

# Kymbrook & Thurleigh Federation

## Positive Behaviour Policy

Excellence – Enjoyment – Enrichment – Equality

November 2018

Review: November 2020

## **KT Federation** **Positive Behaviour Policy**

### **Aims and Expectations**

The purpose of our school is to provide an environment which enables children to learn. We promote an understanding of and positive attitude towards children's behaviour and learning. However, we recognise that children can exhibit disruptive and aggressive behaviour and their actions can affect theirs and others behaviour and learning both inside and outside of the classroom.

This policy considers both aspects of behaviour and outlines the management of all behaviour at our school. It is the responsibility of all staff to implement consistently.

The aim of this policy is to create a learning, caring and welcoming environment where children can be:

- Respectful of themselves, each other and school property
- Polite
- Independent and hardworking
- Accept responsibility for their own actions, inactions and learning

### **Preventative, Supportive and Corrective Discipline**

The emphasis will be positive action (recognition and reward) rather than negative action (punishment or sanctions) and will be dealt with constructively by any member of staff. Three kinds of discipline will be needed to implement this positive approach – Preventative, Supportive and Corrective.

#### **Preventative**

- Clear rules made with the children – whole school, classroom and playground. Our whole school approach is:  
  
Be:    **READY, RESPECTFUL, SAFE**
- Clear expectations that children are at school to learn. Clear instructions about how they should be learning and working ie listening carefully and trying their best in all activities, who they sit next to, what they should do if they are stuck or have finished etc.
- Attractive classrooms and general surroundings
- Well planned seating, access to resources, clear labelling and routines etc

- Careful planning and delivery of lessons to meet individual needs
- Use of individual behaviour plans and social skills groups as necessary
- Year 6 playground buddies to support positive play
- Use of behaviour targets as appropriate
- Circle time activities to promote positive relationships
- At Staff Meetings concerns about specific children are logged and shared with staff to ensure an informed, collective responsibility

### **Supportive Discipline**

Staff praise and encourage children whenever possible and children are encouraged to praise and congratulate each other. We praise children for their behaviour, work, achievement and effort both for things in and out of school.

- By marking work with positive written or verbal comments, stickers or stampers
- Children's work and behaviour is praised in private and in public in class and in assemblies
- A Celebration Assembly is held every week to praise achievement and efforts within and out of school
- Children are nominated for a Lunchtime Award. This is presented in the weekly Assembly.
- Staff regularly speak to parents about children's work
- Children are sent to the Head Teacher to show their work
- Class circle times and plenaries are used to share good work
- It is vital that staff re-establish a positive relationship after correcting a child. Staff will endeavour to find ways to support the learning and behaviour of the child by talking to them, setting personal targets or rewards and encouraging them to ask for help.
- Use of the curriculum especially PSHE, RE and British Values to promote the understanding of rules, cooperation, respect etc

### Corrective Discipline (Sanctions)

- There will be a clear expectation that children are expected to behave at school – any good behaviour will be praised but any inappropriate behaviour will be challenged.
- In the first instance staff use positive praise of another pupil to emphasise that someone else isn't doing as they should.
- All incidents will be treated on an individual basis taking into account the personal circumstances of the child and the context of the situation. Different circumstances and contexts could include age, maturity, home circumstances, risk factor of the child to others and themselves, level of intent and number of previous incidents. If an incident involves several children staff will be fair and listen to and consider all opinions.
- The school generally follows the 3 intervention approach where children are told that their actions are inappropriate, why they are inappropriate and given a positive example of what they should be doing or could do next time (although depending on the severity it may be possible to move straight to the sanctions – See Appendix 2 for examples).

The **first** intervention will be supportive, along the following lines:

Behaviour related incident	Work related incident
<ul style="list-style-type: none"> <li>• What did you do?</li> <li>• Why did you do it?</li> <li>• How did it make "x" feel?</li> <li>• What should you be doing/have done?</li> <li>• What will you do next time?</li> <li>• At this school we ...</li> <li>• Do you think you should ...?</li> <li>• What do you think you will do next?</li> </ul>	<ul style="list-style-type: none"> <li>• Do you understand what you have to do?</li> <li>• Do you need any help?</li> <li>• What are you going to do now?</li> <li>• What do you do if you get stuck?</li> <li>• Do you think you should ...?</li> <li>• I can help you ...</li> </ul>

Children will be expected to consider what they have done and speak with an adult about what has happened. The school expects children to tell the truth, not walk away, face the adult, not answer back, take turns to speak and apologise for their actions.

After the intervention and the offering of advice the child will then be expected to get on with what they were doing and have the opportunity to put into practice what they should be doing. If children do not know what they should be doing or are “stuck” this intervention will allow them further adult support.

There will be a **second** reminder, which follows the pattern of the first with a warning that if they continue that further sanctions will follow.

On the **third** occasion, it will be deemed that the child hasn't taken the opportunity to amend their actions and corrective sanctions will be required. These may include:

Sanctions at playtimes or lunchtimes:

- If the behaviour warrants it, children may be given a “Time to Think” sheet (Appendix 1)
- After play time or lunchtime, the staff on duty will report the incident to the Class Teacher.
- Loss of playtime: Children may also have the sanction which removes them from the playground for a predetermined period of time. During this time they may be expected to complete a “Time to Think” sheet which considers their past, present and future actions and this may be shared with parents.

Sanctions during learning times, where learning has been interrupted:

If a child chooses not to work, then on the second occasion the child will be told what the sanction will be if they continue. On the third occasion, the Class Teacher will reprimand the child by using a phrase similar to “You have chosen not to/to ... so ...

- In class: The child may be expected to finish the task within the classroom at playtime or lunchtime.

- Another class: If required, the child may be escorted by an adult or child to work in another class for a period of time eg until the end of the session.
- Neutral ground or Head Teacher: If a child's behaviour continues to be disruptive or threatening in class, the child may be removed from the rest of the class until he/she calms down and is in a position to work sensibly again with others. Any child removed should always be supervised by a member of staff or sent to the Head Teacher.
- Finishing work: Children may be asked to complete their work at other times and in other places during the school day. In such circumstances children would not be deprived of their lunch, snack or toilet. Work may also be sent home to finish. They might also be expected to complete a "Time to think" sheet.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the Class Teacher will stop the activity and prevent the child from taking part for the rest of the session.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek a meeting to discuss the situation, with a view to improving the behaviour of the child.
  
- **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. We will do everything we can to ensure that all children attend school free from fear.**
  
- **All members of staff are aware of the regulations regarding the use of force to control or restrain children. Members of staff in our school will only intervene physically to prevent injury to a child, or if a child is in danger of hurting themselves, another child or member of staff.**
  
- In cases of severe or persistent anti-social behaviour or a disruptive attitude to learning, parents will be informed and an IBP (Individual behaviour plan) may be implemented.
- As a school, we will consult the Borough Exclusion Policy should there be the need for Exclusion.

### **The role of the Head Teacher/Assistant Head Teacher**

- It is the responsibility of the Head Teacher & Assistant Head Teacher (HT/AHT) to implement this Positive Behaviour Policy consistently throughout the school and to report to Governors when requested on the effectiveness of the policy. It is also the responsibility of the Head Teacher & Assistant Head Teacher to ensure that the health and safety and welfare of all children in the school is maintained at all times.
- The HT/AHT supports the staff by implementing the policy, by setting standards of behaviour, and by supporting staff in the implementation of the policy.
- The HT/AHT keeps records of all reported serious incidences of misbehaviour.
- The Head Teacher 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 Head Teacher may permanently exclude a child.

### **The role of the Parents**

- The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school.
- The school ethos and expectations are explained in the School Prospectus and the school expects that parents work together with the school and the children to achieve them. Staff will aim to build a supportive dialogue between home and school and parents are informed immediately if there are concerns about a child's welfare or behaviour. Class Teachers take responsibility for speaking directly to parents. If this is not possible, then they are contacted by phone or written message.
- If the school has to use reasonable sanctions to rectify behaviour, parents should support these actions. If the parents have any concern about the way their child has been treated they should initially contact the Class Teacher. If there is still some concern, parents should contact the Head Teacher or Assistant Head Teacher. If the situation is not resolved, then parents can contact the School Governors. If parents feel the situation is still of concern, a formal grievance or appeal process can be implemented.

## **The role of the Governors**

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governors support the Head Teacher in carrying out these guidelines.
- The Head Teacher has the day to day authority to implement this Positive Behaviour Policy.

## **Fixed Term and Permanent Exclusions**

- Only the Head Teacher has the power to exclude a child from school. The Head Teacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. The Head Teacher may also exclude a child permanently. It is also possible for the Head Teacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.
- If the Head Teacher excludes a child she/he informs the parents immediately, giving reason for the exclusion. At the same time, the Head Teacher 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 such an appeal.
- The Head Teacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions.
- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Head Teacher.
- The Governing Body would form a Discipline Committee, if necessary, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation made by the parents and Local Authority, and considers whether the child should be reinstated.
- If the Governors appeals Panel decides that a child should be reinstated, the Head Teacher must comply with this ruling.



**Monitoring**

- The Head Teacher monitors the effectiveness of this policy on a regular basis. She/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- It is the responsibility of the Governing Body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

**Review**

- The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this if the Government introduces any new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

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<b>TIME TO THINK</b>
Name:
Class:
Date:

<b>What happened?</b>	<b>What were you thinking at the time?</b>
<b>How did this make other people feel?</b>	<b>What should I do to put things right?</b>
<b>How can I do things differently in the future?</b>	

## Appendix 2

### **Behaviour which is not accepted:**

#### **Where children will require sanctions immediately:**

- Wilful and deliberate actions to hurt themselves or others – hitting, kicking, punching, biting, throwing objects
- Racially motivated abuse
- Abuse relating to gender or sexuality
- Abuse relating to body size, weight, hair, glasses etc
- Abuse relating to disability or Special Educational Needs
- Swearing at another person
- Stealing
- Destroying property/vandalism
- Disruption of learning (screaming, tantrum etc)
- Leaving the school premises or care of the teacher on a school trip
- Lies – relating to the above

#### **Behaviour which will be challenged:**

#### **Children may or may not require sanctions.**

- Answering back
- Swearing to themselves
- Not doing as asked: not stopping, not coming, deliberately walking away or ignoring an adult
- Wilful silence
- No eye contact (bearing in mind this may be difficult for some children with ASD)
- Calling out/not putting hand up or following usual classroom practice
- Dropping litter
- Not letting others play
- Teasing, gossiping
- Temper tantrums
- Pushing in lines
- Running in school
- Not remembering manners

- Inappropriate chatting in class
- Disturbing others around them
- Not getting on with work
- Refusing to complete work
- Refusing to join in with an activity
- Sulking
- Defacing their own or others work
- Not listening in class
- Fiddling with objects, if the objects become the focus of attention instead of listening
- Lies – relating to the above