



Kitwell Primary School and Nursery Class

Behaviour Policy

Introduction

At Kitwell we expect high standards of behaviour at all times. Together, school staff and parents, work for the benefit of all the children in our care. It is essential so that we are able to provide a stable and caring environment for all concerned.

The policy follows the recommendations and principles set out by the Department of Education:

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools - A guide for headteachers and school staff 080115.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf)

All values promoted in this policy are encapsulated in our Kitwell Commitments:

I will.....

Use kind hands and kind words.

Respect others and my environment.

Make the right choices, so that I am a good role model.

Move around the school in a safe and considerate way.

Persevere to be the best learner I can be.

Our policy for managing pupil behaviour is based upon Assertive Discipline. Staff have been trained in this approach since 2015 and training is ongoing. We have tailored Assertive Discipline to meet the needs of our school.

“Young people need the structure and guidance that appropriate classroom expectations and rules provide. When students learn to behave responsibly, their self-esteem rises and their motivation to achieve increases”.

Lee Canter, founder of Assertive Discipline

Mental Health and Wellbeing

At Kitwell Primary School, wellbeing and mental health is a fundamental to our ethos, practice and procedures. This policy should be looked at in conjunction with the Wellbeing and Mental Health Policy.



Main principles of Assertive Discipline

Assertive Discipline aims to teach pupils to choose responsible behaviour and in so doing raise their self-esteem and increase their academic success. AD is based on clear expectations, consistent follow-through and positive relationship building. The belief that teachers have a right to teach and pupils have a right to learn is the key and are empowering to all concerned.

Aims

- To raise academic and personal achievement.
- To have clear boundaries of acceptable behaviour.
- To maintain a calm, positive and purposeful learning environment.
- To build on pupils independence and self-discipline so that each pupil accepts responsibility for their own actions.
- To have a consistent approach to behaviour throughout the whole school.
- To involve parents in a partnership of cooperation.

Responsibilities

All members of the school community (teaching, non-teaching staff, parents, pupils, governors and visitors) work towards the school's aims:

School Staff

- Will respect the rights of all children and encourage them to develop positive relationships
- Will provide a safe, secure and stimulating learning environment and encourage children to respect the rights of others
- Will provide a broad, balanced and exciting curriculum tailored to the needs of each pupil
- Will keep you regularly informed of your child's progress and behaviour
- Will provide interesting and exciting clubs, trips and other activities
- Will let you know of any concerns that we have

Children

- Will come to school and be on time
- Will be honest and respect the rights of other children and adults
- Will look after school property
- Will make good choices so that others can listen and learn
- Will always try my best and begin to take responsibility for my own learning; including homework
- Will work hard to achieve my targets and bring to school everything that I need for the day
- Will make the most of the clubs, trips and other activities that take place at Kitwell
- Will tell a member of staff if I am worried about anything

Parents

- Will respect the rights of other adults and children
- Will ensure my child engages in respectful behaviour and be supportive of school policies- particularly in relation to behaviour



- Will make sure that my child attends school regularly, arriving and leaving on time and encourage them to do their homework
- Will take an interest in my child's learning by attending Open Evenings and other school events
- Will support the school where possible with trips, workshops and PTA activities
- Will let the school know, in a calm, supportive manner, of any problems which may affect my child's health, work or behaviour

Children and parents sign a Home School agreement to agree to commit to our behaviour policy (appendix)

Special Educational needs

During their time at school some pupils will require extra support in managing their behaviour. At these times the behaviour strategy may need to be adapted to support pupils. This will enable targeted support for pupils.

This information will contribute towards:

- Pupil Profiles
- Behaviour Support Plans
- Support from outside agencies, e.g. ADHD team, Educational Psychologist, PSS, School Nurse, CAT team, Exclusion Team

All staff should be aware of children whose special needs require a particular approach – e.g. Autism, ADHD, impaired vision/hearing.

Pupil Profiles should be shared so that everyone may help with the implementation and monitoring. It is the class teacher's responsibility to check that this is up-to-date and accurate.

We can help differentiate our approach by:

- Putting in more scaffolding or using different behaviour/reward charts, tailored to the specific needs of each pupil.

This might include:

- changing the class group/input from the TA/varying the classroom management
- Safe space
- Now and next boards
- Individual visual timetables
- making the routines/strategies more detailed
- Using an individualised reward/behaviour chart
- Chill out club or break time club
- Mindfulness activities
- Own workstation/equipment
- Social skills group
- Drawing up a Behaviour Support Plan, detailing action to be taken when identified behaviour occurs. This is shared with the pupil, parent and other staff (for consistency).
- Home School Agreements – reviewed annually.
- Drawing up a Positive Handling Plan - If a pupil's behaviour continues to challenge then they will need a positive behaviour plan for the safety and well-being of themselves and those



working with or near them. When drawing up positive behaviour plans views need to be sought from staff in close contact with the pupil, professionals, parents and others as appropriate.

- Education Psychology (EP) observations and targeted support with teachers, parents & pupils
- drawing on additional resources from beyond the school e.g. FTB, alternative provision (full/part time)

(For advice with particular pupils, see your SMT member, in the first instance)

- We will follow our behaviour flow chart procedures which detail what extra scaffolding we would expect for children with SEND at each stage of support.
- Strategies to help children 'Stay on Green.' It is important that teachers recognise that they can play an important role in supporting children to 'Stay on Green.' Children need to feel that the teacher has dealt with them fairly and given them appropriate opportunities to do the right thing. Using the least intrusive methods of positive redirection will help to ensure that children are encouraged to make the right choices. The following is a list of positive redirection tactics, from least to most intrusive.
 - Tactical ignoring - For short periods of time.
 - Tactical pausing - Pause, emphasises attention and focus.
 - Non-verbal cueing - A clear, discussed cue that gives message.
 - Name reminder - Integrate name into teacher talk.
 - Proximity praise - Praising a pupil for following expectation to direct another pupil without drawing attention to negative behaviour.
 - Behavioural direction - Use name to initiate attention, focus on behaviour required rather than what is going wrong, finish with thanks, keep direction brief.
 - Rule reminder - Could ask a question 'What is our rule for.....?'
 - When.....then..... - Keeps focus on the desired outcome whilst allowing pupil to see the next steps.
 - Partial agreement - Partially agree then redirect. Keep focus on required behaviour do not get into discussion. I understand that you feel / think..... but I would like you to.....
 - Stuck record - I would like you to..... The rule is.....
 - Direct questions - 'What', 'when' 'how' rather than 'why' 'are you'. Direct the responsibility to the child.
 - Directed choices - Within known rules or routines- refer back to rights roles and responsibilities.
 - Assertive comment / direction / command

Refer to SEND policy for more details.

Procedures for Teachers

Foundation Stage

A zone board is used and linked to all areas of the curriculum, not just behaviour. The zone board has four sections, red, green, gold and a star. All children begin the day on the green section and are moved up section by section when the adults notice pleasing examples of good learning or behaviour. Once the child has reached the star they receive a sticker on their reward chart. Full charts (five stickers) will earn a prize from the class prize box.



Conversely, unacceptable behaviours will result in moving down the zone board. If a child enters the red section and continues to demonstrate unacceptable behaviour they will then be asked to have time out on the thinking cushion. If the child is given this time out period, parents will be informed at the end of the day.

If a child has to have time out on the thinking cushion more than three times then SMT will be informed.

Parents will also be informed if their child regularly enters the red zone. If a child's behaviour continues to be a problem, parents will be asked to attend a meeting where a behaviour plan will be written and agreed upon.

In the event of a critical incident (refer to appendix: "Critical Incident Pathway") SMT must be called for instantly. A number of serious incidents, involving the same child, will lead to a short-term exclusion.

Key Stage One and Two

A zone board with 5 coloured sections (red, yellow, green, silver and gold) is used and linked explicitly to behaviour. All children begin the day on the green section. Recognition of good behaviour enables children to move up the zone board into the silver section and again into the gold section. Further recognition of good behaviour enables the child to move to the 'super star zone' and will prompt the award of a sticker to add to a personal chart. Full charts (10 stickers) will earn a prize from the class prize box.

Supportive Feedback

Who, traditionally, has been given the most attention in classrooms, the disruptive or the well-behaved pupil? We all know that it's easy to ignore the "good" child while expending energy on the pupil who's causing problems. With the effective use of positive recognition this situation can be turned around. Pupils need to be assured that they'll receive attention and recognition when they do their work and when they behave appropriately.

Positive Feedback

Verbal recognition (specific)

- ☺ A smile!
- ☺ Thumbs up
- ☺ Positive note/or call to parents / speak to parents at end of day
- ☺ Praise assembly certificate
- ☺ Sent to Year group partner /Key Stage Leader / DHT / HT for praise.
- ☺ Individual certificates
- ☺ Stickers
- ☺ Star of the day/week

Before issuing consequences, and if the behaviour is off task but non-disruptive, teachers use various pupil management techniques, for example:

- Eye contact
- Gesture
- Proximity



- Supportive feedback to a pupil nearby (proximity praise)
- Broken record technique
- Using 'Thank you' to end a command, instead of 'please'

Consequences

Inappropriate behaviour will initially prompt a verbal warning. If this behaviour continues, the child will be moved down the zone board into the yellow (1st official warning) section. If further concerns regarding behaviour are evident, the child will be moved down the zone board again into the red section.

The red section on the zone board carries a consequence of a time out with SMT, for ten minutes. The child should be escorted to the HT office by a teacher or TA.

All children who are red carded will have their name recorded in the behaviour log and will miss the following lunchtime with the HT.

It is the teacher's responsibility to inform the child's parents. When a child has been red-carded or recorded in the behavior log 5 times a meeting will be held by the teacher with a member of the Senior Leadership Team and a behavior plan will be set up.

Kitwell's Playground Rules

We always listen to the adult and follow their instructions

We always use kind hands and words

We take turns to make it fair

We work together to solve a problem

We make sure our games are safe and fun for everyone

We look after our equipment, environment and put litter in the bin

We remember to say sorry if we accidentally hurt anyone

All children are expected to follow our Playground Rules.

Inappropriate physical contact is never acceptable- this includes "play fighting."

Lunchtime Supervisors will reward positive behaviour by doing the following: smile, thumbs up, high five, verbal praise, giving out stickers etc

Any incidents of inappropriate behaviour must be recorded in an Incident Log. Lunchtime Supervisors must report these incidents to Class Teachers, who must then inform mums, dads and/or carers.

Any children who display serious inappropriate behaviour (ie hitting, kicking, swearing etc) are to be instantly taken to the Head's Office. This behaviour will then be recorded in the School Behaviour Log.

The usual consequence will then be applied – ie that child will miss lunchtime play on the following day, unless the incident is deemed critical.



Incidents of serious behaviour

Serious flashpoint incidents of misbehaviour such as fighting, vandalism, destroying property, refusing to comply, physical or verbal abuse of child/teacher may occasionally occur. In these cases, the teacher or LTS will follow the playground or red-card procedures. If a child refuses to follow these instructions it becomes a critical incident and a member of SMT must be called for instantly. They will then follow the Critical Incident Pathway which may result in exclusion.

Behaviour Plans

A child who is considered a persistent offender (in the Behaviour Log at least 5 times) or needs extra support with their behaviour can be put on a Behaviour Plan 1. The class teacher and a member of SMT will meet with parents and the child to draw up the plan. A copy of this plan will be given to parents and centrally stored in the Behaviour Log.

Class teachers will review this plan with parents. If the plan is working it can be continued and re-reviewed by the class teacher or the child can be taken off the Behaviour Plan. (Examples of support to put into place at this stage should come from Wave 2 SEMH document or behaviour folder stage 1)

If at the review everyone feels the plan is not working and we have evidence of support given the child can be moved onto a Behaviour Plan 2.

Behaviour Plan 2 should include targeted group interventions to improve behaviour, environmental adaptations and some early advice from external agencies. Class Teachers will need to liaise with SMT to establish these interventions.

Class teachers will review this plan with parents. If the plan is working it can be continued and re-reviewed by the class teacher or the child can be moved back to a Behaviour Plan 1. (Examples of support to put into place at this stage should come from Wave 2/3 SEMH document or behaviour folder stage 2)

If at the review everyone feels the plan is not working and we have evidence of support given the child can be moved onto a Behaviour Plan 3.

Behaviour Plan 3 should include individual targeted interventions to improve behaviour, specific environmental adaptations and detailed advice from external agencies or direct support from external agencies. Behaviour Plan 3 must be written in conjunction with the Inclusion Manager. The DSL will also contribute to Behaviour Plan 3 if necessary.

The Inclusion Manager and class teachers will review this plan with parents. If the plan is working it can be continued and re-reviewed or the child can be moved back to a Behaviour Plan 2. (Examples of support to put into place at this stage should come from Wave 3/4 SEMH document or behaviour folder stage 3).



If at the review everyone feels the plan is not working and we have evidence of support given a TAC may be scheduled or exclusions team consulted.

Monitoring

The policy is reviewed regularly by senior staff in school. All incidents recorded are monitored by the senior leadership team on a termly basis. The consistent use of the zone board and its sanctions is monitored regularly by senior members of staff, with immediate feedback given to teaching staff. Exclusions and racist incidences are reported to Governors and LA on a regular basis.

Appendices

1. Reduced size versions of our posters showing Commitment and Consequences
2. Home School Agreement
3. Flow Chart of Behaviour Procedures
4. Wave 1 HQT for SEMH
5. Behaviour Plans 1, 2 and 3
6. PHP example – when used in school
7. Critical Incident Flow Chart

Linked Policies and Documents

- Anti-Bullying Policy
- E safety Policy
- Equality and Inclusion Policy
- Home-School Agreement
- PHSE Policy
- DfES Exclusions Guidance (copies in school, & also available online at TeacherNet).

Reviewed: Spring Term 2018

Next review: Spring Term 2020 or in line with SDP