

# Kingsway Primary School

## Behaviour Policy

At Kingsway we believe that good behaviour is a necessary precondition for effective teaching and learning to take place.

Our behaviour policy is based on the principles of Assertive Discipline and uses techniques associated with Emotion Coaching. (see Appendix 6)

There are many factors which influence behaviour. To encourage good behaviour in our pupils we adopt a wide range of strategies. We recognise that all of the following influence and encourage behaviour.

- Attractive and stimulating class and whole school environment
- Quality displays of children's work
- Clear and simple rules
- High expectations of pupil behaviour
- Teacher attitudes which convey enthusiasm, humour, care for pupils and other members of staff
- Lively, stimulating teaching
- A quality of relationships which distinguishes between disapproval of behaviour and of the pupil themselves
- An effective PSHE programme
- Praise and recognition by pupils, staff and parents of achievement and good behaviour on a class, Key stage, school and home level.
- Opportunities for regular teacher- pupil dialogue
- A strong counselling element applied to negative behaviour
- Clear, fair sanctions, applied with differentiation
- A core of clearly stated expectations well communicated to pupils, staff and parents.
- A clear framework of support for class teachers who have pupils with behaviour difficulties
- An ethos which encourages good behaviour whilst identifying and working to correct negative behaviour

## **Aims of our Behaviour Policy**

### **General aims**

- To give children responsibility appropriate to their stage of development which helps to encourage confidence, skills, independence and a sense of community
- For children to take pride in their work and the school environment
- To care for others and especially those younger than themselves
- For pupils to praise and encourage others and help build up their self esteem
- For pupils to treat each other with respect regardless of sex, cultural or other differences
- To help children develop a core of social skills and community values
- For pupils to learn and allow others to learn
- For pupils to understand themselves and develop the strategies to cope with anger disappointment, envy and failure
- For pupils to try hard and persist with an activity
- For pupils to share attention, equipment and friends
- For pupils to use acceptable language
- To encourage self motivation in pupils rather than an emphasis on working only for rewards
- For achievement/ good behaviour to be emphasised, recognised and celebrated

### **Central strategies**

**In order for these aims to be achieved, as a school we apply the following strategies to the school day:**

Routines- maintain regular monitoring of school routines and timings to ensure everyone is familiar with all aspects including:

- Playtimes\*
- Lunchtimes\*
- assemblies
- care of class equipment
- care of school equipment
- wet play times\*
- wet lunchtimes\*
- arrival
- departure
- after school clubs (managed by internal and external staff)

(\*See lunchtime policy for these routines and procedures)

Classrooms- have an ethos and class system which:

- recognises, communicates and celebrates achievement/positive behaviour to others
- allows the sharing of work of others
- shows examples of outstanding effort by classroom display of pupils work
- Recognises the value of the PSHE curriculum.

Involvement- allowing the opportunity for non teaching staff and support teachers to have a role in a school system that recognises, celebrates and communicates all kinds of achievement and positive behaviour.

Rewards system- The following are examples of the variety of methods used:

- Assemblies- star of the week
- Achievement letters
- Jewels rewards
- Stickers
- Notes/phone calls home
- Certificates

### Curriculum

A broad and balanced curriculum which reflects modern British Values and which explores positive character attributes.

A PSHE scheme of work which teaches what feelings we might have and how to deal with them through role play, scenarios and drama.

### **Sanctions**

Sanctions are applied consistently across school by any member of staff.

We have a clearly defined code for behaviour modification set out as Appendix 5 at the end of this policy. However before that comes into action there are certain principles that should be applied:

- React appropriately according to the individual pupil with regard to age and level of maturation
- Always reinforce the positive aspect of any situation
- Identify the cause of inappropriate behaviour- these should help frame the response and future practice
- Ensure the child understand the rationale for our codes of behaviour
- Be consistent in your response but with regard to 1 above
- Be ready to consult with colleagues especially team leaders and SENCO
- Ensure the child knows that it is the behaviour you disapprove of NOT the child
- Always listen to the child's explanation of their behaviour
- Try to find witnesses to incidents of inappropriate behaviour – this will include the school behaviour sheets

### **Children with special needs**

We recognise that sometimes, special provision may need to be made for some pupils.

At such times the appropriate course of action is to discuss the child in question with the school Senco, outline the nature of the concern and give examples of the behaviour which is giving difficulty. The school Senco will then be able to advise on the best course of action and take the necessary steps should outside agencies need to become involved.

## **Bullying (See Anti bullying policy)**

How does bullying differ from other types of aggressive behaviour?

- There is a deliberate intention to hurt or humiliate
- There is a power imbalance that makes it hard for the victim to defend themselves
- It is usually persistent.

Bullying can be in the form of

- Direct Verbal Bullying (e.g. name calling, threats, insults and nasty teasing)
- Physical Bullying (e.g. hitting, kicking, damage to belongings)
- Relational Bullying (e.g. rumours, social exclusion, offensive graffiti)
- Cyber-Bullying (e.g. text messaging, emailing, chatlines, Facebook, Messenger services)
- Bullying can also take place in the presence (virtually or physically) of others who become 'bystanders' or 'accessories'

Specific types of bullying might include

- bullying related to race, religion or culture
- bullying related to special educational needs or disabilities
- bullying related to appearance or health
- bullying related to sexual orientation
- bullying of young carers or looked after children or otherwise related to home circumstances
- sexist, sexual or transphobic bullying

There is no hierarchy of bullying and all forms of bullying are taken equally seriously and dealt with appropriately.

Bullying can only be tackled if the school knows that it is happening; therefore everyone has a duty to report instances of bullying so that swift and effective action can be taken.

The first priority when it is proven that bullying has occurred will be to make the victim feel secure and confident. It will also be a priority to ensure that all incidents are investigated promptly, that all the parties are aware that an investigation has taken place and that each person has the opportunity to put forward their point of view.

The response to those responsible for the bullying will vary depending upon the nature of the incident. However it is intended that the sanctions code contained within the schools behaviour policy will be used to deal with incidences of this kind.

Specific mention of bullying is made in the accelerated progress section of the Behaviour policy but each case will be thoroughly investigated on its merits, as the appropriateness of response will depend upon individual circumstances. Punishment is not necessarily an effective way of changing behaviour and may entrench attitudes. We will use the school PSHE programme to discuss bullying within the context of relationships with others.

Finally, our behaviour policy while comprehensive is by no means exhaustive. We know that pupil behaviour is determined by a complex number of influences.

However, our policy seeks to help unify staff and pupils around a core of essential and desirable values, aims and objectives which are clearly thought out and communicated. Behaviour is constantly under review as is the effectiveness of the policy.

This policy is annually reviewed by the Governing Body and was last reviewed on .....

Signed..... Chair of Governors.

## Appendix 1

### Kingsway Primary School Behaviour Policy- Information for parents

As a school, we have clear aims for the behaviour of pupils which are intended to make Kingsway a happy and secure learning environment for all its members. (These are applicable whilst on the school premises either during the school day or when attending after school events)

We appreciate that good behaviour by children in school leads to:

- Children being happier and safer
- Children being able to reach their full potential

Various elements encourage good behaviour. Parents, staff and pupils all have a role to play:

Parents by...

- Encouraging the good things your child does at school and at home
- Attending parents evening and sharing views and information with your child's teacher
- Communicating any concerns to school

Teachers by....

- Offering a broad and balanced curriculum
- Giving pupils praise, encouragement and appropriate strategies to make progress across all areas of the curriculum
- Providing differentiated work matched to each pupil's abilities
- Having clear and consistent rules.

Children by...

- Always trying their best at school- learning and allowing others to learn
- Telling an adult when something is worrying them.

As a school, we feel it is important to recognise and praise the good things that happen in school.

Teachers praise good work, attitudes and behaviour by talking to children, writing comments on children's books, using stars, stickers or smilies and awarding team points.

Parents' evenings are vital too in exchanging information and views. As a school community, we share all kinds of pupil achievements. We do this regularly in assemblies and sometimes through letters or phone calls home.

When there are incidences of negative behaviour, we hope to show that we disapprove of the person's actions and not of them as a person. We also hope to give a child a way to improve their behaviour. If bad behaviour is serious, we involve parents at an early stage. For minor things, we use a range of sanctions.

Parents with worries about their children are welcome to arrange a time to talk to class teachers, team leader, SENCO, Deputy Head teacher or Head Teacher.

We know that a good, effective school is one where there is a partnership between parents, staff and children. By having clear aims and methods, we hope to maintain a happy, safe and caring school.

## **Appendix 2.**

### **Toilet Code.**

Children's behaviour in the toilets can be a cause for concern because:

- They are usually unsupervised
- There are risks to health and safety

Recommendations:

- Children should only be excused from class on a one at a time basis, unless there is a medical reason.
- At break times children must gain a peg from staff on duty.
- Pupils using the toilet inappropriately shall be subjected to the normal sanctions of the behaviour policy and re-educated to use it sensibly.

## Toilet code

- I will flush the toilet
- I will wash my hands with soap and water
- I will dry my hands
- If I see something wrong I will report it to an adult immediately

## **Appendix 4.**

### **Use of force by staff to control or restrain pupils**

#### **(Please also see Restraint of pupils' policy)**

As a mainstream school the occasions when staff might need to use force are extremely rare but Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do any of the following:

- a) committing an offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- b) causing personal injury to, or damage to the property of, any person (including the pupil him or her self); or
- c) prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

#### **Members of staff to whom this power applies are defined as:**

- a) any teacher who works at the school
- b) any other persons whom the Head has authorised to have control or charge of pupils.

This power may be used when pupils are outside of the school but in the lawful control or charge of the staff member as would be the case on a school visit.

There is no legal definition of when it is reasonable to use force. That will always depend upon the particular circumstances of individual cases. The degree of force used should be the minimum needed to achieve the desired result.

Staff must also ensure that pupils with any particular special educational need and/or disability are not treated less favourably than other children and take reasonable steps to avoid putting disabled pupils at a substantial disadvantage to pupils who are not disabled.

Staff will be expected to act reasonably and appropriately and in the **'best interests of the child'**.

## Appendix 5

### Behaviour Modification

In order to produce consistent practice across the school, the following is a suggested procedure-

1. Bring to the child's attention the aspect of behaviour that is unacceptable. Reprimand the child, remind them of the rule and issue the first warning
2. If a child persists in unacceptable behaviour alter grouping, issue a second warning
3. After a third warning the child is isolated from the class and sent to the contact teacher until the end of the session. At this point the class teacher must inform the team leader. All warnings must be recorded by the class teacher.
4. Should the child continue to be disruptive then a senior member of staff should be called for. This may result in the child working in isolation under the supervision of an adult.
5. Parents are also informed personally by the class teacher by one of the following methods: a) in person at the end of the day, b) by phone, c) by handwritten note posted home.
6. Parents will be contacted the following day to update them on behaviour.
7. If the regularity of inappropriate behaviour increases, then a more formal meeting at which an agreed personalised plan is formulated between class teacher and parents. This will include rewards, sanctions and a date to review the plan.
8. If a child's behaviour does not improve then a senior leader will be invited to a more formal meeting to discuss next steps with parents, such as the use of wider whole school resources (screenings and questionnaires).
9. Depending on outcomes of 7. then Senco or Deputy Head informed and a discussion of next steps had.
10. If it is agreed to be so then the Deputy will draw up a behaviour programme. The Deputy Head will monitor progress and at the same time send a standard letter explaining what is being done to the parents and offer a meeting if parents wish.
11. If there is no improvement in behaviour at the end of the programme, the Head teacher will arrange a meeting with the parents. At the meeting the Head teacher will possibly set revised targets and will set a time limit at which an agreed level of improvement must be seen.
12. Head teacher may suspend child from school for a fixed period and involves Governing body. Head teacher has the right to seek permanent exclusion with due consideration of the legislation.

Accelerated progress through the usual stages of the programme, although rare, may at times be necessary if the behaviour warrants it. In such cases advice should initially be sought from the school SENCO, Deputy or Head. The following may be a graduated response to be used in exceptional cases:-

Repeat of inappropriate playtime activities (to point 5)

Failure to follow repeated instructions (to point 5)

Deliberate damage to others or school's property (to point 5)

Running off when being spoken to by an adult (to point 5)

Serious fighting out of the classroom (to point 7)

Repeated failure to follow instructions (to point 7)

Substantiated bullying (to point 7)

Continually swearing (to point 7)

Theft (to point 7)

Leaving school without permission (to point 7)

Repeated and substantiated bullying (to point 7)

Fighting in the classroom (to point 7)

Malicious allegations against a member of staff (to point 10)

Seriously hurting child or adult (at Head's discretion around points 8-11)

In exceptional circumstances the Head teacher may move straight to point 11 of the Behaviour Modification Programme.

Substantiated incidents of a racist or homophobic nature will be dealt with by the Head teacher or Deputy Head teacher and will (at the Head's or Deputy's discretion) generate a letter home notifying parents of what has occurred and inviting them into school for formal discussions.

Following on from the discussions the offending child (ren) may be placed on a Behaviour Modification Programme or formally excluded from school.

All substantiated racism or hate incidents are formally logged by the school.

## Appendix 6

### Emotion Coaching

This is a three-step approach to supporting a child to regulate their behaviour and is practiced by all adults in our school. Emotion Coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them.

#### Step 1: Validate the child's feelings

##### Examples:

- *'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'*
- *'You look like you're frowning and your hands are all tight and clenched. I would be feeling like that too if I didn't want to do something.'*
- *'I think you might be feeling fed up about not being able to play football now. I know that's not nice for you.'*
- *'I wonder if you're not feeling ok about that.'*

#### Step 2 – Establish Boundaries

State the boundary limits of acceptable behaviour

- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity (*Crucial for responsive behaviour and well-being*)

##### Examples:

- *'These are the rules that we have to follow. Doing that is not ok.'*
- *'We can't behave like that even though you are feeling annoyed because it is not safe.'*
- *'You didn't put the ball away as we agreed. You're probably angry that you can't play with Billy now because you have to stop now.'*

#### Step 3: Problem solving

When the child is **calm** and in a relaxed, rational state:

–**Explore** the feelings that give rise to the behaviour/problem/incident

–**Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes

–**Empower** the child to believe s/he can overcome difficulties and manage feelings/behaviour

##### Step 3 examples:

- *'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'*

- *'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again.'*
- *'What might help you calm down next time you feel like this?'*
- *'You need to decide what to do about this. You can either do this or you can do that..... Which would you like to do?'*