



King William C.E Primary School

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| Policy Name | Behaviour Policy |
| Approval Protocol | FGB |
| Review Frequency | annually |
| Date Ratified by FGB | 20th September 2018 |
| Review Date | September 2019 |



Introduction

This policy details the approach to behaviour management in our School. It has been developed by the whole staff and approved by the Governing Body. This policy is entirely in accordance with our Mission Statement:

MISSION STATEMENT

The school aims to develop the potential of every child by providing a wide and varied education.

We seek to create a school environment that enables children to develop and express their individual personalities and to respect the needs of others.

This will be in the context of a caring and Christian community.

Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and children can work and play safely and to encourage the involvement of parents/carers in the development of their child.

Our behaviour policy aims to:

- Raise children's self-esteem.
- Promote/develop empathy and respect for self and others.
- Develop a sense of self-discipline and an acceptance of responsibility for their own actions.
- Ensure regular attendance.
- Develop an awareness of and adherence to appropriate behaviour.
- Encourage children to value the school environment and its routines.
- Ensure that children are confident of their right to be treated fairly.
- Empower staff to determine and request appropriate behaviour from everyone.
- Acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- Ensure that positive behaviour is always recognised.
- Work within a positive, proactive reflective approach to behaviour management.
- Ensure the policy is fully understood and is consistently implemented throughout the school.
- Ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- Ensure the rights and responsibilities of all members of the school community.

School Ethos

At King William Street School, we work towards standards of behaviour based on the principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles. The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community by:

- Creating a positive climate with realistic expectations
- Emphasising the importance of being valued as an individual within the group
- Providing a caring and effective learning environment;



- Being calm, fair, clear, consistent, positive and understanding. Praising good behaviour as it occurs.
- Explaining and demonstrating the behaviour we want to see.
- Encouraging children to be responsible for their own behaviour and goals.
- Letting parents know about their children's good behaviour.
- Rewarding individuals and groups of children for behaving well in the classroom
- Using Imaginor 'Roots and Fruits', 'Circle Time' and Jigsaw PSHE
- Encouraging children to respect themselves, others and equipment.
- Explaining reasons for any rewards and sanctions.
- Encouraging children to be proud of themselves, their class and their school.
- Reminding children that they represent their school/class whenever they are around the school or go off school premises

Roles and responsibilities

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of the individual child, the active involvement of children in their own learning and structured feedback all help to promote good behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping provides feedback to the children on their progress and achievements and as a signal that their efforts are valued and progress matters.

| Staff and Governors | Child | Parents |
|--|---|---|
| To lead by example | To respect, support and care for each other both in school and the wider community | To be aware of and support the schools values and expectations |
| To be consistent in dealing with children | To listen to others and respect their opinions | To ensure that their child comes to school regularly, on time and with the appropriate equipment |
| To encourage the aims and values of the school and local community among the children | To attend school regularly, on time, ready and equipped to learn and take part in school activities | To keep their child at home when they are ill and to provide the school with a written explanation of the reasons for any absence |
| To have high expectations of the children | To take responsibility for their own actions and behaviour | To take an active and supportive interest in your child's work and progress |
| To meet the educational, social and behavioural needs of each child through an appropriate curriculum and individual support | To do as instructed by all members of staff (teaching and non-teaching) throughout the school day | To provide the school with an emergency contact number |
| To encourage regular communication between | To be tolerant of others, irrespective of race, gender, religion and age | |



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| home and school | |
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School systems

At King William Street CE Primary School, we respect each other and treat each other as we would like to be treated:

- We actively listen, co-operate and participate.
- We celebrate our learning and plan our next steps.
- We make the most of our learning time and complete tasks.
- We help and encourage others and look after our school.
- We settle our arguments by talking about them.
- We are honest, tell the truth and are kind to each other.

Class rules/behaviours for learning are displayed in every classroom. Staff will explain the rules to the children at the beginning of each term. These are continually reinforced through assemblies, lunchtimes and when praising/reprimanding behaviours. All staff reward children who keep these rules.

Rules in Blue Whale

The class teacher introduces the Class Rules to the class at the start of the year and they are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

These rules should be displayed inside the classroom as well as in the outdoor area.



