



## Behaviour Strategy

Agreed by the Governing Body on:

Signed (Chair):

Review Date: *July 2019*

## Aims and expectations

The school's behaviour strategy is designed to support our aim that we are a caring community where every member of the school community feels valued and respected, and that each person is treated fairly and that our values are built on mutual trust and respect for all.

Our one golden rule is **respect**. The school expects every member of the school community to behave in a respectful way towards others and to respect staff, to respect the children's learning environment, to respect the children's learning and education.

We treat all children fairly and apply this behaviour strategy in a consistent way. This strategy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

## Our core beliefs

- Children who like themselves want to behave
- We are all basically good
- We all want to be appreciated, want to do our best, want to cooperate, want to contribute, want to be competent, competent and friendly
- Teaching and Learning can be fun everyday
- Before we begin to improve any situation, we need to be brave enough to see it as it really is
- What we resist will persist. What we are reluctant or afraid to deal with will continue to be a problem
- We see things, not as they are, but as we are. Our experience of life and how we feel about life comes from our interpretation of events.
- Children know what they want; adults know what children need. Adults have more experience, maturity and wisdom to decide what is good for children. Therefore, the adult needs to be in charge
- Everyday life is full of wonder if we stop to pay attention to details. It is possible to find something to appreciate and learn from every situation, even uncomfortable ones.

## Consequences for inappropriate behaviour

Kingfisher Primary School uses the "Good to be Green" system for behaviour.

### Good to be green system

EVERY MORNING ALL CHILDREN START ON GREEN, REGARDLESS OF WHAT HAPPENED THE PREVIOUS DAY.

Our aim is always to change disruptive behaviour in a positive way, e.g. praise other children to highlight expected behaviour, catch them being good, friendly reminders, moving children to a space where they would be more focused, asking them to be a "helper", etc.

## Classroom approaches to Discipline

1. Class teachers are responsible for creating a positive ethos through praise and rewards for good work and desirable behaviour.
2. Teachers establish their own methods of rewarding positive behaviour with a **consistent** approach across the classes in each year group and to suit the response of their pupils. 'Good to be Green' is a whole school approach towards behaviour management. Each child begins with a Green card which can be moved to Yellow and finally red, which generates a break time consequence. Each day provides a new start on Green for every child. In addition, rewards in individual classes may consist of ; verbal praise, encouragement stickers, stars, marbles, merit marks, badges and certificates, 'star pupil' awards etc. Teaching Assistants work with the class teachers to support this positive ethos.
3. Each class teacher will choose two pupils from their class to receive a Headteacher award at the Friday Celebration assembly. The children will be called up and sit on a bench at the front of the hall.
4. If a child persistently behaves in an unacceptable manner the class teacher will be supported by the leadership team and other staff. The level of support will be appropriate to the need of the teacher, the class and the child. (Examples appear later in the document). The purpose of intervention is not simply to punish but to modify behaviour. Persistent bad behaviour can indicate an underlying problem, which needs investigation.

As always many factors have a part to play including:

- ensuring that bad behaviour is not arising from inappropriate level of work
- good classroom organisation and structures help support children who have difficulty managing their own work time

- clearly defined guidelines and boundaries
- high expectations
- quick response to acceptable behaviour
- make at least three positive comments to a class/individual before making a negative comment

5. Teachers establish their own methods of reducing time spent dealing with negative classroom behaviour, for example: move to another space in the classroom or timeout at playtime

However, should a child continue to misbehave and not respond to more positive strategies, then these steps are followed:

- A verbal warning “You need to think about your behaviour and make different choices”.
- If disruptive behaviour continues, the child gets a yellow warning card with an explanation that they need to change their behaviour and earn their way back to green.
- Further disruptive behaviour will lead to red card. A red card is serious and should not be given easily - children should understand that it is a serious offence.
- Only the adult leading the teaching at that time is to hand out yellow or red cards, not other staff members in the room.

### Stages of Support

- Classteacher employs behaviour management strategies. Advice and guidance on strategies you could use can be sort from the Inclusion Team (Linda Jones and Linzi Dunnerdale) If behaviour does not improve the situation is reported to the:
  - Assistant Headteacher/Phase Leader linked to the phase
  - Deputy Headteacher
  - Headteacher – (Exclusion)

In cases of serious concern the support and advice of outside agencies may be sought.

### Procedures for Behaviour Incidents:

A RECORD OF ALL INCIDENTS HOWEVER MINOR **MUST** BE RECORDED ON CPOMS/ BEHAVIOUR LOG PROFORMA

It’s crucial that we have a clear picture of the behaviour that a child is displaying. This will help to indicate what the trigger points maybe or whether there is a particular pattern. This pattern could be linked to events both in and out of school. Having a clear record also enables school to have clear and factual conversations with families.

### Yellow/Red Cards

Teachers can use the yellow/red card system for unacceptable behaviour. When they receive reports from other staff the appropriate sanction will be decided by the teacher. There is also the option to report serious incidents to the Deputy Headteacher or the Headteacher.

When negative behaviour is noticed by or brought to the attention of the **teaching** staff, the chain of response is as follows, with a “new start” made each day.

Prior to the first red card being given the child should be given a clear warning (this will be a yellow card) that the behaviour is unacceptable and that if repeated a red card will follow.

If an incident happens at playtime and the Midday Supervisors think the incident is possibly serious enough for a red card they will inform teaching staff who will decide if a red card should be issued.

### Sanctions relating to the issue of red cards

Subsequent incidents have more serious sanctions. In exceptional circumstances a teacher may decide that the poor behaviour will be more effectively modified by adopting the sanctions appropriate to a third or fourth red card at an earlier stage.

### 1<sup>st</sup> Incident

- Red card is given to the pupil. The teacher should write the details of the incident in the Behaviour Log so that everyone is clear as to the nature and seriousness of the incident.
- The pupil misses the next lunch time and has to complete a Report Card with a member of Inclusion Team or Phase Leader

- The class teacher will inform the families either by phone, in person or by letter. There will be a standardised letter available for the staff to quickly complete.
- The incident and the method of reporting it to the family is recorded on the Behaviour Log.

## 2nd Incident

- Red card is given to the pupil. The teacher should write the details of the incident in the Behaviour Log so that everyone is clear as to the nature and seriousness of the incident.
- The pupil misses two days lunchtimes and has to complete a further Report Card with a member of the Inclusion Team or Phase Leader
- The class teacher will inform the family again as before.
- The incident and the method of reporting it to the family is recorded in the Behaviour Log.

## 3rd Incident

- As above, but the pupil misses three days of lunchtimes.
- The incident and the method for reporting it to the family is recorded in the Behaviour Log.
- The pupil is put on report. They are given a "Behaviour Report Card" available from Deputy Headteacher, which has space for staff in class, and on duty to record, that the behaviour has been sensible for 5 consecutive school days.
- The class teacher will inform the families that the pupil is "on report" and they will be asked to come to school to discuss the situation.
- Lunchtime staff comment by: initialling card with date; and giving a "rating" of behaviour from 0 - 5, where 0 is unsatisfactory and 5 is very good / without problems
- If the card is "lost" the 5-day period begins again.
- If the pupil receives "very good" for 4 days then they may miss the 5th day "on report".

## 4th Incident

- When pupil is given a 4th red card, the teacher **records** this and arranges with the Deputy Headteacher for a special time table to be followed by the pupil for a period of time up to two days. This will involve the pupil working in isolation for periods of time and playtimes consequences. Taking playtime at a different time from their own is an option that can be taken at the class teacher's discretion.
- Headteacher/Deputy Headteacher will send a letter home outlining the concerns that we have and ask the families to make an appointment to see the Headteacher/Deputy Headteacher along with the class teacher.
- At this point a fixed term exclusion maybe made at the discretion of the Headteacher

If the child performs a dangerous or deliberate action that shows no respect for property or person such as; biting, kicking, hitting, fighting, leaving the classroom without permission, climbing over the toilet partitions, then the child could be given a red card immediately at the discretion of the class teacher or a member of the SLT. The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of him/herself or others, the class teacher will stop the activity and the child will be removed from the lesson.

## Playtimes, lunchtimes and assemblies

Adults outside will deal with behaviour issues. That might include giving children time out in a certain zone in the playground or holding the adult's hand. However, for violent behaviour and deliberate action that shows no respect to property or person, the staff member will seek advice from members of the Inclusion Team on duty. If the behaviour persists they will bring the child to the Assistant Headteacher, Deputy Headteacher or Headteacher. The SLT member on duty will deal with the situation and make a judgement whether their behaviour warrants a red card. Should the child be given a red card, the SLT member dealing with the situation will ensure the class teacher knows and will follow the red card procedures.

## In between times, e.g. moving between classes

The staff member who witnesses inappropriate behaviour must deal with it at that time by explaining our school rule, and making it clear their behaviour was inappropriate and get the child to apologise verbally to the appropriate parties. If the situation is too serious to be dealt with only by having a discussion with the child, the child must be sent to one of the SLT members to follow up the reported behaviour.

## **Keeping Records**

Central place to record information regarding behaviour is via CPOMs/ Behaviour Log. This includes recording how families / carers were informed. If this conversation raises wider issues the teacher should make a judgement as to whether this needs recording in the 'record of meetings with families file' kept in the Leadership Room – Discussion Proforma would be used for this.

### **CPOMs/ Behaviour Logs**

- i) The purpose of these is to give a complete picture of regular patterns of behaviour incidents from individual children.
- ii) Ensure that there is a written record kept over time that can be used in discussion with families and outside agencies.
- iii) Ensure that children are made aware that all staff know of the incidents and are motivated to modify their behaviour
- iv) Give children a clear indication of how they are failing to keep the rules.
- v) Give staff opportunity to praise and reward children who succeed in changing their behaviour

### **The System**

Behaviour Logs are kept in every year Class.

The headteacher, Deputy Headteacher and PSA have access to the behaviour chronology through CPOMs

Children, who behave in an unacceptable way, including receiving a red card, are recorded on CPOMs

All staff, including the Headteacher, Deputy Headteacher and Assistant Headteacher as well as members of the Inclusion Team are asked to record incidents.

The Headteacher, Deputy Headteacher and inclusion team will monitor CPOMs on a regular basis. They will speak to children about concerns and improvements noted.

## Rewards for good behaviour

Our motto: "Catch them being good."

We would like to promote an ethos where children learning and acquiring knowledge is a reward in itself and are not only driven by external praise. However, there are times we would like to celebrate their success and therefore we have the following positive rewards in place:

- All teachers praise children and give children various rewards including stickers. At the discretion of the class teacher, children who produced outstanding work are sent to the Headteacher for a Headteacher sticker. This is for good quality work and at the discretion of the class teacher. No children are to ask to go to the Headteacher for a sticker.
- Each week we nominate children from each class for great academic work and being good citizens. These children will receive a certificate in the Praise Assembly and it will be published in the newsletter and on the website.
- Each week we have two children in each class identified as stars of the week. They get a Headteacher sticker in assembly as well as their names published in the newsletter and on the website.
- As a class they could earn Good Behaviour for Learning Time (Kingfisher University). This special time is for the children to enjoy and engage in an activity of their choice e.g. using some special things that are not used at any other time during the week.
- Privilege postcards are posted to the children's home address as and when appropriate. This is a special reward given to very special behaviour.
- Occasionally, for a specific period of time, "Be in it to win it" raffle tickets will be awarded to promote a certain aspect we are focusing on.

The school has identified 5 behaviour for learning qualities, which are displayed in the classrooms represented by the Kingfisher Code:

1. Looking and listening to the speaker
2. Trying our best with a positive attitude
3. Working cooperatively with others
4. Being prepared and organised
5. Taking ownership and responsibility of our learning by knowing our targets and the steps to make progress

**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. (See Anti-bullying Strategy)**

## Exclusions

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

## The role of families

The school collaborates actively with families, so that children receive consistent messages about how to behave at home and at school. At the start of the school year, families, teachers and pupils sign the home/school agreement which states that the family will "support the school's policies and guidelines for behaviour". We expect families to support their child's learning, and to cooperate with the school, as set out in the home/school agreement. We try to build a supportive dialogue between the home and the school, and we inform families immediately if we have any concerns about their child's behaviour.

If the school has to use reasonable sanctions with a child, we expect families to support the actions of the school. If families have any concerns about the way that their child has been treated, they should initially contact the Headteacher. If the concern remains, they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

## **The role of governors**

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. This will be done through the Standards Committee. The governors support the Headteacher in adhering to these guidelines.

The Headteacher has the day-to-day authority to implement the school's strategy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

## **Monitoring and review**

The Standards and Effectiveness Committee will monitor the effectiveness of this strategy on a regular basis. If necessary, making recommendations for further improvements.

The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school strategy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this strategy every year. The governors may, however, review the strategy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the strategy might be improved.

## Exceptional circumstances and extremely challenging behaviour

It is possible that there may be circumstances where careful adherence to the behaviour policy and guidelines has failed to be effective.

Such cases will be treated on an individual basis. The class teacher, support staff, senior leadership team and outside agencies will work together to modify behaviour. It will be the responsibility of the class teacher to keep all staff informed of the strategies adopted so that consistency in response is assured.

The following strategies will be considered:

- Meeting of all involved, including parents / carers, to draw up a Behaviour Contract. This is to be reviewed regularly.
- Designation of a member of the senior management team to be the first point of contact in exceptional circumstances.
- Limited access for the child to whole class teaching on a planned basis.
- Extra one to one support.
- SEN staff and class teacher to plan appropriate differentiated work.
- Daily plans and targets with appropriate rewards.
- Extra training for staff.
- Application for an Education and Health Care Plan (EHCP) in the longer term, if appropriate.
- At least weekly liaison with parents/carers.
- Home - school books or good news books.
- Use of Safe Haven at lunch times. – if we know a child struggles at lunchtime giving them a pass which they can show if they need to remove themselves from the yard to prevent aggression

## Keeping records

It essential that a written record of behaviour(CPOMs) is kept in case further action is required. This will be the responsibility of the class teacher and the designated member of the SLT together with contributions from any other staff who are involved.

## Crisis Management

Written guidelines cannot cover every eventuality and the professional judgement of individual staff will always be critical in assessing the risk factors inherent in a given situation.

Information and advice on judging risk and taking acceptable, safe action is found in the school policy on Physical Contact and Restraint.

In addition the school agrees that:

- Members of the Inclusion/Leadership Team are available to help in a crisis.
- If a child leaves the school premises the Headteacher or Deputy Headteacher is informed. They will confirm that the child is not in the school or the grounds. The families will be contacted and asked to bring the child back to school. If the parents cannot be contacted the police will be informed.
- In extreme circumstances if a child acts violently in a lesson, endangering others and cannot be controlled, the teacher should ensure the safety of the other children and themselves. This may involve:
  - Phoning or sending a child for help from other staff
  - Issuing instructions for the child to stop, clearly using their name
  - Removing the child from the area where they are causing disruption and only restrain the child in line with the Guidelines on Physical restraint
  - If necessary taking the class out of the room leaving the child with an adult if possible
  - Reassuring the class afterwards

It is acknowledged that at these extreme times a teacher cannot guarantee the health and safety of the child concerned. They will use the strategies outlined to ensure as far as possible the safety of other children and themselves. The power to use reasonable force will only be used when all other options have failed and the child's actions are preventing other children from learning or there is a high level of concern for the safety of others. Families will need to receive an honest report of any incident including concerns raised.

## Exclusion

**The school follows the DfE guidance. Copies available from the Deputy Head teacher.**

Only the Headteacher can exclude a pupil from school. Exclusion should not be decided in the heat of the moment although a rapid response can be made if there is an immediate risk to the safety of others in the school or the pupil concerned. A decision to exclude a child will be taken if:

- the pupil seriously breaches the school discipline policy in a violent way;
- a range of alternative strategies have been tried and failed;  
If allowing the pupil to remain in school would seriously harm the welfare of the pupil, other pupils, or staff.

Exclusion can be in response to a single very exceptional incident or more usually as a result of a number of incidents growing in seriousness over a period of time.

Before reaching a decision the Headteacher will:

- Consider the written evidence. If there is doubt that the pupil actually did what is alleged the pupil will not be excluded.
- Allow the pupil to give their version of events.
- Check whether racial, sexual or other forms of harassment provoked the incident and take these into consideration.
- If necessary consult others.

The class teacher of an excluded pupil is required to set and mark work for the duration of the exclusion period in line with the DfE recommendations. Fixed term exclusions cannot exceed 15 days in a single block and 45 days in a school year. In any event after 6 days of exclusion the child is required to follow an education programme at a school.

## Appendices

### Appendix 1

Behaviour we encourage:	Unacceptable behaviour includes:
<ul style="list-style-type: none"><li>• Respect for other people, their views and their work.</li><li>• Attentiveness.</li><li>• A sense of right and wrong.</li><li>• Self-respect.</li><li>• Respect for the environment.</li><li>• Working co-operatively.</li><li>• Honesty and trust.</li><li>• Fairness.</li><li>• Self-discipline.</li><li>• Politeness and good manners.</li><li>• Setting a good example.</li></ul>	<ul style="list-style-type: none"><li>• Racial harassment.</li><li>• Violence and aggression.</li><li>• Hurting other people's feelings.</li><li>• Threatening behaviour including bullying.</li><li>• Dishonesty.</li><li>• Deliberate disobedience.</li><li>• Discrimination.</li><li>• Lack of respect.</li><li>• Using unacceptable language.</li><li>• Deliberately damaging property.</li><li>• Disrupting teaching and learning.</li><li>• Taking things that do not belong to us.</li></ul>