

# Maple Tree Lower School



Policy

Behaviour Policy

Committee

Development

Review Date

January 2018

## ***Behaviour Policy***

### **Rationale:**

This policy is the outcome of discussions within the school. Our values programme and work on Rights Respecting are intrinsic to the development of good behaviour and discipline. We believe that developing understanding of our school values, good manners, mutual respect, promotion of emotional well-being and a secure learning environment play a crucial part in developing children into lifelong learners.

### **Aims and expectations**

- We believe that pupils have a right to know what is expected of them and that they have opportunities to demonstrate that they can respond appropriately. There are a few school rules but we base most of our school life on agreements (the home-school agreement and the class agreements). The primary aim is to promote good relationships and to provide a learning and caring environment.
- All children should be treated fairly and this behaviour policy should be applied in a consistent way.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour but with consequences for unacceptable behaviour.
- We place our expectations for positive behaviour within the framework of our School Values and we actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. (As set out by the government in the 'Prevent' strategy, 2011.)

### **Rewards and consequences**

We praise and reward children for good behaviour in a variety of ways:

- all staff acknowledge good behaviour and congratulate children;
- teachers give a variety of rewards such as smiley faces, stars and visual rewards
- weekly Golden Time
- green stickers for good behaviour weekly, certificates half termly and an end of year treat

- weekly celebration of achievements and Head Teacher's Awards
- House Points given to individuals which make up a team prize for the winning House at the end of each term
- lunchtime award for behaviour
- certificates for specific achievements

Each class has its own class charter, which is agreed by the children and displayed on the wall of the classroom and Maple Tree also has 5 Golden Rules which are displayed in the main entrance and around the building. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class, often during 'Circle Time'.

Children should be helped to understand what behaviour is classed as unacceptable and why. They can be given warnings to ensure that they know the consequences if the behaviour continues. The child's behaviour and not the child is criticised. (See Appendix A for Good to Be Green Overview)

Unacceptable behaviour, which results in being given red cards and details being recorded in behaviour books, consists of any of the following: refusing to do as asked; hurting others; damaging property; rudeness (including swearing, spitting, gestures, facial expressions); throwing things.

Unacceptable behaviour has consequences:

- yellow cards are used as warnings, usually following verbal reminders and opportunities to correct undesired behaviour
- teachers give a variety of consequences such as names on board, missing playtimes, apologies or time out (the child may sometimes be sent to another member of staff)
- red cards/names in the behaviour book, then missing a part of their weekly Golden Time
- letters to parents and/or meetings with parents and Executive Head/Head of School
- Home/School reports for pupils finding good behaviour difficult to maintain
- at any point in this process, if behaviour is considered to be either, continuously inappropriate and dangerous, or any one incident is so severe, then the exclusion procedure may be invoked (according to procedures). We have a 'zero tolerance' policy for physical abuse towards other children or members of staff at Maple Tree.

We acknowledge that not all systems suit all children and where children are in need of extra support or time (NEST) an individual behaviour plan will be implemented for these children to continue to promote the positive approach we use at Maple Tree.

## **Roles and Responsibilities**

### **Executive Head/Head of School**

- It is the responsibility of the Executive Head to ensure the implementation of the school behaviour policy consistently throughout the school, and to regularly report to governors on the effectiveness of the policy.
- The Executive Head will support staff in cases of extreme or continual inappropriate behaviour through conversations with or withdrawal of the child.
- The Head of School will, where necessary provide advice and support for liaison between parents / carers and staff.
- The Executive Head/Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in line with CBC policy. For repeated or very serious incidents

the Executive Head/Head of School may permanently exclude a child. The chair of governors or his substitute will be informed immediately of this action and the governing body will be informed.

- The Executive Head/Head of School will ensure that staff have regular opportunities in staff meetings to discuss behaviour and are given behaviour management training when appropriate.
- The Head of School will ensure that school agreements and information about the Good to be Green system are displayed in various locations within the school, on the website and sent home to parents.

### **The role of the class teacher and support staff**

- It is the responsibility of the class teacher and additional adults at school to help the children behave in a responsible manner during lesson time and entry and exit from the classroom/school.
- It is the responsibility of the class teacher to be well planned and well prepared for lessons and activities which are aimed at the appropriate levels for children, and to provide the children with regular routines.
- If a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents. In the first instance, the class teacher deals with incidents herself following agreed procedures. It is the responsibility of the Key Stage Leader to ensure that parents are informed of any red cards and any other associated consequence.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education welfare officer or LEA behaviour support service.

### **The role of parents**

- The school aims to work collaboratively with parents and carers in all aspects of behaviour, rewards and consequences.
- Information about behaviour expectations are printed on the Home / School Agreement and discussed at Parent's evenings and other opportunities such as New Class meetings. We encourage parents to discuss these with their children. All parents are asked to sign the home school agreement along with school staff and children.
- We ask parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents if we have concerns about their child's welfare or behaviour. The Good to be Green stickers and certificates inform the parents about their child's behaviour.
- In the case of unacceptable behaviour, where consequences have been given, we hope that parents are able to support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Key Stage Leader and if there are still issues which are unresolved they should contact the Head of School or Executive Head. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **The role of children**

Children have a right to be taught in environments that are safe and conducive to learning. Incidents of violence, threatening behaviour, abuse, discrimination or harassment will not be tolerated. Children should:

- Take responsibility for their own behavior
- Follow the 5 Maple Tree Golden Rules
- Show respect to themselves, others and their environment
- Never bully or denigrate others.
- Follow reasonable instructions by school staff,

- Accept sanctions in an appropriate way.
- Report all undesirable behavior

Each year children and parents are asked to sign a Home-School agreement which sets out these responsibilities in more detail.

