



Greenleas Primary School

Behaviour and Rewards Policy 2017

This policy has been discussed and agreed by the teaching and support staff, the children (via the school council), the parents, the midday supervisors and the governing body.

It was reviewed and updated by the children, the teaching staff, the midday supervisors and the pastoral committee of the governing body in November 2017

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Aims

To foster an environment of mutual respect.

To ensure that all discipline is for the benefit of the child and the good of the school community.

To provide a secure and caring environment, where all children feel safe and valued.

To set high standards for good manners, caring for one another, learning the value of friendship, developing self-esteem and always trying our best and to reward children for achieving these. These are summed up in our 3 key school rules :

Be nice, Work hard, Never give up.

To fully investigate incidents, listening to all parties involved, so that they are dealt with fairly.

To develop our use of 'Character Education', so that the children know the importance of 'doing the right thing, because it is the right thing to do'.

The School Environment

All staff working within the school should create opportunities that help pupils to develop positive attitudes within the school environment

- ✓ Should be supportive, not repressive
- ✓ Should develop a sense of community and working together
- ✓ Should motivate children to do well, through excellent classroom management and a challenging, interesting and relevant curriculum
- ✓ Should raise children's self-esteem and develop their full potential
- ✓ Should reinforce positive behaviours and focus on the success of the children e.g. displays of works, certificates, teampoints/ reward charts, Good Work/Celebration assembly, POOC Awards
- ✓ Should be ordered and calm
- ✓ Should recognise each as an individual and be aware of needs
- ✓ Should be forgiving, so that incidents are dealt with and then the children encouraged to move forward in a positive way.

Working with parents

We value our work alongside parents and are keen to work in partnership with them to promote good behaviour. Our commitment to them is:

- To inform them of problems related to behaviour
- To celebrate and reinforce good behaviour and character with them (e.g. POOC Assembly, Curriculum Workshops, Transition Meetings)
- To meet with them formally up to three times per year (parents' meetings)
- To be available at other times to discuss their child's behaviour, as the need arises.
- To keep them informed before consulting outside agencies.
- To share with them the procedures that are available in school for dealing with behavioural difficulties.
- To signpost places where they may seek help for dealing with behavioural difficulties at home.

In return, we ask that parents and children sign an annual home school agreement.

Working with Children

All children throughout the school clearly know the 3 rules:

1. Be nice
2. Work hard
3. Never give up

Rewards and Sanctions

We not only promote and teach positive behaviour and attitudes with our children, we also greatly value and reward them. The emphasis is on the positive and consistent reward of excellent behaviour and attitudes. We believe our pupils learn best when they are happy in school. All members of staff will recognise and celebrate positive behaviour and attitudes at all times around the school through informal praise. Wherever appropriate, children's best efforts will be celebrated through display and performance.

There are a wide range of rewards and sanctions within school which are relevant to the child's age and stage of development.

Rewards

Verbal praise, written comments, smiley faces, stickers, team points, Dojo points, certificates e.g. good work or kindness, achieving golden time, tidy table awards, Headteacher award, Person of Outstanding Character award (POOC), Citizenship award, gold zone, excellent attendance award and occasionally prizes.

Greenleas is a Health Promoting School, for this reason we do not use sweets or biscuits as a reward to children.

Sanctions

Voicing displeasure at an action (never of the child), sad faces, time out from an activity, missing a play time or part of lunch time, a written piece to explain an action or a letter of apology, loss of privileges or golden time, moving into amber or red zone on traffic light chart.

Occasionally behaviour diaries, behaviour contracts or the 10 Point System are used to support children and to liaise regularly with parents.

A robust system is in place for logging any incidents or concerns relating to a child's behaviour, whether it be from concerns from parents, incidents in the classroom or in the playground. This enables us to keep a trail and address persistent issues.

At Greenleas, we are committed to positive discipline which is part of the children's learning process and supports the child's personal development. For this reason we avoid the following sanctions:

- Corporal punishment of any kind
- Lines
- Ridicule or sarcasm
- Criticism of the child rather than the behaviour e.g. 'that was unkind' NOT 'you are unkind'.
- Jumping to conclusions based on a child's reputation or previous behaviour.
- Threats of punishments, which are then not carried out.
- Sending children home with incidents unresolved, so that they worry unnecessarily about them.

Managing behaviours through the zones

All classes have a zone system to communicate consistent messages about expected behaviours for learning. The focus is on praise and reward for demonstrating excellent behaviours for learning.

GOLD ZONE (F2 RAINBOW)

Children who achieve **GOLD ZONE** are demonstrating exceptional behaviours for learning. They make significant contributions in lessons and/or around the school. A certificate will be sent home with the child at the end of the day.

GREEN ZONE (F2 SUNSHINE)

All children start the day in the **GREEN ZONE**. This is where we expected the majority of our children to be. Children in **GREEN ZONE** are consistently following our school rules
'be nice, work hard, never give up'.

Expected behaviour in lessons includes children:

- Demonstrating excellent attitudes towards learning
- Paying full attention- active learners
- Co-operating and showing perseverance when tackling challenges
- Enjoying their learning
- Presenting work well and acting on advice on next steps

Expected behaviour outside lessons includes children:

- Showing consistently positive behaviour, respect and good manners
- Moving orderly around the school, aware of other learners
- Responding quickly and quietly to instructions
- Showing responsibility for themselves and others
- Taking pride in the environment.

Expected behaviour in the playground includes children:

- Playing happily together
- Organising their own games cooperating and demonstrating understanding of rules
- Showing deep understanding of consequences of actions
- Feeling safe
- Older children actively looking out for younger children
- Staff providing a range of activities well suited to age and interests of children

For low level disruption managed through normal behaviour management strategies. This is a thinking time. Sanction and strategy should be implemented immediately, child should be caught doing the right thing, praised and if once back on track, remain in **GREEN ZONE**. If the behaviour persists they will be given additional thinking time (stop and think card) before they are moved into the **AMBER ZONE**.

Examples of type of behaviour (low level)	Examples of Strategies/actions	Who is responsible
Shouting out Distracting others- chatting, fussing, fidgeting Not paying attention Play fighting Unkind words Swinging on chairs	Reminder of expectations Catch them doing the right thing Positive praise of peers Remove to different part of room Reflection time	Class teacher

AMBER ZONE

<p>3 warnings of above disruption Rudeness/answering back/ignoring instructions Aggressive behaviour (non-physical) Wrong place , wrong time</p>	<p>Loss of some playtime Loss of some golden time Time out of classroom where appropriate- reflection time 3 ambers in one week referral to Band Leader and possibly a amber letter sent home to parents by class teacher Band Leader support</p>	<p>Class Teacher with support of Band Leader</p>
RED ZONE (EYFS CLOUD)		
<p>2 oranges in one day Swearing Stealing Physical contact/hurting others Threatening behaviour Bullying Deliberate damage to resources and the environment Chewing Gum Use of mobile phone in school</p>	<p>Removal from a situation Loss of playtime and or lunchtime No golden time Parent informed by Band Leader Completion of ABC LOG</p>	<p>Parental contact by Band Leader. They may make a decision to involve SLT.</p>
REPEATED RED ZONE		
	<p>Analysis of ABC Log Meeting with parents Strategies identified to move forward- Behaviour Contract Internal exclusions Support from external agencies</p>	<p>Class teacher, band leader working with SLT and parents.</p>

Behaviour and Rewards at lunchtime

Rewards

For a reward at lunchtime you can get special stickers. If the younger ones eat all their lunch they get stickers saying 'well done'. Another reward is to get a good compliment from the staff. You may also be awarded with team points.

Rules

At lunch times there are 8 golden rules. If you do not follow them there will be a consequence linked to the zone system. The consequence will get worse if you do it more than once.

Rules written by the children:

1. Be kind to one another and don't leave anyone out.
2. Don't put yourself or other people in danger and stay where adults can see you.
3. If you see someone without a smile, give them one of yours and look out for people at the buddy bus stop.
4. Always tell the truth.
5. Don't play rough games - you might hurt someone.
6. Respect everyone (and the equipment) - treat others as you would like to be treated.
7. Always ask permission to go inside.
8. Line up quietly when the bell rings.

Compiled by a former Year 6 pupil

Other policies linked to this:

Anti-Bullying Policy

E-Safety Policy

Equality Policy

Reasonable Force Policy



Be nice, work hard, never give up

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Date:

Dear

Amber Zone

I wish to inform you that during this week _____ behaviour has caused some concern. Despite being given several warnings and opportunities to turn things around he/she has been in Amber Zone on more than one occasion for not following the school rule(s) indicated below.

This has led to the following sanctions/actions.

It would be helpful if you could discuss the matter with _____ to remind him/her why it is important to make the right choices and follow our Code of Conduct.

Thank you for your continued support

Yours sincerely

Class Teacher

.....
Amber Zone Letter Reply Slip

I/we have spoken to _____ about the school code of conduct and the importance of making the right choices and _____ understands the consequences of his/her actions.

Signed _____ Date _____

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Be nice, work hard, never give up

Date:

Dear

Red Zone

Regrettably, I have to inform you that the behaviour of _____ has been unacceptable today . He/she has been placed in Red Zone for the behaviours indicated below:

This is a very serious situation. Red zone is our most serious sanction. It would be helpful if you could discuss the matter with _____ to remind him/her why it is important to make the right choices. It is important that we work together to ensure this doesn't happen again. Please contact the school office to arrange a mutually convenient time to meet to discuss this.

Thank you for your continued support

Yours sincerely

Band Leader

.....
Red Zone Letter Reply Slip

I/we have spoken to _____ about the school code of conduct and the importance of making the right choices and _____ understands the serious nature of his/her behaviour and the consequences. We will contact school to arrange a meeting.

Signed _____ Date _____

Appendix 4
GREENLEAS INCIDENT LOG

Pupil's name:	Day:	Time:	Report Writer:
Class:	Date:	Duration:	Staff Involved:

SETTING/HISTORY	ANTECEDENT	BEHAVIOUR	CONSEQUENCE																																
<p>Where did the incident take place? <i>Classroom</i> <i>Open area</i> <i>Playground</i> <i>Hall</i> <i>Other-</i></p> <p>Who else was there? <i>On own</i> <i>Few peers</i> <i>Class</i> <i>Named peers:</i></p> <p>What was the activity? <i>Lesson:</i> <i>Play</i> <i>Assembly</i> <i>Transition</i></p> <p>Had there been a previous incident? <i>No</i> <i>Previous day</i></p>	<p>What was said to the pupil?</p> <p>What were you/other staff doing?</p> <p>Why do you think the behaviour happened? <i>Attention seeking</i> <i>Escape a situation</i> <i>Sensory</i> <i>Wanted something</i> <i>other</i></p>	<p>Observable behaviours 1- Self, 2- peer, 3-staff, 4 object</p> <table border="1"> <tr> <td>grabbing</td> <td></td> <td>pulling</td> <td></td> </tr> <tr> <td>shouting</td> <td></td> <td>Running away</td> <td></td> </tr> <tr> <td>swearing</td> <td></td> <td>bullying</td> <td></td> </tr> <tr> <td>throwing</td> <td></td> <td>Low level disruption</td> <td></td> </tr> <tr> <td>threatening</td> <td></td> <td>biting</td> <td></td> </tr> <tr> <td>damaging</td> <td></td> <td>spiting</td> <td></td> </tr> <tr> <td>hitting</td> <td></td> <td rowspan="2">Other:</td> <td></td> </tr> <tr> <td>kicking</td> <td></td> <td></td> </tr> </table> <p>Further information</p>	grabbing		pulling		shouting		Running away		swearing		bullying		throwing		Low level disruption		threatening		biting		damaging		spiting		hitting		Other:		kicking			<p>What did you try?</p> <p>Visual support</p> <p>Verbal instruction</p> <p>withdrawal</p> <p>Success reminders</p> <p>distraction</p> <p>time</p> <p>Planned ignoring</p> <p>Change of staff</p> <p>Audience removal</p> <p>choice</p> <p>Other:</p>	<p>What worked?</p>
grabbing		pulling																																	
shouting		Running away																																	
swearing		bullying																																	
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damaging		spiting																																	
hitting		Other:																																	
kicking																																			
			<p>For physical intervention please complete forms from Use of Reasonable Force Policy CONSEQUENCE:</p>																																

<i>Earlier in the day</i> <i>Same session</i>			
BEHAVIOUR		CONSEQUENCE	
INFORMATION SHARED WITH:			
Band Leader	Senior Leader	Parents	Other relevant staff
ACTION TAKEN			
Signed and dated			

Appendix 5



Behaviour Contract

Pupil's Name: _____

Date of Contract:

This is a contract to say that I will try my hardest in all areas of learning, including the way I behave. I understand by following the school rules of **'Be nice, work hard and never give up'** our school will be a safe and happy place to be for all children and teachers.

3 things that I do well that help me learn are:

- 1)
- 2)
- 3)

3 promises that I must keep:

- 1).....
- 2).....
- 3).....

Consequences if I don't keep my promises

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

Rewards if I keep my promises

.....
.....

Pupil Signature: Date:

As a school we will implement the following strategies

EXAMPLE- MAY INCLUDE:

- 1-1 work in class time
- Visual timetable, including reward
- 10 point system
- Heartmath
- Social skills work as part of a small group
- Anger management work
- Multi agency work, including parental support
- Share policies and procedures on behavior management

As a parent/carer we request that the following strategies are implemented:

- Agreed sanctions put in place if promise is not kept
- Agreed rewards if promises are kept
- Maintain regular contact with school to maintain a positive partnership
- Consent to work with outside agencies to best support the child
- Support school's policies and procedures on behavior management

Parent/ Carer Signature: Date:

Class teacher Signature: Date:

Headteacher Signature: Date: