

Philosophy

At Bigland Green, we believe pupils behave best when they are consulted, involved, respected and motivated. We build on their intrinsic motivation, in preference to using punishments, threats or short-term rewards. We aim to nurture an ethos of co-operation rather than punishment and control. However, within this we ensure that pupils understand that there are consequences for their actions and behaviour.

Bigland Green's overriding concern is to do things *with* pupils rather than *to* them. When we have to deny choice, perhaps due to safety or other consideration, we explain our reasons. Pupils need opportunities to do better and feel good about themselves. We aim to build on their sense of fairness and justice to develop awareness of rights and responsibilities. We believe pupils who treat others badly need help and guidance. Adults have a responsibility to try to act as role models in building a nurturing school community. All the adults who engage with pupils in the school contribute to this by the use of positive language and exemplar actions.

Aims of this policy

The aims of this behaviour and discipline policy are to:

- promote good behaviour, self-discipline and respect amongst all pupils at Bigland Green;
- prevent bullying and any form of unkind behaviour between pupils;
- build a secure, open and inspiring environment that is conducive to teaching and learning of the highest standard;
- create an ethos in which all members of the school community feel valued and able to contribute;
- help pupils learn to make informed decisions and take responsibility for their words and actions;
- encourage skills of problem solving and conflict resolution, and;
- help pupils become active participants in their own spiritual, social, moral and cultural development.

Behaviour expectations

At Bigland Green, all pupils are expected to be polite and respectful towards each other and all adults. Pupils must not use impolite or teasing language. If a pupil is hurt or upset then they are expected to inform an adult – any adult that they can trust so that the matter can be resolved straightway.

More importantly, we want pupils to be fully focused and engaged in their learning without disrupting or causing any form of disruption. The school views passivism as a low level disruption and has strategies to address issues that may arise.

Entitlement and equality

All pupils are entitled to feel safe, valued and respected at school. We expect all members of the school community to relate in a courteous manner. We consider all members of the school community to be linked in an endeavour to do our best and to adhere to the school's Code of Conduct.

The school has a legal duty under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs and disability (SEND). In the implementation of this policy, staff must ensure pupils' entitlements and their rights are protected and not compromised. Pupils with

SEND must be dealt with in a way that is sensitive to their needs and follow support guidelines detailed on their SEND profile. The Learning Support Team, particularly the SENCo and the Learning Mentor will work with all staff to support positive and safe behaviours.

Working with parents and carers

Our relationship with parents and carers is fundamental to the success of this behaviour and discipline policy. It is hoped that we can resolve most issues with the support of the parents. We find that when home and school work together, children improve quickly and achieve more.

We request parents to support the school and work with their child's classteacher in a strong partnership to deal with any concerns that they may have. Parents can help by reporting any incidences in accordance with the school's procedures. The school expects that all bullying and racial incidences will be reported so that they can be investigated, and addressed.

Parents are requested to make an appointment and talk to their child's classteacher about these serious issues and not trivialise them by not reporting them. Parents can always request involvement of school leaders should there be a need.

Parents are expected to support the school when a KMS card (see appendix D) is issued to their child.

Behaviour management system

The main response to pupils inappropriate behaviour is to talk about it with the pupil, particularly in KS1 and KS2. If this does not result in securing the improvement required then classes use the 'traffic lights' system which is included in appendix A.

Pupils are not 'sent out' to corridors or 'outside the office'. Their need to play is respected, so that they are not kept in unnecessarily at break or dinner times. If they are kept in to complete a reflection sheet or to complete their learning then they are always supervised. A named staff member is allocated to children who find playtimes difficult or require extra support so that they too can enjoy playtime with other children.

The Learning Mentor and the Mentoring Assistants provide focus support to individual and small groups. At Bigland Green this is often related to a fall-out between friends or a tension created by misunderstanding.

Developing positive learning attitude

Classes have clear rules and common expectations (detailed in the staff handbook) which results in the vast majority of pupils behaving very well at Bigland Green. The school places a great deal of emphasis on the development of *positive learning attitude* as this is often a barrier to outstanding outcomes for some pupils. This is promoted at all times during lessons and throughout the school day.

Pupils are given opportunities to be involved in decision-making and to voice concerns, e.g. in School Council and Class Council times. Opportunities are provided for pupils to talk, listen and be heard. The school promotes this through 'Big Thinking' – philosophy for children across the school.

Rewards for good behaviour are linked to the school's Learning Mission. The Learning Mission is used to reinforce and emphasise pupils' positive behaviour and conducts. There are a range of incentives/rewards in place that aims to develop an intrinsic satisfaction for behaving well. Please see appendix C for more information about how the Learning Mission is used to promote good behaviour.

We celebrate and acknowledge class and individual achievement. Genuine and un-patronising responses are sought, rather than 'rewards' such as stickers. Teachers use 'marble jars' and provide learning treats to their classes to acknowledge collective and individual achievement.

Playground behaviour expectations

If pupils behave inappropriately in the playground, then the same approach which is used in the classroom is applied. Pupils are given opportunities to explain and present their concerns. Issues are dealt with in accordance with the school's agreed policy. Serious matters are referred to the lunch supervisor in-charge or a member of the school leadership team (SLT). Classteachers are informed of on-going and other issues during lunch time by the lunch supervisors.

School trips

To ensure the safety of everyone, the same high expectations of behaviour continue outside of school when on trips. If a teacher feels that a pupil is not following instructions in school and would therefore be unsafe on a trip, they will refer to SLT who will decide if the pupil is allowed to attend, informing parents of their decision. They would stay in school and do some appropriate learning, usually in another class.

However, the school will discuss all such cases with parents as keeping pupils away from educational visits and trips do not resolve the underlying issues. More importantly, pupils miss out on education.

Physical restraint

Physical restraint should be avoided wherever possible.

If a pupil is endangering themselves, another child or adult, it may become necessary to restrain them. This should be done in accordance with the school's restraint policy. The record form should be completed promptly and the incident discussed immediately with the team leader. Parents must also be informed.

Disciplining pupils beyond the school gate

If it is brought to our attention that a serious behaviour incident involving a Bigland Green pupil has occurred outside of the school, the headteacher will use his discretion and contact parents to discuss the matter; if he feels it is appropriate to do so.

Exclusion

At Bigland Green, an exclusion of a pupil is the last resort in dealing with misbehaviour or inappropriate conduct. In the case of behaviour that is violent or dangerous, the school has the right to issue fixed-term or permanent exclusion to a pupil. The decision will be made by the headteacher following the guidelines issued by Tower Hamlets, with all relevant paperwork completed within the agreed timeframe. Exclusions will be reported to the Chair of Governors and reported to all Governors at the next governors' meeting.

Staff development and support

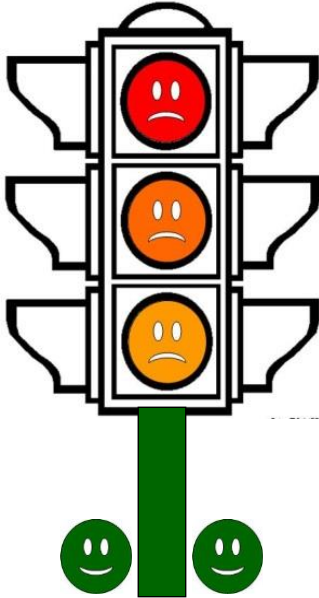
This behaviour and discipline policy is shared and discussed at Training Days and at Team Meetings. Training opportunities are made available for staff as appropriate. All staff members are fully supported by SLT to implement this policy with consistency throughout the school.

Date approved	Signature	Review date
July 2018		July 2020

Traffic lights system

A behaviour support plan to help pupils to focus and enjoy their learning at Bigland Green Primary School

When the behaviour of a pupil becomes a cause for a concern or begins to hinder their learning, or disturbs the learning of others – the traffic lights system is used to support them to become a better learner. All children start each day on the green. Every day is a new beginning and starts with a new plan.



Stage 1– Child is warned about their behaviour, no further action.

Stage 2– Amber traffic light. Fill out traffic light slip with child's name, date, time and why the amber has been issued. Traffic lights can only be issued for behavioural concerns. No further action if the pupil's behaviour improves.

Stage 3 – Orange traffic light. Reason added to the traffic light slip, pupil moves to sit on their own. The teacher¹ logs this in the class behaviour folder. If this happens at lunchtime the child will remain in the hall for the rest of play. If it occurs at play time the child will remain with the adult until the end of play when the classteacher is informed. **'Straight to orange'** – If something is very serious then a pupil will be moved straight to orange for the day/week at teacher's discretion. Please inform Team Leader/SLT.

Stage 4 – Red traffic light. Reason added to the traffic light slip and logged in the class behaviour folder. The pupil is sent to the adjacent class/set or another class in the team with their learning. The child completes a reflection sheet during play or lunch time (supervised). The teacher shares their concern and provides parents with a copy of the reflection sheet. The pupil misses the next school-based class treat.

Further consequences (see Appendix B):

Stage 5 – If a pupil has 2 or more 'red' in a week or 3 or more over a half term, then the teacher issues a KMS card. The teacher arranges a meeting with the parents and explains how they can support the school to improve their child's behaviour. The team leader is informed and provided with a copy of the reflection sheets. A behaviour contract (see appendix B) is put in place so both the child and parents know the consequences of further misbehaviour.

Stage 6 - If the pupil's behaviour does not improve and another 'red' is issued in the course of another week within the half term, then the teacher organises a further meeting with the parent which is attended by the team leader. The pupil is issued a second KMS and given another opportunity to improve. The child is not allowed in the ball court for the remainder of the half term and will not take part in the next school-based class treat. Please note at this stage, parents may be required to accompany the child on external trips and visits.

Stage 7 – On review of the second KMS, if behaviour has not improved or another 'red' traffic light is issued and reflection sheet completed, the team leader organises a meeting with the parents which is attended by the headteacher. A third KMS is issued and the pupil is given a final opportunity to improve. At this stage, the child will remain on this contract and will not go back to stage 1, at the end of a half term.

Stage 8 – On review of the third KMS, if behaviour has not improved or another 'red' traffic light is issued and reflection sheet completed, the headteacher organises a meeting with the parents which is attended by a member of the governing body. The consequences may include an internal exclusion whereby the child will continue their learning, in another part of the school. The child will remain on a KMS for the remainder of the term.

Stage 9 – If behaviour still has not improved (another 'red' is issued with reflection sheet), the headteacher and a member of the governing body will meet the parent and the child will be excluded for a 'fixed-term' in accordance with the local authority policy.

¹ The word 'teacher' is used to refer to a) classteacher, b) set teacher, c) specialist teacher or another teacher employed by the school or in long-term contract from an agency.

Using the traffic lights system to **help improve pupils' behaviour**

Implementing the traffic light	<ul style="list-style-type: none">▪ All pupils start on green then move to amber, orange and then red.▪ Every day is a new beginning and all children start on the green except in the circumstance of a 'straight to orange'.▪ Put date, time and reason when moved to a colour on traffic light slip (keep these in class behaviour folder a log).▪ If something is very serious then a pupil will be moved straight to orange for the day/week at teacher's discretion. Please inform Team Leader/SLT.▪ Low-level misbehaviour such as rocking on chairs, tapping, humming etc will be dealt with using the traffic light system. If the child has been warned, it is considered a significant disruption to learning that must have the consequences of the traffic light system.▪ A traffic light display must be visible in the learning environment and names added when traffic lights have been issued.
Promoting good behaviour	<ul style="list-style-type: none">▪ Special treats must be on the board and given weekly, if the children have collected enough marbles for the class jar.▪ Weekly 'Big Thinking' session to explore people's differences in order to understand and respect them. Sessions to be used to promote better understanding and an appreciation of differences.▪ Any toys or games (football cards/scoobies) during learning time to go into an envelope and sent to the headteacher.▪ TAs to be at the end of the line and provide positive reinforcement.▪ Pupils on traffic lights will need to obtain permission before getting up from their seats.
Rewarding good behaviour	<ul style="list-style-type: none">▪ Physical gesture (a smile or thumbs up); verbal praise ('Well done for' 'That's great!')▪ House Team points; 'Ask me' badge; praise pads – see page 8▪ Sent to show learning to an adult and/or meeting with their parents.▪ 'Star of the Week' given out on Fridays▪ 'Reader', 'Writer' of the month and Maths Champions in assembly▪ Class marbles for something positive that every child in the class has done. For which pupils can chose a special treat from a list provided by the teacher of things that are feasible. Extreme poor collective behaviour will result in some marbles being taken out of the jar.

A **contract** to ensure that learning is not affected by misbehaviour

The school has identified pupil's name, as a pupil with great potential who is vulnerable to underachievement because of misbehaviour. Some of the behaviour traits that need addressing include:

- A tendency to waste time during lessons
- Not applying fully and getting involved in low level misbehaviour
- Being easily distracted from learning
- Distracting other pupils from their learning
- Getting involved and encouraging play-fights
- Not listening and following the instructions given by adults
- Undermining adults (based on their role in the school)
- Rude and/or aggressive behaviour
- Using foul language and bullying behaviour
- Threatening other pupils and/or physically hurting others

The following course of actions will be followed in accordance with the school's behaviour and discipline policy as the child has reached Step 5 on the school's behaviour policy and has received more than 2 'red' traffic lights in a week.

Please note these trigger points apply at any point within a half term. Once stage 7 has been reached, the child will remain on the behaviour contract and will continue on the plan not going back to stage 1.

