



Kitwell Primary School and Nursery Class Behaviour Policy

1. 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

2. Main principles of Assertive Discipline

AD 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.

3. 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.

4. Responsibilities

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

Staff

- To treat all children fairly
- To provide challenging, relevant and stimulating work
- To use rewards and consequences clearly and consistently
- To challenge unacceptable behaviour whenever it happens.

Children

- To work to the best of their ability and allow others to do the same
- To treat others and their work with respect
- To follow the instructions of all adults that work in the school
- To make appropriate choices
- To take care of property and the environment in and outside of school
- To be on time and not waste time in school.

Parents

- To support the school
- To help their child/children come to school regularly and on time
- To come to meetings

- To take an interest in their child/children's learning and give support in any way they can.

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

5. Special Educational needs

As a school, we differentiate appropriately for behaviour as we would for any curriculum area.

6. 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 3 coloured sections, red, green and gold. All children begin the day on the green section and are moved up to the gold area when adults notice pleasing examples of good learning or behaviour. Further recognition of good learning or behaviour once the child has reached gold will result in the child achieving 'sticker star' status and moving onto the star zone. Children will be rewarded by reaching this zone with stickers to add to a chart. Full charts (5 stickers) will earn a prize from the class prize box.

Conversely, unacceptable behaviours will result in moving down the zone board to the red section, and will also prompt time out on the 'thinking cushion' to consider their actions.

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 enable 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.

Conversely, 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 to a buddy class, for up to ten minutes. No communication with the child must be entered into by the buddy class teacher.

On return to class, if negative behaviour continues then the child will miss minutes from playtime or lunchtime. If appropriate, children will write a Think Sheet to explain why they have missed their playtime. If this is not appropriate then there may be a restorative justice conference* if another child has been involved or if a relationship between a member of staff needs to be addressed. There will be a de brief for relevant staff after serious incidents.

*This is in the form of a brief discussion with all parties involved and a mediator.

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

The first time out within a week will require the class teacher to inform the child's parents. A second time out within the same week will result in the school contacting/meeting with the child's parents. Three or more time outs within the same week will trigger a meeting with parents led by a member of the Senior Leadership Team.

Before issuing sanctions, 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'

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 uses their professional judgement to decide whether the Head, Deputy or a Senior Colleague should be asked to intervene immediately.

External exclusion of Pupils

Decisions relating to fixed-term and/or permanent exclusion are taken by the Headteacher, in discussion with colleagues, following a very thorough investigation of the circumstances surrounding the incident in question, with full regard for and in line with the DfE Guidance on Pupil Exclusions.

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, Rewards and Consequences

2. Classroom Behaviour Recording sheet
3. Think Sheet (used at missed playtimes)
4. Home School Agreement
5. Incident report sheets

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
Next review
S Kirk