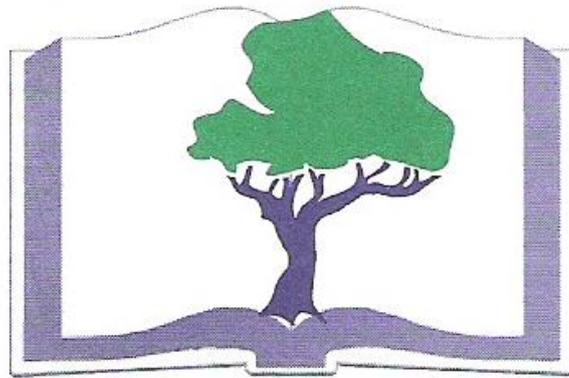


GREENWOOD PRIMARY SCHOOL AND NURSERY UNIT

GREENWOOD



PRIMARY SCHOOL

Positive Behaviour Policy

October 2017

POSITIVE BEHAVIOUR POLICY

1. Mission Statement

The mission statement for Greenwood

“Nurturing children for a life of learning”

encapsulates our belief that “care of the child” cannot be separated from “educating the pupil”.

The school aims to provide rich and varied learning experiences to promote the all-round development of the child, in a happy and caring environment. Central to the creation of this environment Greenwood Primary School and Nursery Unit aims:

- To develop attitudes and dispositions which will be the foundation for life-long learning.
- To develop each child’s capacity to gain competence in the key areas of Communication, Using Mathematics and Using ICT.
- To develop knowledge, skills and understanding in all Areas of Learning and enhance the children’s abilities in the Thinking Skills and Personal Capabilities.
- To help each child to thrive at a level appropriate to their stage of development, facilitating the development of their self-esteem, self-confidence and independence.
- To enable the children to respect and value each individual’s ideas and views, recognising we are all different.
- To enable the children to appreciate their personal contribution to the school community and begin to understand aspects of our local environment and the wider world.

2. Rationale for a Positive Behaviour Policy

Greenwood Primary School and Nursery Unit recognises that good behaviour is essential to create an environment where individuals feel cared for and secure and where learning and teaching can take place in an ordered and purposeful atmosphere. We value the need for clear expectations, rules and procedures, which encourage pupils to take responsibility for their own actions. We value the relationships we have established with our parents and the whole school community.

Good behaviour will be based on the principles of:

Respect: for self, other pupils and adults, differences and for property.

Consideration: for the rights, opinions, well-being and the needs of others.

Responsibility: taking responsibility for one's own behaviour and actions.

Honesty: telling the truth whatever the situation.

The school seeks to establish a climate where good behaviour is the norm, and encourages parental involvement in supporting this.

Aims

The Positive Behaviour policy aims:

- To develop within each child a sense of self-discipline and a responsibility for his/her own actions.
- To empower the children as responsible learners by valuing independence and choice.
- To create a warm and welcoming environment which promotes caring and respect for oneself and for others thus ensuring that effective learning takes place.
- To develop co-operation during work and play.
- To establish a set of rules and routines which will be supported consistently by all members of the school community.
- To help create a positive and stimulating learning environment where positive attitudes and behaviour are encouraged and rewarded.
- To work in partnership with parents as the main educators of their child.
- To provide a curriculum matched to the needs of the individual child.
- To promote good behaviour by praise and presenting positive models.

We encourage all children to:

- Behave in a courteous, responsible manner in school, in the school grounds and on the way to and from school.
- Respect the school's and other people's property.

Children can achieve this by including the following in their behaviour:

- putting up a hand before speaking in class.
- taking their turn to speak and listen to others.
- walking inside the school building.
- not leaving their seat without a good reason and moving quietly when they have to.

- stop, look and listen, i.e. stop what you are doing, look at the teacher and listen carefully to what s/he or another person, e.g. visitor, child is saying.
- work quietly and do not do anything which will distract others.
- remember to say 'please', 'thank you' and 'excuse me'.
- playing sensibly in the playground.
- saying sorry if we accidentally hurt someone.
- show consideration and respect for other children and adults.
- never hit, push, call names, say 'unkind' words, tell lies, spread rumours, make fun of, annoy, laugh at any other person.
- follow school procedures and rules.
- follow instructions from teachers and other staff.

Children are encouraged to behave in an appropriate manner, relating to others with courtesy and respect:

- through direct teaching in the classroom.
- through individual or small group discussion with the teacher and/or Principal.
- through the medium of the formal curriculum especially Personal Development and Mutual Understanding (PDMU).
- through assemblies.
- by the manner in which teachers relate to pupils in their classes and throughout the school.

3. Rights and Responsibilities

The school adopts a positive approach to the pastoral care and discipline of pupils by emphasising, praising and rewarding good behaviour. In order to develop positive relationships throughout the school community everyone should be treated with respect, dignity, be aware of their rights and fulfil their responsibilities.

	RIGHTS	RESPONSIBILITIES
Pupils	<p>Be valued as members of the school community.</p> <p>Be listened to by the adults in the school.</p> <p>Make mistakes and learn from them.</p> <p>Be treated fairly, consistently and with respect.</p>	<p>Respect the views, rights and property of others, and behave safely in and out of class.</p> <p>Co-operate in class with the teachers and their peers.</p> <p>Listen to and follow instructions from teachers and other members of staff.</p> <p>Listen when it is the turn of others to</p>

	<p>At an age appropriate level, contribute to matters that affect them.</p> <p>Be taught in a pleasant, well-managed and safe environment.</p> <p>Work and play within clearly defined and fairly administered codes of conduct.</p> <p>Experience a broad, balanced and suitably differentiated curriculum, and to have any special learning needs identified and supported.</p> <p>Develop and extend their interests, talents and abilities.</p>	<p>talk.</p> <p>Work as hard as they can in class and complete all tasks to the best of their ability.</p> <p>Conform to the conventions of good behaviour and abide by school rules.</p> <p>Seek help if they do not understand or are in difficulties.</p> <p>At an age appropriate level, accept ownership for their own behaviour.</p>
<p>Parents</p>	<p>A safe, well-managed and stimulating environment for their child's education.</p> <p>Have their child taught in an environment that is conducive to learning.</p> <p>Reasonable access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently.</p> <p>Be well informed about their child's progress and prospects.</p> <p>Be involved in key decisions about their child's education.</p> <p>Be well informed about school rules and procedures.</p> <p>Be able to raise concerns with</p>	<p>Ensure that their child attends school regularly and arrives in good time, with homework done, and suitably equipped for the lessons in the day ahead.</p> <p>Be aware of the school rules and procedures, and encourage their child to abide by them.</p> <p>Treat all children with respect – any concerns regarding the behaviour of other children should be directed to a member of staff/Principal following set procedures.</p> <p>Talk to their child about things they learn in school.</p> <p>Tell the teachers if their child is upset or worried about any aspect of school.</p> <p>Act as positive role models for their child in their relationship with the school.</p>

	<p>staff and to be informed about difficulties concerning behaviour within an appropriate time scale and with sensitivity.</p> <p>A broad, balanced and appropriate curriculum for their child.</p> <p>Have their child educated towards his/her highest possible standard.</p> <p>Know that their children are safe.</p>	<p>Keep staff informed of circumstances or changes that may affect their child's behaviour or work.</p>
Teachers	<p>Work in an environment where common courtesies and social conventions are respected.</p> <p>Express their views and to contribute to policies which they are required to reflect in their work.</p> <p>Have their professional worth and judgement recognised and respected by the whole school community.</p> <p>Receive support from colleagues and parents regarding matters of behaviour.</p> <p>Teach with the co-operation of all involved, including children.</p> <p>Work in an environment of mutual respect.</p> <p>Have opportunities for professional development.</p>	<p>Behave in a professional manner at all times.</p> <p>Create a safe, stimulating and happy environment in which pupils can learn.</p> <p>Ensure that lessons are well prepared, making use of available resources and that homework is appropriately set and constructively marked.</p> <p>Implement a differentiated curriculum as appropriate.</p> <p>Treat pupils with consistency and respect at all times.</p> <p>Expect high standards and acknowledge effort and achievement.</p> <p>Reward positive behaviour and achievement and to establish and maintain class rules.</p> <p>Model, at all times, an attitude of respect, tolerance and responsibility.</p> <p>Listen to the pupils, value their contributions and respect their views.</p>

		<p>Be sympathetic, approachable and alert to pupils in difficulty or falling behind.</p> <p>Share with parents any concerns they have about their child's progress or development.</p> <p>Pursue opportunities for personal and professional development.</p>
<p>Support Staff (classroom assistants, office staff, caretaker, catering and cleaning staff)</p>	<p>Work in a calm environment where they are addressed respectfully.</p> <p>Feel valued and included.</p> <p>Carry out their duties in a safe working environment.</p> <p>Be suitably informed in order to be able to carry out duties effectively.</p> <p>Be supported, as appropriate, by other members of staff.</p>	<p>Be respectful.</p> <p>Participate fully in the duties they perform.</p> <p>Adhere to the rules and procedures of the Positive Behaviour Policy.</p> <p>Access training and/or advice with regards to issues concerning behaviour management.</p>
<p>Principal and Leadership Team</p>	<p>Be made aware of difficulties that may arise regarding to behaviour as soon as possible.</p> <p>Be supported by the whole school community regarding matters of behaviour and discipline.</p> <p>Be treated with respect and courtesy.</p>	<p>Provide support and encouragement to staff regarding behavioural issues.</p> <p>Promote a positive system of behaviour management.</p> <p>Ensure that the positive behaviour policy is applied with consistency and to use confidential information appropriately.</p> <p>Ensure agreed policies are communicated to and implemented by staff.</p> <p>Monitor and disseminate the good practice taking place regarding the management of behaviour.</p> <p>Promote teamwork among all staff and</p>

		to be instrumental in modelling this attitude.
Governors	Be consulted. Be kept informed.	Support the Principal and staff in ensuring the efficient running of the school. Attend meetings and when possible school functions. Ensure that the school has policies for the promotion of positive behaviour and discipline and the use of reasonable force. Ensure that the school has appropriate procedures for dealing with the issue of bullying and complaints about bullying. Ensure that the school has a scheme for the suspension and expulsion of pupils in accordance with legal requirements, and to ensure that a scheme operates in the school.

4. School Rules for Greenwood Primary School and Nursery Unit

Routines and rules are an important part of everyday life in class and in school.

Routines –

- Enable children to know what is expected of them – opportunities for disruptive behaviour are minimised.
- Teachers should familiarise children in their class with their own routines and should explain, discuss and practise routines especially at the beginning of each school year. They should remind children of the routines frequently until established.

Rules –

- Teachers should make clear what standards of behaviour are acceptable at all times.
- School rules are displayed in all classrooms and around the school environment as appropriate.

Greenwood Primary School and Nursery Unit Rules/Code of Behaviour

Greenwood Nursery Unit Rules/Code of Behaviour

- We take care of each other.
- We have kind manners.
- We use our talking voice.
- We use walking feet.
- We listen to our teachers and to our friends.

Greenwood Primary School Rules/Code of Behaviour

Our Golden Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

At all times the safety of pupils is paramount and this is implicit in all the rules.

5. The Rewards System in Greenwood Primary School and Nursery Unit

At Greenwood we aim to promote and teach positive behaviour and attitudes, and to motivate pupils to develop a positive attitude towards good behaviour, to recognise their efforts and to ensure that each individual feels valued.

We motivate the pupils using verbal praise, as well as a system of rewards that is fairly applied and attainable by all. Rewards are given to every deserving child, as soon as possible following a commendable behaviour, for a range of reasons. They are used at the discretion of the class teacher. Rewards may be given for good work, good behaviour, improvements in work or behaviour, displaying initiative, displaying good manners, tidying up well etc. Rewards are also given to emphasise model behaviours.

Rewards Used in Nursery

A range of rewards may be used in recognition of appropriate behaviour and may include the following:

- Our teachers smile and say “Well Done!”.
- Our friends give us a thumbs up or clap their hands.
- Our teachers give us stickers.

Rewards Used in Foundation Stage (Primary 1 and Primary 2)

A range of rewards may be used in recognition of appropriate behaviour and may include the following:

- Non-verbal reinforcement – smiles, nods, thumbs up.
- Verbal praise and recognition of achievements
- Stickers
- Stamps on work
- Written comments in books/on work
- Certificates
- Star Chart/Table Points
- Star Pupil Award
- Year Group Mascot – Gus the Gorilla (Primary 1)
- Weekly Class Award – “Class Cup” (Primary 2)
- Peer praise (Primary 2)
- Prize box
- Taking work home to show to parents/Happy note home
- Visit to another teacher/Principal
- Special responsibility for pupils

Rewards Used in Key Stage 1 (Primary 3)

A range of rewards may be used in recognition of appropriate behaviour and may include the following:

- Non-verbal reinforcement – smiles, nods, thumbs up.
- Verbal praise and recognition of achievements
- Stickers
- Stamps on work
- Written comments in books/on work
- Certificates
- Star Chart/Table Points
- Star Pupil Award
- Weekly Class Award – “Class Cup” (Primary 2 and Primary 3)
- Peer praise
- Taking work home to show to parents/Happy note home
- Visit to another teacher/Principal
- Special responsibility for pupils

- Homework Star Card
- Special Treats – bring a cuddly toy to school, choose a friend to sit beside, sit in the teacher’s chair, lead the line, choose a helper’s job, wear your slippers, book buddy, choose a treat for the class e.g. Golden Time

6. Managing Inappropriate Behaviour – Sanctions

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that there will be times in Greenwood that we will need to deal with inappropriate behaviour. Our sanctions encourage children to recognise that there are consequences for unacceptable behaviour.

As with matters relating to reward, consistency and fairness are vital in the application of sanctions which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies:

- Be calm – all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences – a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.
- Make good choices – remind the pupil they need to make good choices.
- Fresh start – although persistent or serious misbehaviour needs to be recorded, every child must feel that every day is a fresh start.

The sanction imposed will be influenced by the severity of the incident/misdemeanour.

Depending on the nature of the incident/behaviour a meeting may be organised between parents and the teacher/Principal to discuss the issue. This is at the discretion of the school.

Should unacceptable behaviour continue despite every effort by the Principal and staff then it may be necessary to suspend or expel the pupil for the good of the vast majority of children in the school. (Suspensions and Expulsions Scheme)

The quality of education of all children in the school will be the over-riding consideration in these matters. Should this be jeopardised over a period of time, the Principal, in conjunction with the Board of Governors, will not hesitate to suspend or expel a pupil following the set procedures for suspension and expulsion of pupils.

CONSEQUENCES

Nursery

- Our teachers remind us of our rules.
- Our teachers show us our rules.
- We play somewhere else.
- We play quietly by ourselves.
- We have “Thinking Time”.

Primary 1

- Verbal reminder (attention drawn to the rule)
- Verbal warning/reminder
- Quiet area/“Good Work” station – short period of time away from group or task
- Thinking Time – short period of time away from group – go to another classroom
- Contact with Head of Year Group or Principal
- Meeting with parents

Primary 2

- Verbal reminder (attention drawn to the rule)
- Verbal warning/reminder
- Quiet area/“Good Work” station – short period of time away from group or task
- Thinking Time – short period of time away from group – go to another classroom
- Contact with Principal
- Meeting with parents

Primary 3

- Verbal reminder (attention drawn to the rule)
- Verbal warning/reminder
- Quiet area/“Good Work” station – short period of time away from group or task
- Thinking Time – short period of time away from group – go to another classroom
- Contact with Principal
- Meeting with parents

Given the age of our children, teachers may inform parents via telephone, note home in school bag or at pick up times of any inappropriate behaviours.

7. Class Plan for Learning

We believe that children respond well if our expectations are made clear to them and at a level which they understand with a strong emphasis on pupil choice.

In every classroom there is a “Class Plan for Learning” in place. The plan consists of Golden Rules, rewards and consequences. Golden Rules are established and the children have the opportunity to discuss school rules at the beginning of and during the academic year. The rules are clearly displayed in all classrooms and around the school environment as appropriate. The Class Plans for Learning encourage children to take

responsibility for their own behaviour and positive behaviour will be rewarded while inappropriate behaviour will be dealt with according to agreed consequences. The Class Plan for Learning is discussed and reviewed with the pupils at the beginning of the school year. (See Appendix 1 to Appendix 4 – Class Plans for Learning).

As a school we will teach the Golden Rules just as we would teach any curriculum area.

Script for Use (Appendix 5)

If the inappropriate behaviour is persistent the decision may be made to begin the consequences at a higher priority e.g. Thinking Time – short period of time away from the group or task.

8. Break Time and Lunch Time Supervision

Children are aware of the agreed rules when they are in the playground.

A daily rota is in place for teachers and non-teaching staff to supervise the playground at break time. Supervisory assistants are employed to supervise the children in the playground and dinner hall at lunchtime.

The lunchtime supervisory assistants are asked to report incidents of inappropriate behaviour to the senior supervisory assistant who in turn informs the class teacher and/or the Principal as appropriate.

All staff are encouraged to offer praise for good behaviour. In cases of inappropriate behaviour, depending on the seriousness of the incident at lunchtime, the staff will give a verbal reminder of the rule and expected behaviour. This may be followed by a verbal warning. Further consequences would include Thinking Time (some time with the supervisory assistant or away from peers in another area of the playground/seating areas). If the incident is more serious or there is a recurrence by the same pupil, the matter may be referred to the Principal. If appropriate, pupils may be removed from playing with peers for a period of time in order to reflect on their behaviour or calm down.

PLAYGROUND CONSEQUENCES (Break Time and Lunch Time)

Dealt with by adult in charge - restates playground rule and expected behaviour.



Adult in charge gives verbal reminder/warning.



Thinking Time – some time with adult in charge or away from peers in another area of the playground or seating areas.



After consideration of pupil's point of view verbal apologies to injured parties or class may be required.



Repeated incident or serious incident – loss of playtime (time dependent on misdemeanour and age of child) e.g. pupil is seated outside school office (teacher supervision).



Incident is reported to Principal and recorded. Parents informed of repeated incidents/serious incidents.

9. Managing Behaviour Difficulties in Relation to the Code of Practice for Special Educational Needs

Strategies for sustaining and promoting good behaviour and for managing pupils with behavioural difficulties, should be seen as part of the 5 stage approach set out in the Code of Practice for Special Educational Needs. Stages 1 and 2 are entirely school based. Stage 3 is school based but with help and support from agencies outside of school. Stages 4 and 5 will involve the school in consultation with parents referring the child to the Psychology Service for a Statement of Special Educational Needs.

Should a pupil's pattern of behaviour cause a teacher concern, he /she should discuss the matter with the child's parents and the SENCo. Strategies aimed at behaviour modification will then be articulated via a record of concern/an individual action plan or, at Stages 2 and 3, an IEP (Individual Education Plan). In line with the protocols of the Code of Practice the pupil's progress will be regularly monitored and reviewed with parents.

10. Guidance on the Use of Positive Handling (Use of Reasonable Force)

Article 4 of the Education (NI) Order 1998, which came into force on 21.9.98, clarifies powers and enables a member of staff of a grant-aided school to use, in relation to any pupil at the school, such force as is reasonable in the circumstances to prevent a pupil from:

- (a) committing an offence;
- (b) causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
- (c) engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among any of its pupils, whether during a teaching session or otherwise.

The right of a member of staff to use such force as is reasonable to restrain or control a pupil applies:

- (a) where the member of staff is on the school premises, or
- (b) elsewhere at a time when s/he has lawful control or charge of the pupil concerned;
- (c) to teachers at the school, and to any other member of staff who, with the authority of the Principal has lawful control or charge of the pupils.

All Greenwood members of staff are aware of this legislation and directives and will follow them should the need arise.

If deemed necessary the Principal will require parents to come and assist with those situations which may warrant it, particularly if an incident cannot be resolved safely.

This section should be read in conjunction with the Use of Reasonable Force Policy.

11. Suspensions and Expulsions

Suspension and expulsion are very severe forms of punishment which are used only in the most serious incidents.

This section should be read in conjunction with the school's Suspension and Expulsion Scheme.

12. Working with Parents/Carers

It is our desire that parents/carers and teachers will work together towards a sympathetic view of one another's positions. Parents/carers can support the school's positive behaviour policy in a number of ways:

- Be familiar with the school's policy for Positive Behaviour.
- Encourage children to follow the rules and expectations.
- Explain to children why there are expectations for behaviour in school.
- Support the school's actions and interventions when behaviour needs to be addressed.
- Communicate concerns or disagreements in accordance with procedures, and at appropriate times.

13. Links to Other School Policies

This policy for Positive Behaviour is linked to other school policies. These include:

- Anti-Bullying Policy
- Pastoral Care Policy
- Safeguarding/Child Protection Policy
- E-Safety Policy
- Use of Reasonable Force Policy
- Suspension and Expulsion Scheme
- Special Educational Needs Policy
- Personal Development and Mutual Understanding (PDMU) Policy

14. Conclusion

We acknowledge that sustaining good behaviour creates a need for continuous assessment of the effectiveness of approaches to behaviour management in our school. We will review and make changes to our positive behaviour policy, encouraging innovation and flexibility in interacting with our pupils.

It would be hoped that through the adoption of this Positive Behaviour Policy, with the teachers, children and parents working together, we will provide a safe, secure, happy and structured atmosphere for effective learning.

15. Review and Evaluation

This policy will be reviewed every two years or in light of new guidelines/recommendations or issues or concerns as identified by the school community.

This policy will be kept under constant review to assess its effectiveness and may be evaluated using the following means:

- Feedback from all staff (teaching and non-teaching)
- Feedback from pupils
- Feedback from parents/carers
- Number of pupils referred to Principal or Vice-Principal

This policy was formulated through consultation with the school's stakeholders (School Development Plan Questionnaires – June 2016) and was approved on 11th October 2017.

This Policy will be reviewed every 2 years or earlier if necessary.

(Date of Next Review: October 2019)

Signed: _____ Principal

Signed: _____ Chair, Board of Governors

Date: _____

Ratified by Board of Governors: 11th October 2017

Original signed copy held in Principal's Office.

Class Plan for Learning – Nursery



We believe that good behaviour is about making the right choices.

Our Nursery Rules

- We take care of each other.
- We have kind manners.
- We use our talking voice.
- We use walking feet.
- We listen to our teachers and to our friends.

Positive Recognition/Rewards

- Our teachers smile and say “Well Done!”.
- Our friends give us a thumbs up or clap their hands.
- Our teachers give us stickers.

Consequences

- Our teachers remind us of our rules.
- Our teachers show us our rules.
- We play somewhere else.
- We play quietly by ourselves.
- We have “Thinking Time”.

Class Plan for Learning – Primary 1



We believe that good behaviour is about making the right choices.

Our School “Golden” Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

Rewards

- Smiles, nods, thumbs up
- Praise from my teacher
- Stickers
- Stamps on my work
- Written comments on my work
- Certificates
- Star Chart/Table Points
- Gus the Gorilla
- Star Award
- Prize box
- Taking work home to show to my family or a “Happy Note” home
- Visit to another teacher or Miss Forster
- Special jobs

Consequences

- Verbal reminder
- Verbal warning/reminder
- Quiet area/“Good Work” station
- Thinking Time
- Contact with Mrs Murphy or Miss Forster
- Meeting with parents

Class Plan for Learning – Primary 2



We believe that good behaviour is about making the right choices.

Our School “Golden” Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

Positive Recognition/Rewards

- Smiles, nods, thumbs up
- Praise from my teacher or my friends
- Stickers
- Stamps on my work
- Written comments on my work
- Certificates
- Star Chart/Table Points
- Star Pupil Award
- Class Cup
- Prize box
- Taking work home to show to my family or a “Happy Note” home
- Visit to another teacher or Miss Forster
- Special jobs

Consequences

- Verbal reminder
- Verbal warning/reminder
- Quiet area/“Good Work” station
- Thinking Time
- Contact with Miss Forster
- Meeting with parent

Class Plan for Learning – Primary 3



We believe that good behaviour is about making the right choices.

Our School “Golden” Rules

- We are gentle.
- We are kind and helpful.
- We listen.
- We are honest.
- We work hard.
- We look after property.

Positive Recognition/Rewards

- Smiles, nods, thumbs up
- Praise from my teacher or my friends
- Stickers
- Stamps on my work
- Written comments on my work
- Certificates
- Star Chart/Table Points
- Star Pupil Award
- Class Cup
- Prize box
- Taking work home to show to my family or a “Happy Note” home
- Visit to another teacher or Miss Forster
- Special jobs
- Homework Star Card
- Special Treats – bring a cuddly toy to school, choose a friend to sit beside, sit in the teacher’s chair, lead the line, choose a helper’s job, wear your slippers, book buddy, choose a treat for the class e.g. Golden Time

Consequences

- Verbal reminder
- Verbal warning/reminder
- Quiet area/“Good Work” station
- Thinking Time
- Contact with Miss Forster
- Meeting with parents

Class Plan for Learning – Sample Script for Use



We believe that good behaviour is about making the right choices.

Step 1:

Teacher Alex, please remember one of our school rules is that we listen to the person who is talking. Thank you. (Allow take up times and praise Alex if he/she complies).

Step 2:

Teacher Alex, I need you to listen to the person who is talking. Please make a good choice. Thank you. (Allow take up times and praise Alex if he/she complies).

Step 3:

Teacher Alex, you have chosen not to follow my instruction. I need you to work away from your group for a short time.

Step 4:

Teacher Alex, you have chosen not to follow my instruction. I need you to work in ****'s room and have some thinking time about making good choices.

Examples of Inappropriate Behaviours

It is important to recognise that some misbehaviours are more serious than others. The frequency of occurrence also has a bearing on the sanctions imposed.

Low Level Behaviours	Moderate Level Behaviours	High Level Behaviours
<ul style="list-style-type: none"> • Leaving seat inappropriately • Fidgeting • Teasing • Telling tales • Pushing e.g. into the class line • Interrupting • Name calling • Sulking • Cheekiness • Answering back • Inappropriate questions • Interfering/hiding other children’s work or belongings • Not doing best work • Hiding own work • Not completing work. <p>If any of the above are persistent they become Moderate Level Behaviours.</p>	<ul style="list-style-type: none"> • Swearing at anyone • Offensive gestures • Spitting • Throwing things • Arguing back • Defiance • Rudeness to peers or staff • Destroying own/other’s work • Deliberate pushing, pulling or hurting. <p>If any of the above are persistent they become High Level Behaviours.</p>	<ul style="list-style-type: none"> • Serious assault • Vandalism e.g. damage to school property/graffiti • Physical/verbal threats made to staff or peers • Use of or in possession of drugs/solvents • Violent outbursts – verbal or physical • Leaving school without permission

Policy and Procedures Specific to Greenwood Nursery Unit

GREENWOOD NURSERY UNIT AIMS

The nursery aims to provide a rich and varied curriculum to promote the all-round development of the child. Good manners and consideration for others are expected from all pupils.

We aim to:-

- provide a safe, secure, healthy and stimulating environment where children's self-esteem, confidence and independence will be nurtured
- give children a sense of fun and enjoyment as they play and learn in a happy, family atmosphere
- welcome parents and carers to the nursery setting as vital partners in the education process
- extend each child's sense of wonder, enabling them to experience success, and develop a positive attitude towards learning
- encourage the children to turn confidently to the staff, knowing these adults will interact with them sensitively and appropriately, providing support, guidance and reassurance
- foster each child's sense of self-discipline and responsibility
- provide opportunities for children to investigate and explore the environment both inside the Nursery, and in the school garden and wider local community.

Further information relating specifically to Nursery routines and policies can be found in the Nursery Information booklet given to all parents upon entry to Nursery. Additional copies are available for viewing in the nursery or school.

Additional resources which may be accessed by staff:

- Pastoral Care in Schools: Promoting Positive Behaviour (DE)
- Golden Rules Big Books
- The Big Book of Energizers
- The Big Book of Calmers
- Special Educational Needs Resource File (DE)
- Staff INSET documents – September 2017