

# Messingham Primary School

## Bespoke whole School Behaviour Policy: based on 'It's Good to be Green' principles

### Overview

#### **The principle behind this system is:**

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills linked to the school Values.
- Pupils who consistently follow the rules and demonstrate the schools values are noticed and rewarded.
- By signing the home school agreement all stakeholders agree to uphold this policy.

#### **The system allows for the following:**

- A consistent approach that can be used by all staff
- Whole class and individual reward system
- Least intrusive approaches are used to manage behaviour
- Teaching of specific behaviours and routines



### Rewards

#### **Individual**

The following colours are used as positive reinforcement:

**Green** Praise and one house point to contribute towards house point system

**Bronze** Sticker and two house points to contribute towards house point system

**Silver** Sticker and three house points to contribute towards house point system

**Gold** Sticker and four house points to contribute towards house point system and a golden raffle ticket. House points are visual plastic discs that contribute to House totals.

Every Thursday the 'Good to be Green' Golden raffle will be drawn and a prize selected from the prize box. Year 6 values ambassadors can visit your classroom on a Thursday prior to the assembly to collect the Golden tickets where one is drawn out by either the Deputy Headteacher or a member of SLT.

## Other Rewards

Children who demonstrate Messingham's School Values will be placed in the happy box and awarded a sticker in Celebration Assembly each Friday with a chance to win a prize from the 'Happy Box'

Star of the Week certificates will be awarded to one child per class each week during Celebration Assembly on Fridays. Parents will be invited to attend this assembly to see the presentation of awards.

There will be an attendance prize given to the class with the best attendance – school council in September 2021 are chosen to select the prize (cuddly toy for example/trophy)

Start Writer, Mathematician and Sportsperson of the term are awarded at the end of each term.

Individual class rewards are a recognised part of building a good relationship with the children in your class, stickers can be ordered from the main office with other types of reward on request.

End of year Awards. At the end of the year each year group will discuss and choose the children who have been the academic achievers in topics such as Maths, English, Science, PE, Geography, History, Music, DT, Art, and PSHCE. The children of the class will also choose their Kindness Champion (who is the kindest person in their class). These children will receive a small plaque at an Awards ceremony at the end of the year. There are also four main awards to be awarded by the Headteacher, Deputy Headteacher, the SENCo (for Endeavour) and lastly a values Governors award (The Catherine Main Trophy) for demonstrating values.

## **House Points**

Each child is a member of a house (Tennyson, Keegan, Plowright, and Newton) and is encouraged to earn house points by following school rules, demonstrating school Values and moving up through the card system each day. At the end of each term the winning house is awarded the house cup and a coloured ribbon is tied to the cup as it is placed in the Library area of the school. House points can be linked to Inter-House sports events as well

The 'Good to be Green' system is used to convert cards to house points. The cards have the following values;

GREEN = 1 house point

BRONZE = 2 house points

SILVER = 3 house points

GOLD = 4 house points

At the end of each day children are awarded house points relating to the colour card they finish on. A house point captain can be awarded to collect these in class

and they can be kept in small tubs in your classroom ready for collection on a Thursday by the School House Captains from Year 6

House Points will also be awarded for excellent work and demonstration of effort in lessons as well as displaying the school values.

There will be a visual 'House point' display in the main hall and this is updated weekly

The moving up of children should be gradual with the aim being that close to the end of the day they may be in the 'Gold' position. If so then they can visit the member of SLT responsible for collecting the names and be placed in the outstanding behaviour box at 3.15 each day – there is no limit on the number of times a child can be in this box over the week – if they have five entries then they have five chances to win a prize.

### **In-class Consequences**

- Teachers use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the purple, yellow or red cards they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.
- At least one warning is always provided for pupils in between each stage.
- Teachers constantly help pupils make the right choices to move their card back to green and beyond.

The following colours are consequences:

#### **Purple** First Warning

This provides the opportunity for a pupil to start making the right choices so that they can move back to the green.

Staff will look for opportunities to move pupils back to the green card.

Examples of behaviours that may result in being moved into the purple zone:

Talking in class

Ignoring instructions

Answering back

Messing around and stopping others working.

#### **Yellow** Second Warning – 5 minutes reflection time in class

This provides the opportunity for a pupil to start making the right choices so they can move back to the green. The child will work for five minutes away from the other children.

Staff will look for opportunities to move pupils back to the purple and green.

