



# **Behaviour Policy**

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## Introduction

This is a statement of the Policy and Practice relating to behaviour at Kineton Primary School. It has been developed in consultation with teachers and representatives from all other adults who work in school, parents, governors and pupils and has been approved by the Governing Body.

Our school values every member of the school community and through positive relationships, aims for all to feel safe and respected so they are able to 'Live life in its fullness' (John 10:10). We are a Christian community and through love, nurture, respect and support, aim to include and encourage all children in appropriate positive patterns of behaviour. This is a key element of our school motto of 'Believe Grow Achieve' and is underpinned by our core values of love, encouragement, respect, responsibility, honesty, forgiveness, perseverance and teamwork.

## Good choices lead to positive working relationships

We believe that strong positive working relationships lead to a happy school community where everyone feels safe and has the opportunity to flourish. Adults should be fair and consistent with children, taking into account individual needs. Staff should recognise that behaviour is a form of communication. They should be there to help, not just to discipline, and in so doing, seek to understand the reasons for the behaviour a child is displaying.

Thinking of a child as behaving badly leads to thoughts of punishment. Thinking of a child as struggling to handle something difficult encourages provision of support through their distress.

This policy aims to help our children to become positive, responsible and increasingly independent members of the school community. Opportunities are taken in classrooms and during collective worship to explicitly teach the school values and how living them helps us all to make the right choices and flourish. The school rewards good behaviour, as it believes that this reinforces our Christian ethos of respect, honesty and forgiveness. The policy is designed to promote good behaviour, not merely deter bad behaviour choices. We recognise the roles, rights and responsibilities of everyone involved in our school community as being crucial to ensuring that everyone feels valued, respected and safe.

Children are praised for telling the truth when they have chosen to make bad behavioural choices and reminded that their honesty is valued. Adults will be explicit with children that we have a culture of forgiveness. A 'bad' day is quickly forgiven and forgotten. Each day provides a fresh start and a new opportunity to make better choices.

## Roles, Rights and Responsibilities

### Children

We have three simple rules for our pupils, with the primary aim of promoting good choices so that everyone can support each other, work together and learn well. They are deliberately simple so that children of all ages and abilities can understand and follow them.

- respect ourselves and others
- keep hands, feet and objects to ourselves
- always do our best

Children have a responsibility to themselves and also to each other and to promote this we will teach children in key stage 2 the skill of mediation to resolve minor arguments, especially in the playground. See Appendix 1.

### School Staff

Strong relationships between staff and pupils are vital. Staff must be fair and consistent, taking into account pupils' individual needs, in order for a child to feel safe. All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to **reward and praise good choices in order to reinforce good behaviour**; staff should be proactive in 'catching' pupils behaving well. With these principles in mind, specific responsibilities are to:

- praise children on an individual / group basis (public praise is very powerful), making explicit which rule they have followed, or what choice they have made
- follow our behaviour management stages, always stating which rule has been broken

- seek an early opportunity to repair the relationship with a child in the case of a child's poor behaviour choice
- in the case of a serious misbehaviour incident, complete a behaviour report using the format available in the staffroom
- treat each child calmly, fairly and with respect and understanding, ensuring sanctions are proportionate and based on the individual child's behaviour rather than whole class consequences
- seek to understand the reason for the choice of negative behaviour and discuss this with the child in a calm way. No raised voices should be used except when needed to ensure the immediate safety of the child or others in what could otherwise escalate into a dangerous situation.
- be a positive role model by demonstrating positive relationships with everyone in school
- use the language of choice when discussing behaviour (see Appendix 2)

### **Headteacher**

In addition to the above, it is the responsibility of the headteacher to:

- support the staff by implementing the policy, including the above objectives, and by setting the standards of behaviour
- implement this policy consistently throughout the school, and to report to governors, when requested, on its effectiveness (under the School Standards and Framework Act 1998)
- ensure the health, safety and welfare of all children in the school
- maintain records of all reported serious incidents of misbehaviour
- issue fixed-term exclusions to individual children for serious incidents of poor behaviour choices and for repeated or very serious acts of anti-social behaviour. The headteacher may permanently exclude a child. These actions are only taken after the chair of governors has been notified.

### **Parents**

The school works collaboratively with parents so children receive consistent messages about appropriate behaviour choices. We will inform parents immediately if we have concerns about their child's welfare or behaviour.

We expect parents to:

- know our school rules and to support them
- co-operate with the school and support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents have any concerns about the way that their child's behaviour choices have been managed, they should initially contact the class teacher. If the concern remains, they should contact the relevant key stage leader. If the issue is still unresolved, they should contact the headteacher. If concerns remain, parents should then contact the chair of governors .

### **Governors**

The governing board has the responsibility of ratifying this behaviour policy and reviewing its effectiveness. The governors support the headteacher in carrying out these guidelines.

The headteacher retains the day-to-day authority to implement the school behaviour policy, but may refer to governors for advice about particular disciplinary issues.

## **Consequences**

### **Positive consequences**

Each teacher and their class will develop their own systems of reward and praise, based on the overall school principles set out in this policy. This will include individual and class or group rewards to promote inter-personal relationships.

Some of the positive consequences for the good choices and good behaviour that children show are:

- regular verbal feedback to reinforce positive behaviour
- reference to good role models
- children are congratulated
- stickers or other small prizes / treats

- housepoints
- certificates
- class reward system
- class 'golden time'
- merit certificates in Friday assembly

### **Negative consequences**

All staff use a clear and consistent set of warnings and consequences for negative behaviour. This is to ensure a safe and effective learning environment in which positive, happy, healthy relationships are encouraged.

We have three school rules:

- respect ourselves and others
- keep hands, feet and objects to ourself
- always do our best

It is important that responses to inappropriate behaviour choices model the school's values, rules and expectations. In line with the key principle of the importance of strong relationships between children and staff, the intervention and repairing of the relationship should be carried out by the adult who intervenes first, rather than this important part of the process being passed on to a colleague. However we recognise that support, advice or supervision from another member of staff may be appropriate.

We have a series of consequences if someone breaks a rule; these should be immediate and proportionate, carried out in a calm, non-confrontational way, using the following process consistently at each stage:

- Outline the undesirable behaviour and the rule it breaks
- Highlight the child's previous good behaviour choice
- Remind the child of the behaviour expectation and the consequence (see below) if they do not follow this
- Adult should withdraw to give the child time to improve their behaviour (for up to 2 minutes)
- Consequence should be implemented if improved behaviour does not follow
- Adult should reconnect with the child to repair the relationship in a low-key manner, using a different focus e.g. 'You're working hard on your writing' or 'That looks like a fun game you're playing', rather than praising expected behaviour.

Stage 1 – Use points a-f above and state the consequence of being moved to sit somewhere else in the classroom or to play elsewhere outside.

Stage 2 - If unwanted behaviour continues, the response from the adult should be calm, assertive and formal. The child should be moved as outlined above, stating that this is the consequence of their behaviour choice. If they choose to improve their behaviour, the child should return to their normal place at an appropriate time and the adult should seek to repair the relationship. If the child does not and the behaviour persists, they should be warned that they need to change their behaviour or they will need to work in another room (or stay with the member of staff if the incident occurs outside).

Stage 3 – If unwanted behaviour does not improve, tell the child that they will have to work in another room / area so the learning of other children is not disrupted.

The child should then be sent to work out of the classroom; this might be a space outside their own classroom or to another classroom. The child may need to be accompanied by a peer with a note of explanation or by an adult, depending on circumstances. The child should be sent with learning to complete. The adult receiving the child should do so in a low

key manner and should not discuss the child's behaviour with them or with the other children in the class.

Stage 4 – When the agreed amount of time has passed, staff will send for the child. The member of staff should speak individually to the returning child in a calm manner, re-establishing a positive return to the classroom, using the following question prompts as appropriate:

- What happened?
- What have you thought since?
- Who has been affected?
- How have they been affected?
- What should we do to put it right?
- How can we do things differently in the future?

For children at an early developmental stage, it may be appropriate to 'wonder out loud' with a child initially or to support them with their responses e.g.

- You were looking (cross) at the moment, I wonder if it's because.... (e.g. Sammy had the pencil you would like to use).
- When you took the blocks from Tom and Sophie, I think they might have felt.... (e.g. sad and disappointed that they couldn't finish their model) .
- Maybe next time you could try....

The child should be invited to rejoin their class and reminded about the need to follow the rules. Crucially, and in keeping with our ethos of forgiveness, once a child has modified their behaviour and/or had a consequence carried out, the expectation will be for positive behaviour to resume and staff will seek an early opportunity to repair the relationship with the child.

### **Serious misbehaviour**

In the case of a serious bad behaviour choice, the child will immediately be referred to a member of the senior management team and parents may be contacted to discuss the incident and resultant sanctions. Examples of serious bad behaviour choices include:

- Continuing to refuse to do as you are asked
- Continuing to use unkind words
- Hurting someone deliberately
- Damaging property deliberately
- Continuing to fight when asked to stop
- Using inappropriate/ offensive language
- Spitting

Any pattern in warnings or consistent warnings means parents are contacted. We contact parents to keep them in the picture and to discuss ways to respond and gain a consistent message between home and school.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session. There is a small red laminated triangle in each classroom which a member of staff can send to the school office with a child to request further assistance.

The school does not tolerate bullying of any kind. If we discover that bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

### **Leaving the premises**

In the serious event of a child leaving the premises, the Headteacher or member of the Senior Leadership Team should be informed and they will be responsible for informing the police and the child's parents/carers. A member of staff should observe the child if practical to do so, but on no account should they chase or run after the child, as this may make the situation worse.

### **Exclusions**

In accordance with Warwickshire LA guidelines the Headteacher may decide that a child's behaviour represents an unacceptable threat to health and safety standards in school, or to the educational

progress of others in the school. The child may be excluded from school for a temporary period, or permanently.

### **Physical Intervention**

The majority of children do not behave in an aggressive or violent manner. For children who present challenging behaviour, prevention and avoidance are always our first measures. However, certain situations may arise for school staff in which physical intervention may be required in dealing with conflict. We follow the Team Teach approach and we only use restraint when a child is in danger of hurting themselves or others. We follow the Local Authority's Guidelines for Physical Intervention. Every incident where physical intervention has been used must be recorded on the child's records and reported to the Headteacher as soon as possible – but always on the same day. Parents will be notified on the same day, by the class teacher or Headteacher, if any form of physical intervention is used.

### **Children with Emotional and Behavioural Difficulties.**

We recognise that for some children, following our behaviour expectations may be beyond their developmental level, or that their behaviours may be due to early childhood experiences or family circumstances. We recognise that their behaviour is a way of communicating their emotions and that for some pupils, variance from standard school procedures may be required to meet specific social, emotional, learning or other needs. As such, children with more serious emotional/behavioural needs will be supported in accordance with our policy for Special Educational Needs (SEN). Such pupils may be subject to a Behaviour Action Plan which will include short term targets and be reviewed regularly by the child, parent and class teacher under the guidance of the SENCo..

### **Additional relevant policies**

- 1. Anti-bullying**
- 2. Online Safety**
- 3. Physical Intervention**

## **Appendix 1 : Peer Mediation for Schools**

### **What is it?**

Peer mediation is a process where those involved in a disagreement volunteer to discuss the issues and explore how best to take matters forward. It requires them to operate within a whole school ethos, which is itself restorative. Children and young people can be more comfortable talking to someone their own age who understands their concerns and their perspective. Pupils learn to listen to others' points of view and to accept differences.

### **How does it work?**

Pupils are trained to act as mediators in a dispute without help from teachers. This empowers children and develops their sense of community and co-operation. The school and classroom become more peaceful, allowing more teaching and learning to take place.

Peer mediation takes place in a structured and safe environment with adult supervision nearby and always requires the participation of two peer mediators. Peer mediators deal with low-level disputes and always refer to school staff when a situation becomes too complex for them to handle. Discussions remain confidential except if mediators feel the case is 'too hot to handle' in which case they will inform the mediation coordinator (teacher).

### **What are the benefits?**

All pupils learn the basic skills of communication and conflict resolution and develop the coping skills that they will need outside and beyond school.

Pupils who are trained as peer mediators develop additional skills in communication, negotiation, understanding and problem solving. Acting as mediators helps to promote young people's emotional and social skills and builds self-esteem and confidence.

### **What training do mediators have ?**

All children in the selected year group 5 receive the same training before selecting the mediators. This is done by the class teacher.

- Conflict: understanding conflict, responding to conflict (eg dealing with anger), identifying feelings and needs (own and other people's)
- Mediation principles: Impartiality, confidentiality, voluntary participation, parties rather than mediators solve the problem
- Skills and qualities of a mediator: Communication Skills, Active listening, 'I' Statements, asking open questions, body language
- Co-operation: Team work, working with your co-mediator, patience, open-mindedness
- Mediation process, practice role plays, dealing with difficult behaviour, trouble-shooting guidance ('What to do if...?'), identifying feelings and needs
- 5 point process: 1. What has happened?; 2. What do you feel about it?; 3. What can you do?; 4. What shall we agree to do?; 5. When shall we meet again?
- How the service will function: Child protection/ boundaries of the service (when to hand cases on to staff), meetings and supervision with the mediation coordinator, what to do when problems occur.

## Appendix 2 : The Language of Choice – Positive behaviour management

### 3 Steps to Success

#### Step 1 - Statement of reality (tell them what you see)

***Ricky, you're climbing over the fence.***

**Never** ask a child **why** they are doing what they are doing.

It is confrontational and you don't actually need to know why they are doing it – they just need to **stop** it!

After hearing you use a statement of reality, many children will quickly do something to change the behaviour without having to move further down the script. Remember: you need to give them **take-up time** to do this rather than stand over them which again can be confrontational. Remember to praise them if they change their behaviour.

Should they not change their behaviour, the next part of your script is:

#### Step 2 - Describe the behaviour you want to see, ending the statement with a thank you

***Ricky, you need to collect the ball by using the gate – thank you.***

Rather than starting or ending your statement with **please**, use a **thank you** instead. A thank you carries more of an **expectation** that they will do as you have asked them to do.

*Remember to use these scripts with a smile in your voice and on your face as you are more likely to get positive results.*

#### Step 3 - Statement of choice

If they still not do as you have requested you need to use the language of choice. This gives the child the responsibility for the consequences that you will carry out (and you **must** deliver consequences or the child will learn that you do not follow threats through).

***Ricky, if you choose to continue to climb over the fence then you'll lose two minutes off your lunchtime. It's your choice.***

Although it's easier said than done, you should remain calm and assertive rather than aggressive when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse.

Most importantly, if after using the language of choice the child chooses to do the right thing, then you **must** praise them for making the right choice. This means that the child learns that it's good to do the right thing and that you are pleased that they have made a good choice. Every child loves to be praised on the inside, even though they might not show it on the outside.

***Well done Ricky, you made the right choice.***

Ignore them stomping around or grumbling as they do the right thing – the most important thing is that they have made the right choice!

Should the child choose not to do as you have asked, then it's absolutely simple: **you follow through with the consequences you stated.**

Don't cave in to their protests as you carry out the consequences - if you are consistent, the methods outlined **will** work. You could repeatedly say eg 'In our school, we keep hands and feet to ourself' which reminds of the rule which never changes; this implies the system is there and is fair, rather than personal 'against' them.



# Our School Rules

1) Respect ourselves and others.



Believe

2) Keep our hands, feet and objects to ourselves.

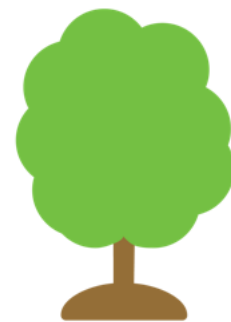


Grow

3) Always do our best.

**“Live life in its fullness”**

John 10:10



Achieve