

Garden Fields JMI School

Townsend Drive, St. Albans, Herts AL3 5RL



Garden Fields JMI Positive Behaviour Management Policy

Aims and expectations

Everyone at Garden Fields JMI promotes the right

- to feel safe, healthy and happy
- to be treated with respect, dignity and equality
- to learn or to teach, or to do their job

In Garden Fields School, everyone has a responsibility to uphold these rights. We treat all children fairly and apply this behaviour policy in a consistent way.

Positive behaviour is linked to following the Golden Rules that govern all behaviour. The Golden Rules represent a code of conduct, indicating how to behave for the common good. These Golden Rules (see below) governing how people behave apply as much to adults, including all staff in the school, as to the pupils themselves. There are additional Playground and Lunchtime Rules that are slight variations on the Golden Rules.

Emphasis is placed on looking for opportunities to encourage positive activity by rewarding it. 'Positive activity' covers not only quality of work, but also effort, attitude and behaviour. Pupils who contribute positively to the learning environment and follow the Golden Rules are entitled to Golden Time (see below).

Golden Rules: a whole school approach

Golden Rules

| | |
|--------------------------------|--|
| We are gentle | <i>We don't hurt others.</i> |
| We are kind and helpful | <i>We don't hurt anybody's feelings.</i> |
| We listen | <i>We don't interrupt.</i> |
| We are honest | <i>We don't cover up the truth.</i> |
| We work hard | <i>We don't waste our own or others' time.</i> |
| We look after property | <i>We don't waste or damage things.</i> |

Playground Golden Rules

| | |
|-----------------------------------|--|
| We are gentle | <i>We don't hurt others</i> |
| We are kind and helpful | <i>We don't hurt anybody's feelings</i> |
| We listen | <i>We don't interrupt</i> |
| We are honest | <i>We don't cover up the truth</i> |
| We play well with others | <i>We don't spoil others' games</i> |
| We care for the playground | <i>We don't damage or spoil anything</i> |

Lunchtime Golden Rules

We line up quietly
We walk in the dining hall
We finish what we are eating before we speak
We remember to say 'please' and 'thank you'
We put our rubbish away
We put our hands up to ask to leave the hall
We talk quietly to the people next to us

Golden Time: the underlying principles

Golden Time is a privilege that is available to all pupils if they adhere to the Golden Rules.

Golden Time is a fixed amount of time (maximum - 30 minutes) set aside each week during which pupils may undertake individual, paired, group or club activities of their own choosing. All classes take part in Golden Time on a Friday afternoon or on an agreed alternative time

Activities on offer during Golden Time are negotiable between teachers and pupils in KS1/EYFS. Activities included in Golden Time – singing, PE, Board and Strategy Games, Painting, Topic work, Parachute Games, Speed Stacking, Cooking, Choosing Time, Using the Nature Area, Construction, Reading, Educational Films, Quiz Club, School Newspaper, Origami, sporting activities and Golden Moments.

- Unsatisfactory behaviour can lead to a pupil losing some of his/her Golden Time. Pupils who have lost **Golden Time** lose it at the start of **Golden Time**. They are required to reflect on the golden rule they have broken and why. When they have completed their sanction and worked off their 'debt' they join the activities.
- No pupil forfeits **Golden Time** without first being warned that he/she is at risk of doing so. Only in exceptional circumstances is **Golden Time** lost without prior warning.
- A record is kept, and displayed, of all **Golden Time** lost by individuals.
For KS1, time is lost in increments of three minutes. Sad face warnings are given to pupils before each three-minute block is lost. For KS2, time is lost in increments of five minutes. Warnings are given to pupils before each five-minute block is lost.
- Pupils who regularly lose **Golden Time** will have a letter sent home detailing which of the Golden Rules have been broken.
- Unsatisfactory behaviour needs to be talked about and evaluated and not simply punished. Pupils, who find it difficult to adhere to the Golden Rules, and frequently lose **Golden Time**, can be given the opportunity to earn back lost time. Such incentives can be negotiated between the child and his/her teacher.

Creating an ethos of achievement through use of the Golden Rules and Golden Time for positive behaviour management is reinforced by a merit system.

