



## Behaviour policy

### School vision and values Creating Future Stars!

Queensbridge Primary School is a safe, welcoming and nurturing school that offers a sense of belonging. We work with families to ensure that all achieve their potential across our diverse community having relentless high expectations of ourselves and others.

We are innovative, creative and consistent in our approach, constantly reflecting on our practice. We try to make learning creative, stimulating, inclusive and fun with lots of challenge setting ambitious goals for the future. We try to provide a vast range of opportunities to light the spark of their learning giving them the skills and tools they need to take off and fly!

Queensbridge ensures that children are ready for the world ahead of them as:

- Independent thinkers, enterprising and creative
- Problem solvers, negotiators, reflective and thoughtful
- Excellent communicators
- Happy, confident and curious learners, inspired and well-motivated
- Hard workers
- Responsible members of the community
- Good citizens- children who are respectful, responsible, kind and caring

**Happy children make good learners**

### Contents

1. Aims
2. Restorative practise
3. Our values
4. Whole school rules
5. Stay on Green
6. Rewards
7. Redirecting behaviour/Consequences
8. Leadership team involvement
9. Early years
10. Vulnerable pupils
11. Promoting positive behaviour
12. Responding to challenging behaviour
13. Recording, reporting, monitoring

**Appendix 1:** Our routines

**Appendix 2:** Positive Redirection  
Behaviour strategies

**Appendix 3:** Stay on Green system

**Appendix 4:** Moving down the  
colours

## **Aims**

The aims of this Positive Behaviour Policy are to develop independent, self-disciplined and responsible young members of the community in a highly inclusive learning environment that maximises quality first teaching and learning for all. The school values underpin this policy and contribute to our whole school ethos.

We work to enable our pupils to fulfil the following aims:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic well-being

We work to develop our pupils' skills and abilities in:

- Self-awareness
- Managing feelings and relationships
- Motivation
- Empathy
- Social skills

## **Restorative practise**

As a restorative school, we recognise the importance of building and maintaining positive relationships so that effective learning can take place. Positive relationships build positive behaviour and positive behaviour enables all members of the school to learn and to feel safe and happy in school.



Restorative processes are based on a simple series of questions that can be used in different ways, from small conversations in corridors or classrooms to large conferences involving families and community members, or with whole classes. All staff receive training and updates on the use of restorative practises at Queensbridge

### Restorative Chat Prompt Card

- > Tell me what happened.
- > What were you thinking at the time?
- > What do you think about it now?
- > Who was affected? How were you affected?
- > What's needed to make things right?
- > How can we make sure this doesn't happen again?

Peer Mediators are on duty in the playground to solve minor problems and conflicts. Playground buddies are selected each term to help children who find playtime difficult.

### Our values

All children will be expected to behave in ways that reflect our school values of **Respect, Collaboration, Perseverance and Possibilities**

#### **Collaboration looks like**

- joining in with activities;
- sharing and taking turns;
- working with others productively;

#### **Possibilities look like**

- think about new ideas and follow your imagination
- trying new things and believing in yourself

#### **Perseverance looks like**

- Trying our best
- Never giving up
- Supporting each other to achieve

#### **Respect looks like**

- treating others as you like being treated and listening to each other
- Using manners and considering other's feelings
- valuing other people's differences such as race and religion

Our school values are underpinned by each **class charter**. Created each year and displayed in the classroom, everybody contributes and agrees to the charter.

**Whole school rules** support our values and class charter:

- ✓ I will always do as I am asked by all adults working in the school the first time
- ✓ I will keep my hands and feet to myself
- ✓ I will be polite and courteous to other people
- ✓ I will look after my school and all the things in it
- ✓ I will always walk quietly and sensibly around the school
- ✓ I will ensure that I am always in the right place at the right time
- ✓ I will respect other people's differences

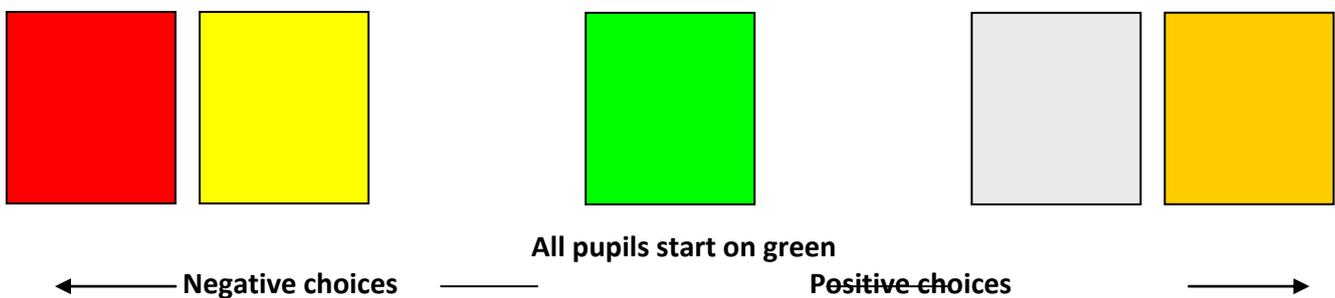
### **Stay On Green**

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
- Pupils who regularly follow the rules are noticed and rewarded

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



- All pupils have a pocket with their name on. All pupils start with a green card in their pocket.
- If pupils make positive individual choices about their behaviour they insert the appropriate coloured card (silver, gold).

- If **pupils** make negative individual choices they insert the appropriate coloured card (yellow, red).

### Rewards

It is important that the system includes both the individual rewards and the opportunity to earn green points for the whole class reward.

### Individual

The following colours are positive reinforcement:

<b>Green</b>	Good behaviour (expected behaviour)
<b>Silver</b>	In class reward (merits/class points) and silver stickers
<b>Gold</b>	The child is sent to SMT and name is recorded in the gold behaviour book. Pupil and parents receive gold card home

### Whole Class

The class will have the opportunity to work together towards a whole class reward through good behaviour and staying on green.

Points can also be collected from staff outside the classroom e.g. in assembly, in the playgroup, during small group work time.

If the class reaches the whole class total they will have a reward of up to 30 minutes 'green or golden time'. This time may include: special activities, outside playtime, classroom games.

### Whole school

Examples include:

- Golden postcards home
- Weekly certificates (linked to PSHE/SEAL or school values)
- Golden tickets

### Redirecting Behaviour

Wherever possible staff will redirect pupils back onto task without using a consequence or warning card.

Examples of ways in which staff may do this are:

- Tactical ignoring
- Non-verbal cueing
- Proximity praise
- Rule reminder
- Partial agreement
- Pupil choices

### Consequences

When pupils make the wrong choice about their behaviour they will be asked to move their card as a consequence (to yellow or red)

- Staff will aim to use least intrusive skills to redirect behaviour.
- If they decide to move a child's name to the **yellow** or **red** card they must be clear with the pupil what they are doing, and what the pupil can do to change this decision.

- **Teachers constantly help pupils make the right choices to move their card back to the green circle and beyond.**
- At least one warning is **always** provided for pupils in between each stage e.g. **before a yellow card**

The following colours are consequences:

#### **Yellow**

Reflection Time away from the group - in class (1-10 mins)

After reflection staff will aim to look reintegrate the pupil back into main class. See moving down the colours.

#### **Red**

Reflection Time in another classroom. Pupils will move to the reflection area and use a timer.

On successful completion of the Reflection Time the pupil moves back to the class

#### **Repeated Red**

Team Leader involvement/SLT involvement

Recorded on class ABC tracking sheet (in behaviour folder)

Staff will aim to look for opportunities to move pupils back to green.

Staff may choose to have a 'restorative chat' to support the pupil.

#### **Reflection time in partner class with reflection sheet**

A Reflection Form is used and once completed this is kept in class behaviour folder

When pupils return from an out-of-class consequence they remain on red or move to yellow. Staff may choose to have a 'restorative chat' to support the pupil.

The teacher will look to move the pupil towards green as soon as possible.

Pupils who receive repeated reds will need Leadership team involvement.

#### **Leadership team involvement**

Pupils will be referred to the Leadership Team with the completed reflection sheet.

The staff member will record that the pupil name and action.

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

##### **A. Reflection time with SMT (using restorative conversation)**

Pupil thinks of strategies to repair situation and reports back to deputy head teacher 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.

Repeated 'red' behaviours will require further out-of-class consequences. These are recorded on SIMS and the pupils' parents are informed. Restorative practises may be used to support the child and parents, with behaviour targets included where necessary.

### **C. Parent / Carer meeting**

This may include reviewing and developing pupil targets or developing an Individual Behaviour Plan with the learning mentor or member of SMT.

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.

### **Early Years**

It is suggested that this system is adapted for Early Years and builds upon good practice in this area. If a visual chart is already used it could be adapted to include the colours from the Stay on Green system. However it is unlikely that the complete system will be used.

It is important the focus is on positive feedback and redirection of pupil behaviour.

The language of 'green' can be used with the pupils and provide specific feedback for pupils as to what behaviour the school would like them to do more of.

A suggested approach for nursery pupils is to use green, silver and gold. For reception pupils a colour can be added to represent a low level consequence.

### **Vulnerable Pupils**

The tracking sheets will be collated to provide the SMT with an overview of pupil responses. This will enable targeted support for vulnerable pupils.

This system can be adapted for vulnerable pupils as part of an Individual Behaviour Plan or Pastoral Support Plan.

### **Promoting Positive Behaviour**

The school rewards good behaviour, as it believes that this will develop a climate of kindness and co-operation and help strengthen relationships. This policy is designed to promote good behaviour, rather than merely deter bad behaviour.

We do this by:

- Ensuring a safe and stimulating learning environment
- Good quality teaching
- Rewarding good work and good behaviour
- Emphasising important values and behaviours through our school values
- Teaching social skills through SEAL/PSHE
- Teaching pupils about quality relationships, respect and consent
- Offering a wide range of extra-curricular activities

### **Responding to challenging behaviour**

There are always times when children's behaviour falls below what we all expect. On these occasions the school has agreed systems (Stay on Green) that are followed in all classes and by all staff. Our aims in responding to challenging behaviour are to enable pupils to reflect on what they have done and help them to work out how to put things right.

In responding to challenging behaviour, Pupils will be held accountable for their actions and they will be supported to change their behaviour so that they and their classmates can be happy and learn as well as possible. Pupils who need extra help with their behaviour may receive the following support:

- Daily report or weekly reports including a home school book
- Behaviour charts in class or an individual behaviour plan
- Pastoral Support Plan through Hackney Learning trust

As a school we believe in early intervention and implementing support plans where possible. More severe unacceptable behaviour may result in an internal exclusion. We only exclude in extreme circumstances and try to avoid this at all times. However, serious breaches of behaviour will not be tolerated. When a child is internally excluded from school the Head Teacher/Deputy Head will inform the parents/carers directly. This is followed up with an assessment of the pupil's needs, any personal targets or behaviour plan moving forward

### **Recording, Reporting and Monitoring**

Stay on Green provides a simple way to record pupil behaviour. Each class has a ABC behaviour file where reflection sheets and incident reports (including racist/prejudiced based incident forms) are kept. Children on Red are recorded on SIMS and tracked over time.

Adults record behaviour incidents using ABC charts and note any follow on. For more severe incidents, learning mentors or SMT are notified and relevant steps are then taken (see responding to challenging behaviour)

Pupils have access to prompted reflection sheets and complete these in a directed time.

Restorative conversations can underpin these where necessary.

Meal supervisors pass on any lunch incidents and these are recorded onto ABC sheets where relevant.

### **Monitoring**

Learning mentors monitor the use of ABC sheets and pupils' reflections weekly and these are collected in and then serious incidents are recorded on SIMS.

There is a whole school behaviour book for SMT to record and monitor incidents. Repeat incidents can enable SMT to build up a picture over time and decide on appropriate intervention.

All staff receive regular training on behaviour support, Restorative Approaches and Stay on Green. We hold weekly Cause for Concern meetings to discuss individual pupils whose behaviour is a cause for concern.

We hold termly Multi-Agency Team meetings with partner agencies such as the Reintegration Unit (to create a PSP for example) and Educational Psychologist to discuss pupils whose behaviour is a cause for concern.

This policy links with the following school policies:

- Teaching and Learning
- Internal Exclusions
- Assessment
- SEND

This policy was developed in full consultation with all staff, pupils, parents/carers and governors in Spring 2011 and updated in 2016.

The effectiveness of this policy will be monitored by the SMT by repeating our behaviour survey with parents/carers, staff and pupils.

Ratified by governors: Jan 2017

To be reviewed yearly

### Our routines

#### Morning

- Line up in line order in designated area in playground

#### Lessons

- Pupils line up quietly outside the room
- Pupils sit according to your carpet/seating plan
- At the start of the lesson, write the learning outcomes and clear success criteria on the board.
- Teachers will not issue instructions over the top of student talk
- Lesson ends under teacher control. A suggestion is that pupils pack up and pay attention and then you give a brief recap of the learning outcome and learning activities. You may wish to comment on behavioural issues e.g. congratulate or mention issues you had to deal with and that need to improve. Pupils are then dismissed by you - preferably right on time. As pupils leave it might be appropriate to talk briefly with an individual about their improved behaviour or to re-establish a relationship if that person had to be admonished that lesson.

#### Transition (including end of day)

- Pupils line up quietly inside or just outside the classroom
- The teacher waits until all the class are lined up quietly and together **before moving off**
- The line stays together with no gaps. The teacher stops and waits at intervals to make sure the line is still together
- Other adults attached to the class are used where possible. TAs/LSAs to assist with this transition if they are available.

#### Moving around school

- Move around the building quietly and calmly.
- Walk with our hands by our sides.
- Walk up and down the stairs on the left.
- Walk with our class in single file.
- Hold the door for others

#### Break-time

- At the end of break-time, pupils freeze on first bell and on the second bell they walk quietly and line up. On the third bell the children are silent.

## **Lunch-time**

- We line up quietly
- We walk in the dining room
- We finish what we are eating before we speak
- We speak quietly to each other
- We remember to say 'please' and 'thank you'
- We put our rubbish in the bin
- We leave our table as we found it
- At the end of lunch-time, pupils freeze on first bell and on the second bell they walk quietly and line up. Third bells indicates silence
- Any unresolved problems from lunch time are referred to Julian, Sam or Sean (Learning Mentor).

## **Assembly**

- Pupils are escorted from their classroom to the hall by their class teacher.
- Pupils walk quietly and in a line.
- Pupils enter the hall quietly.

## **Home time**

- KS1 pupils line up on the line and give in cards as they are dismissed by the class teacher.
- KS2 pupils line up on the line and wait to be dismissed by the class teacher.

## **Staff**

### **When on duty, engage and interact with the children**

- Monitor behaviour scanning the playground for anything that may need attention.
- Encourage peer mediators to help sort out problems.
- **When not on duty, all Teachers and TAs be on the playground 2 minutes BEFORE the lining up bell rings and assist with calm transition to classroom (walk in with class)**



Within known rules or routines- refer back to rights roles and responsibilities.

- Assertive comment / direction / command  
Degrees of assertion in language and voice. Clear calm voice. Voice may be louder than normal. Non-aggressive eye contact.

## Stay on Green system

Green



Yellow

Pupils **MUST** be able to move up and down hierarchy. Aim is to keep pupils on green, with redirection strategies and restorative 'chat'.



Red

**Reflection time in class (1-10 mins)**

Pupil continues with classroom work away from the group

If a pupil completes this reflection time successfully they are moved back to the class immediately.

If not and the behaviour continues then they will receive the next steps in the consequence hierarchy.

**Reflection time in buddy class (up to 20 mins)**

Recorded on the class tracking sheet.

Restorative reflection form is used and once completed this is kept in class behaviour file.

When pupils return from an out-of-class consequence they remain on red. The teacher will look to move the pupil to yellow as soon as possible.

**Leadership Team**

Recorded on the class tracking sheet.

Pupils will be referred to the senior manager on duty with the completed reflection sheet. The Senior manager will record that the pupil name and action.

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

**A. Reflection time with SMT using restorative conversation**

Pupil thinks of strategies to repair situation and reports back to senior manager 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 no improvement. Pupil returns to class to aim to get back to green.

**C. Parent / carer meeting**

This can take the form of a restorative conference or a planning meeting for an Individual Behaviour Plan. It may trigger a wave 2 intervention on the SEN Provision Map.

**Tracking sheets will be collected on a weekly basis and used to provide data for prioritising support and intervention with pupils.**

## Moving up and down the colours

<b>MOVING UP THE COLOURS</b>
<p>It is important to make use of the rewards side of Stay on Green regularly but <i>sparingly</i>.</p> <p>In each class there should be a weekly quota of 0-6 bronze, 0-4 silver.</p> <p>There should be a half-termly quota of 0-5 gold per class.</p> <p>A child would not move up beyond <b>GREEN</b> more than one level in any one day.</p>
<p>Children who display positive prosocial behaviours can be moved up to <b>BRONZE</b>.</p> <p>Moving up is in recognition of behaviours that go above and beyond <b>GREEN</b> behaviours</p> <p>Additionally, a child can be moved to <b>BRONZE</b> for consistent <b>GREEN</b> behaviour.</p>
<p>The third time a child reaches <b>BRONZE</b>, they are moved up to <b>SILVER</b>.</p> <p>When a child reaches <b>SILVER</b> the class teacher gives them a silver sticker (for younger years) and an opportunity to add to the class points (at teacher's discretion)</p>
<p>The third time a child reaches <b>SILVER</b>, they are moved up to <b>GOLD</b>.</p> <p>When a child reaches <b>GOLD</b> they are sent to SLT to be congratulated and told they will receive a <b>GOLD</b> certificate in assembly.</p> <p>They are given a <b>GOLD</b> certificate in assembly.</p>
<p>Teachers can use silver points to count towards class points</p>

<b>MOVING DOWN THE COLOURS</b>
<p>Every class will have the SonG colour chart and individual pupils' names on laminated card.</p>
<p>All pupils start each day on <b>GREEN</b>.</p>
<p>Staff use low-level behaviour management strategies to manage low-level behaviour problems (then the desired behaviour is requested politely - this should be enough to get most children back on track).</p>
<p>When a pupil does not respond to the low-level behaviour management strategies, <b>staff give a verbal warning. They must tell the child clearly what they are doing wrong and what the pupil can do to move back to Green,</b></p>
<p>Staff are continually on the look out for the opportunity to help pupils make the right choices.</p>

When they notice the child doing the right thing, the teacher congratulates them and moves them back to **GREEN**.

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour, the teacher gives a clear verbal warning that he or she is at risk of moving to **YELLOW**.

At least one clear verbal/non-verbal warning is always provided for pupils in between each stage.

If the teacher decides to move the child to **YELLOW**, they direct the child to the thinking space in the room and tells the child clearly what they are doing wrong, and what the child can do to move back to **GREEN**. In the thinking space the child has distraction and reflection stimuli (Reflection questions; calming down strategies; colouring in pages, etc.). The child will be in the thinking space for a maximum of 10 minutes. At the end of the 10 minutes thinking time, the teacher or member of support staff asks the child the restorative questions. If the child is ready to re-engage with their learning, they return to **the main class**.

The child will make up the learning time they have lost at an appropriate point later that day (breaktime or lunchtime).

If a child continues to behave inappropriately after having had sufficient time to correct their behaviour or is not ready to re-engage with their learning, the teacher gives a clear verbal warning that he or she is at risk of moving to **RED**.

If the teacher decides to move the child to **RED**, they must tell the child clearly what they are doing wrong. The teacher sends the child to the partner class with the reflection sheet for the rest of that lesson. At the end of the lesson the teacher goes to the child and talks through what the child has completed on the reflection sheet.

If the child is ready to come back to class, the teacher agrees to have them back in class and agrees a time when they will sit with the child to discuss what secondary consequence would be appropriate.

If the child is not ready to come back into class the teacher refers the child to the Team Leader with appropriate work to complete. The child will spend the rest of the session (morning or afternoon) with the Team Leader or a member of SLT with appropriate work.

The teacher completes an ABC sheet and passes it on to the Team Leader. The Team Leader will bring the child back to class when he/she judges the child is ready. The Team Leader will agree with the child what they agree to do upon returning to class – this will be written on the back of the reflection sheet. The child will sit back in their **place**. **The first opportunity the class teacher has, the child will move** back to **GREEN**.