

Kings Copse Primary School

Behaviour Policy

Rationale

Kings Copse Primary School is committed to both the educational needs and pastoral care of all our children by providing a secure and stimulating environment in the early stages of their lifelong learning experience. We aim to promote high standards of behaviour and moral responsibility.

The whole school community is responsible and accountable for promoting high expectations of behaviour towards each other. Consistency of approach by all adults within school is essential. It is our aim to involve parents in positive behaviour management and work together for the benefit of all pupils.

This policy should be read in conjunction with the policies for Equal Opportunities, Personal, Social and Health Education, Anti-bullying and Physical Intervention.

Purpose

- To provide an environment in which expected standards of behaviour are clear and are supported by the whole school community
- To ensure that all members of the community are treated equally and fairly
- To clarify systems for promoting positive behaviour and procedures for dealing with inappropriate behaviour

Behaviour - Approach

Most children depend on a degree of consistency in school life, particularly regarding what is expected from them in terms of their behaviour and the consequences of both good and poor behaviour.

No staff member should ignore unacceptable or poor behaviour. Similarly, it is the responsibility of every member of staff to notice and reward good behaviour. Children should be praised every time they adhere to school rules, e.g.: *You're walking slowly and sensibly: thank you* or: *You put your rubbish in the bin: thank you*. It is common courtesy to acknowledge other people in daily life so staff members should extend this courtesy to the children and acknowledge them when passing in the corridor; this also provides an unconscious reminder to all children that they are being observed.

Behaviour – Golden Rules

Golden Rules apply to all members of the school community and outline behaviour that demonstrates respect and caring for oneself, other people and property.

The six basic golden rules are:

- Be kind and helpful (don't hurt others' feelings)
- Work hard (don't waste time)
- Always listen (don't interrupt)
- Look after property (don't damage things)
- Be honest (don't cover up the truth)
- Be gentle (don't hurt other people)
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The golden rules are reinforced through a variety of strategies including:

- The weekly celebration assembly
- Class discussion in Circle Time (using SEAL materials, etc.)
- Individually with children as appropriate
- Use of Golden Time, Merits, Team Points, Weather Charts and other rewards as 'carrots'

It is vitally important that staff members encourage appropriate behaviour at every opportunity. Good social behaviours are rooted in positive self-esteem. Self-esteem is a feeling of value or worth. It is the way we judge ourselves as individuals and how we estimate what we can achieve. In our school we encourage the development of self-esteem by ensuring that children experience success and by acknowledging children when they succeed.

We achieve this by:

- Celebrating achievement publicly
- Awarding Merits and Team Points
- Giving immediate verbal praise for individual achievement
- Adopting a “You can do it!” approach
- Listening to children and understanding their needs and expectations
- Marking work promptly
- Enabling children to know their goals
- Showing sensitivity and diplomacy when children do not grasp areas of learning
- Being approachable so that children feel safe to share their anxieties
- Ensuring that all adults are positive role models and have good relationships with people
- Building trust by being fair

In addition to school rules, class rules should be set within the first few days of the autumn term, agreed with the children and displayed in each classroom; it is up to each teacher how the rules are displayed, whether children sign off on them, etc. On no account should class rules clash or alter the Golden Rules or the larger school behaviour policy in any way.

Behaviour – Rewards

The school also operates a system of **Team Points to promote cohesive behaviour**, **Merits to reward individual effort or achievement** and a **Weather Chart** to regulate behaviour.

Team Points should be awarded frequently and are a behaviour-related reward (including where the children have adopted appropriate learning behaviour. **Team Points can be used to praise children who** have lined-up quietly, got on with their work, been helpful or **have followed the Golden Rules**. Each week, Team Point totals will be collected from each class; these will be shared with the whole school during Celebration Assembly. Each half-term, the winning Team will receive a special treat (e.g. a extra playtime).

Teachers should try to award one or two Merits following the completion of any piece of work. For example, if the children have written a story in Literacy or produced a picture in Art, two or three of them should receive a Merit as an example to the rest of the class. **Merits should be given for achievement or for effort**. Children will collect their Merit from the Headteacher, who will record their achievement on the Merit tracker. Teachers should check this tracker every so often to ensure a balance of Merits within their class. Children who have received a Merit will be praised in assembly. Every time a child achieves a multiple of 10 Merits, they will receive a special certificate and will come out to the front of assembly to collect this.

Behaviour – Sanctions

Sanctions for poor or unacceptable behaviour are detailed in the *Rewards and Sanctions* chart on display in each classroom and in other areas around school. Extreme, violent or dangerous behaviour should be referred to the Headteacher or member of the SLT via the RED CARD.

If a child breaks one of the Golden Rules (and so has not adopted a positive attitude to their learning) they should be given a warning and a reminder of the appropriate behaviour they should adopt. If this works, the learner should be **praised** and reference made to the Golden Rules. If behaviour does not improve, the **Weather Chart** should be used and the learner’s name should move down to the cloud

regardless of where they have started. If this works, the learner should be **praised**, reference made to the Golden Rules and their name should be moved up to the sunshine (i.e. the expected level of behaviour for all children). If behaviour deteriorates again, the learner's name must be moved down to the cloud again **and one minute of Golden Time should be removed: loss of Golden Time cannot be undone, even if behaviour improves.** If behaviour continues to deteriorate or does not improve, the learner should move to the lowest level on the weather chart (the thundercloud). The learner should then be sent to another class for time out; if this point has been reached, parents and the Headteacher will be informed. **It is vital that the weather chart is used as a dynamic behaviour management tool.** If you have moved a child down, look for opportunities to move them back up at the earliest opportunity.

It is also imperative that you investigate the root cause of poor behaviour before you rush through the sanctions listed above; poor behaviour can often result from problems understanding the learning activity being undertaken. If a child is 'acting up' because they don't understand the work, it is your job to help them to understand or to present the learning in a format that allows the child to achieve.

Individual Behaviour Management Plans

If a child's behaviour is causing significant concern they will have an Individual Behaviour Management Plan (IBMP). The class teacher will write this plan with support from the Special Educational Needs Co-ordinator and others who work with the child. It will identify key concerns, possible reasons for the behaviour and strategies for managing the behaviour within school. The child and their parents should be fully aware of the plan and it should be reviewed at least once a term and more frequently if there are behavioural incidents. The child will normally be placed on the Special Needs Register.

ELSA, FEIPS and Friendship Support

Children who are finding coping in the classroom environment a challenge and express their frustration through anger or are quiet and withdrawn, may be additional support. Some children may need support from our Emotional Literacy Support Assistant (ELSA) or School Counsellor to address their emotional and behavioural needs. The class teacher makes referrals and the child is normally seen once or twice a week on an individual basis.

Behaviour Support Team (BST)

If a child continues to display inappropriate behaviour despite having an IBMP, they may be referred, with parental consent, to the Behaviour Support Team (BST). The BST will work with the child, parents and school to address the behavioural issues.

Educational Psychology Service (EPS)

Parents or school may request support from the EPS. This will usually take the form of a consultation but may also include observation and assessment.

Child and Adolescent Mental Health Service (CAMHS)

The CAMHS Team work closely with school to help meet the needs of children who have been diagnosed with ADHD or other behavioural needs. A referral to CAMHS is usually made through the family GP.

Physical Restraint

Physical restraint is a last resort and should only be used when a child is at risk of hurting self or others or severely disrupting the learning of others. Specific staff are trained in the Team Teach approach that promotes the use of alternative strategies. Any use of physical intervention is recorded in the Physical Intervention Record Book kept in the head's office. Risk assessments must be in place and regularly updated for all children who display extreme behaviour.

Exclusion

There is specific guidance on the use of fixed term or permanent exclusion, kept in the Head's office. Parents should be contacted by the class teacher whenever they feel the relationship between pupil and teacher/school is suffering. Serious incidents or breaches of the school rules may result in a fixed term or permanent exclusion.

Communication about the policy to pupils, parents, staff and governors

- Home-school agreement shared annually with parents and pupils
- School council discuss and share strategies for promoting good behaviour
- Staff and Governors meetings at all levels reinforce the policy guidelines
- Policy review changes are made annually by sub-group from within school prior to full agreement from the governing body
- Where significant amendments are made to the policy, they are discussed with the whole school community
- Parents to receive a summary of the behaviour strategies every year

Monitoring and evaluating procedures

- The Headteacher, Leadership Team, and SENCO monitor behaviour within school and the Headteacher reports to the Governors regularly
- The SLT monitors lunchtime behaviour through recorded incidents and through discussion with lunchtime supervisors at termly meetings
- The SENCO monitors severity and frequency of behaviour incidents with specific children already on the SEN Register or about to be placed on the SEN register and ensures that IBMPs are in place.

Reviewed by GB January 2016

To be reviewed 2018

Appendix A – Guidance for Teachers: Expected Behaviour Around School

Arriving and Leaving School

- We wait quietly outside the school gate
- We walk into school calmly and ready to learn
- At the end of the day we walk round to the school gate with the teacher (KS2) or wait quietly at our tables for our teacher to call us to the door (YR –2)
- We stay with the teacher if there is no one to collect us
- If we have to wait by the office we sit quietly in the library or on the pink sofa
- We must let a member of staff know if someone arrives to collect us

Assembly Time

- We walk to the hall calmly without talking
- We make sensible choices about who we sit next to
- We sit quietly and make appropriate responses when asked
- We leave the hall when directed by a teacher and walk quietly back to our classroom

Play Time

- We put on our coats if the weather is cold
- We will only play outdoors when we are supervised by an adult
- We walk out to play through our outside classroom doors
- We only play in the designated play areas for our class
- We must go outside unless we have permission to stay in
- We ask an adult if we need to use the toilet and use the outside toilet doors
- We stop playing and stand silently and still when we hear the first whistle and walk calmly in through our classroom doors on the second whistle

Wet Play Time

- We stay in our own classroom (or other supervised location) unless we are told otherwise or unless we need to purchase a snack from the school kitchen
- We only use the equipment provided by the teacher
- We ask the teacher on duty if we need the toilet

Lunch Time

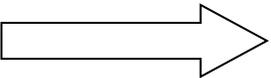
- We walk to hall when directed by a member of staff
- We find a space to eat our packed lunch or queue up for a school lunch
- We wait quietly in the line and are polite to the lunchtime staff
- We talk quietly to the people on our own table
- We remember good table manners and clear away after ourselves
- We take time to eat our lunch
- We leave the hall and walk quietly out to play

Appendix B – Guidance for Teachers: Expected Behaviour at Playtimes

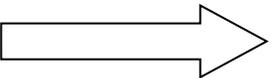
Staff members on duty should be proactive at playtimes. **Walk around** all areas of the playground and praise good behaviour; ask children to pick up litter if this is dropped and support their play activities. Ensure the children do not walk, run or play in the flowerbeds, particularly areas separating the school field and the pathway. If you do see any child in the flowerbeds, remind them about the school rule and then praise them as soon as you can when they have obeyed the rule.

If children exhibit challenging behaviour, the following sanctions should apply to all children uniformly; for consistency, they should be used at lunchtimes and playtimes. If a child exhibits low-level anti-social behaviour (rough play, name-calling), then they must be given a warning and a polite reminder of the golden rule they have broken.

If a child:

<ul style="list-style-type: none"> ➔ calls another child a name (non-sexual language) ➔ spits on the ground or towards another child ➔ causes harm to another child through unintentional, accidental or light physical contact ➔ uses bad language in their play (e.g. stubs their toe and uses a bad word in anger) ➔ or engages in any other 'low-level' poor behaviour of a similar nature 		<p>...they must walk around with/stand by the adult on duty and miss 5 minutes of their play (the benches should not be used for parking 'naughty' children).</p> <p>In addition, children will lose one minute of Golden Time; this MUST be communicated to the class teacher at the end of play so the Golden Time chart can be adjusted accordingly.</p>
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If a child:

<ul style="list-style-type: none"> ➔ kicks, hits or bites another child ➔ uses bad language towards another child or uses aggressive sexual language in any context ➔ or engages in any other serious act which puts other children at risk of harm ➔ repeats 'low-level' poor behaviour (see above for examples) despite earlier sanctions 		<p>...the member of staff on duty should send a child into school with a YELLOW CARD in order that another member of staff can come to the playground to escort the child indoors to a member of the SLT or the Headteacher. The child will be isolated from their peers for the remainder of playtime and parents will be contacted.</p>
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