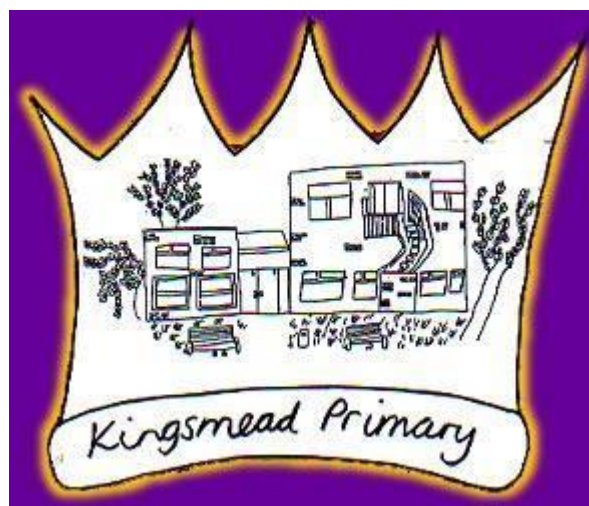


# **Kingsmead Primary School**



## **Behaviour Policy**

## BEHAVIOUR AND DISCIPLINE POLICY

The aims of the policy are as follows:

- To practice a whole school approach to behaviour management with care and consistency.
- To share with children, parent/carers and Governors the school rules, rewards and consequences.
- To create an environment in which good behaviour and learning are priorities.
- To reward children who follow the school rules.
- To strengthen home-school links by reporting on behaviour.

### Statement of intent

Our school ethos is to promote children's moral, social, emotional and personal development so that they may become caring members of the community, that will in turn enhance their ability to become effective learners.

We believe that a positive approach to behaviour management helps children develop their own self worth and therefore increase their ability to fully access the life of the school.

### For Teachers

It aims to give the structure necessary to effectively manage pupils' behaviour, create a positive classroom climate and increase academic success through increased teaching and learning time.

### For Pupils

It means taking responsibility for managing their own behaviour through being presented with choices and making decisions, knowing the consequences. As pupils see that their own choices influence outcomes, they feel empowered and gain a sense of achievement.

### For parents/carers

It gives them guidelines as to what is expected of their child, and enables them to have consistent feedback on their child's behaviour.

### Circle Time

We use circle time to encourage the children to explore issues. This is planned for using the Jenny Mosley techniques. This time encourages children to discuss difficult and sensitive issues in their peer groups. Its aim is

to raise self-esteem and a forum in which children can raise issues that affect them. Circle time takes place across the whole school at least once a week. The focus of the work is identified in weekly planning and shown on the timetable.

### From policy to practice

Each class will agree rules and rewards. The consequences are agreed by the staff. There will be no more than 5 rules, rewards and consequences. Each class will display their rules, rewards and consequences on the agreed charts. This will enable children, parents and all visitors to access the school's behaviour policy.

### Rules

As already mentioned 5 rules will be made for each class. Three rules will be the whole school rules and an additional 2 rules will be made in consultation with the children. The emphasis is on the positive language in which they are written. The aim of the rules is to allow children to understand what is expected of them. It is necessary that these rules are actively taught and recognised by the teacher. For example, if a child is following instructions the teacher will model the expected behaviour by saying 'Well done, you are following instructions'. The emphasis is always on choice. If a child breaks a rule it should be explained that they are choosing not to follow the rules. The use of modelling by peers is an excellent way for the teacher to encourage all children to follow the rules. It is important to remember that when writing rules they need to be positive, measurable and observable.

The following are a few examples of rules:

1. Follow instructions.
2. No-one has the right to disturb someone else's learning.
3. No-one has the right to hurt, frighten or threaten another person.
4. No eating in class.
5. Always ask permission before leaving the room.

### Rewards

The system of assertive discipline and its chance of success rely on the recognition of rewards. It is a positive approach where the emphasis is on rewards and especially praise. We have devised a system where in the list of rewards there is one for stars. To ensure the value and importance of getting a star remains high. When the child receives 5 stars they receive a sticker, which is kept on a sticker chart. On completing the reward chart the child will move into a different coloured reward chart as recognition that they have

been following the rules. We will introduce a small gift at the end of each sticker chart.

