	This can act as a brake and stop the situation getting out of hand
2.	Control your anger and irritation	If you don't you will lose your authority
3.	Be polite at all times even if you are angry	If you are rude you are lowering your standards of behaviour
4.	Avoid being drawn into arguments.	It is undignified and takes you away from what you originally said.
5.	Find out the facts instead of jumping to conclusions.	You could be wrong if you make assumptions.
6.	Don't threaten disciplinary action at the first sign of trouble.	It weakens your position and leaves you with nothing in reserve.
7.	Treat each pupil fairly.	Nothing will make pupils lose their respect for you more quickly than feeling that you are unfair.
8.	Stick to the point; do not get drawn into side issues.	Repeating the point again and again if necessary helps you stay in control.
9.	Avoid patronising and sarcastic remarks.	It is rude to make such remarks and it sets a poor example.

10.	Don’t shout at pupils.	You will just add to the commotion and again you will be setting a bad example.
11.	Try to repair relationships.	Each day should be a new start.
13.	Avoid assuming that children who are regularly in trouble are always to blame.	Children have a sense of fairness and injustices lead to lack of respect.