



BEHAVIOUR POLICY September 2022

POLICY STATEMENT

The staff and Governing Body of Kingsway Primary & Nursery School believe that in order to enable effective teaching and learning to take place, good behaviour is essential. We aim to promote good behaviour in school, in partnership with parents, to ensure that all children learn well.

AIMS

Our school aims to provide a happy and secure environment for all. We believe that it is important to:

- promote good behaviour and develop moral rules
- foster positive, caring attitudes to one another and the environment
- promote respect for each other, self-esteem and self-discipline
- listen with care to the views and opinions of one another and value them
- respond in a polite, thoughtful manner to one another
- ensure fairness of treatment for all by encouraging consistency in using and applying school rules, rewards and sanctions
- use early intervention when behaviour is unacceptable
- involve parents so that there is a shared approach to the school policy

Our Beliefs

All members of staff agree that there needs to be a systematic approach to behaviour which is fair, positive and consistent and that they play a crucial role in ensuring that the Behaviour policy is successfully implemented.

Good behaviour is planned for through effective classroom management and organisation and not just in the content and delivery of the curriculum. Each child is valued and it is essential that self-esteem and a positive self-image is developed.

Each teacher must ensure that the classroom is an attractive and well organised learning environment.

Staff recognise that behaviour is a shared responsibility and expectations of appropriate behaviour are implemented through every aspect of school life, including visits.

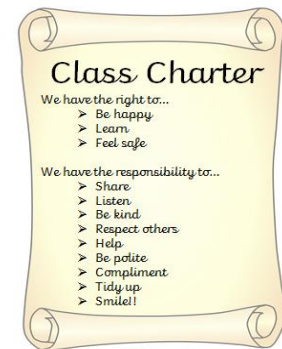
SCHOOL EXPECTATIONS

The school has established clear expectations to which children are encouraged to aspire. All adults are expected to model the behaviour we expect from the children. Staff will remain calm when dealing with behavioural issues. We believe that emphasising positive behaviour

in school will marginalise poor behaviour. A well-managed environment will encourage children to fulfil the rules we hold dear in their own behaviour.

CLASSROOMS

Behaviour in the classroom is guided by our Class Charter which are on display in each classroom. These should be regularly revisited with each class by the teachers.



Recognition boards

By giving every child the chance to see their name on the board for good reasons, we reverse the culture of the classroom and create an environment where doing well is possible.

* Targeted at 'Learning Attitudes' not just functional behaviours. Names move up and down the board dependent on the behaviours presented throughout the day.

* Movement UP the board recognises learners who are demonstrating the desired learning attitude.

* Names are never removed from the board. Learners who disrupt or do not demonstrate the desired learning behaviours move DOWN. These children are then dealt with privately.

* It is not a competition between individuals, rather a whole class reward system.

* Recognition boards need refreshing daily returning to 'Ready to Learn'.

* Learners are recognised for effort and not for achievement.

* Use the recognition board to persistently and relentlessly catch learners demonstrating the right learning.

* The aim is for every child in the class to get their names UP the board for demonstrating that behaviour. We believe that having a common aim will encourage children in each class to support others. It is the adult's way of setting high expectations of all the children in each class.

* Children not demonstrating good behaviours and reach the last section will have to speak with the Headteacher. The Class Teacher will speak to the parent and a letter sent home (will then dictate whether a child can have a team reward at the end of term).

Team Points

In order to continue supporting each other a 4 House Points system has been developed whereby children can earn points for their team throughout the week. The points are collated and winners announced at Praise assembly. The four houses are:

DRAGON



GRIFFIN



PHOENIX



UNICORN



The team with most points at the end of each term are presented with a trophy (each week) and all the points are collected (added up weekly and Half-Termly) for a treat at the end of each term. The reward will be chosen appropriately and shared with the children so that they know what they are aiming towards.

Language around Behaviour

At Kingsway, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Phrases such as 'kicked off', 'lost it' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged on CPOMS (Internal Monitoring programme).

In order to promote good learning behaviours then a Stepped Approach needs to be adopted as a first response. Using this will give the child the opportunity to reflect upon their behaviour and act upon the direction given from the adult.

Stepped Boundaries

Gentle approach, use child's name, child level, eye contact, deliver message

1. REMINDER:

I noticed you chose to (noticed behaviour).

This is a REMINDER that we need to follow ALL our school charter at ALL times.

You now have the chance to make a better choice.

Thank you for listening.

Example - 'I notice that you're running. You are not following our class charter about being kind. Please walk. Thank you for listening.'

2. WARNING (said in a quiet voice to the individual only):

I noticed you chose to (noticed behaviour)

This is the second time I have spoken to you.

You need to speak to me for two minutes at break/lunch time.

If you choose not to follow our school rules again you leave me no choice but to ask you to sit on your own/ go to the quiet area.

Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation

Example - 'I have noticed you are not ready to do your work. You are not following our class charter.'

You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'

3. CALMING TIME:

I noticed you chose to (noticed behaviour)

You need to:

1. Go and sit on your own.
2. Go to sit with other class/Change of Face
3. Go to sit in an SLT classroom
4. Go to DHT

Playground:

You need to:

1. Stand by other staff member & not talk
2. Sit on the picnic bench
3. Go to DHT (escorted, staff member discusses behaviour quietly)

DHT or SLT will say 'I will come and speak to you in two minutes'.

Example - 'I have noticed you chose to use rude words.'

Do you understand what we expect of you?

Tell me.

4. FOLLOW UP, REPAIR AND RESTORE:

DO NOT describe child's behaviour to other adult in front of the child

1. What happened? (Neutral, dispassionate language.)
2. What were you feeling at the time?
3. What have you felt since?
4. How did this make people feel?
5. Who has been affected? What should we do to put things right? How can we do things differently?

**Remember it is not the severity of the sanction; it is the certainty that this follow up will take place that is important.*

DISCIPLINARY PROCESS

The vast majority of our children behave well and respond to our system of positive behaviour reinforcement. However, some pupils do not always keep to our School rules.

This is not acceptable and a range of sanctions and consequences are necessary. The purpose of the disciplinary process is to help the child behave in an appropriate manner.

Children may sometimes need to be reminded of our school rules, but if misbehaviour persists the following may be applied. Depending on the nature of the misbehaviour, the level of response will be determined. Staff will judge the seriousness of an incident and apply sanctions accordingly.

SANCTIONS

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the actions of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the action.

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Sanctions are progressive as follows:

- **An initial disapproving look or gesture.**
- **A reminder of positive behaviour expected.**
- **A verbal warning.**
- **Loss of privilege, playtime or lunchtime, always under supervision.**
(E.g. missing minutes off break, lunchtime detention, missing football etc.)
- **Loss of responsibility (e.g. Captain/Prefect duty)**
- **Move child/children**
 - **within class**
 - **to another class**
 - **to a senior member of staff**
- **Behaviour discussion with the Head/Deputy Head/member of the senior leadership team**
- **Parental Conversation**
- **Internal suspension or exclusion**

- **Parental involvement** - The child may then be put on a report system – where day to day incidents are logged and parents are expected to sign it at the end of each week.
- **Fixed term suspension or exclusion.**
- **Permanent exclusion.**
- **For more serious incidents, sanctions may operate straight away.**

Parents

To discuss an issue concerning your child:

1. When possible, please speak to your child's teacher when collecting your child from the classroom at the end of the day, once all children have been dismissed.
2. If a longer appointment time is needed, please see or phone the school office. They will be able to check with the teacher the best time for an appointment. Every effort will be made to see parents as soon as possible.
3. If you wish to discuss the matter further, please make an appointment to see the Deputy Headteacher.
4. Following this meeting, if there are still concerns, then a meeting can be scheduled with the Headteacher. Staff will endeavour to answer questions and concerns, which parents have and will deal with issues as quickly as possible. However, please understand that there are some issues which a teacher will need to investigate further.

This may take a little more time and a further appointment will be made to report on investigations and steps which have been taken. The school hopes that all issues can be dealt with in a calm and positive way. If a member of staff feels threatened or abused, the meeting will end and parents will be contacted to attend a meeting with the Headteacher

5. Serious incidents of unacceptable behaviour may be referred directly to the Headteacher or Deputy Headteacher. It will be important to involve parents at an early stage. It may be necessary to involve outside agencies.

In resolving a persistent problem, it is necessary to have the support of the parents in developing effective strategies to improve behaviour, while fostering positive self-esteem within a child.

Fixed-term and permanent suspension or exclusions

- We do not wish to exclude any child from school, but sometimes this may be necessary.
- The DfE has published Suspension and Permanent Exclusion Guidance for maintained schools (September 2022) which can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools_academies_and_pupil_referral_units_in_England_including_pupil_movement.pdf

and the school initially seek advice from Trafford's Local Authority and also will refer to this guidance in any decision to exclude a child from school.

- In an ever-changing environment, it is not possible to produce an exhaustive list of offences that warrant a fixed-term or permanent exclusion. However, we can be clear that any threatening behaviour, persistent bullying or harassment, possession of an offensive weapon, misuse of alcohol/solvents/drugs, theft, swearing and physical assault could result in a suspension or exclusion.
- Only the Headteacher (or the Deputy in the absence of the Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert fixed-term suspension or exclusion into a permanent exclusion, if the circumstances warrant this. This would be carried out after seeking advice from Trafford's Behaviour Team.
- If the Headteacher excludes a child, s/he informs the parents immediately, giving reasons for the suspension or exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The Headteacher informs the Local Authority and the Governing Body about any permanent suspension or exclusion, and about any fixed-term suspension or exclusions beyond five days in any one term.
- The Governing Body itself cannot either exclude a child or extend the suspension or exclusion period made by the Headteacher.
- The Governing Body has a discipline committee which considers any suspension or exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider suspension or exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the Local Authority, and consider whether the child should be reinstated.

- If the Governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

BULLYING

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. If you have concerns relating to bullying please notify the Headteacher as soon as possible.

For further information, please refer to Anti-Bullying policy.

APPLICATION

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied e.g. swimming lessons, but the same principles of promoting good behaviour through the policy will always apply.