Examples of behaviours that may result in being moved into the white zone:

Repeating behaviours as mentioned above

Not completing work

Throwing things in class  
Being deliberately rude to staff or other pupils

**Red** Reflection Time in partner classroom for up to 10 minutes. Pupils will move to the reflection area in this class and use a timer.

On successful completion of 'Reflection Time' the pupil moves back to the **Yellow** card and eventually back to Purple and Green – teachers and adults in the class will continually look to positively praise good choices made by the children.

Examples of behaviours that may result in being moved into the white zone:

Continually repeating behaviours as mentioned above

Hurting someone else on purpose

Name calling

Serious damage to property

Stealing

Deliberately being disrespectful to staff

### **Further Consequences**

Repeated 'red' behaviours will require further out-of-class consequences, with final consequence that time is spent with the Headteacher at lunchtime.

Children that have to be repeatedly removed from class or lunch or demonstrate inappropriate behaviour at playtime or lunch will be put on an individual behaviour report.

Children on report will have a card that is signed by the teacher at the end of each session using a face system (☹ ☺) or a bespoke system depending on age/SEN etc. At the end of each day children will take their report card to the Headteacher or SLT member to be signed and their day discussed. Individual report cards can be used depending on the need of the child.

Whilst the school aims for a consistent approach in delivering consequences the intention, context and severity of the incident will be taken into account when delivering further consequences. Special Educational Needs and emotional needs will also be taken into consideration when deciding on consequences for behaviour.

### **Reflection time in Partner Class With Reflection Sheet**

The 'Reflection Form' is used and once completed this is brought to the Headteacher to be filed in and kept in the behaviour file. This information is recorded on CPOMS (see checklist provided by DC)

Partner classes will be decided at the beginning of each academic year and shared with staff during the first INSET session of the year.

Foundation Stage children will stay within their setting for the Autumn, Spring and the 1<sup>st</sup> half of the Summer term. After this they will be sent to Year 1 to promote the transition into Key Stage 1.

When pupils return from an out-of-class consequence they are moved to yellow. The teacher will look to move the pupil towards green as soon as possible.

## Lunchtimes and Playtimes

The same behaviour system is used outside the classroom as well as inside and ALL adults in the school should follow the rewards and consequences approach, looking for positives all the time. The terms 'move yourself up/down' should be used with the children to minimise loss of teaching time with an explanation. "I've asked you twice and given you a warning to stop talking whilst I am talking so you will need to move yourself down." The child with minimum fuss moves themselves down. Or conversely "You are waiting beautifully please move yourself up." The child again with minimum fuss changes the card from green to bronze. This approach is used at lunchtime "When you go in pleased move yourself up as you were very thoughtful at lunchtime and played with another child who was sad."

The Lunchtime rota will be looked at once the school has received notice of Covid regulations being stopped and a 'normal' approach being applied to school. Currently the mid day supervisor responsible for their individual bubble will be able to support children with the behaviour policy at playtime and lunchtime.

The half school in and half school out method that has been used during Covid will remain even after Covid restrictions finish to minimise the numbers of children on our small playground area. After Covid Mid Day supervision will be done in teams with a selected person having a book where names can be taken for poor behaviour (moving down) and excellent behaviour (moving up) that will be shared with the class teacher when the children return to the classroom. **This will be reviewed once a formal plan is in place post Covid regulations and the removal of class bubbles**

## Leadership Team Involvement

If pupils continue to make the wrong choice about their behaviour they will be referred to the Headteacher or other senior leaders.

The Headteacher or SLT member will record the pupil name and action in the behaviour file.

- A. Pupil behaviour will be discussed the pupil with a view to one of three outcomes:

A Reflection time with SLT (using restorative conversation)

Pupil thinks of strategies to repair situation and reports back to the Headteacher, at the end of the day. Pupil returns to class to aim to get back to green.

- B. Phone call or letter home

Parents/carers are informed of situation, steps required for improvement and next steps if there is no improvement in pupil behaviour. Pupil returns to class to aim to get back to green is the overall principle still.

- C. Parent / Carer meeting

This may include reviewing and developing pupil targets or developing an Individual bespoke Behaviour Plan with the support of all staff working with the child.

### **Vulnerable Pupils**

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support vulnerable pupils.

This information will contribute towards:

- Individual Provision and /or Behaviours Plans
- Pastoral Support Programmes
- Support from ASET or similar professionals

### **Fixed-Term and Permanent Exclusions**

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, Statutory Guidance on School Exclusions (September 2012). We refer to this guidance in any decision to exclude a child from school.

Only the Headteacher has the power to exclude a child from school. They may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

Reviewed June 2021

Next review – Post Covid