



# Behaviour Strategy

Review Date: July 2024

## Our Vision

### **Build, Belong, Believe**

Building a caring learning community where everyone belongs, is valued and believes they can achieve their best.

At Kingfisher we are committed to creating an environment that promotes good behaviour, self-discipline and respect. Our school aims to provide a calm and caring ethos, with learning at the centre of everything we do and where pupils feel valued. Everyone is expected to maintain the highest standards of behaviour and to accept responsibility for their behaviour. Our behaviour policy and procedures encourage staff to teach children self-discipline and our school rules are applied fairly and positively. We follow procedures consistently, rewarding good behaviour and challenging unacceptable behaviour. We always strive to prevent bullying in our school.

Our policy is built upon 4 strands:

1. Consistent calm behaviour from all including adults and children
2. A focus on the positive behaviour
3. Clear routines
4. Restorative follow ups using thinking phrases (See Appendix 1)

At Kingfisher, all staff are expected to:

- Have a positive outlook with high expectations for all.
- Build trusting relationships by showing respect.
- Be calm, actively listen and respond in a controlled manner at all times.

At Kingfisher, children have the right to:

- To be taught in an environment that is conducive to learning
- To be treated with equality and with respect
- To feel safe and cared for

At Kingfisher, children have a responsibility to:

- Be ready to learn
- Be respectful of each other, adults and the school community
- Be safe in their actions, in the school and wider community

Therefore our behaviour rules are simplified to:

**Be Ready**  
**Be Respectful**  
**Be Safe**

In order to encourage and promote these rules in school, we intend, wherever possible, to accentuate the positive aspects of school life and celebrate achievement.

### Responses to Positive Behaviour

- Verbal praise – children are praised within school whenever they do the correct thing or show positive behaviour.
- Stickers - stickers are used as a visual reminder of the required behaviour.
- Certificates and notes home - these can be sent by the class teacher.
- Achievement assemblies – Across school we also celebrate children’s achievements through a weekly celebration assembly. Children are presented with a certificate/postcard.
- Providing opportunities for peers to praise each other through peer assessment and PSHE lessons.
- Celebrating pupils who have ‘turned their behaviour around’
- Text messages home – these can be sent in recognition of positive behaviour choices.
- Shout outs – children can be nominated for a ‘shout out’ by a member of staff by showing positive behaviour choices. This ‘shout out’ is then displayed on the large board in the corridor.
- Afternoon Tea with the Principal and Deputy Principal– children who show above and beyond, exceptional behaviour will be invited to have Afternoon Tea.
- House points – As a whole school, we have a ‘house points’ system, which is an alternative whole school approach designed to develop a culture of community and working together.

### 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 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. If a child persistently behaves in an unacceptable manner the class teacher will follow the stages of support outlined in the Behaviour Strategy. The level of support will be appropriate to the need of the teacher, the class and the child. 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 challenging 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
4. 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

### **Stages of Support**

- Classteacher employs behaviour management strategies. Advice and guidance on strategies you could use can be sort from the Inclusion Team. If behaviour does not improve the situation and your next steps need to be discussed with the Phase Leader
- Phase Leader linked to the phase to support classteacher with follow up actions and any meetings
- Deputy Principal/Principal – discussion if pupil becomes at risk of exclusion
- Principal – (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

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 Phase Leader for further discussion and guidance.

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 for those children who have not managed to ‘turn their behaviour around’ during the day the card was issued.

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 lunchtime 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 (Timescale is for a half term)**

**Subsequent incidents have more serious sanctions. In some 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 record the details of the incident on CPOMs 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 an Incident Report with a teacher from the year group
- ❑ The class teacher will inform the families either by phone or in person and record this interaction on CPOMs

### **2nd Incident,**

- ❑ Red card is given to the pupil. The teacher should record the details of the incident on CPOMs 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 Incident Report with a teacher from the year group
- ❑ The class teacher will inform the family again as before and record this on CPOMs

### **3rd Incident**

- ❑ As above, but the pupil misses **three days of lunchtimes** with a teacher from the year group
- ❑ The incident and the method for reporting it to the family is recorded on CPOMs.  
The classteacher closely monitors the pupil's behaviour throughout the week, looking for opportunities to positively support the pupil in being successful  
The classteacher will discuss the pupils behaviour at least weekly with their family seeking opportunities to report the positive outcomes which have been achieved

### **4th Incident**

- ❑ If it is felt that a 4<sup>th</sup> red card needs to be issued the classteacher should ask for a 'Consultation Meeting' with the SLT to discuss the incident and appropriate strategic actions which need to be implemented to affect a positive change for the pupil
- ❑ The classteacher will invite the family to come into school to discuss the agreed strategy; the Phase Leader will support this meeting

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.

## **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 classteacher.

## **Keeping Records**

Central place to record information regarding behaviour is via CPOMs. This includes recording how families were informed.

## **CPOMs**

- 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 can positively change their behaviour in order to meet the behaviour rules.
- v) Give staff opportunity to praise and reward children who succeed in changing their behaviour

## **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. We expect families to support their child's learning, and to cooperate with the school. 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 classteacher. If the concern remains, they should follow the complaints procedure.

## Continued Support Strategies

We always endeavour to support children who have continued difficulties managing their behaviour in school.

We may adopt some of the following strategies to support children within school:

- Use of a sticker chart, split into small time relevant chunks e.g. each session, am/pm etc and also linked to the child's interests
- Invite parents in for an informal chat about behaviour – seek support from home
- Build in reward time e.g. if a child receives all stickers, a certain number of marbles, they can choose a reward time at the end of the day, for example 10 minutes equals computer time
- Use of the pastoral team in school for strategies or support with behaviour. Nurture support may be required for some individual children
- Specific and appropriate rewards/sanctions programme.
- Behaviour Plan formed by the teacher and SENCo/SLT. The child and parents will be informed of this and will agree the targets. This will support the child in improving behaviour through manageable targets, positive rewards and consistent sanctions.
- A Pastoral Support Plan formed by the class teacher alongside a member of the pastoral team and parents to support the child.
- Referral by the SENCo to the Educational Psychologist, Behaviour Support or other agencies for advice and further support.
- Meeting with parents at regular intervals.

All support will be as positive as possible, allowing the child the potential to improve behaviour.

## Use of reasonable force

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Principals and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child the **Team Teach** will be adhered to.

## Team Teach

The Team-Teach approach will:

- Reinforce policy and practice, inform of current legislation, legal considerations and circular guidelines concerning restrictive physical interventions
- Reinforce the essential verbal and non-verbal skills required in a crisis situations
- Make staff groups aware of necessary interventions appropriate to the level of behaviours reached by the pupil.
- Following training, providing staff with knowledge, understanding and physical skills required for their personal safety, and the management of children in their care.
- Offers post-incident structure to both the pupil and member of staff

### **The basic principles of Team-Teach are:**

- At least two members of staff to attend when a situation occurs. This is protection for both staff and pupils concerned.
- 95% of crisis situations can be resolved through calm, controlled, dignified and skilled de-escalation strategies.
- Minimum of physical contact and time – important not to react emotionally but professionally and composed.
- Last resort (where possible) – all other behaviour management strategies to be tried and used first.
- Restrictive physical intervention techniques that provide a gradual, graded system of response – commensurate with the situation, task and individuals involved.
- Techniques allow for verbal communication – utilising positive relationships.
- Techniques that do not rely on pain or “locks” for control.
- Staff safety and protection issues addressed – important for staff to have a range of breakaway and release techniques in a serious situation where health and safety are at risk.
- Emphasis on staff awareness and communication skills – verbal and non-verbal used to deescalate a possible crisis situation.
- Following restraint there should be both a supportive and reflective structure for both staff and pupils.
- All incidents involving pupils being physically managed should be reported, recorded, monitored and evaluated using an ABC

Team-Teach is governed by the British Institute of Learning Difficulties (BILD) code of practice.

### **Exclusion**

We use exclusion as a last resort in school. However if there is no improvement in the behaviour of the child then this may lead to exclusion. The decision to exclude is made by the Principal or, in their absence, the Deputy Principal. This could be for a set period of time or permanently depending on the type of behaviour.

### **Weapons**

It is illegal to carry knives or other offensive weapons on and around school premises. It is the school’s policy to forbid the possession, custody and use of weapons by unauthorised persons in, on or around the school premises and school activities. No pupil or other person shall bring a weapon onto the school premises, nor carry or keep any weapon within the perimeter of the school site or while attending or participating in any school activities. These rules apply at all times except where a weapon is issued to a student by the school or required by the school for the purpose of teaching a curriculum activity e.g. Science, Design and Technology, Cooking, Art & Craft. Misuse of such items will be dealt with as though possession was not authorised.

For the purpose of this policy a “weapon” is:

1. Any firearm of any description, including starting pistols, air guns and any type of replica or toy gun.
2. Knives, including all variations of bladed objects including pocket knives, craft knives, scissors etc.
3. Explosives, including fireworks, aerosol spray, matches.
4. Laser pens or other objects such as nails or batteries, even if manufactured for a non-violent purpose, that have a potentially violent use, if, in the circumstances, the purpose of keeping or carrying the object is for use, or threat of use, as a weapon.

Any pupil found to be in breach of this policy could be subject to a fixed period or permanent exclusion from school. In some circumstances the police may also be contacted.



## Appendices

Appendix One:

### Restorative script

The following restorative script will be used by all staff to support children with the restorative process during their discussion time

- What happened?
- I have heard that...
- How did it make you feel? (or I can see that you are feeling...)
- Who else has been affected?
- What could you do to solve the problem?

Use the Discussion Proforma below to record the conversation between the pupil and staff member

## Discussion Proforma

Name.....

Class.....

Date.....

**Location and time of the Incident:**

**What happened?** *(from the pupils perspective)*

**I have heard that...**

**How did it make you feel? (or I can see that you are feeling...)**

**Who else has been affected?**

**What could you do to solve the problem?**

Signed Pupil:

Signed Staff Member:

Appendix Two:

Behaviours and Actions

| <u>Behaviour</u>   | <u>Action</u>  |
|--|--|
| <p><b>Step 1</b><br/>Child day dreaming, looking around, talking ( non-disruptive)</p> <p>Talking, distracting others, slow to complete work, arguing with peers, calling out</p>  | <p><b>Non Verbal</b><br/>A look, standing near the child, reminder of class rules, praise children nearby</p> <p><b>Verbal Request</b><br/>'Name' your (<b>describe action</b>) please can you (<b>desired behaviour</b>). Praise a child with desired behaviour.</p>                                    |
| <p><b>Step 2</b><br/>Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions</p>  | <p><b>Verbal Warning</b><br/>'Name' you have continued to (<b>describe action</b>) you now have to move your name down the ladder (Orange). If you choose to describe (<b>desired behaviour</b>) you can move back up.</p>   |
| <p><b>Step 3</b> Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions<br/>Disruption to learning</p>   | <p><b>Verbal Instruction</b><br/>'Name' you have continued to (<b>action</b>), you now need to think about making the right choice (<b>desired behaviour</b>) in time out. (Move to another location in the classroom. Praise another child with desired behaviour.<br/>- Own table away from others</p> |
| <p><b>Step 4</b><br/>Swearing directly at an adult, continued refusal to come in from playtime/lunchtime.<br/>Leaving the classroom</p>  | <p><b>Verbal Instruction</b><br/>'Name' you need to go to the time out space within the classroom. Then you need to (<b>Desired behaviour</b>). If you continue to do <b>action</b> then you will.....<br/>Pastoral Support Plan to be Implemented</p>   |
| <p><b>Step 5</b><br/>Continuation of behaviours.<br/>Deliberate violence towards a child in the classroom, upturning furniture, Physical violence towards staff<br/>Leaving the school grounds<br/>Climbing on school property</p> | <p><b><u>Consultation Meeting with SLT</u></b><br/>Possible actions:<br/>Time out in isolation for AM/PM<br/>Phone call home<br/>Meeting with family<br/>Continue to review the Pastoral Support Plan</p>  |
| <p><b>Step 6</b><br/>Continuation and escalation of behaviours.</p>  | <p><b><u>Exclusion</u></b><br/>The head will then decide possible action<br/>Internal exclusion<br/>Fixed term exclusion<br/>Lunchtime exclusion<br/>Meeting with family<br/>Referral to external agencies</p>   |