### The role of governors

- The governing body has the responsibility of overseeing these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Executive Head/Head of School in carrying out these guidelines.
- The Executive Head/Head of School has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice about particular disciplinary issues.
- Governors will support the school in maintaining high standards of behaviour of pupils and staff. In addition, the governors will also give full and fair consideration to any complaints relating to the behaviour policy.

### Monitoring and review

- The Executive Head/Head of School monitors the effectiveness of this policy on a regular basis. She regularly discusses behaviour with staff. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps records of severe incidents of misbehaviour.
- The Executive Head/Head of School keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.
- It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

### Evaluation

This policy will be reviewed annually and be guided by the feedback from parent questionnaires, child interviews and observations by staff and Governors.

Approved

Name ..... Signed..... Date .....

Executive Head

Name ..... Signed..... Date .....

Chair of Governors

This policy will be reviewed annually.

Other relevant policies and procedures:

Physical intervention policy

Equality Policy

Disability Policy

Exclusion procedures

As a Rights Respecting School, the following articles are relevant to this document:

Article 19: You have the right to be protected from being hurt and mistreated, in body and mind.

Article 24: You have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to stay well.

Article 29: Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Rule 1

Listen to everyone and don't shout.



Rule 2

Co-operate and do your best.



**Good To Be Green**  
**(Nursery/Reception)**

As part of our positive behaviour strategy we have a new approach to monitoring behaviour and attitudes in school following a green, yellow and red system.

**The basic idea of the Good To Be Green behaviour system is that we always look for the positive, give opportunities to make better choices and allow regular 'fresh starts', through praise, encouragement and rewards.**

Consistency is the key, so all staff in the school will follow the same rules and procedures.

- All children start each session 'green' (morning, playtime, after play, lunch, afternoon), regardless of any cards given in previous sessions.
- Staff will always start with gentle reminders about behaviour where needed, pointing out to the child which rule is being broken or ignored.
- Next step is a first verbal warning, followed by a second verbal warning; "If you do this again it will be a yellow card".
- If the behaviour continues, a yellow card to be given, again with a clear explanation of the reason and a reminder of how to prevent a red card following.
- If necessary, a further verbal warning, again with a focus on making good choices.
- If the unwanted behaviour continues, a red card to be given. At this point there will be an immediate consequence (time out, senior staff input, loss of playtime etc).
- It must be noted that some behaviours will result in an immediate red card.
- Parents will be informed of any red cards given.
- Children who have been green all week will be given a sticker before leaving school on Friday.
- Children who stay green for a complete half term will be presented with a certificate. For a complete term they will receive a small gift, and for an entire school year there will be a treat in July which will be negotiated with the children.

**At any point in this process, if behaviour is considered to be either, continuously inappropriate and dangerous, or any one incident is so severe, then the exclusion procedure may be invoked.**

Rule 3

Always be polite and nice.

Rule 4

Follow instructions

Rule 5

Respect all equipment and others

Rule 1

Listen to everyone and don't shout.



Rule 2

Co-operate and do your best.

**Good To Be Green (KS1 & KS2)**



As part of our positive behaviour strategy we have a new approach to monitoring behaviour and attitudes in school following a green, yellow and red system.

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- Staff will always start with gentle reminders about behaviour where needed, pointing out to the child which rule is being broken or ignored.
- Next step is a verbal warning, "If you do this again it will be a yellow card".
- If the behaviour continues, a yellow card will be given, again with a clear explanation of the reason and a reminder of how to prevent a red card following.
- If necessary, a further verbal warning, again with a focus on making good choices.
- If the unwanted behaviour continues, a red card will be given. At this point there will be an immediate consequence (time out, senior staff input, loss of playtime etc).
- It must be noted that some behaviours will result in an immediate red card.
- Each day that a red card is given will result in a proportion of Golden Time being lost on Friday afternoon.
- Parents will be informed of any red cards given.
- Children who have been green all week will be given a sticker before leaving school on Friday.
- Children who stay green for a complete half term will be presented with a certificate. For a complete term they will receive a small gift, and for an entire school year there will be a treat in July which will be negotiated with the children.

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# Good to be Green



Good to be Green stickers and certificates will be given when children follow the school and class rules; trying their best and treating the school and everyone involved with courtesy and respect.



Yellow Cards will be given when school or class rules are broken, despite several reminders and a verbal warning.

Some behaviours which would result in a yellow card are:

- disrespectful behaviour to adults / children
- swearing
- inappropriate use of school equipment
- deliberate, targeted name calling
- not following school / class procedures (eg lining up)

Red cards will be given if school or class rules continue to be broken, even after a yellow card has been given and followed with another warning.

In addition an immediate red card may be given for the following behaviours:

- deliberately, physically hurting someone
- refusing to follow adult instructions
- vandalism
- theft
- intimidation - particularly many children against one