

FERRY LANE PRIMARY SCHOOL

Behaviour for Learning 2016/17

Golden Rules



- Care for everyone and everything
- Show good manners at all times
- Follow instructions straight away
- Aim high!

All rules apply inside school and in the playground

Rewards if you choose to follow Golden Rules:

You will be praised.

You will be recognised as a polite individual.

You will progress quickly.

You will be moved up the Zone Board.

You will act as a positive role model.

You will be given Smiley Faces/Merits.

You will receive Zone Board rewards.

You may get a raffle ticket.

You may be sent to a senior member of staff to be praised/given a sticker.

Your parents will be told your teacher is pleased with you.

You may get a special mention in Celebration Assembly.

You might be 'Star of the Week' or even 'Star of the Month'

You might have a Ferry Lane Primary School Postcard sent home.

You might get one of our special Rewards.

Consequences if you choose to break Golden Rules

You will be warned by the teacher, TA or SMSA.

You will be moved down the Zone Board

You will be moved within the classroom (time-out table/chair).

You will miss out on opportunities to learn.

You will have time-out in another classroom and complete a Reflection Form which will be sent to the Deputy.

You could damage your reputation.

You might limit the opportunities of others.

You will lose a privilege (e.g. a playtime or a special activity).

Your teacher will contact your parents.

You will be seen by your Phase Leader with your parents.

You will be seen by the Deputy/Headteacher with your parents and be put on report.

Internal Exclusion (you will miss all playtimes and be kept isolated from your class).

Exclusion (you will not be allowed in school for a time).

Permanent exclusion (you will not be allowed to come back to Ferry Lane again).

Fighting, bullying or use of abusive language to an adult are very serious - you will be sent straight to the Deputy or Headteacher.

Behaviour for Learning Policy - Guidance for staff

The Behaviour for Learning Policy at Ferry Lane Primary School aims to promote, demonstrate and emphasise behavior that facilitates learning. Children are able to choose how to behave and therefore all stakeholders need to constantly work together to ensure that the children make positive choices at all times. Positive behavior combined with children who make positive choices leads to the best possible learning. As staff we will always treat all children fairly and equally with consistency across all stakeholders.

Ferry Lane Primary School aims to create an atmosphere where:

- Pupils can do their best in a caring and secure environment
- Everyone feels valued and receives positive recognition for good behaviour
- Everyone is treated with respect
- There is zero tolerance of bullying or harassment of any type

The Behaviour Policy is based on the following principles:

1. Positive rewards and praise for good behaviour
2. Providing good role models as staff through positive personal style and language
3. A clear set of Golden Rules across the school
4. Clear rewards for keeping to the rules, consistently applied
5. Clear consequences for breaking the rules, consistently applied
6. Every child starts every day with a “clean slate”
7. Involvement of parents through consulting with them on school policy and informing them of positive behaviour or concerns where there are persistent behavioural problems, which may need SEN support

The role of the Class Teacher

At Ferry Lane, the key person who is responsible for managing children’s behaviour is the Class Teacher, with support from senior staff and Teaching Assistants as needed. The Class Teacher should keep a Log Book which has a page for each child which is used to record **key** issues in note form (positive and negative). This record can be very useful when discussing issues with parents or deciding whether SEN interventions or extreme disciplinary action such as exclusion, are needed.

Positive Reinforcement of Good Behaviour

It is important to emphasise that children **own their behaviour** and make choices about it. Always focus on the behaviour, **not the child**. All rules need to be consistently applied across the school by all stakeholders. Use of language is key, ensuring that staff always use a positive approach and avoid the use of negative language such as don’t, no, bad, broken etc. Instead use did you?, Were you? How could you? This approach allows the child to verbalise how they could change their behaviour to follow the golden rules and recognise that their behavior potentially impacted on their own learning and that of others.

Good behaviour is built on positive reinforcement and staff should recognise good behaviour and praise it consistently and regularly. In situations where we need to deal with a behavioural issue, staff should look to praise children who are doing the right thing first as an example to other children. This positive approach enables everyone to continue to learn at all times. If the behavioural issue still persists then engaging the child in a positive way through encouragement should be used. Remember to not use

negative language. Questions around how the child could meet the golden rules will enable the child to recognise what they need to change in order to continue with their learning and be successful. Children learn best in a positive environment and the individual needs of every child needs to be taken into account when applying the golden rules. Celebration Assemblies are also used to reinforce good behaviour through rewards.

The PSCHE programme should be used to reinforce the Golden Rules, many of which relate to the government's SEAL programme. Where a teacher notices a series of issues affecting the class, s/he should ensure that PSHE /Circle Time allows children to share their thoughts and feelings about these. Guidance on effective circle time sessions can be sought from the SENCO, or the teacher with responsibility for PSCHE. It may also be helpful to encourage the School Council to discuss issues.

Consequences of breaking Golden Rules

It is important that the staff member has an open dialogue with the child which involves listening to what they have to say and by using positive questioning, ensure that the child understands which rule hasn't been followed. The correct behaviour, where appropriate, should be made clear to the child and where possible be modelled.

Action: A child can only be moved down one colour at a time. When a child reaches red on Zone Board they are sent to another class to complete Reflection Form – **max 15 mins**. Form given back to teacher on return who then adds comments and sends to Deputy Head. The child will then make up learning time missed at the next break or lunchtime supervised by a senior member of staff. The child must come with the work from the lesson they missed. This will emphasise to the children that their learning is important and they need to catch up. Unless the behaviour is very serious or the safety of other children is at risk **the child should remain in class**. Only a member of SLT can agree to a child missing lessons owing to behavior and this will be a rare occurrence. If you feel that a child is struggling to follow the golden rules on a regular basis then they should be sent to a member of SLT. This would be after the zone board has been used effectively and the child has already attended break/lunchtime sessions. Consistency and positive reinforcement are key and must be used at all times reinforcing that good behavior means good learning. **To the child, you should emphasise that you are correcting poor behaviour because you care about the child and want him/her to do well.**

The decision to exclude can only be taken by the Head. This includes exclusion from trips or activities that the rest of the class are taking part in. We work very hard to include all the children at all times and will only use this option in exceptional circumstances and where the safety of children or adults is at great risk.

Involving parents

As a school we keep parents informed of our Golden Rules, Rewards and Consequences and consult them regularly. As well as certificates and other strategies mentioned under “Rewards” teachers should **always** tell parents when a child’s behaviour is good or improves. Consistency here is vital and as much positive praise as possible should be used to help the children recognize that good behavior means good learning.

It is equally important to inform parents at an early stage if a child shows persistently difficult behaviour, as the involvement of parents has a very significant impact on improving it. The 2014 revised SEN Code of Practice recognises persistent negative or challenging behaviour as a mental health issue, and as well as using daily monitoring reports or a personalised behaviour modification programme, the SENCO may seek the advice of the Education Psychologist or other appropriate professionals.

Complaints/ Concerns

If parents are at all concerned about an issue or any other incident at school, they should contact the school to make an appointment to discuss the difficulty as soon as possible.

Playtime and Lunchtime

Playtime is very important for children; it is also the time when some children find the less structured environment challenging. It is of the utmost importance that all staff take children’s concerns seriously. **Telling a child “go and play somewhere else and don’t worry” is not acceptable, especially if bullying is suspected and you must inform the child’s class teacher at the end of the session.** Behaviour at break and lunchtime should be dealt with by staff on duty, but any serious misbehaviour must be reported to the Class Teacher. Where the problem is serious, a child should be sent to the Deputy or member of staff on duty. **The aim of the school is for children not to miss learning.** In most cases children will return to class as soon as possible and the behaviour will be dealt with during break/lunchtimes. Only where the matter is very serious – fighting/swearing/bullying- may a child possibly be removed from class. This decision can only be taken by a member of SLT.

In every situation where a child complains about another child, the two children should be brought together and given the chance to explain what has happened. The children should be asked to agree between themselves who is going to speak first. Both children should listen in silence to the other child’s point of view. Once this has happened the adult should aim for some sort of consensus and make a decision about any consequences for either child as appropriate. The children should both be told what to do if the incident occurs again, and **if bullying is suspected the Class Teacher must be informed, as well as a member of SLT and the parents/carers.**

Lunchtime

At lunchtime the SMSAs follow the Golden Rules and Consequences. The SMSA should deal with each incident and unresolved incidents should be reported to the Class Teacher at the end of the lunchtime, noting anything significant in the Log Book. Peer mediators are available during the lunchtime period and have been trained to help sort out the more minor incidents that may take place in the playground.

The SMSA Line manager is the Head. He will work with the Senior SMSA to ensure that the general principles of positive behaviour management are in place, Golden Rules are reinforced and will liaise with him/her on a daily basis to sort out any issues.

Behaviours

Low level	Moderate level	Serious level
Fidgeting/ fiddling Telling tales Dropping litter Being noisy Failing to keep on task Walking around the classroom when you should be working Unkind remarks towards others or their family Bad language (one off) Time wasting Telling lies Spitting Being rude Not handing in mobile phones Not having the correct uniform No PE kit Running in corridors Pushing in line Borrowing without permission Leaving the work area untidy. Poor sportsmanship	Consistently shouting out Poor effort Distracting others Poor attendance Walking out of class Hurting others Coming unprepared for work (continuously) Fighting Stealing Interfering with other children's property Disregarding adults Spitting at somebody else Threatening/aggressive behaviour Refusal to co-operate Vandalism-graffiti etc. Outside of school, bringing the school into disrepute	Serious assault Throwing/kicking furniture or equipment Vandalism eg extreme damage to school property Serious physical/verbal threats made to staff or children Violent outbursts, verbal or physical to either pupils or adults Theft of school/personal property Carrying an offensive weapon Carrying or using drugs Leaving school without permission Sexualised behaviour or language Racist abuse/incidents School refusal Bullying (including cyber bullying)
Dealt with in class. Children asked to go down a colour on 'The stay on green chart'. Any persistence of low level behaviours would move into moderate level	Repeated incidents of any moderate behaviours – the deputy head or the Headteacher is informed and may be considered to be at serious level. Parents may be informed.	Parents informed.

Sanctions and Procedures

Low level	Moderate level	Serious level
Frown Verbal check Withdrawing attention Repeat activity Take work home to complete Sit alone Miss out on an activity Warning Letter of apology Related sanction eg complete work, clean up mess	Time deducted from own time (playtime lunch) Time out in another class Extra work Buddy system Reflect and write Contact with parents Informal parents phone call meeting Attendance letter Loss of privileges (miss class trip or event, club attendance) Referred to Deputy head	Deputy to inform Headteacher Involve parents Involve Inclusion manager Involve outside agency to access support Weekly behaviour report home PSP EWO referral Lunchtime exclusion Internal exclusion Modified timetable Fixed term exclusion Permanent exclusion