

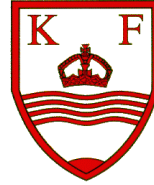
# **KINGSFLEET PRIMARY SCHOOL**



## **Behaviour Policy**

***Promoting Good Behaviour***

# Kingsfleet Primary School



## Behaviour Policy

### Ethos

At Kingsfleet School we believe that teachers have the right to teach and children have the right to learn and play in a calm, safe environment. To support this, children are taught relevant rules so that our expectations of behaviour are clear. The children know that good behaviour will be rewarded and inappropriate behaviour will incur consequences.

Behaviour, and making the correct behaviour choice is not something that is just learnt at school and therefore we aim to work closely with parents/carers.

### Aims:-

- To provide a calm safe learning environment.
- To provide a consistent approach to discipline throughout the school.
- To increase the self esteem of the children.
- To encourage children to behave appropriately.
- To teach behaviour and establish positive relationships with the children.

**Good behaviour is defined as:-**

- Working and playing in an acceptable way.
- Respecting other people's feelings and property.
- Taking responsibility for your own actions.

**1. Positive Classroom Behaviour Management**

*All members of staff practise Assertive Discipline which:-*

- Establishes rules and specific directions that clearly define the limits of acceptable behaviour.
- Teaches children to consistently follow these rules and direction – to choose to behave responsibly throughout the school day and the school year.
- Provides children with consistent positive encouragement and recognition when they do behave.
- Adopts a positive, assertive manner when responding to children. They know the teacher has set limits and that he or she will follow through appropriately whenever a child chooses not to behave. There is no confusion, no second guessing, no hostility or anger.

To achieve this all members of staff follow a Discipline Plan, which is displayed in all classrooms

**Below is an example of the discipline plan followed at Kingsfleet.**

The discipline plan has fair and consistent ways to establish a safe, orderly, positive environment in which teachers can teach and children can learn.

**Rules**

- Follow instructions.
- Listen when others are talking.
- Keep your hands and feet to yourself.
- Put your hand up to ask or answer a question.

### **Rewards**

- Praise
- Individual – eg. Stickers/stamps
- Class points
- House points

### **Consequences**

1. Reminder of the rules (Green)
2. 1<sup>st</sup> Warning (Green)
3. Reminder of the rules (Amber)
4. 2<sup>nd</sup> warning (Amber)
5. Discuss behaviour with another teacher. (Red)
6. Discuss behaviour with the Headteacher. (Red)
7. Parents informed. (Red)

**Traffic Lights: *This is a system we use to clearly indicate to children which stage of the consequences they are on.***

All children start the day on 'Green' if a consequence is given then they will progress to 'Amber' at the stage indicated on the above list of consequences.

If a child moves to 'Red', parents/ carers will be informed.

At the beginning of each academic year, this plan is taught to the children. Once the teacher has taught the rules, they will then teach children directions for all classroom activities, for example, lining up for assembly. The teacher's goal is to help them be successful in following those directions and rules.

For some children it may be appropriate to make reasonable adjustments to the Discipline plan, or in some cases create individual behaviour plans.

### **Maintaining Good Behaviour in the Classroom.**

Below are techniques followed to maintain good behaviour.

- ★ Praise
- ★ Positive reinforcement for making appropriate behaviour choices.
- ★ Scanning the classroom throughout the lesson.
- ★ Circulating the classroom

## 2b. Techniques used for redirecting non-disruptive off-task behaviour

*Rather than provide a consequence, or ignore the behaviour, the behaviour is redirected using one of the following strategies.*

- Give the child a 'look' that says you are aware of and disapprove of their behaviour.
- Stand-by an off-task child's side as you teach.
- Mention the off-task child's name while teaching.
- Use proximity praise to redirect an off-task child.
- As soon as a child is back on task, take the first opportunity to praise their appropriate behaviour.

*If redirecting is not effective, it may be appropriate to provide consequences from the discipline plan.*

## **2. Promoting and Supporting Good Behaviour**

### **Moving around school and Assembly times**

The four school rules are enforced at all times in all situations and the strategies used to maintain good behavior are the same as those outlined above.

Consequences are also given to those who choose not to follow the rules following an initial reminder.

### **Break times and lunch times**

Reasonable adjustments will be made for children who find playtimes too challenging. e.g. lunchtime club or time-out.

If a child's behaviour is unacceptable on the playground, sanctions will be put in place (e.g. loss of playtime). In addition, strategies will be put in place to support positive changes in behavior and the school will aim to work with the parents/carers to achieve this.

### **CAF referrals**

The Common Assessment Framework is a means of supporting a child and their family through multi agency working. These forms are completed with the family if there are additional needs identified, which could include behaviour.

### **Personal, Social and Health Education**

PSHE education is a planned programme of learning through which children gain the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Some children may undertake individual work to further develop these skills.

### **3. Bullying**

\* see also Anti-bullying policy

#### **Definition of bullying:**

A deliberate, planned attempt to hurt, threaten or frighten someone. It usually happens over a period of time.

All bullying is aggression, either verbal, physical or psychological, but not all aggression is necessarily bullying.

Bullying is not acceptable behaviour and is not compatible with a happy and secure environment: it will not be tolerated.

*Through the use of PSHE and techniques such as circle time, we provide children with a forum for discussing issues.*

As a school we take all cases of bullying seriously, both of pupils and adults.

- All incidents should be investigated thoroughly.
- Bullies and victims are interviewed separately.
- Witness information gained.
- A written record of the incident, investigation and outcomes is kept.
- Appropriate staff and parents informed.

Action will be taken to prevent further incidents. Such action may include:

- Imposition of consequences
- Use of appropriate strategies
- Creating an Action Plan for Change

### **4. Dealing with Racist Incidents**

All incidents of racist abuse are taken seriously by the school and logged appropriately.

*\*refer to the LA policy for the correct procedure.*

### **5. Exclusion**

Exclusions are the final and ultimate sanction and are only used rarely, after all other options have been tried.

***There are two types of exclusion:-***

#### **i A fixed term exclusion**

To be used when a serious incident has occurred and it is in everyone's best interest to have a cooling off period.

## **ii A Permanent Exclusion**

Only to be used where it is obvious that continued education at Kingsfleet School no longer meets the individuals needs and the school community as a whole will be adversely effected if the child were to continue attending school

*\*for more information refer to the Exclusions policy*

## **6. Off site behaviour**

Schools have a statutory power to regulate the behaviour of pupils when off school premises and not supervised by school staff.

If there is a report of poor out of school behaviour then the school will apply appropriate disciplinary sanctions when the pupil is next in school.

The school will liaise closely with the neighborhood police and other agencies as necessary.

## **7. School Visits**

### **Day Visits**

If a child's behaviour will put themselves or others at risk, we will ask that a parent accompanies them on a school visit. If this is not possible, we may not take the child on the visit

### **Extended Journey**

If a child's behaviour is unacceptable in school, parents may be informed that the child may not be allowed on the school journey as they may put themselves or others at risk.

## **8. Confiscation**

Criteria for confiscation

- an item poses a threat to others
- an item poses a threat to good order for learning
- an item poses a health or safety threat
- an item is against school uniform rules
- an item which is illegal for a child to have

Staff keep a record of confiscated items and all confiscated items are stored safely. Pupils will be informed when the items will be returned to them or an adult as appropriate.

## **9. Monitoring**

Regular monitoring will take place in order to maintain a consistent approach. New members of staff will receive appropriate training to ensure consistency is maintained.

# Behaviour Flowchart

**REWARDS** for good behaviour choices: praise - verbal/written; stickers and stamps; individual/class/house points; achievement book.

## CONSEQUENCES of poor behaviour choices.

### Level 1

Traffic lights, as detailed in Behaviour policy.

Steps may be skipped at the discretion of the adult.

- Verbal/non-verbal reminder of the rules.
- First warning.
- Second warning - **amber** traffic light.
- Third reminder.
- **Red** traffic light and discuss behaviour

**Red** traffic light or entry point for Level 2 or 3 incident.

### Level 2

Disruptive behaviour;  
rude/disrespectful; interrupting  
other's learning.

Child to complete *Reflection Time*  
form.

Parent/carer informed.

Incident report letter completed and  
copy sent home.

Meeting may be requested to discuss  
behaviour.

### Level 3

Physically and/or verbally aggressive  
behaviour.

Child to complete *Reflection Time*  
form.

Meeting requested with parent/carer.

Incident report letter completed and  
copy sent home.