



## **BEHAVIOUR POLICY FOR ALBERT PRITCHARD INFANT AND WOOD GREEN JUNIOR FEDERATED SCHOOLS**

### **Aims of this policy**

That all involved in the life of the school work together:

- a) To promote positive behaviour and establish good relationships so that the curriculum can be effectively delivered in a calm, safe, caring and well ordered environment.
- b) To enhance the self esteem of individuals and to develop interpersonal skills, an appreciation of self, others and the environment, positive attitudes and positive values.
- c) To create a stimulating yet happy environment in which each child can feel secure and valued, capable and confident, able to take responsibility for their own actions and future and to have self respect and respect for others.

### **Classroom Management**

The following strategies will make classroom management easier:

Be vigilant, seat children carefully, keep all children in view (especially when sitting with a group), do not assume that children know the rules - teach classroom rules, display the School rules, rewards and sanctions in your classroom, ensure you give jobs and responsibilities, have all equipment and resources available or to hand, develop clear routines, when the class is leaving the room instruct the children to leave a table at a time and keep the corridor and classroom in view.

### **Plan of Action**

The following activities help us to achieve these aims and objectives:

Hold a weekly circle time as part of PSHE of between 10-30 minutes per week. (Time depending on age of children)

### **School Rules**

Establish School rules and which are the moral values agreed by everyone and develop the culture of the classroom.

- Always keep my hands and my feet to myself.
- Please and thank you I always say.
- Work hard and try my best.
- Get along and grow together.

It must be made explicit to the children what these rules mean for them in their classroom.

### **Recognition**

We aim to create a healthy balance between recognition and consequences with both being clearly explained and specified. Pupils should learn to expect recognition for positive behaviour and fair and consistently applied consequences for inappropriate behaviour. All systems are flexible to take account of individual circumstances. The emphasis is on positive behaviour management through recognition and praise, which should be given whenever possible for both work and behaviour. Recognition and rewards are given individual, group and whole class levels in order to promote a sense of both individual and shared responsibility.

### **School Rewards:**

- Certificates in assemblies
- Share with others

- Comments on your work/book
- Putting your work on display
- Going for Golds
- House Points
- Fifty for Fun
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### **Behaviour Recovery Programme**

From September 2015, Albert Pritchard Infants and Wood Green Junior Federated Schools have adopted the Behaviour Recovery Programme introduced by Inclusion Support from Sandwell local authority. Behaviour Recovery is a supportive and structured approach to provide alternatives for fixed term exclusions. This programme provides a highly structured, systematic and rigorous programme for establishing boundaries that lead to de-escalating cycles of unwanted behaviour and over a period of time it will allow children to manage their own behaviour.

There are 7 stages to behaviour recovery:

1. The Look - A non-verbal signal to be given as a reminder for positive behavior
2. The Warning - A quiet word, warning of future sanctions if the right choice is not made.
3. Thinking Zone - Child moves seat to the 'Thinking Zone' within the classroom. The child is given 'Think Sheet 1' to look at. It is a time to reflect and for the pupil to calm down.
  - Parking - This should involve a prior arrangement with a teacher in another classroom within the same year group. Following a persistent non-compliance, a pupil is accompanied or sent to another classroom and seated on a table, by themselves for: EYFS - 10 minutes in the same classroom, Year 1 - 20 minutes, Year 2 - 30 minutes and KS2 45 minutes. Again, the child should not be given curriculum work to complete as this should be time used to reflect and calm down. 'Thinking Sheet' should be given to the child to support them in calming down and help recover appropriate classroom behaviour. At this stage parents will receive a text message to inform them of their child's behavior.
4. Detention - Children will miss 15 minutes of the next playtime or lunchtime. Children should be sent to the 'Blue Sky' room and have the opportunity to speak to a member of the Senior Leadership Team about recovering their behaviour.
5. Blue Sky - This is an opportunity for children to calm down and regain control over their behaviour in a low-stimulus area. A pupil should remain in this area for 45 minutes. No staff attention should be given until the pupil has calmed down and is ready to talk. A member of staff must then carry out a Behaviour Recovery conversation. This is an opportunity to discuss the behaviour with the pupil and assess their readiness to return to the classroom. Parents will be asked to attend a meeting to discuss their child's behaviour. If a pupil should reach 'Blue Sky' on 3 occasions during one half term, they will automatically move to 'Red Sky' (internal exclusion)
6. Red Sky - If a pupil continues to be non-compliant, they will be excluded internally for a short period of time. The pupil will then be maintained by one of the Senior Leadership Team for half the day or a full day. In this case pupils will be asked to complete academic work. Their own class teacher will prepare work packs for the pupils. Adult attention should only be given to the pupil to reinforce wanted behaviour. A formal letter will be sent to parents informing them of the internal exclusion and inviting them to a meeting to discuss more positive behaviours, both at home and at school.

