



Behaviour Policy

Written By: Margaret Pollard

Ratified By Governors

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 aims to include and encourage all children in appropriate positive patterns of behaviour and standards of discipline. 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, all their needs are met and everyone has the opportunity to succeed.

This policy aims to help our children to become positive, responsible and increasingly independent members of the school community. The school rewards good behaviour, as it believes that this reinforces our ethos of respect, honesty and forgiveness. The policy is designed to promote good behaviour, not merely deter bad behaviour. We recognise the roles, rights and responsibilities of everyone involved in our school community as being crucial to ensuring that everyone goes home happy.

Roles, Rights and Responsibilities

Children

We have four 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.

- follow instructions from adults
- keep hands, feet and objects to yourself
- use kind language (including body language)
- always do your 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 3.

School Staff

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 individual / group basis (public praise is very powerful), making explicit which rule they have followed, or what choice they have made
- follow our warnings system, always stating which rule has been broken, and record the incidents
- use the display in the classroom to explain the consequences of behaviour choices (both positive and negative; see Consequences, below)
- be consistent with all consequences
- treat each child fairly and with respect and understanding, ensuring sanctions are based on the individual child's behaviour rather than whole class consequences
- 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 acts of misbehaviour 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 how to behave. 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 has been treated, they should initially contact the class teacher. If the concern remains, they should contact the headteacher, and if still unresolved, the school governors.

Governors

The governing body 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 and discipline policy, but will 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
- 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 four school rules:

- We follow instructions from adults.
- We keep hands, feet and objects to ourselves.
- We use kind language.
- We always do our best.

We also have a set of rules for the lunch hall (see Appendix 4).

We have a series of consequences if someone breaks a rule and these are included as Appendix 1. Crucially, and in keeping with our ethos of forgiveness, once a child has had a warning and the consequence has been carried out, the expectation will be for positive behaviour to resume and staff will seek an early opportunity to publically recognise this.

Serious misbehaviour

In the case of serious misbehaviour, a child will immediately be referred to a member of the senior management team and parents will be contacted to discuss the incident and resultant sanctions.

Examples of serious misbehaviour 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 Management Team should be informed and they will be responsible for informing the police and the child's parents/guardians. 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.

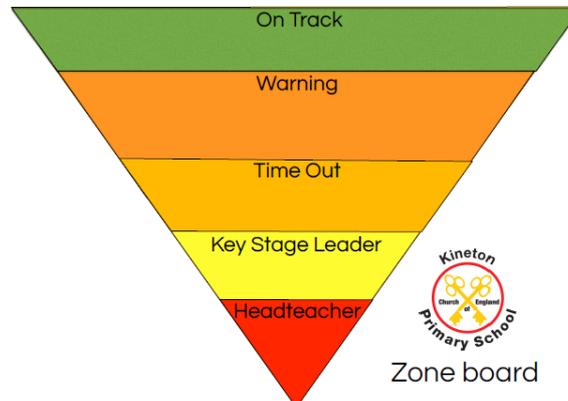
Children with more serious emotional/behavioural needs will be supported in accordance with our policy for Special Educational Needs (SEN). Such pupils may be subject to a Behaviour Action Plan. This will include short term targets and will be reviewed regularly by the child, parent and class teacher under the guidance of the SENCo..

Additional relevant policies

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

Appendix 1 : Zone Board Guidance

There will be a zone board on display in every classroom to make clear the process for managing poor choices in behaviour. Dependant on the age and stage of development of children in the class, there may be the facility to add children's names or photographs as a visual prompt. Our expectation is that every child will make good behaviour choices and therefore everyone starts every day in the green zone.



How the zones work

- Green- all start in the green zone
- Orange – warning
- Dark yellow– stop and think – time out
- Pale yellow – referral to Key Stage leader
- Red – referral to headteacher

Time out should be equal to 1 minute for each year of a child's life

Serious Behaviour

- For serious incidents, children move straight to red. Examples of serious misbehaviour 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
- If a child's behaviour is causing concern, teachers should arrange to meet with parents to discuss next steps.
- Serious incidents at lunchtime should immediately be reported to a member of SMT. MDS will then note them in a book with duplicate slips. 1 copy will be given to the teacher at the end of lunchtime.

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.

Appendix 3 : 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 a Mediation Trainer and follow-up support offered by 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.

On-going support ?

- Publicise Peer Mediation in school via school assembly and visits to classes.
- There should be regular meetings of the whole group of mediators at least monthly.
- The scheme must operate on a whole school basis.
- Let pupils 'own' the project – eg pick the name, organise the publicity etc
- Get ideas from the students about improving it
- Staff need to feel the benefits. Fit into the curriculum eg PHSE. Conflict resolution skills need to be adopted by the whole school for a climate where mediation can be encouraged.

Appendix 4 : Rules For the Lunch Hall

- Line up quietly and calmly
- Use good manners – please and thank you
- Talk to the children on your table using a quiet voice
- KS1 to ask permission before eating their pudding and then leaving the table
- Eat all your lunch before going up for seconds (if available).
- Finish your lunch before getting up to leave
- KS2 to help stack the chairs if they are in the hall at the end of lunchtime