

Kingsleigh Primary School



Positive Behaviour Policy

Date of last review: October 2019

Date of next review: October 2020

POSITIVE BEHAVIOUR POLICY

Aims:

At Kingsleigh Primary School we want to create and foster a safe, calm environment where everyone feels secure and respected. We want a working environment which encourages pupils and staff to give their best both inside and outside of the school. We believe that good behaviour is based on mutual respect between children and adults. Our expectations are that people treat others in the way they would like to be treated themselves.

This policy for Positive Behaviour provides a framework in order to support our pupils and staff to establish and maintain excellent relationships in an atmosphere of encouragement, praise and reward.

Our aim is to foster an inclusive school community where children can learn and develop as confident citizens. We recognise that, within a climate of inclusion, there are children who need a personalised approach to their specific behavioural needs which is supported via Individual Behaviour Plans (IBPs). This policy describes the structures and strategies within the school which, if observed consistently and at all times, will enable us to manage the children's behaviour and support the ethos of our school.

All members of the school community are asked to respect each other. In order to make that clear there is also a staff code of conduct, parent code of conduct and pupil code of conduct.

At Kingsleigh Primary School it is of vital importance that:

- Everyone has high aspirations and tries their best to make sure they achieve their goals.
- Everyone respects their own and other people's property and takes care of books and equipment.
- Everyone is considerate to others when moving around the school by walking carefully and quietly.
- Everyone understands that physical violence is not acceptable, neither is retaliation. Serious incidents may lead to exclusion.
- Everyone understands that abusive, racist or homophobic language will not be tolerated in the school.
- Everyone is punctual and attends school to the best of their ability.
- Children do not bring sharp or dangerous objects into school. Children should also not bring toys or expensive personal belongings into school unless permission has been given.
- Children wear the correct school uniform.

Classroom Management

Classroom management and behaviour management within the classroom is the responsibility of the class teacher. Classroom management is key to promoting good behaviour.

At Kingsleigh Primary School we expect all classrooms to have:

- A positive classroom tone.
- Clear expectations about learning which, are set at an appropriate level for the child.
- Teachers use their personal behaviour management techniques to ensure that there is a calm, positive and productive learning environment.
- A well-planned environment so that children can move easily and can find resources.
- A time-out table in the classroom for children to cool down called the, Reflection Area.
- Details of pupils (with due regard for information sharing principles) who are being supported with their behaviour which is confidentially accessible for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements (where needed) for children when working at a table or on the carpet.
- In assemblies, the Senior Leaders of Kingsleigh Primary School will discuss the school's values with children, and staff will continue these discussions when appropriate. With constant reminders and positive reinforcement, our children will be consistently successful in meeting our behaviour expectations.

School Values

The aim of the school's values is to ensure all children understand what is expected of them inside and outside of the school and to give them a visual reminder of what they can do to make Kingsleigh Primary School a happy, safe and positive place to learn.

The school's values will be displayed in all classrooms and in other communal spaces. Should inappropriate behaviour occur, the values can be used as a 'discussion point' between staff and child.

At Kingsleigh Primary School the three values are:



Progression and recognition of age-related behaviour expectations

Every class, from Reception to Year 6, will have a display of what each value means for their year group so that the values are relevant to all pupils across the school at an age-appropriate level.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably they make the children feel safer and therefore less anxious. This, in turn, will make it less likely that events of poor behaviour will occur. Using a calm approach when a child is making inappropriate behaviour choices is particularly important. It is far better to allow a child some 'time out' than to engage in a two-way argument which often escalates the child's behaviours.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, kindness, how to apologise and how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair; it is better to avoid communicating these feelings. Responses should be low key and matter of fact. Staff will ensure that positive behaviour is acknowledged more often than negative behaviour.

The strategy for gaining consistent positive behaviour

Verbal praise should be evident in every lesson in the school throughout the day. All classes will have a visual display at the front of the classroom that is used to monitor behaviour. This must be used consistently.

The visual display below will be used as the primary behaviour strategy. It is important to us that every half day is a new session, a new chance to do well. All children's names are returned to White at the end of each morning (unless they are on Green) and afternoon session so that children know that they have another opportunity to make good choices. It is also important to highlight that each session is a fresh-start, a new chance to succeed. Therefore, for the same reasons, all children's names are returned to White once they have returned from a time-out.

Gold: I have consistently shown the school's values and I have earned a star point and a Got to Gold MME.
Green: I have shown the school's values and have received a Got to Green MME.
White: I am working hard and showing all the school's values! I start here every morning, every afternoon and if I have returned from time-out.
Pink: I have been given a warning or some reflection time to think about the school values. I need to get back to White.
Yellow: I have to spend some time in the Year Leader's class to think about the school's values. If this continues a member of the Senior Leadership Team will need to talk to me. I need to get back to White.

Celebrating and communicating success

Example behaviours to move into the Green/ Gold may include:

- Children demonstrating their very best effort in work.
- Children taking a mature and sensible approach around the classroom.
- Going out of their way to help others.
- Overcoming a target they have been set.
- Showing a great growth mind-set and not giving up.

In exceptional circumstances, children may move straight to Gold but this would be rare.

Star Points are a clear way for the school to communicate with parents and share **positive** praise. Staff should use their visual display (as shown above) as their first recognition of positive behaviour. At the end of a morning and afternoon session, children who have been recognised for meeting the school's values and moving onto Gold should then have a star point awarded to them so that parents are made aware of this success. Children will also be awarded a "Got to Green" or "Got to Gold" badge on Marvellous Me. This is the only way that Star Points can be awarded.

At the teacher's discretion, children may also be sent to a member of SLT to be issued with a praise certificate for excellent choices or an excellent piece of work.

In line with the system above, at break time and lunch time there must be a consistent approach. If there is good behaviour, in line with the school's values, then staff may decide to reward a child with a special lunch sticker. This will alert the teacher to the child's good behaviour when they return to their classroom.

Each week, in our Tuesday Celebration assemblies, one child from each class, who has achieved Gold at least once in that week, will be celebrated by members of the SLT for meeting the values within their classroom – they will receive one of our values certificate. If children receive all three values certificates in one year they receive a values bar badge.

When children have received 50, 150 and 250 star points they will earn a coloured pin badge to wear on their jumper showing this success. **These values will be reviewed over the academic year to see that they are set fairly.**

This replaces all other rewards and systems that may be in place for positive behaviour management.

Strategies for challenging unacceptable behaviour

All teaching and non-teaching staff have a responsibility to act consistently to behavioural issues. Staff must follow the schedule of sanctions for unacceptable behaviour – as itemised above. **However, staff must report major incidents, e.g. persistent or malicious bullying, racial or sexual harassment to the Senior Leadership Team, the same day that it is discovered. This is considered exceptional and supersedes the classroom system above.**

Our staff are committed to tackling persistent behavioural problems through the classroom system above and in conjunction with the Senior Leadership team, parents/carers and other agencies as appropriate.

In the event that a child is not respecting the school's values, the staff will verbally warn the child that their behaviour is not acceptable and if the response is not positive the child will move to Pink and then potentially Yellow.

Example behaviours to move to the Pink may include:

- Talking inappropriately e.g. not paying attention to learning in class
- Making silly noises
- Not listening
- Damaging property
- Inappropriately calling out
- Disrupting the learning of others
- Refusing to work
- Not lining up appropriately
- Arguing with peers/adults
- Ignoring adults
- Defiance
- Generally not being safe, responsible, respectful or a good learner.

A scripted response of, *"You are not making sensible and safe choices so your name is going to be moved to Pink and you need to move to the reflection area to think about your choices, if you continue to make the wrong choice your name will be moved to Yellow,"* will be given.

The child will then be expected to move to the Reflection Area within the classroom. Reflection Areas should be a table in a position for children to access the learning in the classroom. Activities/resources in Reflection Area should be focused on calming the child down, i.e. timer and age appropriate values displays etc.

If the children continues to make the wrong choice a scripted response of, *"You have continued to make choices that are not safe and sensible, your name has been moved to Yellow and you are going to have some time out to think about this with the year leader."*

Example behaviours to move from Pink to Yellow may include:

If a child is persistently disruptive in class, despite having time-out in the Reflection Area then that child should reflect within the Year Leader's classroom. It is better to remove a child sooner than allow a situation to escalate, so it may be deemed appropriate to move a child to a different safe space. The attention of an audience will often prolong an incident. When the child returns, he/she should be made to feel welcome in class, given a fresh start and encouraged to make positive choices by acting appropriately and following the school's values.

The teacher/teaching assistant/pastoral care worker dealing with the incident is responsible for recording the incident in the behaviour log. It should be recorded as fact without opinion or in an emotive way. If a child is moved into the Yellow a yellow conduct forms needs to be completed.

Highly unacceptable, inappropriate behaviour

Despite the system of sanctions and rewards there may be those children who act in challenging, aggressive and violent ways. The following offers guidance in dealing with these children:

- The radios should be used to request support from the Pastoral Support Team, SEND team or the Senior Leadership Team. Again, there must be due regard for information sharing principles.
- Always avoid confrontation whenever possible. Only confront if you feel able to control the situation and are clear about what you intend to achieve.
- Wherever possible, it is advisable to have a second adult present during any confrontational situation.

- Encourage the child to leave the classroom in order to discuss the incident and give the child time to calm down and reflect on their behaviour.
- Incidents of highly unacceptable, inappropriate behaviour should be logged on the school's behaviour yellow conduct forms to then be recorded electronically via the admin team. They should be logged as facts only. Staff completing this will have due regard for information sharing principles.

Communicating with Parents/Carers

In the event of a child being moved to Yellow the class teacher will contact their parents/carers on that day to communicate directly the nature of the incident and the manner in which it was resolved.

Exclusions

We are an inclusive school and will work hard to develop strategies to include all children. However, in extreme cases, the school will use exclusions to maintain the health and safety of all of our community. In a small minority of cases, a period of exclusion may be used in response to either an extreme event or persistent misbehaviour when the child has not responded to other strategies employed.

Internal Exclusion

This is within the school and means removing a child from their class to another class, a senior member of staff or the Pastoral Team for a period of time. This allows a child time to reflect upon their recent behaviour. Internal exclusion will be at the discretion of SLT and will be in response to a culmination of behaviour incidents or a serious single incident. Parents will be informed in writing about the behaviours relating to and the decisions made regarding any internal exclusion. Work will be provided for the child to complete for the period of the internal exclusion.

Afterschool Reflection Time

In extreme circumstances and in order to attempt to avoid permanent exclusion, children may be requested to remain in school after 3.15pm due to poor and disruptive behaviour. This decision will be made by the Headteacher and the decision will be communicated to the parents/carers of the child concerned.

A Fixed Term Exclusion

Exclusion is a final resort. This is considerably more severe than an internal exclusion, where a child is asked to stay at home for an agreed period of time. Only the Headteacher can exclude children externally. A child can be excluded for a maximum of 45 days in any school year. When deciding upon the fixed length of the exclusion, the Headteacher will take into account the incident, previous exclusions and all strategies used prior to the incident. Work will be provided for the excluded child to complete at home. The child is not permitted to be in public areas in school hours during the exclusion. Following a fixed-term exclusion, there will be a reintegration meeting involving the school, child and parent/carer(s). The purpose of the meeting is to work in partnership with the school and families, in order to assist the pupil with their improvement.

Specific behavioural targets will be set for the pupil and agreed with the parent/carer and recorded through a review of the child's IBP or the need to record individual needs via a new IBP.

Exclusions are at the discretion of the Headteacher and they can exclude a child for the reasons listed below, although this list is not exhaustive and there may be other situations where the Headteacher makes a professional judgement that an exclusion is the appropriate sanction:

- A violent act towards other children.
- A violent act towards a member of staff.
- Posing a serious threat to others.
- Consistently disrupting learning, despite interventions put in place.
- Consistently ignoring instructions by adults and therefore making it impossible to return to class.

- Repeated acts of aggression towards other pupils.
- Repeated acts of bullying towards another child/ren, including acts of racism or homophobic bullying etc.
- Theft.
- Damage to property.
- Indecent behaviour.
- Leaving the classroom or school building without permission.

If fixed term exclusions fail to modify a child’s behaviour, the school will work with outside agencies to support the child being given a fresh-start in a new school, via a managed move, to avoid a permanent exclusion. Parents will be contacted and informed in writing about the behaviours relating to and the decision made regarding any exclusion.

The Directors will review promptly all permanent exclusions from the school and all fixed term exclusions. This will be reported on in the Headteacher’s report to Directors.

Playtimes and Lunchtimes

It is important that there is a consistent and fair approach during playtimes in the same that there is during learning time. It is also important that incidences of poor behaviour are dealt with during the playtime and not brought back to the class teacher to be dealt with during learning time. Children should be given a reminder about sensible and safe choices and told that they will be asked to move to the Reflection Area if they do not do this. If the behaviour continues children will need to move to the Reflection Area for a five minute time out. If the behaviour is significant (see Yellow guidance) children should be sent to The Hub. Radios can be used to call for help in extreme cases.

Conduct of pupils outside the school gates

In line with Department for Education guidance – Behaviour and Discipline in Schools – January 2016 the school has the power to discipline pupils for, “misbehaviour when the pupil is”:

- Taking part in any school-organised or related activity
- Travelling to and from school
- Wearing school uniform
- Guilty of potentially damaging the reputation of the school

School trips

If a pupil’s behaviour before a trip is consistently unacceptable, and they continue to exhibit highly inappropriate behaviour, they will not be permitted on a trip unless accompanied by a parent/carer, who must be approved by the school. The school reserves the right, at any time, to withdraw any pupil from a trip if they are involved in any behaviour which we deem does not live up to our school’s expectations. This decision will be made by a member of the school’s Senior Leadership Team and the parents/carers will be informed, five days before the trip or activity when possible, if there are concerns regarding behaviour. The pupil will be offered an alternative classroom in which to learn for the time during which the trip is taking place.

Signed Chair of Directors:

Date:

Signed Headteacher:

Date: