



Behaviour Policy

Date of Policy Issue:	09/17
Review Date:	09/18
Name of Responsible Manager/Headteacher:	Julie Mullane
Signature of Responsible Manager/Headteacher	
Signature of Chair of Governors	
Date:	

Issue number	3
Changes:	<ul style="list-style-type: none"> • 6.1 Removal of ELSA for emotional support • 6.1 Removal of ELSA – just social skills group • 8 Working with parents. Removal of reference to HSLW

1. Rationale

Kings Worthy Primary School seeks to create an environment which encourages and reinforces good behaviour. We provide a happy, safe and secure working environment where children are able to keep to our promise of being the best we can be.

At school we work towards standards of behaviour based on moral code of **honesty, respect, consideration and responsibility**. We encourage children to develop and accept responsibility for their own behaviour through a positive approach to behaviour management. This includes whole school rules, the writing of classroom codes, assembly focus, circle time and an active school council.

Successful learning takes place in an atmosphere where children and staff feel comfortable and valued. We reinforce good behaviour and have high expectations of the children. Opportunities to succeed alongside support to modify inappropriate behaviour underpin our school vision and values.

Our behaviour policy is communicated to all with an interest in the school; children, teachers, support staff, lunchtime supervisors, governors and parents.

[Type here]

We have worked together to create a set of school rules that help us to keep our promise to be the best we can be:

2. Adult Key Responsibilities

- Use positive reinforcement as an overriding ethos within the class.
- Be fair and consistent regarding both rewards and sanctions.
- Manage the behaviour of a child – avoid judging their personality.
- Contact parents on a 'sooner rather than later' basis and always when a child has been sent to the SLT.
- Follow the school behaviour policy.
- Keep clear records of concerning behaviour including minor and major incidents and contact with parents.
- Make regular reference to the school rules – seeking positive reinforcement and praise as well as a baseline for unacceptable behaviour.
- Seek opportunities to reference the school rules and anti-bullying policy in PSHE lessons, circle time, assemblies, certificates, house points etc.
- Understand and keep up to date with the systems regarding behaviour that are used at lunchtimes.
- Follow up incidents that have happened at playtime and lunchtime.
- Communicate your concerns regarding a child's behaviour to your phase leader or SENCo (if appropriate) and then follow this up after a period of time.
- Follow the school Safeguarding policy when a child's behaviour raises a more serious cause for concern.



At Kings Worthy Primary School we want every one to be the **BEST** they can be because they

Belong, **E**njoy, **S**ucceed and **T**ry



Belong

We keep each other and our school safe.

We are polite and kind to our friends, other children and adults.
We behave sensibly in and around our school.
We walk in the school.
We keep our hands and feet to ourselves.
We use equipment sensibly and tidy up after ourselves.



Enjoy

We try to make sure that our school is a happy place for everyone.

We think before we do.
We include others in our groups and games.
We try to cheer people up if they are feeling sad.
We take turns.



Succeed

We know what we need to improve and how to do it.

We make the best use of our learning time.
We listen when others are talking.
We make good choices.
We tell the truth.



Try

We always try to be the best we can be.

We concentrate on our learning.
We listen carefully to what we are asked to do.
We persevere with our learning.
We encourage each other to keep going.

3. The curriculum and learning

We believe that an exciting and engaging curriculum together with effective teaching and learning contribute to good behaviour. Planning for the needs of individual pupils, the active involvement of pupils in their own learning and timely feedback all help to avoid the disaffection which can lie at the root of poor behaviour. Our teaching methods encourage enthusiasm, the development of knowledge and understanding, and enable children to work and play co-operatively.

4. Classroom Management

The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Classrooms are welcoming and are organised to encourage independence and on task behaviour. Displays help develop self-esteem by demonstrating the value of every individual's contribution.

5. Expectations

5.1 Children can expect any adult working in school to be approachable and to respond to a problem. They can expect to be treated fairly and helped to resolve issues.

5.2 During Collective worship

Staff take the children to Collective worship where we gather as a whole group and listen, reflect and respond.

5.3 At playtimes

Playtime is a period of supervised leisure for the children. It is a time for them to relax, chat and play with their friends in a secure and safe environment whilst having access to water fountains and toilets. We expect the children to show respect for each other's safety and space as well as the resources provided.

5.4 At lunchtime

Our Senior Supervisory Assistant and her team help the children to play safely and encourage collaboration. Children are encouraged to sort out minor differences between themselves. Violent or aggressive behaviour is not tolerated and the SSA first sees offenders before they are brought inside to a member of the SLT. Serious or repeated acts of bullying, racism, vindictiveness or danger are referred straight to the Headteacher (SSA to make a reference of incidents). In the lunch hall we encourage children to eat in a civilised and sociable manner, keeping noise to a comfortable level.

5.5 Beginning and end of the day

Children are expected to arrive at and leave the school site in a sensible and timely manner. Any child's behaviour that reflects badly upon the school, whilst travelling to or from the site, will be followed up in consultation with their parents.

5.6 Rewards

When children respond to expectations, they will be rewarded accordingly. Examples of rewards are:

- Verbal praise
- Stickers
- Golden time minutes/treat
- House points
- Marble jar
- Certificates
- Send to Headteacher/another class
- Inform parents (postcard, note in planner)
- Photocopy work to show parents
- Certificates
- Responsibilities
- Prizes

- Y2/6 Awards
- Dojo points

6. Responsibility for own actions

6.1 The majority of children are able to respond to these expectations. When children cannot, we expect them to take some responsibility for their actions and will help by:

- Promoting discussion.
- Encouraging children to find their own strategies to deal with problems. Interventions such as emotional support can support this action.
- Praising good or acceptable behaviour.
- Using appropriate language/tactics to diffuse situations where applicable.
- Offering chances to right a wrong or redress a problem through letters of apology or acts of kindness.
- Encouraging whole groups to discuss the issue through circle time, PSHE sessions, assemblies or school council.
- Having Celebration assemblies and class assemblies that celebrate successes of all kinds including social, behaviour, sporting, academic and creative success.
- Sharing our aims with parents at consultation evenings and by contacting them before a problem becomes serious or negative behaviour becomes an established pattern.
- Inviting selected children with social/emotional problems to join a social skills group.
- All staff accepting they have a corporate responsibility for the conduct of **any** child encountered around the school.
- Ensuring children have appropriate respect for all pupils and adults.
- The SENCO intervening and/or writing an Individual Behaviour Management Plan/Behaviour diary in conjunction with the classteacher. Any IBMPs will be shared with other staff and parents appropriately.
- Using treetops room as a safe space.

7. Dealing with inappropriate behaviour

7.1 Teachers are trained to manage groups skilfully and to develop positive relationships with children that lead to mutual respect and positive behaviour. Alongside rewards there is a need for sanctions so that pupils understand there are consequences to their inappropriate behaviour. At Kings Worthy we follow a 4 Staged approach to managing behaviour.

7.2 When using sanctions it must be made clear to all involved why they are being applied and how they can be avoided in the future so that pupil's behaviour is the best that it can be.

Examples of sanctions are:

- Verbal admonishment
- Removing a child from their normal working space within the classroom.
- Moving a child to a shared area where they can continue their work without disturbing the class.
- Sending a child to a colleague in the same/different year group depending on which would be most effective.
- Sending a child to the phase leader, Assistant Headteacher, Deputy or Head when behaviour has been deliberately offensive or malicious.
- Removal of playtimes, privileges, trips out, residential visit etc – this time should be used to reflect on how to improve behaviour, make amends or complete tasks that should have been done in class.
- Name entered into the class behaviour diary.
- Contacting parents informally or formally to note the concern and find ways of working together on the problem.
- Behavioural letters (yellow, orange, red) may be sent before or after this stage.
- Exclusion at lunchtimes may be appropriate.

- Temporary exclusion of child proven to be a danger to themselves or others by Headteacher.
- Permanent exclusion. Exclusions (temporary or permanent) will follow National Guidelines.

7.3

- When incidents of poor/inappropriate behaviour are persistent teachers need to log these in order to build up a pattern or picture, which may be useful to an outside agency. Furthermore a meeting may be appropriate between the Headteacher, parents, class teacher and child to discuss the problems and plan necessary action. In some circumstances the SENCo and/or Hampshire Primary Behaviour Support team will write an IBMP detailing individual behaviour expectations and suggested alternative strategies for supporting good behaviour. Temporary deployment of support staff may also be used to offer one to one support.

8. Working with Parents

It is good practice to keep parents informed of their child's behaviour – parents would rather know if poor behaviour is emerging rather than be told it has been happening for a long time. Use the class behaviour diary to pick up patterns and frequency of behaviour. Parents can be helpful to the child and to school through supporting and providing otherwise unknown background information

Informing parents helps to involve parents who, in the primary phase, are still the main influence on children. It also helps children understand the nature and severity of their actions.

- Yellow letters inform parents of inappropriate behaviour that has taken place (beyond the rough and tumble of daily school life) and request that it is discussed at home. The school will have dealt with the issue in school.
- Orange letters inform parents that either inappropriate behaviour has occurred again or that the incident is of greater severity. The sanctions adopted by the school will be stated. Again, it is hoped the matter is discussed at home.
- Red letters are sent when behaviour is unacceptable to request parents to come into school to discuss the behaviour.
- When letters are sent home, parents will be contacted to explain why the letter has been sent and to provide more information for parents.

Teachers may also request support from the Primary Behavioural Support through the SENCO/SLT.

Parents can, of course, continue to approach teachers to discuss a situation. Through these procedures, we aim to reinforce the concept of consequences due to inappropriate actions and to improve behaviour conducive to learning i.e. social learning. The overriding aim is to make the learning environment nothing less than excellent for all our children.

Where possible, parents will be informed when their child's behaviour is exemplary, consistent or improving.

9. Behaviour diaries

Each class teacher will keep a behaviour diary for their class giving details of incidents which occur and the consequences incurred. This helps staff to be consistent and to track changes in children's behaviour. Children involved in serious incidents will have their names and actions recorded in the behaviour diary, but staff may also record the names and details of children who are repeatedly involved in minor incidents. Parents will be contacted if their child's name is entered into the diary on more than three occasions in a half term.


 At Kings Worthy Primary School we want every one to be the **BEST** they can be because they

Belong, **E**njoy, **S**ucceed and **T**ry

	Date:																		
	Name of child:																		
<p>Belong </p> <p>We keep each other and our school safe. We are polite and kind to our friends, other children and adults. We behave sensibly in and around our school. We walk in the school. We keep our hands and feet to ourselves. We use equipment sensibly and tidy up after ourselves.</p>	Other children involved:																		
	Location of incident: <input type="checkbox"/> Classroom <input type="checkbox"/> Playground <input type="checkbox"/> Corridor <input type="checkbox"/> Field																		
<p>Enjoy </p> <p>We try to make sure that our school is a happy place for everyone. We think before we do. We include others in our groups and games. We try to cheer people up if they are feeling sad. We take turns.</p>	Brief details:																		
<p>Succeed </p> <p>We know what we need to improve and how to do it. We make the best use of our learning time. We listen when others are talking. We make good choices. We tell the truth.</p>	Consequences:																		
<p>Try </p> <p>We always try to be the best we can be. We concentrate on our learning. We listen carefully to what we are asked to do. We persevere with our learning. We encourage each other to keep going.</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%;">Yellow letter</td> <td style="width: 33%;">Orange letter</td> <td style="width: 33%;">Red letter</td> </tr> <tr> <td colspan="3" style="text-align: center;"><input type="checkbox"/> Class teacher</td> </tr> <tr> <td colspan="3" style="text-align: center;"><input type="checkbox"/> Phase leader</td> </tr> <tr> <td colspan="3">Adults informed:</td> </tr> <tr> <td style="text-align: center;"><input type="checkbox"/> AHT</td> <td style="text-align: center;"><input type="checkbox"/> DHT</td> <td style="text-align: center;"><input type="checkbox"/> HT</td> </tr> <tr> <td colspan="3" style="text-align: center;"><input type="checkbox"/> Parents</td> </tr> </table>	Yellow letter	Orange letter	Red letter	<input type="checkbox"/> Class teacher			<input type="checkbox"/> Phase leader			Adults informed:			<input type="checkbox"/> AHT	<input type="checkbox"/> DHT	<input type="checkbox"/> HT	<input type="checkbox"/> Parents		
Yellow letter	Orange letter	Red letter																	
<input type="checkbox"/> Class teacher																			
<input type="checkbox"/> Phase leader																			
Adults informed:																			
<input type="checkbox"/> AHT	<input type="checkbox"/> DHT	<input type="checkbox"/> HT																	
<input type="checkbox"/> Parents																			
Initially Completed by:																			
Followed up by:																			

Conclusion

This policy will ensure consistent standards of behaviour management.

Review

This document will be subject to review in autumn 2018 by staff and governors.

Glossary of terms used

SLT	Senior Leadership team; comprising of the Head teacher, Deputy Head, Assistant Head, Foundation Stage leader and Key Stage One leader
PSHE	Personal, social and health education
SENCo	Special Education Needs Co-ordinator
SSA	Senior Supervisory Assistant; the person who leads the Midday Supervisory Assistants who look after the children at lunch times

DoJo	A reward scheme used in some classes
FEIPS	Framework for Enhanced Individual Pastoral Support; a 1:1 support intervention run by the SENCo
ELSA	Emotional Learning Support Assistant; a group or individual intervention run by trained ELSAs
IBMPs	Individual behaviour management plans; plans used to set specific targets for children with behavioural difficulties
BEST	Our school promise to be the best we can be. BEST stands for; belong, enjoy, succeed and try
FS	Foundation stage; the first year of school
KS1	Key Stage 1; years 1 and 2
KS2	Key Stage 2; years 3, 4, 5 & 6
HSLW	Home School Link Worker

A Staged Approach to Behaviour and Discipline Teaching and Learning time

The following guidance has been agreed. It should be used flexibly, according to particular circumstances and the individual needs of children. It should be read in conjunction with other policies relating to Behaviour and Discipline.

	Stage 1	Stage 2	Stage 3	Stage 4
Behaviour	<p>Infringement of BEST rules:</p> <ul style="list-style-type: none"> • Calling out • Disrupting others • Not on task • Talking out of turn 	<ul style="list-style-type: none"> • Behaviour repeated • Initial Warning ignored • Answering back / negative attitude 	<p>Behaviour appears to be escalating:</p> <ul style="list-style-type: none"> • Evidence of anger – temper out of control • Persistent or aggressive Answers back, negative attitude • Someone else is upset or hurt <p>N.B. For very serious lack of respect/physical or verbal abuse to peers or adults, go straight to Stage 4.</p> <p>If both/all parties deny responsibility write both/all names in to diary.</p>	<p>Dangerous, destructive or deliberately disrespectful behaviour. The preceding stages may need to be by-passed where a behaviour incident is deemed very serious.</p> <ul style="list-style-type: none"> • Bullying • Refusal to respond to authority • Intentional ‘verbal’ and non-verbal abuse • Loss of control leading to injury or damage • Deliberate destruction/spoiling of property • Stealing • Leaving the school premises without permission <p>Bringing dangerous objects or substances to school (See Anti-bullying Policy and Physical Restraint guidance)</p>
Action & Consequence	<ul style="list-style-type: none"> • Initial, quiet visual or verbal warning – preferably out of earshot of others 	<ul style="list-style-type: none"> • FS - Time out in own classroom using sand timer. Approx. 3mins (depending on severity) • Child moved down on class behaviour chart – rainbow/sun/cloud/storm cloud or class dojo as appropriate. If child moves to storm cloud they lose minutes of playtime/golden time as appropriate • KS2 -Name on board leading to loss of golden time or removal of part of playtime 	<ul style="list-style-type: none"> • FS child sent to another class • KS1 child may be sent to another class or team leader (accompanied or with a note). Intention to relieve situation for both parties. Another sanction may need to be agreed • KS2 child to sit on other table inside or directly outside the room. If it happens again may miss all of playtime (stand against the wall). At this stage, the child’s name will be entered into the class behaviour diary and the class teacher may wish to inform parents. <p>Child may also be sent to team leader and an appropriate sanction agreed.</p>	<ul style="list-style-type: none"> • Accompanied child sent to member of SLT/Headteacher by duty teacher/class teacher or Senior Supervisor. • Parents involved. • In some circumstances it may be preferable to send a message for help to the Headteacher. • Yellow, orange or red letter to be sent home to inform parents (letters are progressive) and behaviour recorded in the class diary. • Restart coloured letters each term

A Staged Approach to Behaviour and Discipline Play time

The following guidance has been agreed. It should be used flexibly, according to particular circumstances and the individual needs of children. It should be read in conjunction with other policies relating to Behaviour and Discipline.

	Stage 1	Stage 2	Stage 3	Stage 4
Behaviour	<ul style="list-style-type: none"> • Breaking BEST rules • Inappropriate play or use of equipment • Playing in the toilets • Going into classroom without permission 	<ul style="list-style-type: none"> • Invading other children's games • Persistently ignoring quiet warning • Rough/uncontrolled games • Answering back/attitude • Boisterous queuing • Thoughtless, loud or messy behaviour at the table 	<p>Behaviour appears to be escalating:</p> <ul style="list-style-type: none"> • Persistent rough play • Evidence of anger – temper out of control • Persistent or aggressive answering back, negative attitude • Someone else is upset or hurt <p>N.B. For very serious lack of respect/physical or verbal abuse to peers or adults, go straight to Stage 4.</p> <p>If both/all parties deny responsibility write both/all names in to diary.</p>	<p>Dangerous, destructive or deliberately disrespectful behaviour. The preceding stages may need to be by-passed where a behaviour incident is deemed very serious.</p> <ul style="list-style-type: none"> • Bullying • Refusal to respond to authority • Intentional 'verbal' and non-verbal abuse • Loss of control leading to injury or damage • Deliberate destruction/spoiling of property • Stealing • Leaving the school premises without permission <p>Bringing dangerous objects or substances to school (See Anti-bullying Policy and Physical Restraint guidance)</p>
Action & Consequence	<ul style="list-style-type: none"> • Initial, quiet visual or verbal warning – preferably out of earshot of others 	<ul style="list-style-type: none"> • Warning then 5 minutes away from the situation e.g. stand by wall/near a teacher 	<ul style="list-style-type: none"> • Senior supervisor or class teacher sent for. The child should not be sent in unaccompanied. Incident may be reported to the Deputy/SLT <p>At this stage, the child's name will be entered into the class behaviour diary and the class teacher may wish to inform parents.</p> <ul style="list-style-type: none"> • After 3 entries in a half term period, the class teacher will consider parental involvement 	<ul style="list-style-type: none"> • Accompanied child sent to member of SLT/Headteacher by duty teacher/class teacher or Senior Supervisor. • Parents involved. • In some circumstances it may be preferable to send a message for help to the Headteacher. • Yellow, orange or red letter to be sent home to inform parents (letters are progressive) and behaviour recorded in the class diary. <ul style="list-style-type: none"> • Restart coloured letters each term