Stage 5	
Trigger:	2 'red' in a week or 3+ in a half term – 2 Reflection sheets
School action:	<p>Classteacher to share concerns with the parent.</p> <p style="text-align: center;"><u>Consequences:</u></p> <ol style="list-style-type: none"> 1. Child is not allowed to take part in the next class treat or special event 2. 1st KMS issued
Parental action:	Collect the child and support the child to improve their behaviour. Support the school by having consequences at home when reviewing the KMS card.

Stage 6	Review of 1st KMS
Trigger:	A further 'red' within the half-term – 3 Reflection sheets
School action:	<p>Meet classteacher and a member of SLT. Stage 1 will continue and in addition the following will be applied:</p> <p style="text-align: center;"><u>Consequences:</u></p> <ol style="list-style-type: none"> 1. Child is not allowed to take part in the next class treat that is based in school 2. Not allowed to go into ball court for the remainder of the half term 3. 2nd KMS issued 4. Parents may be asked to accompany the child on educational class trips
Parental action:	<p>Collect the child and then talk to them about the consequences. Support them to improve their behaviour. Support the school by having consequences at home when reviewing the KMS card.</p> <p>Understand that the child can no longer go back to stage 1 when they reach the end of a half term.</p>

Stage 7	Review of 2nd KMS
Trigger:	A further 'red' within the half-term – 4 Reflection sheets
School action:	SLT (including the headteacher) to meet with parents. In addition to the consequences at stage 6, the following will apply: Consequences: <ol style="list-style-type: none"> 1. The child will go home at lunchtime for 4 weeks. 2. 3rd KMS issued
Parental action:	Collect the child and then talk to them about the consequences. Support them to improve their behaviour. Support the school by having consequences at home when reviewing the KMS card.

Stage 8	Review of 3rd KMS
Trigger:	A further 'red' within the half-term – 5 Reflection sheets
School action:	Headteacher and Governors to meet with parents. Consequences: <ol style="list-style-type: none"> 1. The child will be internally excluded from their classroom. They will spend one week in another part of the school. 2. Further consequences may be decided in the meeting. 3. The child will remain on a KMS for the remainder of the term <p>Governors agree support and explain the consequences that may follow</p>
Parental action:	Attend the Governors' Review meeting with the child. Help the child to understand the severity of consequences for further misbehaviour.

Stage 9	Review of 4th KMS
Trigger:	A further 'red' within the half-term – 6 Reflection sheets
School action:	Governors to meet parents and discuss the exclusion stage. Consequences: <ol style="list-style-type: none"> 1. The child may be excluded for a 'fixed-term' in accordance with the local authority policy 2. Other consequences from Stage 8 may be included
Parental action:	Collect the child and then talk to them about the consequences. Parents can appeal against the decision to exclude.

If parents would like to meet the class teacher, a meeting can be arranged within the week. To meet a member of SLT a meeting can be arranged within 2 weeks.

Acknowledgement of information & Contract to Support

The school has explained its policy for dealing with misbehaviour that could lead to serious underachievement. We know that our child is vulnerable and we will work with the school to ensure that our child achieves their true potential.

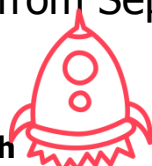
Mother's Signature: Father's Signature:

I promise to concentrate fully on my learning so that I can be successful at school. I know that there will be serious consequences if my behaviour stops me from achieving my full potential.

Name of child: Signature: Date:



Life skills



High expectations



Challenge & probes



Teamwork



Pace & Balance



Targets

	Life skills	High expectations	Challenge & probes	Teamwork	Pace & Balance	Targets
	Pupils and adults know and use the skills required for high achievement and success in life.	All learning and conduct by pupil and adults are of the best possible standard.	Pupils and adults are curious about learning and ask questions.	Pupils and adults learn together striving for excellence in everything they do. Everyone respects each other.	Pupils and adults persevere and use every available moment for learning.	Pupils and adults use the feedback given to them. They know exactly what they need to do to achieve their goals.
Key indicator(s)	<p>Pupils taking in full sentences and in appropriate manner</p> <p>Pair and share voice; talk partners</p> <p>School and class councils</p> <p>Pupils demonstrating 'big thinking' skills</p> <ol style="list-style-type: none"> 1. Pupils taking in full sentences and in appropriate manner 2. Pair and share voice; talk partners 3. School and class councils 4. Pupils demonstrating 'big thinking' skills 	<p>Use of mantra 'Is this your best learning' – if not, do again.</p> <p>Pupil choose 'my best learning' to be displayed in class and on WMG board every week</p> <p>Challenge all low expectation e.g. learning, uniform, behaviour, play, transition etc.</p> <ol style="list-style-type: none"> 1. Use of mantra 'Is this your best learning' – if not, do again. 2. Pupil choose 'my best learning' to be displayed in class and on WMG board every week 3. Challenge all low expectation e.g. learning, uniform, behaviour, play, transition etc. 	<p>Question/learning focus of the day on WMG notice-board</p> <p>Staff talking and asking questions at meetings – (random lollipop stick system)</p> <ol style="list-style-type: none"> 1. Question/learning focus of the day on WMG notice-board 2. Staff talking and asking questions at meetings – (random lollipop stick system) 	<p>All pupils, boys and girls cooperate and support each other all the time</p> <p>Pupils and adults have a good understanding of the 'Big Values' and conduct themselves accordingly</p> <p>Weekly plans adapted for class/sets or Year group</p> <p>Effective interventions for pupils in Year groups</p> <p>Daily 'learning reviews' helping to improve learning</p> <p>Constructive criticism and professional support</p> <ol style="list-style-type: none"> 1. All pupils, boys and girls cooperate and support each other all the time 2. Pupils and adults have a good understanding of the 'Big Values' and conduct themselves accordingly 3. Weekly plans adapted for class/sets or Year group 4. Effective interventions for pupils in Year groups 5. Daily 'learning reviews' helping to improve learning 6. Constructive criticism and professional support 	<p>Pupils and staff being 'on time' for everything.</p> <ul style="list-style-type: none"> • Arrival for school/work • Briefing and other meetings/events • Assemblies & functions • Lunch and play • Lining up in playground & collection • End of school day <p>Learning time being used for learning</p> <p>Planning for individual/group transition times and routines</p> <ol style="list-style-type: none"> 1. Pupils and staff being 'on time' for everything. 	<p>Next step marking – providing feedback to improve learning</p> <p>Self and peer assessment used constructively</p> <p>Ownership of performance management and continuous professional development (CPD) by staff and governors</p> <ol style="list-style-type: none"> 1. Next step marking – providing feedback to improve learning 2. Self and peer assessment used constructively 3. Ownership of performance management and continuous professional development (CPD) by staff and governors
Monitoring	The effectiveness of the key indicators will be monitored as part of the 'Learning Reviews' (daily, fortnightly, half-termly and termly) by leaders at all levels. The governors will include identified indicators to be explored as part of their termly 'Learning Walks'. If leaders or governors pick up that the indicators are not being followed then it will be raised with the individual concerned and provided with the necessary support to ensure its full and effective implementation.					
Feedback & Acknowledgement	Pupils	<ul style="list-style-type: none"> ▪ Praise pads – given to pupils to be taken home to celebrate significant achievement in learning and behaviour ▪ Reader, writer, and mathematics champion of the month – awarded by subject leaders in whole school assemblies to a pupil in each class ▪ Ask me badges/stickers – awarded by teachers to acknowledge exceptional learning ▪ House points – given by teachers to individuals /groups for their achievement. Treat at the end of each term organised by TLR lead for PE ▪ Marbles – awarded by teachers for good class teamwork. When the jar is full pupils are given a 'treat' to celebrate their achievement ▪ Star of the week badges given fortnightly by Team Leaders ▪ Progress reports in February to parents with targets – given as part of the spring parent conference 				
	Staff	<p>Traffic light system used to warn pupils and help them improve their behaviour</p> <ol style="list-style-type: none"> 1. Intrinsic and professional satisfaction of a job well done – reflected in performance management indicator(s). 2. Respect and acknowledgement from peers, line managers and key stakeholders (e.g. pupils, parents, governors and the school community) 3. Recipient of the monthly 'nameless champion' award 				

Appendix D

To be used as required



Bigland
Green
Primary
School

Curiosity and perseverance, a pathway to excellence



Bigland
Green
Primary
School

Keeing a check on
My
Success

Name:

Class:

This KMS card will be completed by the teachers and sent home every day for 10 days. Parents need to discuss with their child how each day went and then sign at the appropriate space – every day. It is important that this card is kept safe and returned to school. If this card is lost or misplaced then a new KMS card will be issued for a further 10 days starting from the date when it is misplaced or lost. When this card is finished, please return to your classteacher.



Teachers will place either a smiley face (indicating good) or a sad face (indicating not good) in the boxes and where appropriate make notes in the comments box. The KMS will be reviewed in accordance with the school's behaviour policy.

	Date	Before playtime	At playtime	After playtime	At lunch-time	afternoon	Teachers' comments	Parents' signature
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								

Notes: