



Kates Hill

COMMUNITY PRIMARY SCHOOL



Positive Behaviour Policy

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Document to staff:	
Draft document to governors:	
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**Believe
to Achieve**

Kates Hill Primary School

Positive Behaviour Policy Aim

At Kates Hill we believe that good discipline emanates from a stimulating and exciting curriculum and we strive hard to provide this. We aim to create a welcoming, safe and caring environment, where all relationships are based on kindness. Children have respect for themselves, other people and the school environment. All members of the school model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. Parents and carers actively support, model and encourage the positive behaviour of their child throughout their time at Kates Hill.

We believe by working together we can achieve behaviour, which impacts positively on every child's learning experience, happiness and well-being.

Expectations and shared responsibility

We operate a positive behaviour management system, and work hard to ensure the children understand what kind of behaviour is acceptable in school and what the consequences of different types of behaviour might be.

We aim to teach the children at Kates Hill how to behave well and to be considerate and self-disciplined individuals. We believe in setting good examples and in having high expectations. Our high expectations of behaviour apply whether children are in school, on an educational visit or visiting places, with or on behalf of the school.

Children learn by example. We aim to provide children with a positive image of good relations between adults who work in and for the school, and between adults and children. All adults who work at Kates Hill have a responsibility for behaviour. They need to ensure that they treat children with respect and kindness, wherever possible, not to shout or intimidate. Children are expected to respond to whoever is responsible for them. This includes teaching and support staff, volunteers and parent helpers.

Each class teacher is responsible for not only the children within their class, but if any member of staff come across inappropriate behaviour being displayed by children who are not in their class, they are at liberty to address the inappropriate behaviour, using the guidance contained in this policy or refer the matter to the child's class teacher or phase leader.

All supply teachers are expected to fully adhere to the guidance of this policy.

Children are more likely to behave well in school when they know that their parents are involved with and supportive of what the school is trying to do. We want the school and parents to work together to ensure consistent expectations.

The aim of this policy is to have clear rewards and sanctions that both staff and pupils are aware of. If teacher and pupil know the next step it is easier to implement with as little disruption as possible.

We have devised a behaviour policy that concentrates on the positive with as few sanctions as possible. The policy has clear rules, rewards and sanctions that are easily implemented with little interruption to the lessons. We have therefore based our policy on the positive approach and the rules, rewards and sanctions are outlined below.

Strategies for Promoting Positive Behaviour

Public praise and private criticism

Public acknowledgement of good behaviour can be very powerful in a positive way. Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Some children find direct praise hard to handle, so praise should be as descriptive as possible and you should be sensitive to the impact. Perhaps allow the child to hear you telling someone else how well he or she has done. Praise can also be non-verbal: a smile, a thumbs-up or a sticker. Expand your vocabulary for praise.

Three positives before a negative

This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say.

Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

Acknowledge feelings

Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Being consistent

Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will make it less likely that events will trigger bad behaviour

Give them a choice

Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem.

Model desired behaviour

It is important for adults within the school to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off-task. Re-direct children before behaviour has become disruptive.

Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children

Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings ... “You seem cross, did something happen?”

Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven ‘underground’. In each classroom, children can also write to their teacher in the class worry book, this will be looked at by each child’s class teacher and a written or verbal response will be given.

Maintain frequent contact

Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact

Pre-empt disruptive behaviour

If a child is off-task, the importance tactic is to return their attention to the task before they actually become disruptive.

Be aware of yourself

When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact

Do they all communicate your confidence and authority? Do they tend to reduce the temperature or raise it?

Catch them being good

This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Positive rewards

At Kates Hill, our emphasis is on positive behaviour. We praise and reward positive behaviour by: -

Praise – verbal, written, house point, sticker, friendly word or gesture, referral to another adult

Special responsibility, privilege or trust – work with/sit by a friend of their own choice, work in an area away from the direct supervision of the teacher, a special job (e.g. prefect) or responsibility (e.g. give out books, take messages).

Informing parents – communicating good news whenever possible, sending home messages, entry in reading log or sometimes a phone call.

Head Teacher Certificates and stickers

Weekly Praise Assemblies – commending children for hard work, good manners, sporting achievements, etc.

Breaktime Golden Tickets– award for children who have demonstrated any of the golden rules/values and playtime expectations.

Lunchtime Golden ticket - award for children who have demonstrated any of the golden rules/values and playtime expectations.

Sunshine trips – a child from each class is chosen to go on a special trip, if they have worked and behaved well throughout the year and earned the most house points.

These rewards are given to reinforce and encourage further good behaviour and following our Golden Rules.

Golden Rules

Each class has a displayed set of Golden Rules, as well as large posters displaying the rules around the school. These are shared and discussed with the children at the beginning of each term and referred to often during the working week. The rules are written for the whole school, with amendments to the language for Foundation Stage and the nursery. These are outlined below.

Nursery and Reception

- Look and listen carefully to instructions
- Sit quietly in group time and wait for your turn to speak
- Be kind to other people
- Take care of our space and the things we play with

Key Stage 1 and 2

- Show **respect** for other people and their property
- Show **responsibility** for your own choices and actions
- Allow others to **learn** during lessons
- Always **do your best** and work as hard as possible
- Do as you are asked **first time**

In Year 6 the additional rule of...

- Be a **good role model**

...is introduced.

The rules are implemented into each class and reinforced by putting the onus of good behaviour onto the child. If children choose to comply they are rewarded accordingly and each class displays the rewards for the children to see.

Rewards

Nursery and Reception– can include:

Verbal praise

Sticker

Message home

Climbing a ladder to 10 to reach gold

Headteacher Writing Award

Prize box

Values petals - Free trip for children displaying school values

Key Stage 1 and 2 – can include:

Verbal praise

Sticker

House Points

Rainbow certificates

Message home

Praise certificate – given by class teachers and presented in Praise Assembly

Star of the day

Head teacher Writing Award

Prize box

Values certificates

Values petals - Free trip for children displaying school values

However if children do misbehave, alongside the rules are sanctions which are clearly displayed for the children to see.

Sanctions

An essential part of our behaviour management lies in the fact that each child knows that sanctions or consequences will be imposed for unacceptable behaviour. The principles upon which consequences are based are that they should be:-

- the minimum necessary
- immediate and short lived
- consistent
- focused upon the act not the child
- expected and understood by the child
- delivered in a calm way
- accompanied by a model of acceptable behaviour
- not humiliating to the child or the adult
- avoided where possible
- sufficiently disagreeable to discourage a repetition
- involving parents where deemed appropriate

The sanctions are hierarchical and have been written to go alongside the rewards for each set of year groups.

Nursery & Reception

Verbal warning

Moved to yellow on the ladder

Moved to red on the ladder

Time out with phase leader and

Parents informed

Sent to senior member of staff

Year 1- 6

Each class, from Years 1 – 6, has a 'Good to be Gold' display in their room – this relates to the Golden Rules. Every child begins a new lesson with the 'Good to be Gold' card on display above their name holder.

- Tier 1** Verbal warning given stating which Golden Rule/Value has been broken.
- Pupil is given a warning and the unacceptable behaviour is made clear. They are asked to turn their card to a yellow (warning). Record on the class consequence sheet
- If they display the same behaviour they turn their card to red (consequence) and have 5 minutes reflection time within the classroom . The class teacher

will check they are ready to return to the lesson, record the incident on the class consequence sheet and inform the parents at the end of the school day.

Tier 2 The pupil refuses to reflect upon their behaviour. The pupil has 3 red cards over the course of 5 days. They are sent to the Reflection room for one lunch time where they complete a Wishes and Feelings activity. An informal meeting is held with Phase Leader and parents.

Tier 3 Incident of severe behaviour. Send for M. Hollis or C. Sankey (T.A or child with a note).

Or

3 more red cards over the course of 5 days: A formal pastoral meeting is arranged between M. Hollis or C. Sankey and parents.

Cause for Concern logged. Support plan or Individual classroom or behaviour plan put in place and 'Early Help' referral made if necessary. Five days in Reflection room completing a Programme of Study.

Any further incident meeting with Head Teacher/M Hollis. Decision made regarding internal exclusion.

KS1: Half day KS2: Full day CT to provide work

Repeat Programme of study for 5 days in Reflection room.

Tier 4 Further incident or (Severe). Witness statements taken from pupil's involved and witnesses. Head teacher to decide consequence.
Fixed term external exclusion. Head Teacher/ M Hollis to meet with parents.
Fixed term exclusion letter to parent.
CT to provide work.
Return to school meeting arranged with Head teacher or M Hollis

These sanctions show clearly the consequences of bad behaviour. Children can turn their cards over before break and before dinnertime to start again the next session. Staff are issued with a behaviour sheet to fill in and M Hollis will monitor these weekly.

M Hollis will pass on any relevant information at the weekly SLT meetings and share behaviour log. M Hollis will also share issues from the break time/ lunch time behaviour log. All incidents at tier 3 will be recorded by a member of SLT on the behaviour log on the school system.

Class teachers should always make sure parents are aware that their child has been given a consequence.

The monitoring of the behaviour records will also highlight any children who are consistently reaching the a red card or getting many warnings during a day and these children and their parents will be spoken to by the Phase Leaders/Assistant Head's initially, moving to M Hollis and Head Teacher should this continue.

Any child, who also displays severe bad behaviour, will fast track straight to the severe behaviour clause Tier 3 and by-pass the sanctions.

We have divided inappropriate behaviour into three categories. Examples are as follows

Low level - This is day-to-day classroom behaviour that would be handled by the class teacher and TAs. Examples would be: calling out, tapping, fidgeting, swinging on chairs, persistent talking, carrying on working when the teacher is talking, leaving seat during working time, negative use of body language, stopping others working.

Medium level - This is behaviour that could lead to involvement of a senior teacher. Examples would be: continually behaving in any of the above ways **and/or** drawing others into negative behaviour, arguing, not sharing, answering back, hitting/verbal aggression, deliberately damaging the school environment, breaking property on purpose, stealing.

High level - This is serious behaviour that would lead to involvement of the Head teacher or SLT and that could put a child at risk of exclusion. Examples would be: continually behaving in any of the above ways after intention and support from Phase leader **and/or** violent behaviour, aggressive behaviour of any sort, inciting others to behave badly, damaging furniture or property, walking away or out of the classroom/school, refusing the member of staff, racist remarks/comments, bullying.

See Appendix 1 - Process for dealing with persistent or severe behaviour in the classroom.

Exclusions

Internal exclusion

At Kates Hill, we define internal exclusion as when a child is removed from a classroom setting, but not from the school site, for a temporary period due to inappropriate behaviour (that may have been a first occurrence) that breaks the school rules.

There might also be times when a child has deliberately chosen to make undesirable choices and displays high level inappropriate behaviour, in the hope that they will be externally excluded and sent home. In these cases, internal exclusions will be appropriate, as the child will have to accept responsibility for the choices that they have made and face the consequences, where they would be expected to complete all class work, without having any contact with their peers.

External exclusion

In cases of repeated disruption or on occasions of high level inappropriate behaviour such as bullying, violence, verbal abuse and defiance, the Head teacher, or in her absence, M Hollis or Assistant head teachers can exclude a child for a fixed term. This is not a decision taken lightly and will have been reached considering the best interests of the child excluded, and other children affected by his/her behaviours. A reintegration meeting will always be established before a child returns from exclusion and is chaired by the Head teacher or M Hollis.

Finally, and in the last resort the Head teacher can use permanent exclusion. This will be in response to extreme or repeated high level negative behaviour. Parents can appeal against decisions made and this will be detailed to them in the letter, which will always be sent out with an exclusion.

All Fixed term or Permanent exclusions are recorded on Integris.

Nuture Room Children

These children follow the Rockets system. Their day is split into sessions where they get up to 5 rockets if they are on task. If they are not on task after a verbal warning they will owe 2 minutes of their break time. If they continue to refuse they get a warning or they will miss 4 minutes. Once they do as they are asked they no longer miss any break time. If they owe 2 minutes or more break time they spend the time doing something we ask or nothing. Rockets do not get taken off.

Play Time and Dinner Time Behaviour Policy

If a child misbehaves outside lesson times the following consequences are used alongside the rewards in place:

Tier 1 - Verbal warning given stating which rule/value has been broken

Yellow card - 5 minutes 'time out' the children will be made to stand by (shadow) an adult for the time required. The member of staff who dealt with the behaviour/incident to record it on the playtime/lunchtime behaviour log found in the green file (located in the last far right pigeon hole in the staffroom) K Owen or G Joshua will ensure and copy is given to the class teacher so they can make parents aware.

Tier 2 - The pupil refuses to reflect and repeat the behaviour again. Red card. Stay by the Member of staff for the whole of playtime/lunchtime. The member of staff who dealt with the behaviour/incident to record it on the playtime/ lunchtime behaviour log found in the green file(located in the last far right pigeon hole in the staffroom).

K Owen or G Joshua will ensure and copy is given to class teacher and phase leader.

The Phase Leader will inform the parent that the pupil will spend 1 lunchtime in the Reflection room.

Tier 3 – More serious behaviour is brought to the attention of Mr Joshua or Miss Owen who will bring it to the attention of M Hollis or if unavailable a member of SLT.

Or

3 more red cards over the course of 5 days: A formal pastoral meeting is arranged between M. Hollis or C. Sankey and parents. Cause for Concern logged. Support plan put in place and 'Early Help' referral made if necessary. Five days in Reflection room completing a Programme of Study.

A further incident within 1 week meeting with Head Teacher/M Hollis. Decision made regarding internal exclusion.

KS1: Half day KS2: Full day CT to provide work

Repeat Programme of study for 5 days in Reflection room.

Serious and severe behaviour will be brought to the attention of the Head teacher

Tier 4 - Further incident or severe. It may then be decided that the pupil may have to have a fixed term 'lunch at home' exclusion.
Parent will be informed and a letter sent home.

See Appendix 2 - Process for dealing with persistent or severe behaviour in the playground.

Kates Hill House Point System

Children at Kates Hill get house points, which are given as stamps or signatures in their reading log for homework, praises, completing their reading record, class work, behaviour and being gold all week. Teaching assistants and dinner staff will also award them.

- 1 Good work
- 2 Fabulous work
- 3 Super work – rare!

Children will collect house points in their Home/School Dairy. They will be rewarded by the Head teacher when they have collected a certain amount.

50 HPs – Prize from the Prize Box - collect after praise assembly.

100 HPs – Certificate, bronze star and a voucher to wear your own clothes for 1 day.

200 HPs – Certificate, silver star and a voucher for you and your friend to wear your own clothes for 1 day.

300 HPs – Certificate, gold star and a voucher to go to the cinema at the end of the year.

400 HPs - Certificate, platinum star , a voucher for you and a friend to wear your own clothes for 1 day and an extra reward- meal out, etc

The child from each class with the most house points will also go to the cinema at the end of the year.

Rules

1. Max of 3 house points to be given at one time.
2. Staff must give a stamp or sign the diary (cannot be verbal)
3. An adult must annotate workbooks when the HP is collected.

New day – new start!

It is important to us that every day is a new day, a new chance to do well. All of the cards are returned to green at the end of day, so that children know that they have another opportunity to make good choices.

This policy was reviewed

October 2018

Appendix 1

Kates Hill Primary School

Process for Persistent or Severe Behaviour in the Classroom

Tier 1

Pupil is given a verbal warning and the unacceptable behaviour is made clear.

Pupil is given a warning and the unacceptable behaviour is made clear. They are asked to turn their card to a yellow (warning). Record on the class consequence sheet

If they display the same behaviour they turn their card to red (consequence) and have 5 minutes reflection time within the classroom. The class teacher will check they are ready to return to the lesson, record the incident on the class consequence sheet and inform the parents at the end of the school day. A parental contact log to be made and kept with consequence sheets for monitoring by M Hollis

Tier 2

The pupil refuses to reflect upon their behaviour. The pupil has 3 red cards over the course of 5 days. They are sent to the Reflection room for one lunch time where they reflect on their behaviour with an adult. An informal meeting is held with Phase Leader and parents. A parental contact log to be made and kept with consequence sheets for monitoring by M Hollis

Incident of severe behaviour. Send for M. Hollis or C. Sankey (T.A or child with a note).
3 more red cards over the course of 5 days: A formal pastoral meeting is arranged between M. Hollis or C. Sankey and parents. Cause for Concern logged. Support plan or Individual classroom or behaviour plan put in place and 'Early Help' referral made if necessary. Five days in Reflection room completing a Programme of Study.

Tier 3

A further incident meeting with Head Teacher/M Hollis. Decision made regarding internal exclusion.
KS1: Half day KS2: Full day CT to provide work
Repeat Programme of study for 5 days in Reflection room.

Tier 4

Further incident or (Severe). Witness statements taken from pupil's involved and witnesses. Head teacher to decide consequence.

Fixed term external exclusion. Head Teacher to meet with parents. Fixed term exclusion letter to parent.

CT to provide work.

Return to school meeting arranged with Head teacher or M Hollis

Appendix 2

Kates Hill Primary School

Process for Persistent or Severe Behaviour Break time/Lunchtime

Going for Gold: Rewards to outweigh Sanctions

Golden tickets when a member of staff observes a child displaying the Kates Hill values. A golden ticket equates to a raffle ticket: Prize given at the end of each half term.

Praise: When a member of staff sees a child displaying exceptional behaviour, they will be officially praised in assembly (one per member of staff per week).

Peer Mentors:

-A force in the hall, floating around and helping x2

-Toilets x2

Playground Zones

- Anomaly and Bench (with golden ticket book) x 2
- Gazebo (quiet area): books, colouring- a sign to be made x2

Notes

Football only to be played on half the field and Muga, not on any other area of the playground.

New equipment to be purchased and areas of playground to be purposefully designated for specific activities monitored staff and peer mentors.

Tier 1

First pupils are given a warning and the unacceptable behaviour is made clear.

If they display the same behaviour they are shown a yellow card and have five minutes reflection time stood by the member of staff. The member of staff will check they are ready to return to play.
Member of staff to record incident in break /lunch time behaviour log. Copy to be given to the class teacher by the staff member recording.
The class teacher will inform the parent at the end of the day.
A parental conversation log to be completed by class teacher. Keep with consequence sheet to be monitored by M Hollis.

Tier 2

The pupil refuses to reflect and repeat the behaviour again. Red card. Stay by the member of staff for the whole of playtime. Member of staff to record incident in break time behaviour log. Copy to be given to the class teacher by the staff member recording.
The class teacher will inform the parent that the pupil has spent 1 lunchtime in the Reflection room.
A parental conversation log to be completed by class teacher. Keep with consequence sheet to be monitored by M Hollis

If at lunchtime (Red Card)

The pupil will stand with the staff member until 12.30 when staff member will escort the child to K Owen or Grant Joshua they will then escort the child to the reflection room. N Wagstaff will add to register.

Tier 3

Incident of severe behaviour. Send for M. Hollis or C. Sankey or another member of SLT
Or

3 more red cards over the course of 5 days: A formal pastoral meeting is arranged between M. Hollis or C. Sankey and parents. Cause for Concern logged. Support plan put in place and 'Early Help' referral made if necessary. Five days in Reflection room completing a Programme of Study.

A further incident within 1 week meeting with Head Teacher/M Hollis. Decision made regarding internal exclusion.

KS1: Half day KS2: Full day CT to provide work

Repeat Programme of study for 5 days in Reflection

Tier 4

Further incident or severe. It may then be decided that the pupil may have to have a fixed term 'lunch at home' exclusion.