Merits

If a pupil behaves well, shows a good attitude and works well affords them one merit point. These are awarded by any member of staff and a 'mini-merit' sticker/stamp is stuck in the child's home-learning diary (or on a Merit Card in KS1). When 10 'mini-merits' have been achieved a 'big merit' is awarded by the class teacher/TA and this is recorded on the child's record sheet on Sims.

| Big merits awarded | Awarded by | Recorded on SIMs by | |
|--------------------|---------------|---------------------|---|
| 1 – 4 | Class teacher | Class teacher/TA | |
| 5 | Headteacher | Headteacher | Certificate awarded (Bronze) |
| 6-9 | Class teacher | Class teacher/TA | |
| 10 | Headteacher | Headteacher | Certificate awarded (Silver) |
| 11 - 14 | Class teacher | Class teacher/TA | |
| 15 | Headteacher | Headteacher | Certificate awarded (Gold) |
| 16 - 19 | Class teacher | Class teacher/TA | |
| 20 | Headteacher | Headteacher | Certificate awarded (Postcard (KS2) and Prize (EYFS/KS1)) |
| 21 - 24 | Class teacher | Class teacher | |
| 25 / 50 / 75 / 100 | Headteacher | Headteacher | Prize awarded (KS2 only) |

Intervals of 5 big merits between 30-95 can also be awarded.

Merit certificates will be presented at Assembly and merit points are awarded to the child's house.

Other Achievements

Children's work which is of an exceptional standard can be sent to the Headteacher and recorded in the **Golden Book**.

Children who have achieved in an out of school activity can see the Headteacher and receive an **Achievement Leaf** to place on the achievement tree (limited to one per term).

Inappropriate behaviour

When a pupil behaves inappropriately this is recorded on their class SIMs Record Sheet as follows: -

| Code | Sanction | Recorded on SIMs by |
|------|--|---|
| G | Golden Time lost for unacceptable behaviour in class after a warning is given and/or breaking the golden rules | Class teacher/TA on Friday. |
| P | Golden Time lost through playtime problems after a warning is given | Senior Lunchtime Support Staff |
| F | Continuously forgetting the necessary school equipment (E.g. reading books, gym kit, homework diary etc.) | Not recorded on SIMS – parents spoken to by class teacher |

Discouraging Inappropriate Behaviour

We discourage inappropriate behaviour by using the stages below.

| Stage | Action Taken by Teacher | | Action on SIMs |
|-------|--|---|--|
| 1 | Verbal Warning | First time a golden rule is broken, quietly tell the pupil which rule they have broken and issue a warning. | Not recorded |
| 2 | Loss of Golden Time Warning – name moved down on behaviour chart in classroom | Second time a golden rule is broken, quietly tell the pupil which rule they have broken and they have chosen to receive another warning. Their name is moved down on the behaviour chart in the classroom. If necessary, they can be moved for 'time out' within the classroom. | Not recorded on SIMs |
| 3 | Loss of Golden Time KS1 loss of 3minutes KS2 loss of 5minutes | Third time a golden rule is broken, quietly tell the pupil which rule they have broken and they have chosen to lose some golden time. Their name is moved to 'Red' on the classroom behaviour chart. EYFS will be given instant 'time out' and time to explain to them why. | <i>Total amount of lost Golden Time recorded on a Friday by teacher for own records.</i> Not recorded on SIMs |
| 4 | Visit to phase/pastoral leader Informal notification/Call to parents by Class Teacher | If pupils continue to choose to misbehave they are sent to their foster class. The pupil will remain with the foster class until the next break e.g. break time, lunchtime or 2.15 p.m. or end of school. Pupils will be sent with work from their class teacher to complete independently. Completion of the work is not as important as the pupil having time to reflect on their behaviour and why they have been sent to the 'thinking table' or the foster class. The foster class will normally be one of the parallel year group classes, with the exception of some children on behaviour plans whose 'foster class' will be with a senior leader. | Recorded on SIMs |

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| | | <p>A Stage 3 and 4 letter is completed by the teacher and parents are informed. Records are kept in the behaviour file and recorded on SIMS.</p> <p>Losing golden time for 3 consecutive weeks will result in a Stage 3 letter being sent home to parents and it recorded on Sims.</p> | |
| 5 | <p>Visit to Deputy Head Teacher</p> <p>Letter to Parents Call to Parents by HT</p> | <p>If golden time is lost for 5 consecutive weeks tell the pupil which rule they have broken and they have chosen to be sent to the DHT to discuss their behaviour.</p> <p>Any severe behaviour (Level 3) e.g. fighting will be dealt with immediately by the DHT or the HT.</p> | Recorded on SIMs by CT |
| 6 | <p>Visit to Head Teacher</p> <p>Letter to Parents Call to Parents by DHT/HT</p> | <p>If golden time is lost the week after them visiting the DHT parents will be invited in to discuss their child's conduct in school.</p> <p><i>In preparation for implementing this consequence the teacher must have met with the Head Teacher and discussed actions to be taken prior to a pupil being sent to the office.</i></p> <p>Stage 5 and 6 –pupils reach stage 5 and 6 by either continuing to misbehave either in class or in the foster class or by committing a one off serious act of behaviour e.g. swearing, biting. Pupils are sent to the Headteacher. A stage 5 and 6 letter is completed and parents are informed.</p> | Recorded on SIMs by CT |
| 7 | Fixed term exclusion | Follow LA guidelines. | Recorded on SIMs |
| 8 | Permanent exclusion | Follow LA guidelines. | Recorded on SIMs |

CLASSROOM PROCEDURES

Stage 3 and 4 in foster class T

The foster class will normally be one of the parallel year group classes as appropriate, with the exception of some children on behaviour plans whose 'foster class' will be with a senior leader.

CLASSROOM SANCTIONS

| LEVELS OF BEHAVIOUR | LEVELS OF RESPONSE |
|--|--|
| Level 1 | Level 1 |
| <ul style="list-style-type: none"> • Teasing • Pushing in • Interrupting teacher • Spoiling other pupils' games • Telling tales • Avoiding work/wasting time • Being silly/silly noises | <ul style="list-style-type: none"> • Talk to the pupil (tell the pupil quietly/politely that the procedure has begun) • Say, "Stop, this is a warning." "You are on Level 1" • Name moved down on classroom behaviour chart • Highlight other pupil's good behaviour • Teachers give disapproving 'look' • Move the pupil to sit next to sensible child or the teacher |

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| <ul style="list-style-type: none"> • Name calling • Running in the classroom • Cheekiness • Hiding • Not sitting on bottom • Fidgeting • Play fighting/horseplay • Showing off • Making unkind remarks | <ul style="list-style-type: none"> • Teacher increase proximity to child • Teacher reaction e.g. exaggerated disapproval • Teacher models and highlights appropriate behaviour • Discuss with peer group |
| <p>Level 2 <i>Level 2 is in two bands. The first is for persistent Level 1 behaviour, the second is for exhibiting Level 2 behaviours</i></p> | <p>Level 2 in the classroom</p> |
| <ul style="list-style-type: none"> • Persistent Level One behaviour | <ul style="list-style-type: none"> • Pupil may be moved to another area within own classroom (chair, table, time out space) and told, "This behaviour is unacceptable." And given time to think about what they have done wrong. • Time out should only be 10 – 15 minutes maximum. • 'How would you like it if?' • Make the pupil apologise to the victim • Inform the Headteacher • Record on SIMS |
| <p>Level 2</p> | <p>Level 2</p> |
| <ul style="list-style-type: none"> • Arguing back • Rudeness • Being disrespectful • Answering back • Distracting other pupils • Intentionally upsetting other pupils • Refusing to follow instructions • Lying • Graffiti • Pushing/fighting back (on parents orders) • Defacing others work • Messing about in the toilets | <ul style="list-style-type: none"> • Name moved down on classroom behaviour chart. Golden time lost. • If necessary, pupil is sent to the Foster Class- they should be accompanied by another child or an adult. The pupil remains out of class for 10-15 minutes. • Pupil is given standardised Level 2 time out form/picture to complete • Pupil is also sent with class work to complete • The pupil is told, "This behaviour is Level 2 and is unacceptable. Your parents will be told at the end of the day" • Class teacher sends the child home with a standard Level 2 letter • Class teacher/TA to record on SIMS • Issue dealt with on a whole school level e.g. assembly or circle time • Completed tear off slip (returned by parents) to be stored in class planning folder |
| <p>Level 3 (usually one off incidents)</p> | <p>Level 3</p> |
| <ul style="list-style-type: none"> • Persistent disruptive behaviour • Vandalism • Fighting • Punching • Dangerous refusal to follow instructions • Swearing • Racial abuse • Stealing • Extortion • Running out of school | <ul style="list-style-type: none"> • Name immediately moved down on classroom behaviour chart to 'Red'. Golden time lost. • If necessary, pupil is sent to the Foster Class- they should be accompanied by another child or an adult. The pupil remains out of class for 10-15 minutes. • The pupil is sent to the Headteacher or SLT at an appropriate time (if necessary they are accompanied by another child or an adult) • Pupil is given standardised Level 3 time out form/picture to complete • Missed class work is completed at break time/lunchtime |

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| <ul style="list-style-type: none"> • Bullying • Biting • Kicking • Spitting • Exposing themselves • Throwing furniture or equipment | <ul style="list-style-type: none"> • The pupil is told, “This behaviour is Level 3 and is totally unacceptable. Your parents will be told at the end of the day” • Class teacher gives the parent Level 3 letter and explains incident • Issue dealt with on a whole school level e.g. assembly or circle time • Completed tear off slip (returned by parents) to be stored in class planning folder • Recorded on SIMS |
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Severe behaviour

Sometimes staff may have to act quickly and decisively to stop a pupil’s disruptive behaviour. In cases of severe misbehaviour, such as fighting, vandalism, defying a teacher or in some other way stopping the entire class from functioning, a pupil would not receive a warning. He or she loses the right to proceed through the hierarchy of consequences. The Pastoral Support Team will be involved.

Severe misbehaviour calls for an immediate consequence that will remove the pupil from the classroom. (e.g. sit in cloakroom for some time out to calm down)

Verbal aggression will be dealt with similarly taking into consideration the individual needs of the pupil concerned when selecting from the above consequences.

If a child leaves the school grounds without permission this should be reported to the Head Teacher/ Person designated in charge. They will attempt to locate the child, notify Parents and in extreme cases inform the Police.

The role of the class teacher and support staff

1. It is the responsibility of the class teacher and support staff to ensure that the Golden Rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
2. The class teachers and support staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
3. The class teacher and support staff treat each child fairly and enforces the Golden Rules consistently. The teacher and support staff treat all children in their class with respect and understanding.
4. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the ‘Low Level Disruption’ behaviour log. In the first instance, the class teacher/member of support staff deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher/member of support staff seeks help and advice from the Pastoral Leader, Phase Leader or Deputy Headteacher who may refer it to the Head if necessary.
5. The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The Pastoral Support Team will be involved to support the teacher, support staff, child and parents. If necessary, nurture sessions will be established to support the child with making positive changes to their behaviour.
6. The class teacher reports to parents about the progress of each child in their class, in line with the whole–school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child but can also discuss the issue with the Pastoral Support Leader.
7. A red card is available in the classroom for the class teacher or support staff to give to a child to take to the School Office if urgent assistance is required.

The role of the Headteacher

1. It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
2. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour.
3. The Headteacher monitors all records of all reported serious incidents of misbehaviour on Sims.
4. The Headteacher has the full and final responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.
5. The Headteacher will endeavour to contact either the Chair or Vice-Chair of Governors within 24 hours of the exclusion being made.

The role of Parents

1. The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
2. We explain the Golden Rules in the Home-School Agreement, and we expect parents to read these and support them.
3. We expect parents to support their child's Learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
4. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and then a school governor. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.
5. Parents are welcome to support school sports events and to applaud and congratulate good performance. Negative comments regarding performance, referees decisions or opposing teams are not permitted.

The role of Governors

1. The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.
2. The Headteacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

1. Only the Headteacher (or the acting Headteacher) has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
2. If the Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.
3. The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

4. The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher.
5. The governing body has a statutory duty to consider exclusions as outlined in guidance issued by the Department for Education. The governing body will delegate their functions with respect to the consideration of an exclusion decision to a designated sub-committee consisting of at least three governors which will act in accordance with applicable regulations and guidance from the DfE/LA from time to time.
6. When a sub-committee meets to consider an exclusion, it will consider the circumstances in which the pupil was excluded, consider any representation by parents, the school and the LA, and consider whether the pupil should be reinstated.
7. At one meeting the sub-committee may consider more than one exclusion as long as they comply with the statutory time limits relating to each one.
8. If the sub-committee decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Monitoring

- The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of misbehaviour. The class teacher/member of support staff records minor classroom incidents. The Headteacher records those incidents where a child is sent to him/her on account of bad behaviour on Sims. We also keep a record of any incidents that occur at break or lunchtimes: senior lunchtime supervisors give oral accounts of any incident to the class teacher or Headteacher and record incidents on Sims according to school policy. Red cards are given to children for poor behaviour at lunch; green cards are awarded to children behaving well.
- The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every year. They governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.



Date: _____

Stage 3 and 4 Letter

Dear Parent/Carer

Your child _____ has been sent to the foster class today. Your child chose not to follow school rules. He/she

We went through the behaviour procedure which is part of the school’s behaviour policy. Please discuss this behaviour with him/her.

Our policy on behaviour ensures that the school is a safe learning environment and only works if it is fully supported by all parties.

Yours sincerely

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Name of child: _____ **Class:** _____

I have read this letter and spoken with my child.

Signed: _____ Parent/Carer



Date: _____

Stage 5 and 6

Dear Parent/Carer

Your child _____ has been sent to the Headteacher today. Your child has committed a one off serious act of behaviour. He/she

We went through the behaviour procedure which is part of the school’s behaviour policy. Please discuss their behaviour with him/her.

Our policy on behaviour ensures that the school is a safe learning environment and only works if it is fully supported by all parties.

Yours sincerely

✂-----

Name of child: _____ **Class:** _____

I have read this letter and spoken with my child.

Signed: _____ Parent/Carer