If at any point Behaviour Recovery does not work, or a serious incident occurs then School Leaders will consider external exclusion following local Authority procedures.

Each day is split into 3 sessions.

- 1) Morning 'Learning Zone' session
- 2) Lunchtime 'Play Zone' session
- 3) Afternoon 'Learning Zone' session.

Children will return to either the 'learning Zone' or the 'Play Zone' for each session.

#### Examples of Behaviour

Behaviour Recovery Steps	Behaviour	Strategy/Sanction	By Whom
1 The Look 2 Warning	Fairly low level, but frequent and intense -Making noises -Calling out -Fidgeting constantly - Daydreaming -Annoying other children -ignore minor instruction -pushing in line  Work avoidance tactics	Analyse the cause. Is it something that can be solved by classroom management? Areas to consider: Differentiation/learning styles Clarity of instructions Paces of lesson Interest/motivation Understanding of the task Communication Accessibility of resources Layout of furniture Routines Problems with peers.  <u>Behaviour Recovery Steps</u> 1. <u>The look</u> 2. <u>The warning</u>	Dealt with by the class teacher and members of staff in that class.
3. Thinking Zone	Any behaviour that has been described above and pupils have been spoken to several times and has not modified his/her behaviour. -continued refusal to follow instructions - swearing -deliberate throwing of items	<u>Behaviour Recovery Steps</u> 3. <u>Thinking Zone</u>  'Thinking booklet' given to reflect on their own behaviour for 5 minutes	Dealt with by the class teacher and members of staff in that class.

<p>4. Parking Zone 5. Detention</p>	<p>Any behaviour That has been described above- The pupil has been spoken to and has been to parking and they have not modified his/her behaviour</p> <ul style="list-style-type: none"> <li>-behaviour that leads to another child being hurt</li> <li>-Deliberately swearing</li> <li>-Deliberately damaging school property</li> <li>-Leaving the class without permission</li> <li>-Challenging authority</li> <li>-Continued refusal to follow instructions after being spoken to and moved to the thinking zone-</li> <li>Fighting</li> </ul>	<p><u>Behaviour Recovery Steps</u></p> <p>4. <u>Parking</u> 5. <u>Detention</u></p> <p>'Parking' for: EYFS - 10 minutes in the same classroom. Year 1 - 20 minutes Year 2 - 30 minutes KS2 - 45 minutes in another classroom in the same year group. 'Thinking Sheet ' given to reflect on their own behaviour.</p> <p>Detention for 15 minutes of the child's next playtime or Lunchtime. A member of the Senior Leadership Team with discuss 'Thinking Sheet 2' with the child.</p> <p>Parents will receive a text message to inform them that their child has been in Parking.</p>	<p>Dealt with by the class teacher and year group colleagues.</p> <p>Senior Leadership Team to supervise Detention</p>
<p>6. Blue Sky</p>	<p>If behaviour is not recovered in the 'Parking' zone then the pupil will need to move straight into 'Blue Sky'</p> <p>Deliberate swearing at any adult or other child</p> <ul style="list-style-type: none"> <li>-Vandalism</li> <li>-Continued challenging of authority</li> <li>-Continued Refusal</li> </ul> <p>There may be some instances when it appropriate for pupils to go straight to 'Blue Sky'.</p> <ul style="list-style-type: none"> <li>-Theft</li> <li>-Bullying</li> <li>-Malicious fighting</li> <li>-Aggressive behaviour</li> </ul>	<p><u>Behaviour Recovery Steps</u></p> <p>6. <u>Blue Sky</u></p> <p>Children will cam down and regain control in the 'Blue Sky' room for 45 minutes. A Behaviour Recovery conversation will occur at the end of the 45 minutes or when you feel the child is calm.</p> <p>Parents will be asked to attend a meeting to discuss their child's behaviour.</p> <p>If a pupil should reach 'Blue Sky' on 3 occasions during one half term, they will automatically move to 'Red Sky' (internal exclusion)</p>	<p>Timetabled staff to monitor 'Blue Sky' room on a weekly rota.</p> <p>Class teacher will speak to parents and arrange a meeting to discuss behaviour.</p>
<p>7.Red Sky</p>	<p>Any behaviour that pupil has not recovered in 'Blue Sky' then the pupil will automatically go into 'Red Sky'.</p> <p>There might be some instances when it is appropriate for pupils to go straight to 'Red Sky'.</p>	<p><u>Behaviour Recovery Steps</u></p> <p>1. <u>Red Sky</u></p> <p>The pupil will then be maintained by one of the Senior Leadership Team for half the day or a full day. In this case pupils will be asked to complete academic work.</p>	<p>Immediate involvement of Senior Leadership Team</p> <p>Parents will receive a formal letter informing</p>