### The use of praise

The use of praise is central to this approach. It means that adults have to be very vigilant and recognise achievements and children that are following the rules. Praise can take many different forms. It could simply be well done; it could also be a symbol like thumbs up or a pat on the back. It is suggested by Lee Canter that class teachers try to praise each child in their class at least once a day. The following are examples of rewards:

1. Praise.
2. Star/Sticker.
3. Homework Pass.
4. Postcards home.
5. Activity choice.

### The use of modelling

The use of modelling cannot be over-emphasised. When children are following the rules it has a great impact when the adult focuses on the good behaviour. This encourages the other children to observe what is expected and they then also have another opportunity to choose the appropriate behaviour. An example of this would be, following an instruction from the adult, some children are not responding, instead of focusing on the children not getting it right, focus and praise the children who are following the instruction. This has an impact on the other children, who very often respond by choosing the correct behaviour.

Also showing children what your instructions mean, so you are very sure that they understand what you are asking them to do.

### Whole class reward system

Each class will also have a collective way of earning rewards for the class. This will involve recognising appropriate behaviour and work ethos. Any child in the class can earn rewards for the whole class. The teacher sets a number to the rewards collected. The outcome of reaching the desired number is a reward agreed with the children. Some examples are fruit party, 15 minutes extra playtime, a school trip, etc.

## Consequences

Day to day management of behaviour.

We use the *Stay on Green* system to supervise day to day management of behaviour. It is a visual aid that charts the school's sanction system and supports the school rules.

Every child starts on a green card. The challenge is to *Stay on Green* for the whole day or week, depending on age and understanding of pupils. If a school rule is broken, the child's green card will change.

- 2 Verbal warnings: green card changes to a blue card 1 and then 2.
- Time Out: blue card changes to a yellow card.
- Detention: yellow card changes to a red card.

Teachers make decisions on children being able to "win back" their green card during the day. Also, all children revert back to the green card at the start of the next day.

The *Stay on Green* system is also a teaching tool. It needs to be explicitly referred to so those children can:

- Take the opportunity to change their behaviour.
- Use verbal feedback and the visual cue of the cards to monitor and track their own behaviour, and remind them of where they are and what they have to do.
- Realise that they are headed towards consequences and that they need to change their behaviour.

The *Stay on Green* system aims to promote:

- Children regulating their behaviour.
- Children taking responsibility for their behaviour.
- Children controlling their behaviour.
- Children changing their behaviour.

However, to make it work, it needs the following input from teachers:

- Full explanation and induction of the children into the system.
- Involve the children when their card changes and explain what will happen next. They may be able to physically change the card themselves, depending on their age and understanding.
- Explain that they have the choice to change their behaviour or take the consequences.
- Talk to them if they end the day without incurring any further consequences.

## Supply teachers

Supply teachers have notes that they receive when they enter the building. In these notes, it says that they will be introduced to their year group partner for the day, who will brief them on Time Out procedures and also using the *Stay on Green* system. Other teachers will need to know if there are any modifications to the system, or ways of recording what has happened over the week such a sticker chart.

### The role of the senior management team.

The senior management team will respond to any behaviour concerns and will come to the classroom if requested. They will also follow up contacting parent/carer if that is needed.

In regard to the whole assembly on Friday, it will be led by a member of the senior management team. This will allow for positive recognition to be made and celebrated. The golden book will be circulated to allow names from each class to be entered. The child will receive a special certificate and have a golden leaf placed on the golden tree displayed in the entrance hall.

### Staff responsibilities.

- To set out clearly with the children, the class rules, rewards and consequences
- To inform parent/carers of class/school rules, rewards and consequences.
- To practise class/school rules, rewards and consequences with care and consistency to reward children who follow the rules.
- To report to the senior management team and parent/carer on behaviour patterns.

### Children's responsibilities.

- To follow class/school rules.
- To know that by following class/school rules, they are choosing as consequence.
- To know that they should keep hands and feet to themselves and use all equipment for the purpose for which it is intended.

### Parents/Carers responsibilities.

- To know school/class rules, rewards and consequences.
- To support class/school rules, rewards and consequences in discussion with their children and staff.
- To meet with staff and senior management to discuss behaviour patterns.

### Special Educational needs.

This system does not always meet the needs of children with significant emotional and behavioural difficulties. It does however allow boundaries and clear expectations to be set. Children on the SEN Register with emotional and

/or behavioural difficulties will still be part of the whole school system for behaviour, however it is necessary to be realistic about their ability to fully participate in it.

With this in mind small targets will be set with these children to help move them toward the whole school system. This will be achieved through individual education plans using small steps that feed into the whole school system for rewards. Class teachers and Teaching Assistants will have individual conferences with children on the SEN register with behaviour needs. A 'Am I reaching my Target' sheet will be filled in together with the child and strategies put in place. This will focus on one target at a time and will be reviewed at least within half a term. It may be that additional rewards/sanctions are used as part of this individual plan.

If behaviour continues to be a concern a child may need a more detailed plan which is reviewed more regularly and involves input from other agencies. This is called a Pastoral Support Programme.

### The role of outside agencies

We are, on a regular basis, in discussion with the Educational psychologist, Hackney Learning Trust Re-Integration Team and other relevant professionals (eg CAMHS, Traveller Team) on both individual children and whole school issues.

### Review Monitoring.

The learning environment will be monitored twice yearly. This will look at classroom organisation and management and how it affects behaviour. Also evidence of rules rewards and consequences on display will be looked for.

Tracking sheets will be an item of SEN conferences and a source of evidence and identification. This will look at consistency of practice and any other patterns that are emerging.

Behaviour will always have a staff meeting time allocated to it every term. This will allow for discussion and review of existing practices. It will also help highlight what is working and what is not.

### School Rules

- Always listen and follow instructions
- Keep your hands, feet, objects and unkind words to yourself
- Give people a reason to be proud of you

### Rule for central areas

The following rules apply to central areas.

1. Walk – Don't run.
2. No pushing or fighting.
3. Talk – in a calm voice.
4. Look at displays – don't touch them.
5. Follow instructions.

#### Rules for playground.

1. Follow instructions.
2. Play sensibly and use polite language (both your Spoken language and your Body language).
3. Respect others space and choice of friends.

These will be displayed in corridors and on doors to the playground.

#### Nursery

Children in the nursery will be introduced to the idea of rules, rewards and consequences. The children will be encouraged to think and discuss with staff about the choices they make with their behaviour. Due to the developmental stage of the children the focus in the nursery will be on clear rules and expectations that the children need to understand. They will have clear rewards and consequences, which will be age related.

#### Success criteria

- Exclusions and time spent at home are reduced.
- Improved learning environment.
- Consistency of approach.
- Positive relationships.
- Calmness of the school.
- Nurturing of children's emotional, social and moral development.
- Implementation of regular circle time.
- SAT's results – improving access to learning.
- Regular review of policy and its practice.

#### Physical restraint

Corporal punishment does not form any part of our policy. Behaviour management systems and strategies outlined previously will always be followed and the use of restraint will only ever be used as a last resort or response to an emergency situation. The use of reasonable force is only necessary to prevent a pupil:



- Injuring themselves or others.
- Causing damage to property.
- Serious disruption of a lesson or refusal to leave a classroom.

In all circumstance, help will be sent for, even when immediate intervention is necessary. At Kingsmead we have adopted the Positive Options model of physical intervention which includes a value base, assessment of reasonable force, Key Principles of Holding Skills, Disengagement skills, Post-Incident support and Incident Analysis.

#### Individual Behaviour Plans

Individual Behaviour Plans are created for those children whose behaviour needs to be individually recognised, responded to appropriately, strengthened and developed. They usually take the form of a flow chart to show how to manage the child as behaviour changes. The Inclusion Manager is responsible for setting up the IBP with input from relevant adults. IBPs will be shared with staff, governors, parents, pupils and other relevant bodies as required.

#### Recording and Review

Where restraint has been necessary, the incident must be logged in the 'Restraint record' file. Parents will be informed when a restraint has occurred. Complaints relating to the use of physical intervention will be reported to and investigated by the Executive Head Teacher.

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Head Teacher:

Chair of Governors: