

# Anston Greenlands Primary School



## **BEHAVIOUR POLICY**

**Autumn Term 2021**

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# Behaviour Policy

## Behaviour

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on good manners, mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has an agreed set of rules (see Appendix 1) referred to as the Golden Rules. These are a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn. They are used in classrooms where they are deemed necessary and displayed as appropriate. The school expects every member of the school community to behave in a considerate way towards others. We will treat all children fairly and apply this behaviour policy in a consistent way. It must be recognised that the specific needs of individual children will be catered for as and when appropriate in accordance with individual staff discretion.

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation.

## How we Encourage Good, Polite Social Behaviour

Everyone at Anston Greenlands School has agreed to:

- Provide interesting, stimulating lessons;
- Recognise and highlight good behaviour as it occurs;
- Ensure that all children are praised for behaving well;
- Ensure that criticism is constructive;
- Explain, teach and model the behaviour we wish to see;
- Expect and encourage children to be responsible for their own behaviour;
- Let everyone know about children's good behaviour;
- Reward individual children and groups of children for behaving well.

We believe that good behaviour should be recognised through privileges and rewards.

We praise and reward children for good behaviour in a variety of ways, including:

- Verbal recognition of good behaviour by all staff;
- Text messages home to acknowledge achievements;
- Stickers in recognition of good behaviour and achievement;
- Weekly Celebration Assembly;
- Golden Time;
- Team Points awarded;
- Star of the Week;
- Star cushion;
- Golden Tickets;
- CREATE board linked to school vision 'Love to Learn'; (see below)
- Other individualised behaviour modification programmes.

## Love to Learn

Our school vision is at the heart of everything we do in our school. As the children work and socialise, members of staff will identify children who display the following qualities, which will drive our vision forward:

**C**reative  
**R**esilient  
**E**nthusiastic  
**A**spirational  
**T**eam players  
**E**xpert

These qualities were selected by a wide group from the school community – children from the school community, teachers, TAs and parents. A mnemonic has been used (CREATE) to assist everyone in the recall of all the qualities. Every child in school has a reward board and, to celebrate and encourage children demonstrating these qualities, staff members will award a sticker for their reward board. There is a CREATE display in the school hall and the values are often recognised during Friday Celebration Assemblies. The following incentives will be provided to encourage the children's participation:

50 stickers = a bronze certificate  
100 stickers = bronze badge  
150 stickers = silver certificate  
200 stickers = silver badge  
250 stickers = gold certificate  
300 stickers = gold badge

The number of stickers the children achieve will “roll over” into the next academic year and, therefore, build over their school career.

## Challenging Inappropriate Behaviour

When children deliberately misbehave and are inconsiderate towards others, everyone at Anston Greenlands School has agreed to deal with this in the following ways:

- Reminding pupils of the Golden Rules (where appropriate);
- Noticing good behaviour as it occurs – catch them being good;
- Emphasis on clear direction;
- Encouraging children to make right choices.

Appendix 2 outlines key behaviour management strategies.

When dealing with challenging behaviour, the adults in school will always be mindful of the potential deeper roots of this. Causes could comprise anything from an unsettled morning to a bereavement or a traumatic early life. If, for example, children have suffered past trauma or have mental health difficulties, bespoke strategies for supporting and dealing with behaviour may be devised. Wherever possible, preventative strategies will be put in place to avoid behaviour triggers and de-escalate situations. Intervention programmes with opportunities to spend structured time with trusted members of staff may be put in place. Individual SEND Support Plans, EHCPs and/or risk assessments may be created to ensure that the treatment of children with specific behavioural

needs is consistent and understood by all staff. We aim to provide equity (offering varying levels of support depending upon need to achieve greater fairness of outcomes) as a step further than equality when supporting our most vulnerable children.

When deemed necessary the school will employ a number of sanctions to encourage appropriate behaviour. We will use a range of consequences appropriate to each situation as it arises, taking into account the needs of the children.

The consequences follow a 7 point scale. The procedure can be entered at any level up to 7 at the teacher/Head Teacher's discretion, depending on the situation. When needed, class teachers may choose to display an age appropriate consequence ladder will be evident. Photographs of pupils are placed on the good behaviour section and moved as required to match behaviour displayed.