	<ul style="list-style-type: none"> <li>-Physical assault on adult or children</li> <li>-possession of a weapon</li> <li>-possession of drugs</li> <li>-Evidence of continued bullying</li> <li>-Throwing furniture</li> <li>-Sexual inappropriate behaviour</li> </ul>	<p>When a pupil is sent in the 'Red Sky' it will be at the discretion of the head teacher if formal fixed term exclusion is imposed. In severe cases a permanent exclusion, respite places at PRU or a managed transfer to an alternative school may be considered.</p>	<p>them of the internal exclusion and inviting them to a meeting to discuss more positive behaviours, both at home and at school.</p> <p>Involvement of Sandwell Inclusion Support</p>
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### Re-integration and Re-entry

A key principle behind the Behaviour Recovery Programme is to allow pupils to 'recover' their behaviour, in other words to calm down and think about their behaviour so that they can return to the teaching and learning situation as soon as possible.

Reintegration- points to consider

- Seating plan
- Welcoming the pupil
- Allowing time for the pupil and their classmates to adjust
- Speaking calmly and sincerely
- Stating what the student needs to do rather than referring to previous misbehaviour or insisting on a public apology
- Praising positive behaviours in a non-counterproductive way.
- Reestablishing rapport and continuing to build relationships.
- Re-introducing the curriculum and accounting for missed learning steps.

### Behaviour Recovery: Language

The approach to Behaviour recovery programme allows school staff to use a form of verbal expression that offers children guidance, support and solution.

- Effective praise statement containing 3 parts
  1. gain ATTENTION -by always starting with their name
  2. show APPROVAL- raise self-esteem and prepare the pupil for feedback
  3. give FEEDBACK- provide specific feedback linked to classroom rules or specific instructions.
- Never ask 'behavioural' questions e.g "Why are you...?", "How many times...?"
- Clear explicit statements of what the pupil needs to do.
- Refer to school rules and de-personalise the situation.
- Never Shout

### Behaviour Recovery 'Blue Sky' conversation

Staff will follow the script

*You are in 'Blue Sky' to help you recover your behaviour.*

*You must follow the rules*

- *Stay in your seat*

- *Talk quietly to adults*
- *Complete the work you have been given*
- *You may only leave when an adult says so*

*This is an opportunity for you to cool off, calm yourself down with the help of staff to try to recover your behaviour.*

Children will now sit for 45 minutes to recover their behaviour.

At the end of the 45 or when the child is calm a 'Behaviour Recovery' conversation can happen.

*What have you done wrong?*

*Why do you think this behaviour is wrong?*

*What different strategies could you use next time if you find yourself in a similar situation?*

*Focus on leaving 'Blue Sky feeling positive in order to join your class in the lesson.*

*Leave the room quietly and walk with me to your next lesson.*

*We need to make sure you are: Safe, Happy and Learning.*

### Behaviour Recovery Steps at Lunchtime

During Lunchtime the following steps should be taken:

1. The Look
2. The Warning
3. Thinking Zone- Children are not allowed to play and must sit in the Thinking Zone for 5 minutes

More serious incidents should be referred straight to a member of the Senior Leadership Team.

One problem that all schools must address is bullying. A good definition of bullying is:

*"Repeated intimidation of a victim that is deliberately carried out in order to cause physical or emotional hurt"*

Using this definition any of the following could be bullying if they are carried out repeatedly;

Name calling, mocking clothes, exclusion from games, hitting a child 'for just being there', stares, teasing another child's family or culture, making fun of work, making threats.

We will not tolerate bullying at Albert Pritchard Infant and Wood Green Junior Federated Schools.

Repeated bullying will be treated very seriously and may result in exclusion.

If you are worried about bullying please talk with a class teacher or another member of staff.


Staff cannot deal with bullying if they are not aware of difficulties children are facing. Allow the school to take a lead in dealing with the problem and keep communication lines open.

## **CLASS REWARD POINTS - Fifty for Fun!**

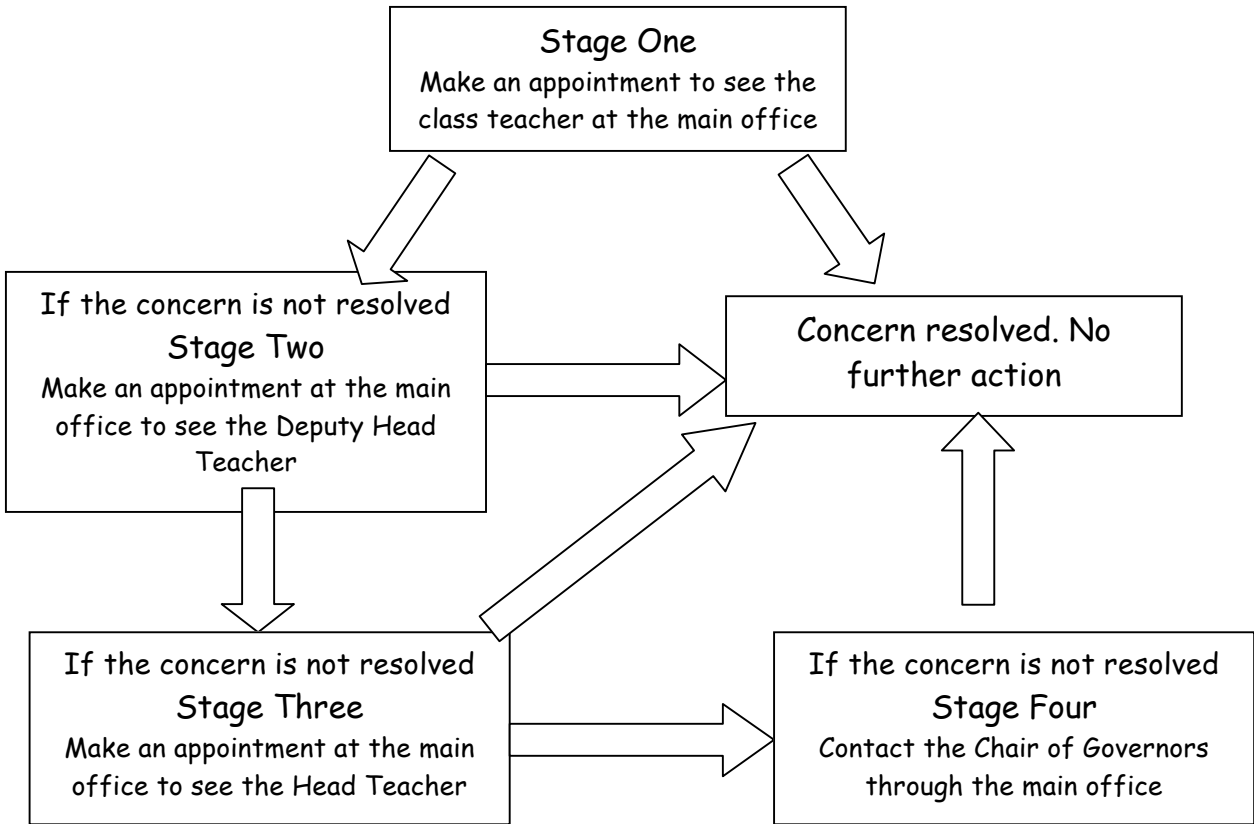
Staff to award class points when the whole class display exceptionally good behaviour. Every class to earn 50 points and will be rewarded with celebration event lasting 30 minutes. You should aim to achieve Fifty for Fun once every each half term. Once you have achieved Fifty for Fun you can arrange a celebration the following day. Just adapt annotate planning explaining that your class has achieved their Fifty for Fun.

Celebration activities can include: Art activities, extra playtime with equipment, board games, free choice session on ICT equipment. NO FOOD, PARTIES, NON-UNIFORM or FILMS as these are used for other occasions.

Class Reward Point collection chart - This is to be displayed in class, children/staff to colour in a square when exceptionally good behaviour points are rewarded to the whole class.

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>8</b>	<b>9</b>	<b>10</b>	<b>11</b>	<b>12</b>	<b>13</b>	<b>14</b>
<b>15</b>	<b>16</b>	<b>17</b>	<b>18</b>	<b>19</b>	<b>20</b>	<b>21</b>
<b>22</b>	<b>23</b>	<b>24</b>	<b>25</b>	<b>26</b>	<b>27</b>	<b>28</b>
<b>29</b>	<b>30</b>	<b>31</b>	<b>32</b>	<b>33</b>	<b>34</b>	<b>35</b>
<b>36</b>	<b>37</b>	<b>38</b>	<b>39</b>	<b>40</b>	<b>41</b>	<b>42</b>
<b>43</b>	<b>44</b>	<b>45</b>	<b>46</b>	<b>47</b>	<b>48</b>	<b>49</b>
<b>50</b> 	Our celebration for our exceptionally good behaviour will be:					

Procedure for raising concerns about your child:



Hopefully, stage two, three and four would not be reached, however, if the concern is not resolved, parents may contact the Local Authority for guidance.



