



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 the 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 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.

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. Staff members should praise pupils in public and guide in private. This means that staff members should avoid calling pupils' names out in front of other pupils. Staff members should use 'silent signals', 'facial expression', 'body gestures' to remind of the expected behaviour. If there is a need then they can use the strategies in appendix B.

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 pupils who find playtimes difficult or require extra support so that they too can enjoy playtime with other pupils. 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 exceptionally well. 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 Vision. The Learning Vision 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 Vision 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.

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 or a contract to improve behaviour is issued to their child (see appendix D).

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.

Concerns from parents of pupils with special educational needs

Parents of pupils with special educational needs can raise concerns about the support the school provides to their child informally with the SENCo or the headteacher directly. If there is a need then they can follow the school's complaints procedure as appropriate.

Suspension and exclusion

At Bigland Green, a suspension 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 suspension 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. Suspensions will be reported to the Chair of Governors and reported to all Governors at the next governors' meeting.

Staff development and support

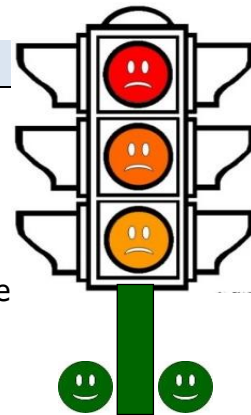
This behaviour and discipline policy is shared and discussed at Training Days and at Team Meetings. Training opportunities are made available for staff as appropriate. All staff members are fully supported by SLT to implement this policy with consistency throughout the school.

Date approved	Signature	Review date
8 July 2024	B. A. Paillo	As required

Appendix A ~ Traffic Lights System

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

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 on this page to support and ensure the pupils demonstrate the expected behaviour. All pupils normally start each day on the green. Every day is a new beginning and starts with a new plan.



Stage 1 – Amber traffic light is given if having had a discussion and provided reminders, the pupil continues to misbehave. Staff issue a traffic light (with pupil's name, date, time and reason for which it is being issued) and explain the expected behaviour. Traffic lights can only be issued for behavioural concerns. No further action if the pupil's behaviour improves.

Stage 2 – Orange traffic light is issued with the reason added to the traffic light slip, pupil moves to sit on their own. The staff member logs this in the class behaviour folder. If this happens at lunchtime the pupil will remain in the hall for part of the playtime. If it occurs at playtime, the pupil 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 at teacher's discretion. Please inform Team Leader/SLT.

Stage 3 – Red traffic light is issued with the 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 pupil completes a reflection sheet during lunch or after school (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.

Note: A pupil should not be sent to another class if they have not moved through the traffic light system to 'red'. If a staff member feels that a pupil may need a 'break' to regulate themselves, please ask them to go to the group room with a timer if appropriate.

Stage 4 – If a pupil has 2 or more 'red' in a week or 4 or more over a half term, then the teacher may issue 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 D) is put in place so both the pupil and parents know the consequences of further misbehaviour. A pupil on a KMS may not be part of any class treats.

Stage 5 - Having completed the KMS, if the behaviour does not improve then the teacher organises a meeting with the parents with the team leader. The pupil is issued a second KMS and given another opportunity to improve. The pupil may not be allowed in the ball court for a period of time as decided by the team leader, 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 as appropriate.

Stage 6 – On review of the second KMS, if behaviour has not improved then the team leader organises a meeting with the parents which is attended by the headteacher. A third KMS may be issued and the pupil is given a final opportunity to improve. At this stage, the pupil will remain on this contract and will not go back to stage 1, at the end of a half term.

Stage 7 – On review of the third KMS, if behaviour has not improved, the headteacher organises a meeting with the parents which is attended by a member of the governing body. The consequences may include an internal suspension as appropriate whereby the pupil will continue their learning, in another part of the school.

Stage 8 – If behaviour still has not improved, the headteacher and a member of the governing body will meet the parent and the pupil may be suspended for a 'fixed-term' in accordance with the local authority policy.

(Detailed consequences for stages 4 to 8 are given below)

Consequences for stages 4 to 8

The information below are the usual consequences to support a pupil to improve their behaviour. Before moving to the next stage, staff members involved must assess and be sure that the move will help the pupil to improve their behaviour. If not sure then, the team leader or the Headteacher should be consulted to explore what other support can be brokered to help the child to improve their behaviour.

A suspension will only be appropriate if the behaviour of the pupils become dangerous for themselves or to others, if there are health and safety concerns for the staff members or other users of the building; or if there is serious lack of cooperation between home and school.

Stage 4	
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. Pupil is not allowed to take part in the next class treat or special event 2. 1st KMS issued 3. Pupil may be asked to eat lunch separately to their peers (actioned by member of SLT) <p>Note: The KMS can be extended by a few days if the pupil receives many 'sad' faces</p>
Parental action	Collect their child and support them to improve their behaviour. Support the school by having consequences at home when reviewing the KMS card.

Stage 5	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. Pupil is not allowed to take part in the next class treat that is based in school 2. Pupil is not allowed to take part in team games at playtime for a duration determined by a member SLT e.g. ball court, King Ball, basketball. They may decide to remove ball court privileges for the remainder of the half term depending on behaviour 3. 2nd KMS issued 4. Parents may be asked to accompany the pupil on educational class trips <p>Note: The KMS can be extended by a few days if the pupil receives many 'sad' faces</p>
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 6	Review of 2nd KMS
Trigger:	A further 'red' within the half-term – 4 Reflection sheets
School action	<p>SLT (including the headteacher) to meet with parents. In addition to the consequences at stage 6, the following will apply:</p> <p style="text-align: center;"><u>Consequences:</u></p> <ol style="list-style-type: none"> 1. The pupil 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 7	Review of 3rd KMS
Trigger:	A further 'red' within the half-term – 5 Reflection sheets
School action	Headteacher and Governors to meet with parents. <u>Consequences:</u> <ol style="list-style-type: none"> 1. The pupil will be internally suspended 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 pupil 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 8	Review of 4th KMS
Trigger:	A further 'red' within the half-term – 6 Reflection sheets
School action	Governors to meet parents and discuss the suspension stage. <u>Consequences:</u> <ol style="list-style-type: none"> 1. The pupil 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.

Appendix B – Strategies ... praise in public; guide in private.

Managing behaviour indirectly	Talking to pupils before issuing a traffic light
<ul style="list-style-type: none"> Whole class reminders e.g. <i>'Are we all ready?' I'll just wait (look at child) I should see...</i> Whole class 'chair check' if pupils are slouching or swinging (<i>this should not be an instant traffic light</i>). Praising peers for demonstrating what you do want to see e.g. <i>Thank you (partner) for having high expectations and...</i> <p>Silent signals e.g.</p> <ul style="list-style-type: none"> Pointing down to the floor if someone is swinging for the first time and/or touch the back of chair to signal that you need them to sit safely Show empty hands if you want a pupil to stop playing with their pen Finger on lips to ask for silence Twirling of finger to get someone to face the front Hand up to wait for class to stop talking 	<p>When: If this is needed during the lesson, create a quick talk partner task and discreetly go to the pupil for a quick chat.</p> <p>Move down to their level and speak quietly.</p> <p>Stems to support:</p> <ul style="list-style-type: none"> <i>I've noticed...</i> <i>This doesn't align with * value.</i> <i>I need you to...</i> <i>Remember yesterday/last week when you...</i> <i>That's who I want to see.</i> <i>Think carefully about your next step.</i> <p>Walk away from the pupil.</p> <p>Note: If a pupil is clearly not in the right headspace for learning, you may want to ask a TA to cover/ and or to take them for a quieter conversation for a few minutes. Any missed learning should be caught up with during lunchtime.</p>

When to issue a 'straight to orange' or 'red'

Things to consider:

- Behaviour is a form of communication – is this behaviour out of character? Does a further conversation with the pupil need to take place?
- By 'accident' or on 'purpose' – key to issuing either traffic light colour.
Was there intent to harm?
Was the behaviour an emotional response to an action? e.g. retaliation
Restorative conversation – is this needed with both pupils?

If an 'orange' or 'red' traffic light has been issued, consider using the following language when speaking with the pupil about their behaviour.

- You have made the wrong choice, this doesn't mean you can't make it right.
- You may not have made the right choices so far, but that doesn't mean you can't start making the right choices to come off 'orange'.
- You've made bad choices, this doesn't make you are a bad person. How can you make it right?
- It is ok to **feel** angry, it is not ok to **show** that you are angry with your words or your body. What can you do to make things right?
- We make mistakes in our learning, and it is ok to make mistakes in our behaviour as long as we learn from them.

Note: Please ensure reflection sheets are completed during lunchtimes or treat times. This should be at a time where the pupil is calm and in the right headspace for reflection (this can be the next day if appropriate). If a further consequence is needed, ask the pupil what consequence they feel would be appropriate before making a decision.

Appendix C ~ Use of the Learning Vision to support good behaviour

Bigland Green's mission is to increase children's life chances by providing them with the knowledge, skills and care to be: **successful learners, confident individuals, and responsible citizens.**

Learning Vision

Key indicators for pupils to achieve the school mission



Character education

Know and use the life skills for high achievement, excellence and fulfilment. Be a good human being and respect differences.

I will focus on my learning so that I can achieve my very best in everything. To get to my goals:

- I will show respect towards others and the environment. I will treat others how I want to be treated.
- I will show kindness and care and be thoughtful and helpful to everyone. I will always use kind words.
- I will always take responsibility for my words and actions, and tell the truth.
- I will show self-control by behaving calmly and peacefully towards others and the environment.



High expectations

Doing the right thing all day, every day and taking great pride in what we do.

- I will stay focused and not give up on my learning so that I can take pride in my achievements.
- I will always demonstrate excellent presentation and do my best learning in class and at home.
- I will always carefully follow instructions and the school rules.
- I will look after myself and everyone in my school community.



Curiosity & challenge

Being curious about the world around – thinking and asking Big Questions to increase our knowledge and understanding.

- I will not be afraid to ask the 'Big Questions'.
- I will find answers to my questions by reading and using my senses.
- I will share my experiences outside school and try to use them for my learning.
- I will use every opportunity to gain knowledge.



Resilience & teamwork

Never giving up when things are tough and always striving together to get the best for everyone.

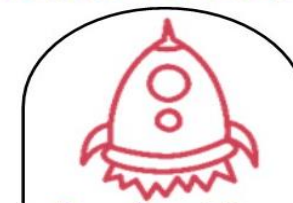
- I will believe in myself and I will never give up – I will keep trying especially when things are difficult.
- I will get along and work with others so that I can achieve my best and help others to do the same.
- I will be a good role model for others in my words, actions and learning.
- I will take turns and always think about the needs of others and help them.



Pace & balance

Using every available moment for our best learning. Growing with and promoting the Big Values.

- I will always try my best to be 'on task' and avoid any distractions.
- I will move around the building following the rules of the school and make learning a priority.
- I will learn when I need to do things quickly and when I can take my time.
- I will make sure that I balance my time to learn, play and rest.



Aspiration to inspire

Having dreams that excite us and others in our school community and beyond.

- I will be determined to achieve my dreams and goals, and will let nothing stop me.
- Adults are there to help me learn better, so that I can achieve my ambition.
- I will reach for the stars and inspire others to do the same.
- I will learn so that I am ready for the next term, the next year and for my secondary school.

- ◆ **Book marks** - collect the set of six and enter a prize draw to win book vouchers.
- ◆ **Praise pads** - given to pupils to be taken home to celebrate significant achievement in learning & behaviour.
- ◆ **Ask me** stickers - awarded by teachers to acknowledge exceptional learning.
- ◆ **Reader, writer, and mathematics champion** of the month - awarded in whole school assemblies.
- ◆ **House points** - given by teachers to individuals/groups for their achievement & fortnightly treats.
- ◆ **Marbles** - awarded for individual & collective achievement. A 'treat' to celebrate achievement when jar is full.
- ◆ **Star of the week** - badges given fortnightly by Team Leaders.



Bigland Green Primary School

Bigland Green ~ a great place to learn and grow

<p>Implementing the traffic light</p>	<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 pupils 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 pupil has been given clear reminders, it is considered a significant disruption to learning that must have the consequences of the traffic light system. <p>A traffic light display must be visible in the learning environment and names added when traffic lights have been issued. Is this happening? Do we want to avoid publicly naming pupils?</p>
<p>Promoting good behaviour</p>	<ul style="list-style-type: none"> ▪ Special treats must be on the board and given weekly, if the pupils 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. <p>Pupils on traffic lights will need to obtain permission before getting up from their seats.</p>
<p>Rewarding good behaviour</p>	<ul style="list-style-type: none"> ▪ Physical gesture (a smile or thumbs up); verbal praise ('Well done for' 'That's great!') ▪ House Team points (max 2); '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 <p>Class marbles for something positive that every pupil 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.</p>



A Contract to Improve Behaviour

as part of the school's policy on behaviour and discipline

Name of pupil:

Date of birth:

Review date:

Details of **parents**:

Nature of the **concerns**:

(Name of pupil) has great potential but is now vulnerable to underachievement because of misbehaviour which is affecting their learning in the following ways.

(Below is a list of things that are likely to affect pupils learning and achievement at school. Please delete this text and the list. Use the space and clearly outline the concerns using 3 to 4 bullet points)

- 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

Key actions (to be discussed and agreed):

Consequences if behaviour affects learning

Signature of mother: _____

Signature of father: _____

Pupil's signature: _____

To be used as required



Bigland
Green
Primary
School

Keeing a check on
My
Success

Name:

Class:



Bigland
Green
Primary
School

Bigland Green ~ a great place to learn & grow

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								

KMS - Providing 'sad' or 'happy' faces on the KMS should be done using the conditions on the pupil's behaviour KM. If a pupil receives a 'sad' face, they should be clear as to why this is the case.

Notes: