

NORDEN COMMUNITY PRIMARY
SCHOOL

BEHAVIOUR
POLICY

**‘Good to Be Green’ Positive
Behaviour Management.**

- Please see Department for Education ‘Behaviour and Discipline in Schools’ document (see appendices) for further reference.

NORDEN COMMUNITY PRIMARY SCHOOL

BEHAVIOUR POLICY

Purpose of Document

This policy reflects the school's values and philosophy in relation to the behaviour and conduct of **everyone** at Norden Community Primary School. It clearly sets out a structure for managing a positive behaviour system that is based on mutual respect, allowing everyone to fulfil their potential.

Audience

This document is intended for:

- All teaching and non-teaching staff
- Governors
- Parents
- Local Authority
- Inspection teams
- Community

Copies are provided to school staff and governors. Other copies are kept in the Headteacher's office. Additional copies are available on request. However, a copy will be displayed on our website/learning platform for parents' perusal. Parents will receive a letter at the beginning of each school year detailing how these rewards and sanctions will be managed by their new teacher.

Aims of Behaviour Policy

At Norden we believe it is of paramount importance that children and staff are happy and well cared for. In this way we can ensure that everyone achieves their potential in a safe, secure and supportive environment. To achieve this, **all staff have a responsibility to promote a high standard of behaviour amongst all members of the school community.**

We believe that children should develop good discipline through positive encouragement and instruction whilst understanding their rights and responsibilities within the school setting.

At Norden Community Primary, children have the right to feel safe at school; the right to learn; the right to be respected and the right to fair treatment.

Within society we follow a series of ground rules that allow us to live together in relative harmony. In classrooms, children are made aware of the ground rules in school as they are on display for all to see. We call this set of rules 'The Good to Be Green Code'. The Foundation Stage have their own set of age appropriate rules.

Rules are written in a positive way and are fair. Children and adults have ownership of the code. Children and adults are in constant discussion over what is written and what they stand for.

The Good to Be Green Behaviour management system should:

- Be positive at all times based on mutual respect.
- Allow the child's self esteem to grow.
- Develop confidence and personal values.
- Support children in making the right decisions.
- Encourage children to express their ideas, thoughts, feelings and experiences appropriately.
- Encourage children to support one another.
- Instances should be dealt with the same day (except in very extreme circumstances).
- Allow us all to be the best that we can be.

The Good to Be Green Code

- Work hard. Help yourself and others to learn.
- Do as you are asked to do.
- It's always good to be polite and considerate.
- Respect everyone and everything.
- Always walk carefully and quietly, at all times around school.
- Together we can make our school a safe and happy place to learn and play.

Foundation Stage Class Rules

- Good sitting and listening.
- Work hard and play nicely.
- Be polite.
- Be kind and helpful.
- Look after things and tidy up.

General behaviour around school

All staff have a collective responsibility to ensuring good attitudes and behaviour are consistently applied at all times during the school day. This includes:

- **Coming into and leaving the school building**
- **Moving around the school especially at break and lunchtimes**
- **In cloakroom unit and changing room areas**

Management Support

- Occasionally children may need to be asked to leave the classroom to work in a parallel class for a short time.
- The Unit leader would be approached next.
- If the Unit leader is not available, the Assistant Head/Deputy Head/ Headteacher will always offer support.
- Sometimes Unit leaders from other units can support by taking an individual child to give the child a cooling down period.
- The Unit leader /Assistant Head/ Deputy Head / Headteacher may all be called upon to support teachers when dealing with children or meeting parents.

Extra work / time

- Work which has not been finished during a lesson may be sent home to be completed or done at playtime or golden time.
- Children may have to work through some of their playtime / lunchtime, in the classroom, if they have misbehaved or caused disruption in class, around school or in assembly.
- At playtime, a child must miss a playtime if their behaviour has not met expectations during a previous playtime or dinnertime.

Special Needs

- For some children this policy will not be appropriate and different strategies may be necessary. Please liaise with the SENCo/ Headteacher where appropriate.
- For some children it may be appropriate to restrain a child because of their behaviour if it is endangering themselves or others. Please see the Rochdale Care, Control and Physi

The Good to Be Green Behaviour Code

The Good to Be Green behaviour system in school follows the same principles throughout the school, however the rewards and sanctions do vary slightly in each Unit but are applied in a consistent way by all staff:

The code operates on the following card system:

1. Green Card



The majority of children will have a green card displayed by their name, in their classroom. This is because they have been following the code consistently.

2. Yellow Card



If a child needs reminding of their behaviour they will receive a verbal warning, if they continue their name will be written on the board. If necessary a further warning will be issued and a mark put against the child's name. A further recurrence will lead to their card being changed to yellow. The child will then miss the next playtime or dinnertime at which point their card will be changed back to green.

3. Red Card



There will be rare occasions where a child's behaviour will take them straight to red e.g. physical fighting, verbal abuse and deliberately damaging property.

The Good to Be Green Code Rewards and Sanctions variation

FOUNDATION STAGE (RECEPTION CLASSES) -

A.Surprise prize box

In Reception every child should demonstrate 'Good to be Green' behaviour all the time. For extra special behaviour a child may receive a smiley face on their high five hand. Once they have five fingers filled they will get to choose a surprise prize from the teacher's box. This encourages the children to be good for themselves (as well as adults) because they are rewarded individually for their behaviour.

B.Stickers

Good to be Green stickers will also be given out each week for those children who have behaved well and followed the code.

KEY STAGE ONE CLASSES

A .Stickers

Good to be Green stickers will be given out each week for those children who have behaved well and followed the code.

B. House points

House points are given as rewards for good behaviour, good work, helping, consideration, enthusiasm, bringing in things from home, etc. House points are in addition to the Good to Be Green System. Once house points are given they are not taken away. More than one house point may be given at one time.

KEY STAGE TWO CLASSES

A.Stickers

Good to be Green stickers will also be given out each week for those children who have behaved well and followed the code.

B. House points

House points are given as rewards for good behaviour, good work, helping, consideration, enthusiasm, bringing in things from home, etc. House points are in addition to the Good to Be Green System. Once house points are given they are not taken away. More than one house point may be given at one time.

C.Citizenship Merits

Merits are given for positive contributions to the school including excellent behaviour and good manners which set an example to others (e.g. raising money for charity, representing the school in sports teams or choir). Monitors may be awarded a merit for their work at the end of an academic year. Children collect merits to work towards bronze / silver / gold / platinum / platinum plus Citizenship Awards.

If a child receives any red cards in the week they will be sent to the Assistant Head for time to reflect on their behaviour.

If the child has to take part in this session, for two consecutive sessions they will then be sent to the Deputy Head.
A text will be sent home to inform parents if the child receives any red cards.

NURSERY CLASS

At the start of the year the nursery system operates on the following symbol system:



All children will have their name on the sunshine (next to the smiley face) at the start of each day. This is because we want them to follow the code consistently.

Occasionally children will need a reminder of behaviour expectations in Nursery. If a child needs reminding 2 times of our expectations, their name will be moved to the thunder cloud (sad face).

If a child demonstrates that they can follow the code they can go back on the sun.

Anyone who's behaviour exceeds our expectations will move to the stars as a reward.

Towards the end of the academic year the nursery staff and children work towards using the Good to Be Green Code, ready for a smooth transition into the Reception classes.

This policy was formulated by both staff and children and represents a system that everyone is in agreement with.

This policy links with Health and Safety, PHSCE, Equal Opportunities and Child Protection.

It will be revisited annually at the start of each academic year.

Reviewed September 2015