<b>Scale</b>	<b>Incident (example)</b>	<b>Action (example)</b>	<b>Consequence (example)</b>
<b>1</b>	First Incident. e.g. silly noises, talking at inappropriate times, rudeness	Indication of inappropriate behaviour to child by teacher/teaching assistant/SMSA e.g. look, gesture, name.	Verbal warning. Photograph moved to 'Verbal Warning'.
<b>2</b>	Second Incident. e.g. continued behaviour of above, shouting out	FS2 - Child's photo moved next to 'sad face'.	Verbal warning.
<b>3a</b>	Worsening of above behaviours	Child to sit in Reception area for duration/part of playtime.	Loss of playtime. If necessary, completion of any work missed.
<b>3b</b>	e.g. all of above, refusal to work, flippant comments/answering back, defiance	5 minutes removed from Golden Time.	Loss of 5 minutes Golden Time.
<b>4A</b>	Continued and frequent misbehaviour. Abuse behaviour e.g. name calling, refusal to work	Removal from classroom – internal exclusion to another room with suitable work.	Internal exclusion for all or part of school day. Possible loss of break/lunch. Behaviour management plan may need to be instigated in consultation with SENCO/Teacher.
<b>4B</b>	Any incident deemed serious e.g. fighting, deliberate hurting of others	Removal instantly from classroom or playground.	Interviewed by leadership team. Parents consulted and made aware of behaviour (telephone call). Loss of all Golden Time. Possible loss of break/lunch time depending on severity of behaviour.
<b>5</b>	Continued misbehaviour of a serious nature i.e. serious verbal and unprovoked physical aggression to other children and adults, or serious damage to property	Removal from classroom. Parents contacted. Incident recorded in class behaviour book. Possible use of positive handling. Governing Body informed.	Interviewed by Leadership Team. Parents informed and interview set up with family. Possible involvement of other agencies.
<b>6</b>	It may be necessary to exclude a pupil using a 'Fixed Term Exclusion', authorised by the Head Teacher (in the absence of this person a designated member of the Leadership Team). For example if there is an unprovoked physical attack on another person. This will only ever be considered after all other possible avenues have been explored. Governing Body and LA Exclusions Officer informed.		
<b>7</b>	It may be decided to permanently exclude a child in consultation with the Head Teacher/Governors if all other strategies/options have been exhausted or a serious breach of health and safety has occurred.		

Incidents of extreme or recurrent behaviour will be recorded on CPOMS. CPOMS records will help us to build up a picture of a child's behaviour over time.

## Golden Time

- In Foundation Stage pupils take part in Golden Time at an appropriate time according to their developmental needs.
- Good behaviour is rewarded at the end of each week with a half hour session of Golden Time. There are various activities on offer for both key stages. Children choose which activity they would like to spend half an hour doing on Friday afternoon. Activities change regularly.
- Any child having lost some Golden Time will remain with their own class teacher and be sent to appropriate activity when time has elapsed, joining the activity for the remaining time.
- Golden Time is lost in multiples of 5 minutes.

## Resources

- A number of books regarding circle time are available in the Staff Room Resource Section.
- PSHE Resource material – available in staff room resource section and corridor book case.
- Stickers of various types.
- Classroom charts.
- Certificates for Celebration Assembly and Golden Time.
- P4C teaching materials.

## Use of Force and Control

- The school has a separate policy to safeguard staff and children.
- Staff receive Positive Handling Training when necessary.
- All uses of Positive Handling are recorded.

## **Golden Rules**

- Work hard and aim high
- Be kind, helpful and polite – don't hurt anybody
- Listen – don't interrupt
- Look after property – don't waste or damage it
- Be honest – don't cover up the truth

# Key Behaviour Management Strategies (Rotherham Behaviour Support Service)

## Core Technique

Throughout all of these strategies one of the most powerful concepts is that of Expectation of Compliance. At its simplest this means that all the strategies are far more likely to be successful if the teacher believes it will work.

This expectation can be conveyed via:

- Language patterns – using thank you rather than please at the end of a direction.
- Not over-dwelling on the discipline transaction – moving away as soon as a clear direction has been given.

## Low Level Strategies

### Choose to Tactically Ignore the Behaviour

Decide what things can be ignored and when (often up front with whole class attention is a good time) and importantly what you will do next if ignoring doesn't work. There are two types of ignoring:

- Brutal: when you simply ignore what's going on and ideally simultaneously acknowledge students doing the right thing e.g. putting their hands up.
- Prefaced: when you give a brief instruction before ignoring e.g. "when you're in your seat with your hand up then I'll help" followed by turning away and ignoring.

### Use Simple, Brief, Directional Statements or Rule Reminders

"Sean .... (pause) .... facing this way and listening .. thanks."

"Jenny .... (pause) .... what's our rule for respectful language? Use it please."

### Give Non Verbal Non Confrontational Messages

Non verbal signs for things like noise level, well done, back to your seat, hands up, back to work and many others help to soften the nature of directions especially when accompanied by a smile.

### Use Direct Rule Statement – expect compliance

"Darren .... (pause) .... We've got a rule for asking questions and I expect you to use it. Thanks."

"Mike .... (pause) .... Disturbing others is against the rules .... back to work quietly thanks."

## Use “When... Then” Directions

“When you talk loudly then I can’t teach.”

“When you’re in your seat then I’ll check our work.”

“When you’ve finished this task then I want you to be proud of yourself.”

“When the lesson’s over then I’ll listen to your side of the story.”

## Medium Level Strategies

### Use Casual Questions to Re-Focus

“How’s it going here?”

“Do you need a hand?”

“What’s happening about the diagram?”

“Remember this needs to be finished by the end of class. Are you on target?”

“Is there a reason you’re out of your seat?”

### Use Distractions or Diversions

“Harry .... Can you show me your work please?”

“Maria .... Can I see you over here a second please?”

“I can see you’re upset Terry. If you want to cool off take a seat over there and I’ll be with you in a minute.”

S: This work’s boring. What’s the point?

T: I can see you’re uptight John but it’s our work for today. Can I give you a hand?

“United did play well didn’t they? Now, how’s it going with the equations?”

### Defuse Low Level Conflict with Redirection

Use the broken record approach – repeating the direction two or three times without arguing and accompanied by an open handed block (like a traffic policeman) can be a powerful message. Or, distract from disruption with another request like asking them to bring their work to you.

### Use Humour to Defuse Conflict

If your students are of an appropriate age and you are comfortable with it, appropriate use of humour (rather than sarcasm) with students can be a very effective way of defusing potential conflict. Remember it’s equally powerful to be able to laugh at ourselves.

### Use “Double What” Questioning

T: Aaron, you’re out of your seat. What are you doing? (casual, conversational, pleasantly)

S: Nothing! (usually defensive and with a touch of strop)

T: What should you be doing?

S: I dunno.

T: You’re supposed to be finishing your diary. Back to work now thanks. I’ll come and check it in a minute.



Sometimes students will argue back. The same skill can be applied.

T: Paul, Steve (direct eye contact) what are you two doing?

S: Us? (surprise and indignation)

T: What are you doing?

S: Nuffink.

T: Actually you're talking loudly. What are you supposed to be doing?

S: Other people are talking too. (defence and aggression)

T: I'm talking to you now (calm but direct). What are you supposed to be doing?

S: This project stuff. (undisguised distaste and sarcasm)

T: OK. I expect you to do your work. If you need my help let me know by putting your hand up. I'll come and check later. (move off giving take up time and expecting compliance)

You may choose to talk to them after class about their attitude and response.

### **Briefly take the Student to One Side or Out of the Room**

Avoiding audience participation increases the likelihood of compliance. When private re-state expectation or repeat earlier strategies.

### **Use Assertive "I..." Statements**

The use of the personal pronoun "I" in a special way adds power and conviction to any direction.

Many of our messages have an unspoken "you" at the start e.g. (YOU) "sit down" or (YOU) "for heaven's sake shut up."

These messages usually blame and imply that the student themselves has a problem. Notice how easy it is to shout when giving a "you" message.

An "I ...." message acknowledges a problem and opens the way for a solution without blame and conflict. An "I ...." message contains three elements:

The behaviour e.g. shouting out

The effect e.g. stopping me helping others

The feeling e.g. I get frustrated

"When you shout out, it stops me helping Billy and I get frustrated."

### **Give Simple Realistic Choices**

Leave the student with direct responsibility for their actions by using an "if .... then" kind of direction.

"If you continue to work loudly and disturb others at the table then I'll ask you to work over here."

"If you don't finish your work in class, then you'll need to stay back at break."

## Monitoring and Review

This policy will be reviewed annually in consultation with staff and Governors.

Updated: Autumn Term 2021

Date for Review: Autumn Term 2022

Signed by Chair .....

Name .....

Date .....