



## Behaviour Blueprint Policy

### **Aims and expectations**

It is a primary aim of Graiseley Primary 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 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 learn together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and to become positive, responsible and increasingly independent members of the school community.

**Behaviour Blueprint** The basic philosophy behind this form of classroom behaviour management is to empower the pupils with the ability to control their learning environment and build on a **whole school, consistent** approach to positive behaviour management. **(See appendix 1.)**

### **1. Rules**

The school has only 3 rules which are

- BE RESPECTFUL
- BE READY
- BE SAFE

These are easy to remember and encompass every situation. Staff need to refer to these closely when addressing any situation.

### **2. Visible Consistencies**

There are a number of consistent teaching tools used.

- a. Silent signals** refers to the raised hand for stop in silence, 1,2,3 signals, signals for my turn, your turn, talk to your partner, – ref Read Write Inc signals, to be used across the whole school day and curriculum.
- b. Lining up routine** refers to the end of playtimes – the whistle is blown and the adult raises hand to indicate stop and silence, second whistle is blown and this indicates all pupils walk to their class lines in silence.
- c. Morning greeting** refers to adults greeting pupils in their lines at the start of the school sessions with a handshake/ high five and greeting.

These are the expectations for **all** staff everyday, without fail. It indicates to the pupils their value in our school community and how they are treated when they are at Graiseley.



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### **3. Over and Above recognition**

#### **Gold Stars**

A gold star can be awarded if a pupil is either:

- nominated by the teacher;
- nominated by others or;
- self-nominated...

for prolonged outstanding behaviour for 3 weeks or more. **This is something that all pupils should aspire to and not given out for simply staying on task.** Gold stars can only be awarded to pupils that show consistent good behaviour.

Nominations are given to the Headteacher who will give out the Gold stars during Achievement assembly.

Other examples are Headteacher stickers, Gold Achievement Certificates. Classteachers are encouraged to use a range of other types of “over and above recognition.” Remember we are a Healthy School – please do not overly use sweet treats as a reward.

#### **Platinum Stars**

If a certain individual has continued to display behaviour that goes above and beyond normal class and school expectations then it may be possible for that person to be nominated in the Summer term for Platinum star.

With Gold and Platinum stars it is important to issue additional responsibility to those children and use them as mentors in class and around school. Continued reinforcement in assemblies and newsletters will establish strong links with the community and promote positive behaviour.

### **4.Steps to better behaviour**

1. Reminder (of the expected behaviour).
2. Warning (to say you have been reminded).
3. Final warning (to say you are still off task and will have to have some time to reflect- see 30s reminder).
4. Reflective Behaviour Time

#### **Reflective Behaviour**

Children have the opportunity to reflect on their behaviour during the week. These sessions are run on a regular basis and in particular when issues arise that need to be addressed. Staff use their own discretion when these sessions are appropriate giving them the flexibility and opportunity to reflect on key matters and celebrating positive behaviour. This behaviour management philosophy links with our Building Learning Power ethos.



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### 5. 30 second reminder

This is a strategy designed to minimise disruptive behaviour and how it is dealt with and minimise the time spent with the individual who is causing any disruption.

Talk to the pupil causing disruption using these stems ONLY

1. I know you can (and go on to describe the task you have set in a few words)
2. Remember you (remind child of success in previous learning)
3. I need you to (tell them what they need to do next)
4. Thank you for listening.
5. Write down the name of the pupil and keep at the end to complete a Reflective Behaviour sheet, if the poor behaviour continues

### **Reflective Behaviour Time Procedures** (these **follow** after the 30 second reminder)

Once a pupil has been referred to Reflective Behaviour time the following procedures take place

1. During the time out the pupil is required to complete a Student Reflection sheet.  
*The sheet asks 1. What happened? 2. Who has been affected? 3. How have they been affected? 4. What needs to be done to make it right? 5. How can we do things differently in the future?*

The questions must be asked with your support – the pupil is not expected to complete it in isolation – this is an opportunity to understand the behaviour and make things right.

2. This should be logged on Sims Behaviour module and kept in the class Behaviour file.
3. The pupil is given their healthy snack/lunch/toilet.
4. The parent is contacted if there has been a serious incident, particularly if it involves bullying or violence towards others (preferably by phone and **before** the pupil goes home) informing them of their child's Time Out referral, reasons why and consequences. This is most important as it stops pupils telling parents "half-truths" when they arrive home that day. Parents really appreciate the advance warning. **Also** explain what has been done to the complainant and his/her parents to ensure they understand there has been consequence. Use "This is how it was dealt with...."
5. After 3 entries of this nature on Sims, this needs to be flagged up by classteacher for the Phase Leader's attention, who will decide on parent involvement, and will support the classteacher with a positive reward/ behaviour plan, also speaking to the pupil about their behaviour.
6. Should major concerns continue to arise then an individual behaviour modification plan is developed with the DHT, class teacher, pupil and parent, with all parties reviewing progress



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at a weekly meeting. A letter will be issued to the parent that now the child is at risk of exclusion, so the process must be wholeheartedly supported.

7. After approximately 6 weeks, if there is no progress the case will be passed onto the Head teacher with a view to a fixed term exclusion.

### **Golden Time**

This reward takes place every Friday for 30 minutes. Children are allowed to bring in a toy from home. The children who do not take part is at the discretion of the teacher. **Everyone** takes part in the last 10 minutes.

### **6. Lunchtimes**

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the supervisor stops the activity and prevents the child from taking part for the next 10 minutes.

During lunchtimes, we expect the children to respect the dinner supervisors and continue with excellent behaviour, incidents of misbehaviour are reported and recorded in the lunchtime file. If a child's name is recorded twice in a week they will be counselled by the head or deputy, if the name appears three times, their parents or carers will be contacted.

Minor incidents in lunchtime will result in a 5 or 10 minute time out supervised by lunchtime staff.

Major incidents are recorded on a Pink Incident sheet and circulated to the appropriate staff for action.

Occasionally dinner staff may ask the Head or Deputy Head to supervise a child to complete a Reflective Behaviour sheet. This will be given back to the classteacher for their class file and to be logged onto SIMs by the classteacher.

### **7. Physical Restraint**

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE Circular, 2013: *Use of Reasonable Force*. Teachers in our school do not hit, push or slap children. Staff only intervene physically to restrain children or to prevent



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injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. The first course of action if a child is displaying physical aggression is to **remove the rest of the children from the classroom.**

### **8. Exceptional circumstances**

Pupils with exceptional circumstances and additional needs will be considered by the pastoral/ SLT team for an individual approach to their personal behaviour as this arises. Graiseley school understand that at times this individual approach will be needed to support behaviour.

### **9. The role of the class teacher**

It is the responsibility of the class teacher to ensure that the school rules are followed in their class, and that their class behaves in a responsible manner. Teachers teach lessons which allow pupils to engage, enjoy and motivate. This contributes towards a positive class culture and effective discipline structure.

The class teachers 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. Should teaching and learning strategies not engage with the pupils, then it is the responsibility of the teacher to use other strategies to ensure that the lessons met the needs of all the pupils.

The class teacher treats each child fairly and enforces the classroom rules consistently. The teacher treats all children in their class with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents in the behaviour log. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the phase co-ordinators, deputy or the headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or Local Authority behaviour support service.



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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.

### **9. The role of the head teacher**

It is the responsibility of the head teacher, 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.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term suspensions 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. Both these actions are only taken after the school governors have been notified.

### **5. The role of parents**

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school rules in the school prospectus, and we expect parents to read these and support them.

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.

If the school has to use reasonable actions to counsel 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 school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.



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### **6. The role of governors**

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.

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.

### **7. Fixed-term and permanent exclusions**

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 the permitted maximum number of days set by the Local Authority 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.

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.

The headteacher informs the Local Authority and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeals panel decides that a pupil should be reinstated, the headteacher must comply with this ruling.



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### **8. Monitoring**

- 8.1 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.
- 8.2 The school keeps a 'Behaviour Log' of incidents of misbehaviour on the Sims system. The class teacher records minor classroom incidents. The deputy headteacher records those incidents where a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give written details of any incident in the incidents book that we keep in the office. Serious incidents are recorded on a Pink Sheet and logged onto Sims. CPOMs will be trialled as a new electronic system for recording Pastoral Incidents by the Pastoral team alongside Pink Sheets.
- 8.3 The headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.
- 8.4 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.

### **9. Review**

- 9.1 The governing body reviews this policy every two years. 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.



## Behaviour Blueprint Policy

### Appendix 1 – Behaviour Blueprint

# Graiseley Primary School Reflective Behaviour Blueprint



#### Rules

Be respectful

Be ready

Be safe

#### Visible Consistencies

Silent signals

Lining up routine

Morning greeting

#### Over and Above

Recognition

Gold badge

Headteacher stickers

#### Our Value Message

**At Graiseley we are always respectful**

#### Steps to better behaviour

1. Reminder
2. Warning
3. Final warning

#### 30 second reminder

I know you can  
Remember you  
I need you to

#### Reflective Behaviour Time

What happened?  
Who has been affected?  
How have they been  
affected?