



Kingsleigh Primary School

Behaviour Policy

Post Holder Responsible: Headteacher

Committee Responsible: Curriculum, Communications & Community

Date agreed by FGB: 24.11.13

**Review date: Jan 2015
Reviewed Spring 16**

Computer file location: N drive/Current policies/Curriculum policies

Kingsleigh Primary School

Behaviour policy

The purpose of this policy is to inform parents, staff, Directors, pupils and other stakeholders of our aims and strategies in creating an ethos conducive to high quality learning.

1.1 AIMS

1. To create a school environment where pupils and staff feel respected and safe; where everyone realises their role in maintaining this ethos.
2. To develop in our pupils the necessary skills to enable them to take ownership of the school's ethos.
3. To help pupils learn good behaviour habits that apply inside and outside the school and encourage responsibility for their actions.
4. To be emotionally literate and realise their part in a Rights Respecting school community.
5. To develop a partnership with all stakeholders to promote participation and respectful behaviour towards each other.

1.2 Rights and Responsibilities

We will achieve this by setting a series of agreed rights and corresponding responsibilities. These have been discussed at length by staff, pupils and governors and represent a summary of how we can nurture an exemplary learning ethos.

Details of the Rights and Responsibilities of pupils, parents and the school are detailed in the Home School Agreement, found in children's diaries. These diaries also contain additional information concerning behaviour in our school.

This school adheres to the United Nation's Convention on the Rights of the Child (UNCRC) and utilises the resources provided by UNICEF to support this.

There are plenty of reminders around the school including class lunchtime and playtime charters. Teachers also use a "Daily Check" to remind pupils at the start of the day including the F.I.R.S.T. list to enable pupils to regulate their own behaviour.

REWARDS

- 1.3 To enable these responsibilities to be carried out we have established the following system of rewards:
- ALL staff use praise and positive encouragement wherever possible.
 - ALL staff use the same systems of rewards.
 - Key Stage 1 classes use RAINBOW points to reward good behaviour, excellent work, effort, caring attitudes etc. 10 of these lead to a Rainbow certificate and 7 of these will culminate in a POT OF GOLD AWARD and a book prize. A great deal is rightly made in achievement assembly.
 - Key Stage 2 classes use CREDIT POINTS. 100 of these for a Bronze Award, 200 for Silver, 300 for Gold and 400 for double gold. These will reward positive behaviour, effort, participation and caring attitudes etc.
 - Each class has a Charter that it has drawn up and is regularly reviewed. This describes how the class want behaviour to be like, using Rights and Responsibilities, and pupils "sign up" to it. This is frequently referred to by staff and pupils alike.
 - These are all celebrated in weekly achievement assemblies. We will hand out 10, 25, 50 and 75 credits in key stage achievement assemblies run in turn by each House. Pupils' names also appear in that week's newsletter.
 - Two pupils per class per week are "spotted" and given "Special Achiever" certificates for outstanding achievement, effort or being an excellent citizen.
 - Achievements are also recognised through displays and the throughout the school. They are also shared via the school's newsletter.
 - Also classes have their own joint reward systems such as nuggets in a jar. Some pupils will also have individual reward charts for key behaviour or punctuality etc.
(Please see attached flow chart 1)

SANCTIONS

1.4 Occasionally, we have to apply sanctions to those pupils who find upholding their responsibilities difficult. Alongside unacceptable behaviour, this school is also committed to eradicating bullying, racism and homophobic actions in whatever form they may manifest themselves.

1.5 These sanctions consist of: [*flow chart 2*]

- Staff will begin the day with a "Daily Check" to remind pupils of Rights, Responsibilities and Expectations.
- Spoken to, being moved to a different place in the room.
- 3 strikes warning system used on the board; a visual warning system is used with our younger pupils.
- Losing privileges: including part of break or lunchtime.
- "Hub" staff become involved offering support either to staff and to child so that they can thrive in school
- Internal exclusions will also be used if necessary.

If the behaviour does not improve and infringes on the rights of others in the school during a 3 week period (during which time incidents will be logged on behaviour sheets [appendix 2]), the school will:

- Contact the parents and arrange a meeting.
- Incidents will be recorded on an Individual Behaviour log.
- A 3 week probation period will be established where regular meetings may be needed with parents.

If the behaviour does not improve over these 3 weeks, the school will:

- Arrange another formal meeting with the parents.
- Place the pupil on "REPORT", where behaviour session by session will be recorded and the findings discussed either daily or weekly with parents.
- Seek advice from external agencies, if necessary refer to appropriate agencies including Behaviour Support Service (BSS).
- Decide on intervention and support that is needed and possible joining of a ELSA/Nurture group.

If the behaviour still fails to improve the school will, after acting upon advice from external agencies:

- Set up an Individual Behaviour Recovery Plan. To be agreed by parents, pupil and staff (including the Headteacher), but will include specific targets and sanctions if these are not met. These could include:
 - Internal exclusion

- Fixed term exclusion
- Permanent exclusion.

If there is a serious incident, that involves a threat to the safety of pupils and/or staff or verbal abuse, a pupil may jump or be accelerated through this system. For example; physical assault or verbal abuse of adult or child will involve a fixed-term exclusion. Pupils will normally move down and back up through this system and whilst we do not intend to exclude anyone, the school will not shirk from this option.

If there is an incident involving drugs or weapons the school will follow Borough procedures. The school will actively investigate and deal with issues that occur outside the "school gates" such as facebook or physical violence, if it is seen to affect the day to day running of the school or involve a pupil's performance at school being affected.

The school will involve outside agencies, such as the police, if we feel that the incident(s) warrant it.

- 1.6 ALL staff are aware of this sanction system and will apply it consistently and with reference to the Headteacher or senior staff, if necessary.

1.7 Bullying

To our school bullying means the physical or verbal abuse of another individual so that their safety, confidence and happiness is diminished.

Kingsleigh Primary school makes a clear statement that bullying is not acceptable. We make a commitment to dealing with bullying swiftly and effectively to the best of our ability. This includes bullying based on a pupil's special needs, race or gender. We encourage parents and children to alert us to bullying if and when it occurs. This include cyber-bullying whether it occurs "off-site" or not.

"Pupils stated that there was very little bullying in their school. They were equally confident that should any bullying occur, it would be quickly sorted out by staff." OFSTED Jan. 2015

(See separate Anti-Bullying Policy and e-safety guidance)

1.8 Racism, Homophobic or Anti-Disability Abuse

We accept racism to mean any type of abuse, which is inspired by prejudice based on culture, race or belief. Kingsleigh Primary school will actively seek to counter it, if and when it occurs. We teach positively about other races and faiths and encourage children and parents to challenge racism whenever we see it. We promote those key British values of democracy, equality, tolerance and respect as a key part of our school's ethos.

"It is embedded and...taught so that tolerance and other British values are promoted well." OFSTED Jan. 2015

The school will report and deal with homophobic and anti-disability bullying with rigour. The school will report these forms of bullying in line with the Borough's reporting format. The school teaches positively about homosexual relationships as part of a tolerant society and promote a positive approach to disability, including models within the staff.

(See separate Equalities policy)

1.9 Physical Restraint

On occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We will always use the minimum of force and follow the guidelines laid down by LA. There are staff specifically trained to use restraint (Team Teach) and only these staff should attempt any restraint.

(see Reasonable Restraint policy).

Health and Safety involves anticipating foreseeable risks and taking reasonably practicable steps to reduce them. It is not possible to eliminate risk in settings where people work closely with people who exhibit hazardous behaviour, so the fact that somebody has been hurt does not necessary mean that someone is to blame.

Possible bruising or scratching may occur accidentally- not to be seen as a failure of professional technique but a regrettable and infrequent side-effect of ensuring the child remains safe

1.10 Safeguarding and Child Protection

We accept our role as an agency of referral very seriously and follow Borough's guidelines in this regard.

(see Safeguarding and Child Protection policy)

1.12 Special Needs and Disability

We also take into account the individual needs that a pupil may have when implementing our Behaviour policy. The age and stage of the pupil involved will always guide any sanctions or support that we may try to implement. (see SEND policy)

2.1 How Parents and Carers can help.

- 1 Read the behaviour policy. Support the school by talking to your child about the Rights and Responsibilities to be upheld at our school.**
- 2 Ask your child about any awards they receive and praise them for their achievements.**
- 3 There is a copy of various guidelines and summaries of policies in your child's School Diary for you to refer to. There is also a Home School Agreement for you and your child to sign.**
- 4 Contact the class teacher initially if you or your child have any concerns. You may need to make an appointment to discuss this fully.**
- 5 Try to talk positively about our school, other pupils and the staff in front of your children. Come and see us if you feel dissatisfied. "Venting" on facebook or other sites could create more problems for all involved.**
- 6 Telling your child just to retaliate (ie "if they push you, push `em back but harder") if there is a problem will just make the problem worse, and will make a lasting settlement much more difficult to achieve. We teach our children to be assertive (about their rights) but not aggressive!**
- 7 Please let us know if something has occurred that might affect your child's behaviour.**

Review date: January 2105