

# Behaviour Policy



# **BEHAVIOUR POLICY September 2022**

Other related policies: Anti-Bullying Policy  
School Child Protection and Safeguarding Policy

## **1 INTRODUCTION**

### **1.1 Statement of Intent**

Good behaviour is essential for effective learning and teaching to take place. At Pooles Park Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. It is the responsibility of parents/carers to share with the school in helping their children to behave well.

We believe that the values inherent in this Behaviour Policy encourage the development of many life skills that will enable our pupils to become successful members of their community.

This policy applies to all school activities, whether they are carried out in or outside of the school grounds.

### **1.2 Objectives of this Policy**

To ensure that:

- the steps we take as a school to manage and develop good behaviour are consistent and explicit to all;
- roles and responsibilities within this policy are clearly defined.

## **2 RULES AND ROUTINES**

### **2.1 Pooles Park Values**

We have developed our Core Values through discussion with our whole community in line with our Rights Respecting Schools framework. They are clearly displayed on plaques throughout the school. Our Values embody a culture of respect which applies not just to the children and staff but to all people included in our school community regardless of age, disability, gender, gender identity, ethnicity, faith or sexual orientation.

Be Respectful  
Be Responsible  
Be Ready

### **3 PROCEDURES**

#### **3.1 Whole School**

All staff have responsibility to encourage positive behaviour in pupils and this can be done in a range of ways, for example:

- Awarding certificates ("Going for Gold");
- Informing children of good work, positive attitudes or behaviour;
- Informing parents/carers of good work, positive attitudes or behaviour;
- Recognition of good work at assembly;
- Praise in front of class group;
- Stickers
- Behaviour reward charts (for children with specific behavioural difficulties)
- A visit to another member of staff;
- Acknowledgement in School Newsletter;
- PSHE work;
- Giving children responsibility.
- Positive texts.
- Send to SLT.
- Good news texts / Text home/ SIMS

#### **3.2 Classroom**

Each class follows the Behaviour Management system, "Going for Gold", outlined in Appendix 1 which is reviewed annually.

If a child is not making sufficient progress towards his/her behaviour targets they will move to the next level and will be discussed at Pastoral Care Team and referrals may be made to appropriate agencies. The Pastoral Care Manager keeps a record of these children and of what has been done to support them.

##### **Classroom Routines in addition to our class generated charters**

We value what other people have to say and take turns to talk.

We speak in 'classroom voices'.

We come straight in from play and are ready to work immediately.

We choose an appropriate time to speak to an adult about playtime issues.

We follow our classroom wet play rules.

We always line up in 'line order'

#### **3.3 Playground**

Continual defiance and refusal to follow instructions. Continuous disruption, verbal or physical abuse, racism, sexism or other equalities (behavioural plan).

Children who have persistent problems managing their own behaviour at playtime and lunchtime will be taken out from playtime and lunchtime. (Appendix 3) and the child may face a fixed term of going home at lunchtime if the behaviour poses a risk to the safety of other children or adults.

#### **3.4 Measures to prevent bullying,**

The methods employed for helping children to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying as and when appropriate, may include:

- writing a set of school values and/or class charters
- signing a behaviour contract
- Behaviour monitoring book
- individual, group or class curriculum activities
- writing stories or poems or drawing pictures about bullying
- reading stories about bullying or having them read to a class or assembly
- making up role-plays
- having discussions about bullying and why it matters

#### **4. EXTREME NEGATIVE BEHAVIOURS**

- Where children's behaviour becomes problematic to the point that it cannot be managed within usual whole school or phase procedures then the matter should be referred to either the Deputy Head, Assistant Head, Inclusion Leader or the Pastoral Care Leader. This will also be recorded on the central SIMS system of the school. It is the responsibility of the member of teaching staff who initially deals with the incident to record this on SIMS and on the appropriate sheets (Appendices 4 and 5). Incidents are scored and recorded on SIMS depending on the seriousness and type of incident for example:
- The Deputy Head, Assistant Head, Inclusion Leader or Pastoral Care Leader will seek the support of parents/carers in trying to resolve serious behavioural concerns;
- Where extreme behaviour problems persist (please see Appendix 3) and interventions put in place by the Deputy Head, Assistant Head, Inclusion Leader, Pastoral Care Leader or any other member of staff involved have not resolved the problem, then the Headteacher will be consulted in order to determine the next course of action;

We reward positive behaviour through the 'Going For Gold' system (Appendix 1), by allocating 1 Achievement Point and sending a Golden Ticket note home every time the child ends the day on Gold.

