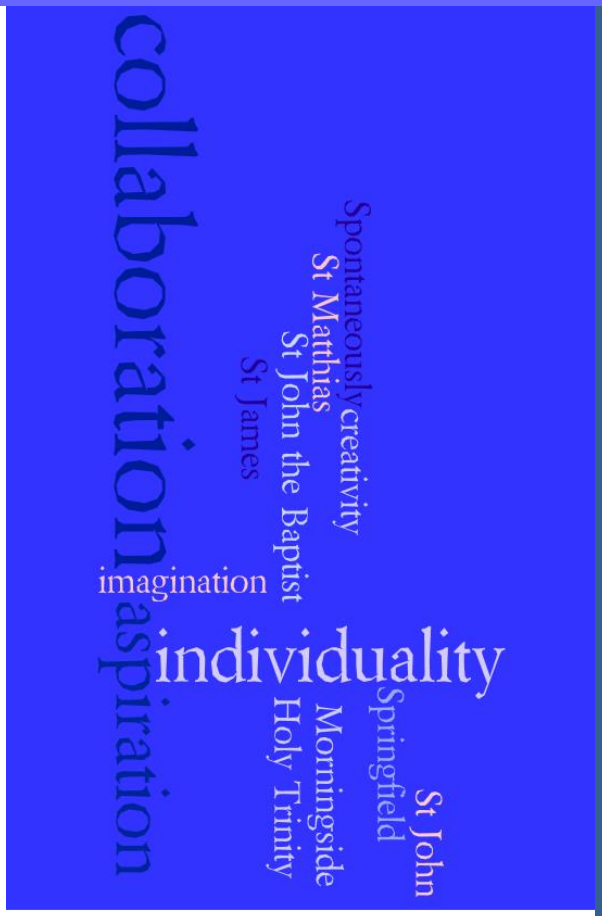
Pupil Discipline & Anti-Bullying Policy



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This policy has been written after consultation with staff, parents[1], pupils, governors and outside agencies. Some parts of this policy have been written specifically for children, other parts are for adult guidance.

The Aims of the Pupil Discipline & Anti-Bullying Policy

We believe all pupils should be encouraged to have respect and sensitivity for themselves, for others and for their school. Adults in the school's community are role models for the pupils – they depend on adults for their moral standards and for guidance on acceptable behaviour, in any situation. Every person who joins the school's community has a part to play.

Our aims are:

- To support the educational and other aims of the school.
- To contribute to the ethos of the school
- To prevent and tackle bullying
- To ensure that our schools have an anti-bulling culture whereby no bulling, including bullying between adults and children, will be tolerated
- To ensure that the conduct of all members of the school community is consistent with the values of the school.
- To ensure all pupils have the maximum motivation and opportunity to learn positive social behaviour.
- To provide a calm, safe and happy environment for all children.

Related Policies & Documents

This policy links with a number of other school policies:

- Behaviour and discipline in schools
- Preventing and tackling bullying
- PAF Governors Statement
- Positive Handling (Hackney Learning Trust)
- Safeguarding Children and Safer Recruitment in Education

Expectations on Behaviour & Discipline set by the DFE

The Department of Education (DFE) outlines the expectations of what a school behaviour/pupil discipline policy should entail. In their guidance; Behaviour and Discipline in schools, they advise that:

1. The Headteacher must set out measures in the behaviour policy which aim to:
    - promote good behaviour, self-discipline and respect;
    - prevent bullying;
    - ensure that pupils complete assigned work; and which
    - regulate the conduct of pupils.

2. When deciding what these measures should be, the Headteacher must take account of the governing body's statement of behaviour principles. The Headteacher must have regard to

[1] References to parent or parents are to mothers, fathers, legal guardians and carers

any guidance or notification provided by the governing body which may include the following:

- screening and searching pupils;
- the power to use reasonable force and other physical contact;
- the power to discipline beyond the school gate;
- when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
- pastoral care for staff accused of misconduct.

3. The Headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The Headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils.

Federated Governing Board's Statement of Behaviour Principals

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour. The Pupil Discipline policy should ensure that functions are carried out with a view of safeguarding and promoting the welfare of pupils.

The Governing Board's statement of behaviour principles can be found as appendix 1 and on the school websites.

The Key Principles of Behaviour Management

There are three key principles of behaviour management. Discussion of these principles clarifies the rights and responsibilities of all members of our school communities.

1. Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents, governors about which expectations are non-negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.

2. Being Positive

- Parents and Carers need to be as fully involved as possible.

- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

3. Being Assertive

We believe we all have rights …

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

… but we also believe we have responsibilities.

Here are some examples:

To listen
To expect the best from ourselves
To discuss
To be polite
To be on time
To help others to feel included
To be honest
To respect others
To share equipment
To co-operate
To solve our problems using words and not aggression

To help
To expect the best from each other
To encourage
To make time for others
To help and understand each other
To solve our problems in a fair manner
To look after each other
To work and play safely
To share time
To ask for help

Making Sense of Behaviour

Our Behaviour Management Policy is founded upon the following assumptions:

- All behaviour is a form of communication. It gives us information about the child that should not be ignored, but which can be interpreted and used to shape our response to the child.

- Challenging behaviour includes behaviour that:
  - prevents participation in appropriate activities;
  - isolates the pupil from his/her peers;
  - affects the learning & functioning of other pupils;
  - drastically reduces the pupil's opportunities for involvement in; ordinary community activities;
  - makes excessive demands on staff resources;
  - places the pupil or others in physical danger;
  - makes the possibility for future placement difficult;
  - perpetuates low self-esteem.

Classroom Management

Everyone in the school has rights and responsibilities. To help protect our rights and to encourage responsibility, we have basic rules for our schools. The school rules form the basis of whole school and classroom behaviour management and are a vital part of setting clear expectations throughout the school. It is important that these rules are discussed and referred to as part of behaviour management strategies.
Please see appendices 2 & 3 for further information on school behaviour strategies. Morningside's example of Stay on Green… Going for Gold is a strategy used by schools across the Federation.

Managing Behaviour in a Positive Way

Clear Expectations

If we want our pupils to learn to behave in a particular way, we are all responsible for making it clear to them how we want, and more importantly, how we expect them to behave.
Many of our pupils have difficulties at one time or another in understanding what is required of them. This may be because of:

- Language delay or impairment
- Cognitive or sensory impairment
- Emotional disturbance
- Confused, chaotic or simply unfamiliar social situations or contexts
- Or, in many cases, simply confusing messages or expectations from adults.

When we are establishing new routines, when established routines are disrupted or when we are dealing with 'one-off' situations, or disturbed or distressed pupils, then we need to make sure that our instructions or expectations have been communicated and received clearly, by:

- Checking that we have the pupils' attention and that eye contact is established. Where possible and appropriate – with younger or smaller pupils, bending or crouching down to the pupil's level if necessary.
- Speaking slowly, gently and clearly, breaking complex instructions down into simple, single-stage commands if necessary.
- Reinforcing our verbal communication with appropriate gestures/signs.

- Repeating our instructions if necessary or asking pupil to repeat back what is required of them.
- Modelling the desired behaviour.
- Using a physical 'prompt' only if the pupil is calm enough and always in accordance with school policy.

It is extremely important that we have high but realistic expectations of what is acceptable behaviour in schools and within the larger community, and that we constantly seek to raise those expectations amongst staff, amongst governors, with pupils and with parents/carers. In this way we will also be able to raise expectations of appropriate social behaviour amongst people in the larger community.

Use of Behaviour Modelling and Physical Prompts

For some of our younger (or developmentally younger) pupils, the use of behavioural modelling and physical prompts will be necessary to assist communications regarding expectations, and encourage an action/behaviour by physical means. This may include:

- helping a child carry out a particular action e.g. tracing/copying letters;
- guiding a child towards a desired behaviour e.g. 'hands down'; 'look at me'; 'sit down' – as part of a 'calming' routine;
- motivating a child to comply with requests and follow routines;
- avoiding external danger to the child e.g. holding hand while crossing the road;
- diverting a pupil from destructive or disruptive behaviour;
- discouraging destructive or disruptive behaviour e.g. by holding to reassure;
- modelling the required behaviour, or drawing attention to behaviour modelled by other, perhaps older, (or developmentally older) pupils;
- use of a member of staff's physical presence to obstruct or restrict pupil's movement e.g. to prevent a young (or developmentally young) child running out of school.

Firm Boundaries

Having communicated our expectations clearly, we may well find that some of our pupils do not comply with requests boundaries. This may be because:

- They are testing the boundaries to see if we really mean what we say;
- The task that they are being asked to perform is too difficult for them;
- The task that they are being asked to perform is too easy for them, or is not intrinsically interesting/motivating to them;
- They are upset by something that has happened (or that they think may happen) outside the present situation e.g. at home, in the playground;
- They are upset by something that has happened (or that they think may happen) within the present situation e.g. dispute with, or bullying from, other pupils;
- They hope to attract or retain adult or peer group attention by not observing boundaries for acceptable behaviour i.e. they are 'attention-seeking';
- The rewards for observing boundaries are not attractive enough;
- The sanction for not observing boundaries is not enough of a deterrent;
- Boundaries are inconsistently maintained;
- The child perceives the sanction as unfair or unjust;

- They have low confidence and/or self-esteem
- They have a very short attention span and are unable to remember what they should be doing;
- There may be some biological/medical condition that reduces their ability to control their behaviour;
- They have difficulty in coping with authority or with conflict and/or dealing with their own fears or anxieties;
- They have poorly developed social skills;
- They have learned inappropriate behaviours.

However, one of the important skills we should hope to develop in our pupils is the ability to negotiate. We need to always listen to pupils who are challenging boundaries and be very clear about which boundaries need to be 'non-negotiable'.

Matching Learning Targets/Tasks to Individual Pupil Needs and Interests

If we are working to achieve this kind of match, then the next focus for our attention and one of the prime responsibilities of all teachers, needs to be the matching of learning targets & tasks to individual pupil needs, learning styles and interest. Some questions we should always ask ourselves (and each other) about learning targets & tasks are:

Is the target shared with the pupil? Do they feel committed to achieving it?

Does the task challenge them appropriately – i.e. not too hard or easy, pitched at a level that enables them to experience success?

Is it relevant to their lives/interest?

Is the context for learning meaningful to the pupil or made meaningful by some means?

Does it require practical engagement – i.e. do they actually have to do something practical or use concrete materials?

Does it have a strong multi-sensory element – i.e. does it require as wide a range of sensory engagement (sight; hearing; touch; smell etc.) as possible?

Is it presented (whenever possible) in 'game' format?

It will rarely be possible on all occasions to meet all these criteria, but their inclusion as features of planned learning activities can contribute to a better match with pupil needs/interests/styles and lead to a reduction in disaffected behaviour. They also contribute to improving achievement by pupils with learning difficulties, lead to increases in self-esteem and support the development of each pupil's positive self-image as a learner. Both of these enhance his/her ability to take advantage of the learning opportunities offered.

Praise is the most powerful form of influencing children's behaviour

Types of behaviours that will be praised:

- Keeping the school rules and class rules
- Completing work to the best of ability
- Being kind or considerate
- Remaining on task
- Moving around the school sensibly
- Showing improvement
- Demonstrating a positive attitude

- Continued good behaviour
- Being helpful
- Lining up sensibly
- Being polite
- Meeting a target
- Listening well
- Setting a good example

Policy on Exclusions, 'Time-Out' and Detentions

If a serious incident occurs, pupils may be excluded from the school by a member of the Senior Management Team, in line with the Borough's 'Exclusion Guidelines'.

Pupil exclusions may be used in the school for different lengths of time. No pupil should be excluded & left unsupervised at any time.

'Time out' is a strategy available to staff and includes a short period when a child is excluded from an activity, this could be followed by a short period of 'time out' in another classroom for more persistent or serious behaviour.

In consultation with the Headteacher and parents, a pupil may be excluded from the classroom for longer periods of time and asked to work in another class this is called 'internal exclusion'. Pupils may also be excluded from lunchtimes/playgrounds.

With agreement of parents, a pupil may be excluded from the school for a period of time and asked to work in another school within the Primary Advantage Federation.

Pupils may also be excluded from the school for a 'fixed term' or permanently for disciplinary reasons. All occasions where pupils are excluded, for disciplinary reasons, from regular school

arrangements are subject to regulations and should be recorded and dealt with systematically. On return to school after a period of 'fixed term' exclusion parents, pupils and staff will meet to discuss the behaviour, set targets for future behaviour and set systems in place for supporting the pupil in meeting those targets. The school relies on the support of parents during this process and a behaviour contract will be drawn up which includes this support.

The federation schools have adopted the Hackney Learning Trust guidelines on exclusion

Vulnerable Pupils

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

The behaviour tracking sheets from class teachers and Senior Leadership Team will be collated to provide the Senior Leadership Team with an overview of pupil progress. If a pattern of red cards begins to emerge, staff will begin a series of interventions.

Parents will be sent a letter to inform them that we have concerns about their child's behaviour, if we notice that there has been a high number of re behaviours recorded. The Senior Leadership Team/SENCo/Pastoral Manager will discuss with parents strategies to further support their child's behaviour. These may include:

- Home school books
- Individual Education/Behaviour Plans
- Support from the Behavioural Education Support Team.
- Pastoral Support Programmes

The schools will work closely with the parent/carer to identify the reason for these behaviours and to support the child in making necessary changes.

Monitoring and tracking Behaviour

Incident Forms

Pupil and adult incident forms are completed by all staff and passed to the Headteacher. The Head teacher and SENCO monitor these.

Positive Handling

In order to maintain firm boundaries of acceptable behaviour and ensure the safety of all staff and pupils, it will be necessary at times to use approved methods of physical restraint with some pupils. This point should only be reached when all possible options for giving the pupil time/space to regain self-control have been exhausted.

Our federation of schools has adopted the Hackney Learning Trust Positive Handling Policy.

Agencies involved with our schools

- Educational Psychology Service
- Education Welfare Service
- New Regents College (PRU)
- Advisory teacher for Inclusion
- The Hackney Learning Trust
- Child Adolescent Mental Health Services (CAMHs)
- Hackney Child & Family Consultation Service (run by CAMHs)

The schools will follow the guidance set out in Safeguarding Children and Safer Recruitment in Education.
We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation should immediately inform the Headteacher or other senior member of staff. If the allegation is against the Headteacher, the Executive Principal must be notified. If the allegation is against the Executive Principal, the Chair of Governors must be notified. In all cases the Local Authority Designated Officer (LADO) at The Safeguarding Children Board must be notified and a HR Advisor from the Human Resources Department. (For further information please refer to Safeguarding Children and Safer Recruitment in Education 2010). Further advice can be obtained from the LADO or the Safeguarding in Education Team at Hackney Learning Trust.

Anti-Bullying

What is Bullying?

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. **(DfE "Preventing and Tackling Bullying", October 2014)**

Bullying is defined as dominance or one pupil by another or a group of others. It is pre-mediated and part of a pattern rather than an isolated incident. Bullying can take many forms and is often motivated by prejudice against particular groups. It might be motivated by actual differences between children, or perceived differences. Bullying behaviour may be an indication that the bully is, or has been, themselves a victim of bullying or abuse. Incidents should always be discussed with the SENDCO since further action e.g. counselling or referral to Social Services may be appropriate.

Bullying can happen to anyone. This policy covers all types of bullying including:

- Bullying related to race, religion or culture.
- Bullying related to Special Educational Needs or Disability.
- Bullying related to appearance or physical/mental health conditions.
- Bullying related to gender, transphobic or sexual orientation.
- Bullying related to adoption, children in care, young carers or otherwise related to home circumstances.
- Cyber-bullying via text messages or the internet.

However, if two pupils of equal power or strength have an occasional fight or quarrel, this is not bullying.

"A pupil is being bullied or picked on, when another pupil or group of pupils says nasty things to him or her. It is also bullying when a pupil is hit, kicked, threatened, locked inside a room, sent nasty notes, when no one ever talks to them and things like that. These things can happen frequently and it is difficult for the pupil to defend him/herself. It is also bullying when a pupil is teased repeatedly in a nasty way. **This is a definition of bullying that is meant to be read to children (Olweus 1991).**

Cyber-bullying

The rapid development of, and widespread access to, technology has provided a new medium for 'virtual' bullying, which can occur in or outside school. Cyber-bullying is a different form of bullying and can happen at all times of the day, with a potentially bigger audience, and more accessories as people forward on content at a click.

Bullying can include: name calling, taunting, mocking, making offensive comments, kicking, hitting, taking or damaging belongings; producing offensive graffiti, gossiping, excluding people from groups, and spreading hurtful and untruthful rumours. This includes the same inappropriate and harmful behaviours expressed via digital devices (cyberbullying) such as the sending of inappropriate messages or offensive and/or degrading images by phone, text, Instant Messenger, through websites and social media sites and apps.

The Effects of Bullying:

All forms of bullying are hurtful and may have a devastating effect on those who are bullied. Whilst some children may recover from bullying, there are others who suffer lasting consequences. Children who are bullied may see themselves as inadequate and friendless and suffer from loss of confidence and low self-esteem.

Bullies may also suffer from long lasting consequences and unless offered support, may continue with bullying behaviour into their adult lives. For this reason, it is important that they receive support to enable them to change their behaviour.

Strategies in Use to Address Bullying:

Preventative Strategies:

- The school behaviour policy stresses making expectations clear to children about their behaviour with others and promoting positive behaviours.
- Each class has a weekly circle time or SEAL session which allows children to talk about feelings in a safe context and to bring out bullying issues.
- Constantly improving the school's grounds, creating more cooperative play space and variety in the environment, reducing the domination of the playground by rough games and football. Providing constructive and collaborative play areas.
- Provide pupils with training (e.g. peer mediation) to resolve problems with peers.
- For children who are prone to bullying others a circle of friends may be used to help him/her resolve the problem.

Once a Bullying Incident has occurred:

- The children are constantly encouraged to tell someone.
- We involve parents of all parties.
- All staff are informed and asked to particularly look out for the victim and bully.
- Bully victims are given the space to say how they would like the incidents dealt with (children vary – some like to talk to the bully face to face with a teacher, some like to have a member of the staff deal directly with the bully, some just want the school to watch out for incidents at first, some want the chance for a supervised talk with friends to sort out relationship problems) – it depends on the nature and severity of the bullying.
- Once a situation has been resolved we ask bully victims and bullies on a regular basis if they are alright.

Advice to Children about Bullying:

- If you are a victim of bullying, you can tell a member of staff or anyone else you feel safe to talk to. It is not weak to do this.
- If you cannot tell anyone at school, you can tell your parents who will tell us.
- Friends of victims should let staff know of bullying incidents.

- No one deserves to be bullied – remember, you have a right for this not to happen to you.

Advice to Parents/Carers about Bullying:

If your child is being bullied, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Look less happy
- Come home with cuts and bruises
- Not want to wear their glasses
- Take things from home without you knowing
- Avoid certain children or activities, and/or
- Be reluctant to come to school.

If your child is bullying, they may:

- Change their behaviour
- Be unwilling to talk about their day
- Come home with toys and things you have not bought for them, and/or
- Have money that you cannot account for.

How can Parents help to Prevent Bullying?

- Everybody gets angry. Help your child to express it without hurting others.
- Encourage your child to tell a member of staff straight away if they get hurt at school.
- Praise your child when they sort out problems by talking rather than hurting others.
- Involve yourself in school activities.
- Make immediate contact with the school at any time over bullying incidents.
- Let the school know if you have any concerns; do not try and sort them out with other children or parents yourself.
- Allow the school to seek professional advice and support over difficult bullying.

Addressing prejudice and prejudice based bullying

The school challenges all forms of prejudice and prejudice-based bullying, which stand in the way of fulfilling our commitment to inclusion and equality:

- prejudices around disability and special educational needs
- prejudices around race, religion or belief, for example anti-Semitism and Islamophobia, Travellers, migrants, refugees and people seeking asylum
- prejudices around gender and sexual orientation, including homophobic and transphobic attitudes

There is guidance in the staff handbook on how prejudice-related incidents should be identified, assessed, recorded and dealt with. We treat all bullying incidents equally seriously.

We keep a record of different prejudice-related incidents and provide a report to the governors about the numbers, types and seriousness of prejudice-related incidents at our school and how we dealt with them. We review this data termly and take action to reduce incidents

All reports of bullying, racial, sexual or other harassment must always be taken seriously, investigated and recorded according to school policy. Staff must always act and be seen to act to protect victims.

All incidents should be reported to the Headteacher. The Headteacher is responsible for reporting incidents to the LEA if appropriate.

The role of staff in modelling appropriate behaviour is crucial in promoting positive behaviour in these respects.

Appendix 1

FEDERATED GOVERNING BODY

STATEMENT OF BEHAVIOUR PRINCIPLES

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make and frequently review, a written statement of general behaviour principles to guide the Head teacher in determining measures to promote good behaviour.

We believe that everyone in the school has rights and responsibilities and that all pupils have the opportunity to make positive choices about their behaviour. We have high expectations that support the development of our pupils as effective and responsible citizens.

The purpose of this statement is to give guidance to the Headteacher in drawing up the Pupil Discipline & Anti-Bullying Policy by stating the principles that the Governors expect to be followed.

The Key Principles of Behaviour Management

There are three key principles of behaviour management.

Being Inclusive

- Some individuals need more support than others in learning to respect the rights of others and to meet the school's expectations of behaviour.
- Some of our children, for some or all of the time, will need more of our attention and support than others.
- We have a responsibility to teach social behaviour to all children.
- We should be clear with staff, pupils, parents, governors about which expectations are non negotiable.
- All pupils have the right to be educated no matter how challenging their behaviour.
- Dealing with challenging behaviour often helps use to find ways to improve our systems, processes and procedures. We should seek to adapt these to fit our diverse population.
- Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.

Being Positive

- Parents and Carers need to be as fully involved as possible.
- We should have high expectations of what is acceptable behaviour in our school and within the wider community and should seek to raise those expectations in partnership with staff, governors with pupils and parents/carers.
- If we want our pupils to behave in a particular way, we are responsible for making it clear to them how we want them to behave.
- We should recognise acceptable behaviour through positive reinforcement.
- We should provide pupils with honest & sensitive feedback on their own learning and behaviour.

Being Assertive

We believe we all have rights …

- Teachers have the right to teach, pupils have the right to learn.
- Pupils and staff have the right to feel safe in school.
- Parents have the right to feel welcome and to know their children work, play and learn in a friendly, safe and helpful school.
- We should never tolerate violent, abusive or anti-social behaviour in the classroom or anywhere in school.
- Staff require support from each other and outside agencies in order to support individual pupils through learning and making changes in behaviour.

In addition:

- The school's Pupil Discipline Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils; it will also provides guidance on use of reasonable force
- The school will seek advice and support from appropriate outside agencies where concerns arise over a child's behavior
- The Behaviour and Discipline Policy will clearly reflect the school's approach to exclusions.
- Pastoral care will be provided to any member of staff when an allegation has been made of misconduct.
- Governors expect the Behaviour Policy to clearly explain to staff and others with authority their powers to screen and search pupils for items that are prohibited or banned from school

Beyond the School Gate

The Behaviour Principles outlined in this statement applies to pupils, when in school; engaged in extracurricular activities; when travelling to and from school; on educational visits and when being educated in any school-organized/related activity off site, and in the community.

Our schools are inclusive schools; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010

Review

This statement and our Behaviour Policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

Appendix 2

Morningside's[2] Behaviour Management System

Morningside Messages
We have developed a series of messages. They are regularly referred to and are displayed throughout the school.

Try our best at all times
Aim high and embrace challenge
Celebrate ourselves and each other
Welcome and care for each other
Treat property with respect

Stay On Green … Going for Gold

The principle behind this system is:

- Pupils who regularly follow the rules are noticed and rewarded
- All pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- Teachers integrate a system within daily teaching in order to promote positive behaviour and effective behaviour management skills
- All pupils start the day on green
- If pupils make positive choices they move up to bronze, silver and gold
- If pupils make negative choices they move down to blue, yellow and red

The system allows for the following:

- A consistent approach that can be used by all staff
- Whole class and individual reward systems
- Minimal intrusive approaches to manage behaviour
- The teaching of specific behaviours and routines

Consistently good behaviour will be acknowledged and rewarded as follows:

- **Activities and prizes including Friday afternoon film and popcorn, special stationery and priority for special trips and roles in the school**
- **One child will be rewarded as Star of the Week in Thursday's Celebration assembly**
- **One child will be voted in to the Gold book each week**

[2] Please note that this is Morningside's example of Stay on Green… Going for Gold. All our Schools use this behavior system.

Consequences

When pupils make the wrong choice about their behaviour they will move to the lower colours – blue, yellow and red

- If staff decide to move a child's name to the blue, yellow or red card they must be clear with the pupil what they are doing, and what the pupil can do to reverse this decision
- Staff constantly help pupils make the right choices to move back to green

Early Years

- Reception and Nursery children have their faces on a tree. If their behaviour is not what is expected, they fall off the tree. Opportunities to put them back on to the tree are sought quickly. The children stay on green the whole time (unless they fall off).

Gold

- **Gold sticker and a gold certificate**
- **Children who achieve Gold are eligible to be voted in to the Gold Book for the following week; this occurs during Friday's Class Celebration / Circle Time**
- **Examples of Gold behaviour:**
  - **Welcoming new visitors and new pupils**
  - **Getting a Star of the Week award**
  - **Producing extra work of outstanding standard of out school e.g. additional homework**

Silver

- **Silver sticker and a silver certificate**
- **Examples of Silver behaviour:**
  - **Applying consistent effort**
  - **Being a good role model**
  - **Encouraging others to do the right thing**
  - **Having a high sense of achievement**
  - **Helping a teacher without being asked e.g. tidying up**

Bronze

- **Bronze sticker and a bronze certificate**
- **Examples of Bronze behaviour:**
  - **Cheering people up and supporting others**
  - **Including others in group work and in the playground**
  - **Achieving a target and showing evidence**
  - **Taking pride in your work**
  - **Actively taking part in lessons**
  - **Showing very good social skills**
  - **Participation in partner/group discussion**
  - **Showing initiative- e.g. asking for an extension task**
  - **Being self-motivated**

Green

- **If a child walks around the school exhibiting the Morningside Messages they get a green sticker**
- **If a child hasn't been on green all week but has shown mostly green behaviour, they can receive green postcards, pencils and cards**
- **If a child has been on Green all week, they get a Green All Week certificate**
- **The class works together towards a whole class reward through collecting green points**
  - **These points will be rewarded if a pupil is still on green at the end of each day (Key Stage 2) or half day (Key Stage 1)**
  - **If the class reaches the whole class total, they will have a reward of up to 30 minutes 'green time'**
  - **Green time may include outside playtime or classroom games**
- **Examples of Green behaviour:**
  - **Co-operating with others**

Blue

First Warning

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

Yellow

Second Warning

This is an in class consequence – time out in a specific area, with a specific task, for a specific time

Red

First Red Warning

Reflection Time in a buddy classroom for up to 20 minutes: the child will fill in a reflection sheet

Red

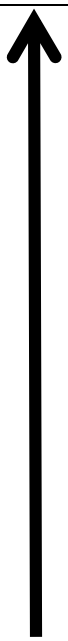
Second Red Warning

Pupils will be referred to the Leadership Team with the completed reflection sheet; behaviour will be discussed with the pupil with a view to one of three outcomes:

- ***Reflection time with SMT (using restorative conversation)***
  - Pupil thinks of strategies to repair situation and reports back to SMT at the end of the day
- ***Immediate 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
- ***Parent / Carer meeting***
  - This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan

Appendix 3 - Gainsborough

Continuum of Support for Behaviour, Social and Emotional Well-being



On-going pupil assessment and evidence

Universal Support	Quality First Teaching – support with planning from assistant heads and partner school leaders, monitoring and feed back Challenging and appropriate learning activities, including differentiation Consistent behaviour policy: rules, rewards, consequences Support from year group leaders – team teaching and modelling where necessary Values lesson weekly: ethos and curriculum Circle Time Restorative Approaches (RJs) Tracking, monitoring and evidence gathering
Cause for Concern	Pupils highlighted through inclusion meeting tracking: pupils with a high number of reds will be flagged up and raised as a cause for concern or have other interventions suggested (all dependent on individual needs) Parental engagement: 1. Discussion of concerns with class teacher, parent and child. Strategies of support identified 2. Phone calls or initial meetings with parents 3. Signpost to receive appropriate support Curriculum support and differentiation from Assistant heads, partner school leaders and Claire Tregear **Interventions Include** • SEAL Small Group Work led by TA • Circle of friends led by TA • Anger management led by Learning Mentors • Classroom based targets integrated within planning and supported within the classroom • Differentiated learning • Happy to be Me intervention • Individual behaviour targets linked to whole school behaviour policy
Graduated additional support	**Six week interventions** **as above and including** • Champions' intervention: SMART targets set within an individual behaviour support plan. Weekly meetings with parent and child to build on success and overcome barriers. Nominated key staff to support pupil – lead person and 'champion of the child'. 1:1 daily mentor time • Happy to be me • Social skills Parental engagement: 1. Discussion of concerns with class teacher, parent and child. Strategies of support identified 2. Weekly meetings / target setting and reviewing • Learning assessments and targets within planning • Time limited out of class support with achievable success criteria e.g. nurture group, small group work

	• Playground buddy or other playground support • Referral to outside agencies and services • Curriculum support and differentiation from Assistant heads, partner school leaders and Claire Tregear • Positive handling plan
Pastoral Support Programme	• PSPs (supersedes individual behaviour plan or SEN support plan) • Weekly meetings and reviews • Multi-agency meeting • Targets shared with systems in place to monitor, develop targets and celebrate success • Programme reviewed in line with guidance
Re-Engagement Unit	• PSP in place • Support from the Re-Engagement Unit (REU) can be accessed after a PSP has been implemented and reviewed twice in line with the PSP guidance • Six week intervention plan developed and delivered by REU • Sustainability plan at the end of REU intervention that is linked back to PSP
Other Interventions e.g.	• Referral to Children and Young People's Partnership Panel, New Regents School or school led Managed Move

Policy written	**June 2012**
Adopted by Governing Body	September 2016
Review date	September 2020

The Federated Governing Body has reviewed this policy with careful consideration of our approach to equalities as outlined in the Equalities Policy, July 2012.

We would like to acknowledge the work of other colleagues in drafting this policy. We have drawn on a range of sources including policies from other schools, good practice guides, published schemes and LA and Statutory guidelines where appropriate.