

Lower Kersal Primary School

Behaviour Policy



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Approving Committee	Health and Safety
Intended Audience	Staff, Parents, Pupils
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Version	Reviewed by	Date Approved	Changes made

At Lower Kersal Community Primary School, we believe that every child has a right to an education and that every teacher has a right to teach. It is therefore imperative that we all have high expectations of children's behaviour and that we are consistent in the way we manage children's behaviour. We expect the children to respect each other, adults, property and display good manners. We will not accept foul language, verbal or physical abuse.

Whilst we have pride in the behaviour of the majority of our pupils we do have a minority whose behaviour does not always meet with our expected standard. It is therefore vital that we recognise these behaviours and develop strategies for dealing with them. Whilst occasional reprimand is required from time to time our behaviour policy focuses on praise and the fostering of good relationships.

AIMS OF THE POLICY

- To encourage a calm, purposeful and happy atmosphere within the school.
- To help our pupils develop positive attitudes towards school and their own learning.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear to ensure safety.
- To raise awareness about appropriate behaviour.

School Expectations

That pupils:

- Show respect for school property, each other and all adults by taking responsibility
- Walk around school- inside and out and enter/leave assembly quietly
- Are encouraged to show manners, respect and politeness
- Toilets are used appropriately. Not to loiter
- First child holds doors.
- At the end of playtime, 1st whistle stop and stand still. On second whistle walk to lines.
- Not to interfere/distract other classes when walking around the school

That teachers: (inc Teaching Assistants)

- Expect high standards of uniform
- Expect a calm/purposeful/well ordered classroom atmosphere stressing classroom safety
- Be consistent in their dealings with pupils
- Supervise lining up and walk pupils in from the middle
- Lines are expected to be quiet in and out of school
- Children are moved quickly out of cloakroom areas and staff supervise this.
- To go out punctually when on duty
- All children to have a school water bottle
- Display class rules prominently and discuss them at the beginning of the year and regularly remind children about them.
- Every teacher has exactly the same expectations.

Class expectations:

- Don't talk/interrupt when the teacher or another child is talking during class discussion/carpet time
- Put up our hands before speaking and answering questions
- Get into class on time and settle quickly after play, lunch and other activities
- Keep our classrooms tidy and take care of our classroom equipment.
- Only visit the toilet with the teacher's permission
- Only leave the classroom with the teacher's permission

Positive Behaviour Management

The best results in terms of promoting positive behaviour arise from utilising positive behaviour management strategies. Listed below are a range of strategies which are proven to be effective in positive behaviour management;

- Positive Feedback- Acknowledge/Approve/Affirm: Acknowledging (notice and describe the behaviour), approve it (say why it is good) and affirm (apply a positive label to the pupil) e.g. "Thank you for tidying up so quickly- you are a great helper!"
- Positive Correction- tell the pupils what you want them to do i.e. not what you don't want them to do e.g. "Please walk" instead of "stop running." Avoid saying, "don't" or "stop".
- Positive Repetition- when you give a direction, ask someone who knows what to do to repeat it rather than focusing on the one who doesn't- praise the children who carry out the instruction.
- Non-verbal Cues- hands up, finger on the lips, the "look".
- Give take-up time- give a clear specific direction in a non-confrontational way, move away from the pupil with a clear expectation that the pupil will comply.
- Re-direction- repeat direction without being side-tracked. Use thanks and take-up time, do not stand over pupils in a confrontational way.
- Tactically ignore- ignore any secondary behaviour if the pupil is compliant with the primary behaviour request e.g. if the pupil begins the task (primary behaviour) when asked, ignore any annoying secondary behaviours such as huffing and muttering.
- Physical Proximity- move closer to a disruptive pupil
- Distraction/ Diversion- give an alternative task or activity to a disruptive pupil without highlighting the inappropriate behaviour.
- Clear Expectations- e.g. "When we go back in to the classroom after break, I will give a point to those who go straight back to their task."
- Where/ What- "Where should you be?" (In my seat) What should you be doing? (My work).
- Choices- "Put your (e.g. toy) on my desk or in your bag- which are you going to do?"
- Broken Record- Calmly repeat the request or rule or consequence; avoid being drawn into an argument, stay neutral.
- Private Reprimand- a quiet word rather than a public confrontation.
- Repair & Rebuild- as soon as possible after a reprimand, find an opportunity to say something positive about the pupil, "Catch them being good"

REWARDS

We believe that staff should recognise, encourage and reward good behaviour.

Whole school:

- WOWCHERS
- Weekly Class Teacher Certificates given out on Friday Assembly
- Termly Prize Assemblies
- HT special stickers
- Class Monster points to earn rewards/treats
- Opportunities taken to share good work/behaviour with parents

SANCTIONS

Although the emphasis of this policy is on encouraging and rewarding positive behaviours and attitudes, we recognise that it may be necessary to employ a number of sanctions to enforce our school expectations. As with matters relating to reward, consistency and fairness are vital in the application of sanctions, which should be appropriate to each inappropriate behaviour.

When dealing with all forms of inappropriate behaviour, staff should employ the following strategies;

- Be calm- all children must be dealt with in a calm yet firm manner, referring to which behaviour is not acceptable and the action being taken.
- Make clear that it is the behaviour which is being punished and this is not a personal matter.
- Logical consequences- a logical consequence is a sanction that is proportional to and fits the misdemeanour. The first step is to stop the behaviour and the second step is to provide an action that recalls the rules, reinstates the limits and teaches alternative behaviours.

Sanctions are used initially by the class teacher. If it is felt necessary, the child is sent to a member of the Senior Management Team.

Early Years – R Burton
Key Stage 1 R Burton
Lower Key Stage 2 – D Rutter
Upper Key Stage 2 – D Rutter

Deputy Head – A Reynolds

Children are sent to these members of staff if they have already been given a warning, their behaviour continues to be unacceptable or they are displaying more serious behaviour problems.

The Head teacher is generally a last resort. This is the final sanction and should be viewed very seriously. If a child is sent to the Head teacher the reason will be recorded on the child's file. Additional strategies to support behaviour will then be put into place. If the child's behaviour does not improve a letter will be sent to parents inviting them to school to discuss behaviour. Parents' support and co-operation is always sought in these matters.

An extreme sanction is a fixed term or permanent exclusion. However, these are seen as options only in extreme cases of misbehaviour.

Lunchtime

Initially this will be managed by lunchtime/welfare staff. If the incident is more serious it will be recorded and result in the child being removed from lunchtime activities or removed from school at lunchtime. If bullying is suspected it is investigated thoroughly by the member of SLT on duty e.g. discussed with individual, talk to other children, staff, welfare staff and parents.

Behaviour and logical consequences:

Behaviour	Logical consequence
<p><u>Type 1</u> Shouting out, wandering around, interrupting the teacher or other pupils, silly noises, ignoring minor instructions.</p>	<p>Change of seating, change of facial expression, monitoring, verbal warning given.</p> <p>If repeated on several occasions teacher may arrange to speak with parents informally.</p>
<p><u>Type 2</u> Not responding to teacher requests to work, deliberately causing a disturbance to other children, inappropriate comments, annoying other children, swearing.</p>	<p>Separation from the rest of the class and an individual table, completing unfinished work at break times, letter of apology to be completed at break time, sent to phase leader.</p> <p>Class teacher may inform parents at the end of the school day if behaviour does not improve. Behaviour/consequence to be recorded on child's file.</p>
<p><u>Type 3</u> Deliberately damaging equipment, deliberately physically harming someone, leaving class without permission, bullying, offensive name calling, challenge to authority, repeated refusal.</p>	<p>Exclusion from class, sent to work in another class, sent to phase leader, possible phase leader behaviour report card (appendix one), possible HT involvement.</p> <p>Class teacher must inform parents at the end of the school day. Behaviour/consequence to be recorded on child's file.</p>
<p><u>Type 4</u> Repeatedly leaving classroom without permission, intentional physical harm to other children, verbal abuse to any staff. Vandalism. Stealing. Persistent bullying.</p>	<p>HT/DHT to be informed immediately. Meeting with Parents arranged for that day. Report card to be used and checked by HT (appendix two)</p>
<p><u>Type 5</u> Extreme violence, physical abuse to staff, absconding from school, carrying weapons/drugs.</p>	<p>Exclusion, either permanent or fixed term up to 5 days.</p>

BEHAVIOUR MONITORING CARD 2

Child's Name:

Week Beginning:

Appendix 1

	Lesson 1	BREAK	Lesson 2	LUNCH	Lesson 3	Lesson 4	Phase Lead Comments	Parent Comments
MONDAY								
TUESDAY								
WEDNESDAY								
THURSDAY								
FRIDAY								

LEARNING BEHAVIOURS REPORT CARD 3

NAME:

		Date: All session should be judged on a 1-5 scale, 1 being the lowest and 5 being the highest					
Categories		Session 1	Session 2	Session 3	Session 4	Session 5	Breaks - General
Mon	Effort						
	Learning Behaviours						
	Volume						
Tues	Effort						
	Learning Behaviours						
	Volume						
Wed	Effort						
	Learning Behaviours						
	Volume						
Thurs	Effort						
	Learning Behaviours						
	Volume						
Fri	Effort						
	Learning Behaviours						
	Volume						

TO BE SHOWN TO HT AFTER EACH SESSION. SCORES TO BE COMPLETED AT THE END OF THE SESSION.

Behaviour Plan Pupil name:		Class:	Year Group:
Date plan starts: Staff working with the pupil: Date of next review:			
Challenging behaviour <u>What does it look like?</u> <u>What triggers it?</u>		Targets <u>What are we working towards?</u> <u>How do we get there?</u>	
Strategies for positive behaviour <u>How do we maintain positive behavior?</u> <u>Phrases to use</u> <u>Rewards, motivators</u>		Early warning signs <u>How do we prevent an incident?</u> <u>What to look out for</u> <u>How to respond (reminders, alternative environment).</u>	
Reactive strategies <u>How do we diffuse the situation?</u> What to do and what not to do DO NOT: <u>At what stage should another member of staff be informed? Who should this be?</u>		Support after an incident <u>How do we help the pupil reflect and learn from the incident?</u>	
Agreement: Parent name Parent signature Date			
Staff name Staff signature Date			

Pupil Name- Behaviour Chart 1

Personalised behaviour targets (See examples below)	Lesson 1	Lesson 2	BREAK	Lesson 3	LUNCH	Lesson 4	Lesson 5	3:30- home time
<p>I will raise my hand before I speak or stand.</p> 								
 <p>I will complete my work without disturbing others.</p>								
<p>I will follow teachers' instructions.</p> 								