#### **4.1 Exclusions**

Exclusion from school may be used in cases where a child has wilfully acted in a way which merits such a course of action. Reasons for exclusion fall into the following categories:

- a) Physical assault against a pupil
- b) Physical assault against a member of staff
- c) Verbal abuse/threatening behaviour towards a pupil (includes language or behaviour which is considered racist, homophobic or disablist)
- d) Verbal abuse/threatening behaviour towards a member of staff (includes language or behaviour which is considered racist, homophobic or disablist)
- e) Bullying (for clarification please see Anti-Bullying Policy)
- f) Racist abuse
- g) Sexual misconduct
- h) Drug and alcohol related
- i) Damage
- j) Theft
- k) Persistent disruptive behaviour

## **l) Other**

- The Parent/carer has a duty to ensure that their child is not present in a public place in school hours during this exclusion unless there is a reasonable justification for this. The Parent/Carer may receive a penalty notice from the local authority if their child is present in a public place during school hours on the specified date/s. If so, it will be for them to show reasonable justification.
- The school will set work for the child to complete during the exclusion. Please ensure that work set by the school is completed and returned to us promptly.
- The Parent has the right to make representations to the Governing Body. If they wish to make representations please contact Doug Tweddle (Chair of Governors) via the school as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations the Parent/Carer makes and may place a copy of their findings on the child's school record.
- Parents will also be aware that if they think the exclusion relates to a disability their child has, and they think disability discrimination has occurred, they have the right to appeal, and/or make a claim, to the SEN and Disability Tribunal (SENDIST).
- A reintegration meeting will be held on the morning that the child returns to school with a relevant Senior Member of Staff or a member of the Inclusion and Pastoral Care Team. The purpose of the reintegration interview is to discuss how best the child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order.
- Parents/Carers also have the right to see a copy of the child's school record. Due to confidentiality restrictions, they will need to notify the Headteacher in writing if they wish to be supplied with a copy of their child's school record and this may incur a reasonable administration cost.

### **4.2 Physical Restraint**

- Physical restraint will only be used when absolutely necessary, when a child poses an immediate physical threat to their own or others' safety. Restraints will be carried out in line with CE@Islington's policy. Please see the Restraint Policy. Any restraint or physical intervention by an adult is recorded using Appendix 5.

### **4.3 Training**

- It is the responsibility of the SLT (including the Headteacher) to ensure that staff receive adequate training in order to be able to effectively manage behaviour in school.

## Appendix 1

### “Going for Gold”

**Red   Yellow   Green   Silver   Gold**

- Each child has their name card placed on colour zones in KS1 and own individual pocket on a wall containing the above coloured cards in KS2;
- The children move the cards themselves when they are asked to by relevant adults in the classroom;
- A class record is kept on SIMS and red cards recorded on red card
- The children start every session at green
- 1 Gold = 1 Achievement Point. Teacher sends a Brilliant Behaviour Award (Gold Ticket) home in KS2.
- 25 Golds = Gold Award certificate and Book Prize. Celebration Assembly mention;
- 50 Golds = 50 Gold Award Prize; Celebration Assembly mention
- 75 Golds = 75 Gold Award Prize; Celebration Assembly mention
- 100 Gold Award Prize; Celebration Assembly mention, child's name added to reward list for end of year celebration
- There is a School Behaviour Reward at the end of the school year for children who have earned 100 Golds and no red card behaviours.
- Extreme or repeated incidents of negative behaviour (e.g. violence, racism/homophobia/sexism) will be dealt with by Senior Leaders which may lead to exclusion from playground/class/school.
- If a child receives a Red card at any time throughout the day, a 'Red Card text' is sent home to inform parents at the end of the day. The child will be seen by senior leaders and appropriate action/consequence given and parents will be informed by text and meet with staff as appropriate.
- Children who receive 2 red cards, teachers meet with parents to discuss strategies for improved behaviour choices
- Children who have received three red cards, parents will be informed by letter or a call and will be asked to meet with a Senior Leader.
- Children who receive five red cards, parents will be informed and will be asked to meet with a Senior Leader and class teacher to discuss and set up a behaviour book with targets linked to behaviours that cause concern, If appropriate, any referrals to outside agencies will be considered at this point.

## Gold

	Child invited to be leader in the school	Consistently excellent effort, behaviour and attitude to learning
	Considered for Monitor role	
	Child sent to SLT/PCM for excellent work and/or behaviour	
	Child's work is shared on the 'Works of Art' display	
	Child awarded Golden Ticket at the end of the day or child/carers spoken to	
	Child's work / action is used as an example for others	
	Give positive praise, text or positive text home	

## Silver

	Child given a "I got a silver card" sticker or child/carers spoken to	Making an extra effort Overcoming a difficulty Making an improvement to their work – more than usual
	Child's work / action is used as an example for others	
	Silver card	
	Give positive praise	

## Green

	Child's work / action may be used as an example for others	Following school rules Completing work Following instructions Positive attitude to learning Good presentation Looking after each other Learning from a mistake
	Give positive praise	

## Reminders and strategies

	Stop, wait and look	Shouting out Playing with friend's hair Talking when somebody is speaking Making silly noises
	Assertive look	
	Non-verbal gesture	

P r i n c i p a l s	Stand near the child who is misbehaving	Fidgeting Disturbing others Snatching Drawing on work Not finishing work Not stopping when asked Not lining up correctly Not moving around school quietly Not joining in with your group Touching other people's food
	Praise positive behaviour of other children	
	Say the child's name	
	Warn child of the consequences of continuing their behaviour	
	Reminder to use Zones of Regulation strategies	
	Individual chat with the child	



## Yellow

	Yellow card - miss 5 mins of play	Bad manners Name calling Throwing small objects (paper, erasers...) Lying Refusing to co-operate Arguing with other children in class Moving around the classroom when not supposed to Running down the stairs Not lining up in the playground Poking
	Ask the child to move seats/table	
	Reflection time in class	

## Red

	Red card – miss next playtime and complete a reflection form. Teacher to inform parents at the end of the day	Violent behaviour towards others Damaging or defacing school property Throwing large objects (chairs, tables...) Bullying Refusal to work / follow instructions Leaving the classroom without permission Stealing Fighting Racism Swearing Disrespectful attitude Spitting
	Serious incident red card – miss more than one playtime. Teacher to inform parents at the end of the day	
	Pastoral support intervention	
	Sent to link classroom if necessary (safety/timeout)	
	Team leader and teacher meeting with parents/carers	
	Behaviour book	
	SLT meeting with parents/carers	
	External agency support	
	Internal exclusion	
	Internal exclusion – more than 1 day	
	School exclusion – 1 day	
	School Fixed term exclusion – more than 1 day	
	Permanent exclusion	

## Red Card Report

Child Name	Adult Reporting	Class	Location	Date	Time
<b>Antecedent (what led to the behaviour choice?)</b>					
	<b>Behaviours</b>				Tick
1	Refusal to do as asked, despite repeated requests				
2	Left Class without permission				
3	Continually disruptive behaviour				
4	Name calling or abusive language				
5	Racism				
6	Physical Abuse/ Fighting				
7	Dangerous behaviour				
8	Bullying or intimidating behaviour				
9	Disrespecting equipment				
10	Other				
<b>Further Details: (Please ensure exact words/actions are recorded)</b>					
<b>Consequence: (SLT to complete):</b>					
	<b>Action Taken</b>				
1	Buddy Class with work				
2	Phase Leader Class				
3	SLT				
	<b>Follow Up/Next Steps</b>				
	1 red card = Class Teacher talks to parents and notes down discussion				
	2 Red Cards = Letter/text to Parent and class teacher Parent Meeting				
	3 Red Cards = Phase Leader & Class Teacher Parent Meeting				
	4 Red Cards = SLT Parent Meeting and behaviour plan				
	5 Red Cards = SLT and Parent Meeting				
	Referral to SENCO/ Pastoral Care Manager/ outside agency.				

Child must bring their Red Card Report to SLT FIRST, to ensure recording and text message is completed: Maggie; Craig; Jess; Laura; Maxine

Red cards reset each session. Each session is each teaching block. E.g 9am-play

Teachers track cards and meet with parents with support of WLT/SLT and record on SIMS

1 red card	Time out of class or playground to reflect on behaviour
2 red cards	Teacher meets with parents to discuss strategies for improved behaviour choices
3 red cards	Parents met with by class teacher/ SLT/WLT depending on incidents.
5 red cards+	SLT and teacher meet with parents. Behaviour book with targets linked to incidents.
Continued Incidents	Parents met with by SLT to discuss future action.

At any stage, behaviour incidents may lead to referrals to outside agencies and/or internal/external exclusions.

## Appendix 3 Reflection sheet KS1

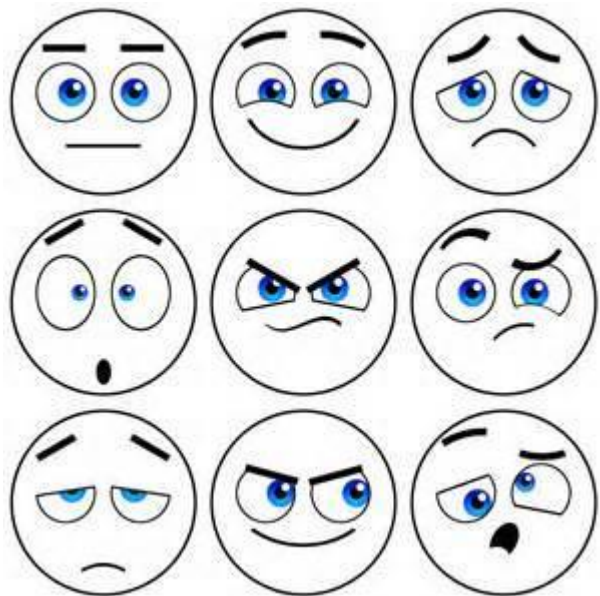
**Our School Values** Circle the Value that you need to think about

Be Respectful

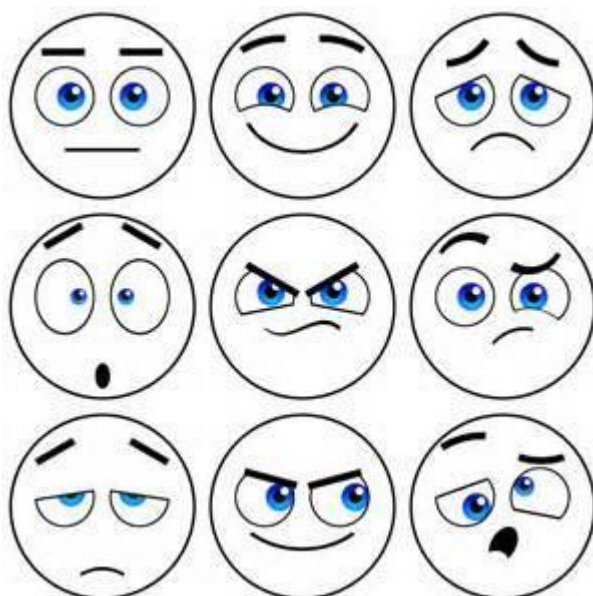
Be Responsible

Be Ready

How did you feel?



How did the other person feel?



What would have been a better way to deal with the situation? (child to tick – adult to support)

Followed adult instructions	Taken myself to a quiet place in the classroom	Ignored other behaviour
Asked an adult to help me deal with the situation	Spoken to an adult about how I was feeling	

## Appendix 3 Reflection sheet KS2

### Our School Values

Be Respectful

Be Responsible

Be Ready

**What went wrong and how did you feel?**

**What would have been a better way to deal with the situation?**

Followed adult instructions	Taken myself to a quiet place in the classroom	Ignored other behaviour
Asked an adult to help me deal with the situation	Spoken to an adult about how I was feeling	

Other: \_\_\_\_\_

**What can you do now to make things right?**

### Appendix 3: Reflection Sheet SEND



What did you **SAY**?



What did you **DO**?



Tell me what happened?



Who was involved?



How do you think they feel?





What could you **DO** to make things better ?



What could you **SAY** to make things better ?





How should it end?



Next time I will .....





make a card



say

sorry



shake

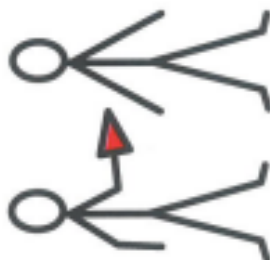
hands



give a smile



share a game

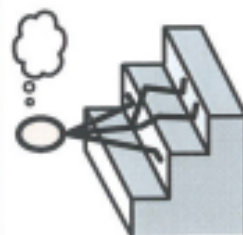


you

choose



think of a solution

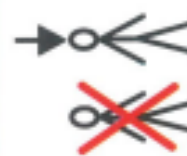


take

time out



help



someone else



no kicking



hitting



No



No biting



snatching



No



running away



No



breaking



No



throwing



No



scratching



No



No pushing





## Appendix 4

Dear Parent/Carer,

As you will know we have high expectations of behaviour at Pooles Park.

Children who show consistently 'Golden Behaviour' will be rewarded with a gold ticket. They also get a certificate and prize when they have earned 25, 50, and 75 Golds. If a child reaches 100 Gold tickets in the year, they will be invited to a reward activity at the end of the year.

If a child ends the day on Red they miss class time or playtime. A text is sent home to inform parents.

Red card texts or Gold cards are sent home to inform parents of outstanding learning behaviour or unacceptable behaviour.

A record of this is kept on our electronic behaviour management system.

1 red card	Time out of class or playground to reflect on behaviour
2 red cards	Teacher meets with parents to discuss strategies for improved behaviour choices
3 red cards	Parents met with by class teacher/ SLT/WLT depending on incidents.
5 red cards+	SLT and teacher meet with parents. Behaviour book with targets linked to incidents.
Continued Incidents	Parents met with by SLT to discuss future action.

You will have received a text to inform if your child has missed their lunchtime play.

Our records show that your child \_\_\_\_\_ has had  
\_\_\_\_\_ behaviour incidents leading to a red card since \_\_\_\_\_.

We would like to meet with you on \_\_\_\_\_ at \_\_\_\_\_.

Your meeting will be with your child's class teacher and \_\_\_\_\_.

## Appendix 5 Internal Exclusion Letter



Date: \_\_\_\_\_

Dear Parent/Carer of \_\_\_\_\_.

Further to our conversation today, I am writing to confirm the action we will be taking following your child's behaviour on \_\_\_\_\_.

This is because \_\_\_\_\_.

As a consequence, your child will have an internal exclusion for one day. This means that he will attend school and complete work but will be learning in another class for the day/miss playtime.

They will spend the time reflecting on the standards of behaviour we expect at school, as well as how to make amends to anyone they may have hurt, whether this is physically or emotionally.

















As you will appreciate, this is a serious action and is the last warning. Further inappropriate behaviour could result in a formal exclusion. I am sure you join us in wishing to avoid this sanction.

Below are the school's Values, which we would appreciate you discussing with your child to enable them to understand where they went wrong and to help them learn to make better choices next time.

Thank you for your support,

Craig Taylor DHT

# The **ZONES** of Regulation®

   	   	   	   
<b>BLUE ZONE</b>  Sad Sick Tired Bored Moving Slowly	<b>GREEN ZONE</b>  Happy Calm Feeling Okay Focused Ready to Learn	<b>YELLOW ZONE</b>  Frustrated Worried Silly/Wiggly Excited Loss of Some Control	<b>RED ZONE</b>  Mad/Angry Terrified Yelling/Hitting Elated Out of Control



# Zones of Regulation



**'s Toolbox**

Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools

© 2011 Think Social Publishing, Inc. All rights reserved.  
From The Zones of Regulation® by Leah M. Kuypers • Available at [www.socialthinking.com](http://www.socialthinking.com)

### Rewards

The Red card tally refreshes every half term. Total Gold cards and Red cards will accumulate over the academic year.



Verbal praise, positive text home, written praise notes.

· Good behaviour choices = card up Gold recorded and a Golden ticket is given out at the end of the day.

25 Golds = Golden certificate & place at the lunchtime Golden Table on a Friday

50 Golds = Event with Head Teacher

100 Golds = Special trip

· Class Reward Event: Termly reward event for class organised by Class Teacher (excludes children who have more than 3 Red card detentions).

· End of year Behaviour Reward Trip for children who have received 25 golds+ and no red cards organised



The Red card tally refreshes every half term. Total Gold cards and Red cards will accumulate over the academic year.

## Sanctions



·Going for Gold: All red cards return to green each learning session. Card move down is a warning to make better behaviour choices.

· A Red card means the child has to learn in a buddy class or miss playtime. If positive choices are made in buddy class, the child returns to class on a green card. Parents will be informed at the end of the day by text to talk to [Class Teacher](#). Buddy class teacher monitors behaviour but the child on a red card has chosen not to have support in their learning.

· If poor behaviour choices continue, the child goes to Phase leader Class, Child then sent to SLT for discussion with parents and behaviour plan book. 4+ red cards may lead to internal or external exclusion.

## Rewards

The Red card tally refreshes every half term. Total Gold cards and Red cards will accumulate over the academic year.

### 2. Go for Gold

Praise

3. Gold Events: 25,50,100



4. Half-termly  
Class Reward  
Event

5. End of year  
Behaviour  
Reward Trip

## Sanctions

### 3. Buddy Class, text home.

2. Red Card

4. Phase leader,  
Behaviour book

5. Exclusions

Warning



**Golden Ticket  
Award for Golden  
Behaviour**

**Golden Ticket  
Award for Golden  
Behaviour**

**Golden Ticket  
Award for Golden  
Behaviour**

**Golden Ticket  
Award for Golden  
Behaviour**


**Golden Ticket  
Award for Golden  
Behaviour**

**Golden Ticket  
Award for Golden  
Behaviour**

**Golden Ticket  
Award for Golden  
Behaviour**

**Golden Ticket  
Award for Golden  
Behaviour**


# Be Ready



This week \_\_\_\_\_  
\_\_\_\_\_

because they were ready to learn!

# Be Ready



This week \_\_\_\_\_  
\_\_\_\_\_

because they were ready to learn!

# Be Respectful



This week \_\_\_\_\_  
\_\_\_\_\_

because they were respectful!

# Be Respectful



This week \_\_\_\_\_  
\_\_\_\_\_

because they were respectful!

# Be Responsible



This week \_\_\_\_\_  
\_\_\_\_\_

because they were responsible!

# Be Responsible



This week \_\_\_\_\_  
\_\_\_\_\_

because they were responsible!

RECORD OF RESTRAINT/PHYSICAL INTERVENTION

Date of incident:      Time of incident:

Pupil Name: D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Physical intervention

## Restraint Form p2

Outcome of restraint:

Description Any injury sustained and any subsequent treatment:

Date /time parent/carer informed of incident:

By whom informed:

Outline of parent/carer response:

Signatures of staff completing report:

.....  
.....  
.....

Signature of parent/Carer reading report

.....

Brief description of any subsequent inquiry/complaint or action:

Copy of this form: Teachershare/safeguarding/Restraint Form