Traffic lights and a star behaviour chart are displayed on the wall alongside the children's names. Children's names start each day on the green. Good behaviour throughout the day is rewarded with a move to the 'Star' on our behaviour chart.

Children consistently making the correct behaviour choices and who follow the Class Rules are rewarded during the day with a sticker to take home and share with their families.

When it is necessary to give a child a warning (following an initial verbal warning), using the language of choice and consequence, the child's names should be moved onto the amber and will be given the time to demonstrate better behaviour choices. If the child makes amends



and shows they can return to expected behaviour, then their name can be returned to the green but their name can now not be moved onto the 'star' that day.

If the child does not improve their behaviour their name will be moved to red and they will lose 5 minutes of their play time; during this time, they reflect on their behaviour. If the child remains on red and the behaviour does not improve they are taken to Headteacher. The teacher will record this onto SIMs.

Marbles

Over the course of the week children earn marbles for displaying different positive learning behaviours. For example, this could be helping another child, being respectful to class members and staff, or demonstrating perseverance with their work. Children collect marbles in a class jar. Once the class have collected a full jar a class reward will be given.

Each week, a child will receive a Blue Whale Award certificate and a prize from the prize box for showing respect towards our class rules.

Tiger and Puffin Class Rules

The class teacher reminds pupils of the Class Rules at the start of each year and they are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.



Traffic lights and a Gold star behaviour char are displayed on the wall alongside the children's names. Children's names start each day on the green. Good behaviour throughout the day is rewarded with a move to the 'Gold Star' on our behaviour chart. This may be accompanied by other rewards at the discretion of the teacher e.g. raffle tickets, stickers.



When it is necessary to give a child a warning (following an initial verbal warning), using the language of choice and consequence, the child's names should be moved onto the amber and will be given the time to demonstrate better behaviour choices. If the child makes amends and shows they can return to expected behaviour, then their name can be returned to the green but their name can now not be moved onto the 'Gold Star' that day.

If the child does not improve their behaviour they will be asked to sit on the 'Thinking Space' and reflect on their behaviour. Their name will be moved to red. If the child remains on red and the behaviour does not improve they are taken to Headteacher. The teacher will record this onto SIMs.

The whole class will work together towards a whole class reward by collecting class beads/marbles that will be displayed in a container that is visible to everyone. The whole class will be rewarded with a bead/marble if the whole class displays positive behaviour, in following our class rules and routines. Once the container is full, the class will earn a privilege that will be voted for from a selection given by the class teacher.

Key Stage 2

Once children are in KS2, it is assumed that they understand and follow the basic Golden and Super Star rules so demonstrating making the right choices. Having confidence and a positive attitude to learning is crucial to a pupil's success in school. We expect them to be motivated, determined and proactive in their learning.

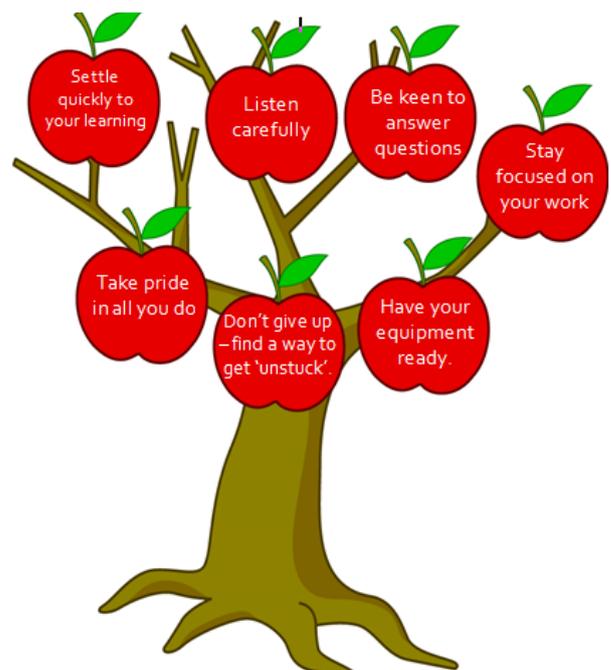
We are relentless in our pursuit of positive attitudes to learning and the Behaviour to Learning strategies indicates what is expected. To support a positive approach to learning, we will give children the opportunity to reflect and evaluate their own learning and thinking (metacognition).

Panda and Polar Bear Behaviours to Learning

The class teacher reminds pupils of the Behaviours for learning Class Rules at the start of each year and they are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The teacher will also discuss with the children what these behaviours look like-so the children understand what they need to be displaying to show this behaviour. Ideas should be listed as examples of expectation, e.g. settle quickly to learning means

Traffic lights and a star are displayed on the wall alongside children's names. Children's names start each day on the green. Throughout the





day, good learning behaviour is rewarded with a dojo.

When it is necessary to give a child a warning (following an initial verbal warning), using the language of choice and consequence, the child's names should be moved onto the amber and will be given the time to demonstrate better behaviour choices. If the child makes amends and shows they can return to expected behaviour, then their name can be returned to the green but their name can now not be moved onto the 'Star' that day.

If the child does not improve their behaviour their name will be moved to red. If child is on red they will miss 5 minutes of playtime. If the child remains on red and the behaviour does not improve they are taken to Headteacher. The teacher will record this onto SIMs.

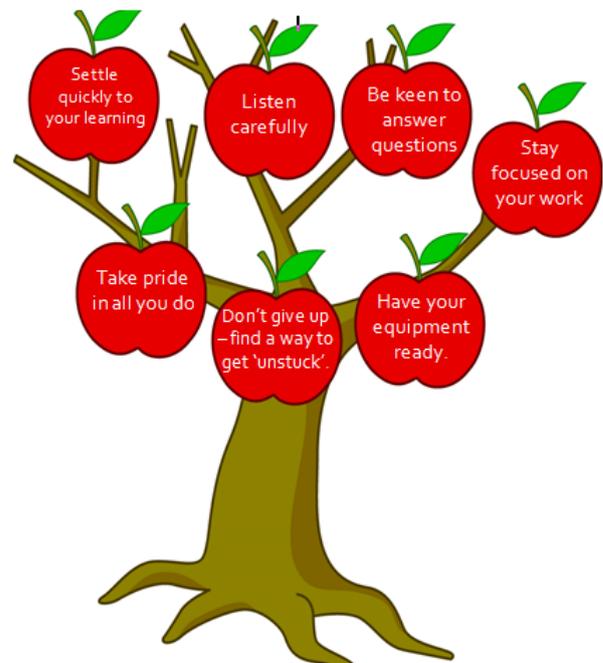
The whole class will work together towards a target amount of dojos per term. If this target is reached, a class treat will be given at the end of the term.

Zebra and Leopard class Behaviours to Learning

The class teacher reminds pupils of the Behaviours for learning rules at the start of each year and they are displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school.

The teacher will also discuss with the children what these behaviours look like- so the children understand what they need to be displaying to show this behaviour. Ideas should be listed as examples of expectation, e.g. settle quickly to learning means

Traffic lights are displayed on the wall alongside children's names. Children's names start each day on the green. Throughout the day, good learning behaviour throughout the day is rewarded with a dojo.



When it is necessary to give a child a warning (following an initial verbal warning), using the language of choice and consequence, the child's names should be moved onto the amber and will be given the time to demonstrate better behaviour choices. If the child makes amends and shows they can return to expected behaviour, then their name can be returned to the green.

If the child does not improve their behaviour they will be asked reflect on their behaviour. Their name will be moved to red. If child is on red they will be asked to stand against the wall in the playground for 5 minutes of playtime. If the child remains on red and the behaviour does not improve they are taken to Headteacher. The teacher will record this onto SIMs.



A certain amount of dojos each term will result in a class reward.

Support systems for Individual Pupil Need

If there is a persistent problem the class teacher, the SENCO will draw up an Individual Behaviour Programme. The SENCO and Head teacher and if necessary the SEMH team will work together to implement the programme which will include: Achievable targets, additional and different strategies to help the child to achieve the targets, responsibility for implementation, parental involvement, etc.

Individual Behaviour Programmes will follow the guidelines of the Code of Practice and be additional to and different from the policy for the whole School but they will still remain within the general ethos of the School.

All staff working with the pupil will be informed of this, including lunchtime supervisors. This will give a consistent approach throughout the school day.

For information about Bullying behaviour's and how the school manages this type of behaviour please refer to our Anti-bullying Policy.

Outside the classroom

If a child is misbehaving outside of the classroom, for example, in corridors/cloakrooms/assemblies staff deal with this immediately and then report to the class teacher.

Before School

From 8.30 am, children are supervised on the playground by the member of staff on duty that day. Children are expected to behave as they do during playtimes and any inappropriate behaviours are managed by the member of staff on duty in the same way.

Playtime Procedures

Children are never on the playground without adult supervision. Should a child's behaviour be inappropriate the member of staff on duty will resolve the disagreement/problem and if necessary remove the child from the situation. KS1 pupils will stand next to the teacher and KS2 pupils will stand by the wall. Serious offences will be managed in the same way as they are at lunchtimes.

Lunchtime Behaviour Management

The Midday Supervisory Assistants (MDSA's) are in charge of the management of behaviour during the lunch time and as such, have complete authority, although they may refer to teachers if necessary. Children are praised for their good behaviour and good table manners in the hall.

At all times MDSA's should:

Praise other children for appropriate behaviour;

Be clear why the reward/sanction is being applied

Avoid giving group sanctions

Make clear what changes in behaviour are expected to avoid future sanctions.

Remember that it is the behaviour rather than the child that is being sanctioned.



MDSA's will use the same hierarchy of rewards as all staff and parent's helpers below:
Non-verbal gestures providing instant positive feedback on behaviour to the child e.g. thumbs up.

Verbal praise, both informal and formal, public and private (to individuals and groups)

Individual stickers

Contribute to class rewards

Praise postcard home

If children are behaving in a disrespectful way, MDSA's will follow the hierarchy of sanctions below:

The MDSA will speak calmly to the child, explaining how the behaviour is disrespectful.

If the child needs to be spoken to again another calm conversation should be had, explaining how the behaviour is disrespectful and a yellow card given. The child then comes inside and gives the card to member of staff and explains why it has been given. The child then remains inside to calm down for 5 minutes.

If the behaviour persists, the child will be given a red card and told the reason the card had been given as well as an explanation of how the behaviour is disrespectful. The child then comes inside to give the red card to a member of staff and explains why it has been given. The child will then remain inside for the rest of our lunch break and for the lunch break on the following day. This will be recorded onto SIMs.

If a child's response to an MDSA is disrespectful when a warning is given, a card will automatically be issued.

Children committing serious offences, i.e. spitting, swearing, stealing, fighting, pushing, kicking, hitting, making rude comments, making verbal or non-verbal noises, damaging property will be taken to the Head teacher or Deputy Head teacher in the event of the Head teacher not being present. These incidents will be recorded onto SIMS, and if there is a pattern to this behaviour, a child's parents will be invited into school to discuss the issue and to discuss possible solutions followed by a period of monitoring and shared liaison to ensure behaviour improves.

Physical intervention

Very rarely, a member of staff may be required to physically intervene with a pupil, for example, if two pupils were fighting, or if a pupil were causing danger to others and needed to be moved away. There is a policy on physical restraint that covers this aspect of behaviour and outlines procedures to be followed. Several members of staff have received positive handling training.

Exclusions

The Head teacher, in consultation with the governors, has the right to exclude pupils if the need arises. King William Street CE Primary School follows Swindon Local Authority guidelines. This is seen as a last resort by all, and would only take place if a **gross act of misconduct was performed**, or if all else has repeatedly failed. Parents would be well informed of the steps along which a child had proceeded to get to this stage and we would



be working in very close contact with them and other agencies, for example, the Educational Welfare Officer, Social Services or county support teams.

School has an open door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Review and Monitoring

Behaviour systems in place are regularly reviewed and monitored and new staff is given training into their use so as to ensure understanding and consistency.

Parents' opinions are sought about our behaviour policy and the policy is made available to all new parents. This policy will be reviewed on an annual basis or when the head teacher perceives there is the need.