

Greenslade Primary School

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Greenwich Education Service

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25th April 2017

Respect Inspire Achieve

Dear Parents and Carers,

At Greenslade we believe it is vital that children learn in an environment in which they feel respected, valued and confident. We believe they will only be able to do their very best if they are able to work in a calm, focussed atmosphere and have fun in a happy, safe playground.

Our Behaviour Policy is a very useful document and sets out our positive values and principles very clearly. It states all of our roles and responsibilities, how staff should plan children's learning, the language we should use and the ways that positive behaviour is praised and celebrated. It gives a range of good suggestions about how staff should respond if children behave inappropriately. However, it is not yet as explicit as it could be on precisely which measures will be taken if children's behaviour is not as good as it could be and if their behaviour is disturbing other children's learning.

The staff and I used our training day last week to look at the procedures we use when children's behaviour does not yet meet our high expectations. Our ongoing aim is to improve the learning behaviour of our children and reduce instances of disruptive behaviour that can limit the amount of progress they make.

One of my objectives for the training day, therefore, was to publish an explicit set of "stepped" and graduated guidelines and procedures to be shared with our children and our wider community. The intention is to make it extremely clear what will be the consequences for children who choose to behave in certain challenging and disruptive ways. I want to share these with you and have printed them out for you to see and speak with your children about. The "steps" are designed to continue to give staff a level of professional judgement and to ensure that we continue to be aware of children's ages and individual needs.

We have spoken to the children about these changes and our expectations during class time and in two assemblies. We have started to implement this new approach this week and it would be great if you share them with your children too. If you wish to discuss these changes please make an appointment to come and speak with me; I will assume that you have understood and agree with these changes unless you do.

Most of our children behave brilliantly most of the time. We will continue to work positively and keep praising the wonderful, polite behaviour we see all over our school. Praise is given constantly in classes and around the school. We share good things in celebration assemblies, with positive phone calls and post cards sent home, positive discussions in the playground and by children being sent to other teachers to share good work. Ms Nichols is introducing a special "Deputy Tea Party" for children who constantly behave in a particularly respectful, polite and hardworking way. We are determined to ensure children who behave well are celebrated. Thank you for your support in this matter.

Yours sincerely

David Ashley, Headteacher



Living the Olympic and Paralympic Values

Desired and expected behaviour at our school

Children behave well and are polite and respectful to other people. They consistently follow our Golden Rules. They are focused on their learning and work hard. They help make our school a calm and happy place to learn.

Step One – Low level disruption –

Eg - Talking, out of seat, making noises, humming, calling out, fidgeting, lack of focus etc

ACTION: How we will respond - Minimal low key response managed by the Class Teacher:

- Tactical ignoring – with an understanding child will be spoken to at a later time.
- Praise of other children.
- Positive language to be used by staff at all times to focus on what behaviour we want to see and what choices we want children to make.
- Positive reinforcement when the child complies with our expectations.
- Remind child of the Golden Rules and the “choices” being made.
- Indicate visual symbols for behaviour expectations – eg “Good Sitting” “Good Listening” “Good Looking”.
- Make eye contact, use a raised eyebrow or stern stare so child is aware that the behaviour is disruptive.
- Assertive body language (crossed arms, frowns etc).
- Name/pause technique.
- Whispering a firm reminder, a quiet word to reinforce expectations of the choices needed to be made.
- Gentle touch on shoulder/pat on back.
- Direct child back to seat.
- Quiet, unobtrusive questioning about behaviour to redirect ‘What should you be doing?’ or ‘Are you okay?’ “Do you need some help?”
- Allocating assigned seats in the room therefore not allowing child to sit with friends.
- Allocating a lining up order for assemblies/playtimes.
- Warning of consequences of choosing not to change behaviour to our agreed expectations.
- Clear and consistent explanations about why certain behaviour is inappropriate.

Step Two – Medium level disruption –

Beginning to challenge, continuation of choices above, choices that prevent other children from concentrating and learning, not completing a reasonable amount of work in a set time, deliberate disruption by trying to distract other children from learning.

ACTION: How we will respond – to be managed by class teacher with support from other staff.

- Encourage a return to Step One.
- Reminder of Golden Rules, reminder of expected behaviour and the “choices” being made.
- Move to a different place in the class - seat somewhere separate from class group.
- Sit in ‘Time out’ chair in the classroom until child is ready to join back in.
- Set a time limit for improved behaviour.
- Warning of consequences of choosing not to change behaviour to agreed expectations.
- Move to end of row if in assembly or a large class group.
- Take to Community Room at lunchtime to be sat with member of the SLT. Up to 15 mins additional time to repay behaviour, e.g. practising sitting still, or completing work.
- Send or get a sensible child to take to another class for 10 mins ‘Time out’ with their work (if already had a time out in class). This action is to be logged in behaviour book so SLT need to be informed.
- Hold conversation to reflect on the disruptive behaviour.
- Pre written letter to be sent home for being sent to another class or being kept in at lunchtime with the SLT.
- An informal conversation with parent/carer.

Step Three. –

Serious level of disruption e.g. repeated behaviour choices at stage 2, violence/aggression / wilful damage to property/ non-compliance/ refusal to follow instructions or carry out a request/ walking away from a member of staff, answering back, persistent rudeness/ bullying etc.

ACTION: Response usually managed by member of SLT

- Kept in at lunchtime by member of SLT on duty.
- Escorted to (or send for) SLT using an "Orange Card".
- Formal meeting with parents/ carers with member of SLT and class teacher.
- Personalised letter sent home.

Actions taken will include:

- Extended lunchtime detentions.
- Internal exclusion (to be decided by HT).
- Lunchtime exclusion.
- Possible SENCO involvement and development of Behaviour Support Plan.
- Report sheet used to keep parents / carers involved with behaviour management.

Stage Four – Ongoing consistent behaviour at previous level, very serious behaviour infringement including dangerous choices that create a health and safety risk for the child or others – repeatedly leaving class without permission, running out of school, being involved in a serious fight, causing intentional physical harm to other children, verbal abuse to any staff, serious theft, e.g taking money or a mobile phone from an adult's bag, persistent bullying

Action: Response to be managed by member of SLT

- Child to be taken to member of The Senior Leadership Team immediately.
- Meeting with parents / carers – recorded with formal letter.

Actions taken will include:

- Extended lunchtime detentions.
- Internal exclusion.
- Lunchtime exclusion.
- Fixed term exclusion.
- Withdrawal from next trip / special event.
- Introduction of a Behaviour Support Plan.
- Introduction of a Report Sheet.
- Involvement of outside agencies – CAMHS, Counselling, Waterside, Inclusion Team

Stage Five Extremely Serious –

Extreme danger, or violence, very serious challenge to authority – persistent and dangerous, physical abuse to staff, possession of weapon with threat or intent to cause harm, possession of drugs.

Action – Immediate involvement of HT or DHT

Actions taken will include

- Fixed term exclusion.
- Lunchtime exclusion.
- Possible referral to Fair Access Panel – Pupil Placement Panel.
- Possible Pastoral Support Programme.
- Possible Permanent Exclusion.