

Lower Kersal Primary School

Behaviour Policy



Written by	S Steward
Approving Committee	Health and Safety
Intended Audience	Staff, Parents, Pupils
Review date	July 2024

Version	Reviewed by	Date Approved	Changes made
1.2	AR	15.07.20	Addition of Coronavirus addendum
1.3	DR	20.07.21	Edits to Coronavirus addendum in line with school RA and Government guidance Addition of homophobic and sexist bullying, language or behaviours Ref to outbreak plan
1.3	DR	28.02.22	Addition of actions towards sexual violence and sexual harassment
1.4	SS	1.04.22	Full review to reflect 4 school values. Addition of school routines.
1.5	AR	03.05.22	Addition of process for supporting pupils with SEMH and behavioural needs.
1.6	AR	07.07.22	Amendment to appendix 1- behaviour charts.
1.7	DR	19.10.22	Addition of appendix 2 – Monster Points
1.8	DR	15.05.23	Addition of 'Pay Day' Reward – appendix 3
1.9	SS	13.06.23	Update to routines & rewards
2.0	DR	03.11.23	Addition of SLT consequence
2.1	DR	30.11.23	Addition of Appendix 4 – 'Time-Out' Guidance
2.2	SS	4.06.24	Annual review; clarification of logical consequences

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 VALUES:

We believe that every member of our school community should strive to meet and maintain our school values.

NURTURE, RESPECT, ASPIRATION, ACHIEVE

What do these values look like?

Pupils:

- Show respect for school property, each other and all adults by taking responsibility
- Take pride in learning and try hard to complete tasks
- Be kind to other people
- Walk around school - inside and out and enter/leave assembly quietly
- Show manners and politeness
- Not to interfere/distract other classes when walking around the school
- Pupils do not use/demonstrate racist, homophobic, biphobic, transphobic or sexist bullying, language or behaviours
- Have resilience to keep trying and a desire to get better
- Celebrate their own and each other's successes

Staff:

- Expect high standards of uniform
- Provide each child with opportunities to succeed
- Expect and facilitate a calm/purposeful/well-ordered classroom atmosphere stressing classroom safety
- Be consistent and fair in their dealings with pupils
- Lines are expected to be quiet in and out of school
- To go out punctually when on duty
- Racist, homophobic, biphobic, transphobic or sexist bullying, language or behaviours are not tolerated and will be challenged and investigated appropriately and logged on CPOMS
- Any kinds of sexual violence or sexual harassment is not tolerated and will be challenged and investigated appropriately and logged on CPOMS
- Display class values prominently and discuss/refer to them daily
- Every teacher has exactly the same expectations.
- Inspire pupils to want to do well and celebrate their successes

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;

- Having clear consistent school routines (see appendix) that all staff implement, all of the time.
- 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."
- 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.
- 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 – 'Star of the Week'
- Annual Prize Assemblies
- HT special stickers
- Monster points to earn certificates/rewards/treats
- Opportunities taken to share good work/behaviour/achievements with parents and other staff
- Pay Day – earning 'Pay Day Minutes' by demonstrating school values throughout the week (appendix 3)

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;

1. Gentle reminder about behaviour expectation,
 2. Warning,
 3. Consequence
- 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 when the above has been implemented and their behaviour continues to be unacceptable, this may lead to a possible SLT detention.

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 phone call or letter will invite parents to school to discuss behaviour. Parents' support and co-operation is always sought in these matters.

An extreme sanction is a fixed term suspension 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>Behaviour card 1/2 considered.</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/detention.</p> <p>Class teacher to 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>Behaviour card 1/2 considered.</p>
<p><u>Type 3</u> Deliberately damaging equipment, deliberately physically harming someone, leaving class without permission, bullying, offensive name calling, repeated refusal.</p>	<p>Exclusion from class – Senior Leadership Team 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>Behaviour card 1/2 Provision Map – Passport to be completed</p> <p>Possible SLT detention / Possible suspension.</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/AHT to be informed immediately. Meeting with Parents arranged for that day.</p> <p>Behaviour card 1/2 Provision Map – Passport to be completed</p> <p>Possible SLT detention / Possible suspension.</p>
<p><u>Type 5</u> Extreme violence, physical abuse to staff, serious physical abuse to other pupils, persistent disruption, absconding from school, carrying weapons/drugs.</p>	<p>Possible exclusion when all other consequences and support available has not had intended effect.</p>



Daily Routines at LKPS

When?	What?
Before school	<ul style="list-style-type: none"> - Tables set for morning task e.g. spelling, reading journey, FINS group - Resources printed and prepared for the day - 8:30am TA briefing of the day - EYFS areas set up – indoor and outdoor
8:50-9:00am	<ul style="list-style-type: none"> - Milk on arrival - Registers is completed - Each child is greeted by name and with eye contact on the way into class at the start of the day - Holding task is ready and on tables for pupils to access independently (eg handwriting)
9:00am	<ul style="list-style-type: none"> - Visual timetable completed and run through with the class - Remind pupils about pay day, STAR sitting
Lunchtime	<ul style="list-style-type: none"> - Resources ready for afternoon sessions - Tables set for lesson/s after lunch – if fluency ensure lesson after this is set and ready to go - 12:55pm – CT meets line outside and brings back to line up outside class to give instructions
1:00pm	<ul style="list-style-type: none"> - Each child is greeted by name and with eye contact on the way into class after lunchtime - Register is completed - Holding task is ready and on tables for pupils to access independently - Remind pupils about pay day, STAR sitting
Where a pupil disrupts the lesson	<ul style="list-style-type: none"> - Gentle reminder about expectations - A warning is given - Time outside of the class is used only with a timer and self-regulation activity – 5mins (eg colouring/play-doh) - Consequence given – eg: a missed break or part of lunchtime where work missed is caught up on/a letter of apology/ reflection etc.

Appendix 1




Behaviour Charts

Where a pupil has been identified as needing extra support in managing their behaviour in school, teachers may need to use a behaviour chart as a tool for supporting them. This must be discussed with a member of SLT before being used. The charts below are presented as an example and need to be edited to suit the needs of each individual pupil.

Before using a behaviour chart parents must be informed and targets used must be linked to areas of need identified.






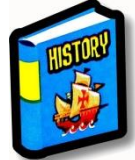
Pupil Name- Behaviour Chart 1

Date:

Personalised behaviour targets (See examples below)	Lesson 1	Lesson 2		Lesson 3		Lesson 4	Lesson 5	
<p>When I want to speak, I will raise my hand.</p> 			BREAK		LUNCH			3:30- home time
 <p>When I am in the classroom, I will stay in my seat.</p>								
<p>When an adult asks me to do something, I will do it.</p> 								

My Behaviour Chart

1. I can follow instructions given by adults
2. I can be kind to others
3. I can complete the work set by my class teacher.

	Morning activity 			English 			Break time 			Maths 			Lunchtime 			Topic 			Total number of ticks
Monday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Tuesday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Wednesday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Thursday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	
Friday	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	1	2	3	

Process for supporting pupils with SEMH and behavioural needs.

Stage 1

- Behaviour policy is applied consistently but is proving ineffective at supporting the child's additional needs
- Meeting with SENCo & AR to discuss strategies in place and support needed
- Class teacher to meet with parent to discuss needs at home and school concerns

Stage 2

- Referral to PIT
- Boxall profile completed by class teacher
- Learning plan put into place by class teacher-supported by AR
- Meeting with parent, class teacher, AR and child.
- Pack created for child

Stage 3

- PIT observations in school
- Meeting with class teacher and AR to discuss next steps and strategies
- Learning plans reviewed each half term with class teacher, AR, parent and child.
- Boxall profile completed each half term.

Appendix 2



Monster Points

As detailed in this policy, at LKPS we use Monster Points as a form of reward. This appendix details what these are used for and the rewards for earning these points.

How can they be earned?

<u>How?</u>	<u>Number of Monster Points</u>
Demonstrating School Values	2
Attendance	1 per day
Correct uniform	1 per day
Completing their homework	2
Reading 3x per week	2
Table ready	1
STAR Sitting	1
Other exceptional attitudes noticed by an adult	1

*These are applied to each classes Monster Points so all classes have the same files. Monster points are reset each term.

What are the rewards?

Number of Monster Points	Reward
250 points	Bronze Certificate Presented by Teacher
500 points	Silver Certificate Presented by SLT in Celebration Assembly
1000 points	Gold Prize Presented by Headteacher in Celebration Assembly (Parent Invited)

Appendix 4

Time-out Guidance

- There are to be no tables or chairs outside classrooms.
- Time-out is to be used as a short reflection time and should be used occasionally for the aim of reflection and fix behaviours.
- Children should not be outside the classroom for longer than 5 minutes whilst taking part in this reflection time.
- When a child is asked to “step outside” the classroom, a timer is to be used inside class as a reminder to the staff to go to the child and challenge behaviour (as per script below).
- Discussion between adult and child to be positive as well as challenging behaviour displayed. Use the script below.

Script – to be used by all staff in this scenario

1st step of interaction – positive

Adult: Thank you for stepping outside.

2nd step of interaction – challenge

Adult: Why did I ask you to step outside?

Child: Because Bob was annoying me.

Adult: I understand (acknowledge) that Bob was annoying you but, why did I asked YOU to step outside?

Child: Because I kept shouting out and at Bob.

Adult: Yes, this is unacceptable. This is your final warning on this type of behaviour. Do you understand that?

Child: Yes.

3rd step of interaction – positive

Adult: Thank you for reflecting on this behaviour with me. You are going to have another try, I know you can make the right choices. In you go.

**If a child refuses to come back into the classroom or walks out of the classroom on their own accord (e.g. to avoid work), then further consequences to be given as per the school Behaviour Policy. E.g. break and lunch to catch-up on missed work, detention issued by SLT for repeat behaviours.

