

Positive Behaviour Policy

Introduction

At Kensington Primary School (KPS), we are committed to promoting 'Positive Behaviour' in a safe and disciplined environment, where pupils are able to learn and fulfil their potential. We provide opportunities to the pupils to maintain healthy relationships and have strategies in place to prevent bullying from occurring (please see anti-bullying policy for further details).

This policy will meet the requirements of the Children Act 1989, SEN/Disability Act 2001/2005, The Children's Act 2004, Education and Inspections Act 2006. This policy should be read in conjunction with Kensington Primary policies on, Physical Intervention, Anti Bullying, Safeguarding and Equality Act 2010 (Equality Objectives) and Inclusion.

The behaviour policy should acknowledge the school's legal duties under the Equality Act 2010 and in respect of pupils with special educational needs (SEN)

Rationale

Classroom discipline is only effective in the long term, when it supports the dignity of the children, builds their self-esteem and gives them the power of choices concerning their own behaviour. We aim in our behaviour policy to create a simple and effective system, which adds long term value to the children. The system is embedded in daily teaching and learning, promotes growth mind set, provide opportunities to the children to reflect and develop soft skills including, communication, confidence, resilience and independence.

KPS is rich in diversity and a harmonious environment is encouraged through recognition of the following rights and responsibilities:

- The right to learn and the responsibility to assist others with learning.
- The right to be treated with courtesy and respect and the responsibility to treat others in the same way.
- The right to be listened to and the responsibility to listen to others.
- The right to be treated fairly and the responsibility to treat others fairly
- The right to feel safe and protected and the responsibility to ensure the safety and protection of others.

Our Aims at Kensington Primary School

- Establish and promote clarity and consistency of approach in behaviour management.
- Reflect the strong school leadership in the management of behaviour
- Articulate the school's systems of rewards and sanctions
- Explain current behaviour strategies in use, including the teaching of good behaviour

- Facilitate staff development and support
- Clarify the nature and application of pupil support systems
- Provide information to simplify communication with parents and other agencies
- Guide in the management of pupil transition
- A clear, whole school approach to behaviour which is shared and adopted by pupils, school staff, parents and carers, visitors and governors

We have our golden rules to ensure the health and safety of us all and our property.

Golden Rules

- Always make an effort and try your best like Safa the Spider (Kensington Achieves).
- Be confident and believe in yourself like Lionel the Lion (Kensington Leads).
- Try to solve problems like Polly the Panda and be kind and helpful (Kensington Exceeds).
- Be positive like Prem the Penguin and respect what others think, feel and do (Kensington Cares).
- Aim high like Colin the Caterpillar and make your school a place to be proud of (Kensington Futures).

Behaviour management strategies

The purpose of both rewards and sanctions is to promote good behaviour and provide opportunities to the children to reflect and to understand their rights as well as responsibilities. Growth mindset strategies are displayed in every class to promote positivity, to develop self-esteem and enable them to solve problems.

Traffic light system

This is made up of gold, silver, green, amber and red colours/Simplified version for EYFS.

- Every child, daily starts on green (Staff are proactive in implementing positive behaviour management strategies which support all pupils to remain on green all day or move onto silver or even gold).
- A child can move to gold by demonstrating growth mindset traits, following schools rules or being a good role model.
- Once a child is on gold, a house point must be given (you can give as many house points).
- If a child consistently moves up onto gold every day for a week then they will be awarded a gold house point.

Consequences

Following verbal reminders/ positive praise/ other behaviour management strategies:

- If a pupil misbehaves, his name will be moved to amber, which is a warning signal. Opportunities will be given to the child to make an effort to go back to green as soon as possible.

- If the child's behaviour has not improved or the behaviour/incident was particularly severe, the child moves their name down to red. The child will be sent to the next class with work to complete during this time (any serious behaviour issues will be logged on Safeguard).
- If the behaviour persists, then the child is sent to the phase leaders. Sanctions can include restart room to complete their work, daily report with parents informed and involved, miss playtime, referred to phase leaders, see Assistant/Deputy Headteacher and Headteacher. The sanction will be selected on an individual basis, depending on the misbehaviour.
- Every child starts each day with a "clean sheet". Sanctions from the previous day are not to be carried over.
- Children with special educational needs will have the rewards and sanctions adapted to meet their needs. Adaptations may be recorded and reviewed as a part of their behaviour plan. The adaptations may consist of changes to the timescale required to earn a reward, using rewards that are an intrinsic motivator for the child and time out.

House Teams

Four house teams are functional throughout the school, with roughly equal numbers of children in each house and with an equitable age and gender balance in each. Children joining the school are allocated to one of these houses upon their arrival. A house and vice-captain are appointed for each team from Year 6 during Democracy Week.

House Points

By showing positive behaviour and helping others in the playground, either at play and lunch time, children will have opportunity to earn house points. Children are given house points by staff for using growth mind-set strategies and for following the school's golden rules. Children to put house points in the containers in the lower hall not in their classrooms. The house positions and points are announced in whole school assembly at the end of the week. House captains and vice captains to appear in phase assemblies once per half term to motivate, encourage and share ideas with their teams to get more points.

Winning House

At the end of each term, the winning house with most house points will be given options to choose a reward. This includes a creative educational visit, a practical workshop or a day of fun activities at school etc.

Golden Time

On Friday afternoon's Key Stage One have 30 minutes sessions of 'Golden Time'. This is an activity which is fun and enjoyable for pupils. It is a reward for a week's good behaviour. Children who have been on 'red' will have 5 minutes of timeout. The 5 minutes may increase depending on how many times they have been on red and the severity of reason for being on red.

Lower Key Stage Two children are given Raffle Tickets for good work, good behaviour, and completing tasks. Raffle tickets are added to a box in each classroom for a prize draw at the end of the week. Children choose their prize/gift.

Playtime and Lunchtime Behaviour

A range of exciting activities are provided to the pupils to enjoy and achieve. The lunchtime supervisors are on duty during the lunch hour. There are rotas for the supervision of the dinner hall, playground or classrooms during wet play. The lunchtime supervisors can reward children for good behaviour by praising them or awarding house points. Also children can be sent to the restart room for inappropriate behaviour. Trained sports leaders are on duty as well, during play/lunch times to help and support the activities.

Any behaviour problems are dealt with at the time and class teachers are informed at the end of lunch break. Behaviour issues with children at lunchtime must be taken to the restart room to Mrs Mudhar (pastoral support officer). She will deal with these and pass on the information to the appropriate person. Lunchtime staff are line managed by Mrs Bhambra.

Restart Room

Restart Room operates throughout lunchtime. Records of children sent to the Restart Room are kept on file by the Pastoral Support Officer (Mrs Mudhar). Any serious behaviour issues will be reported to the class teacher and to be logged on safeguard.

Children are given the opportunity to redeem themselves through their good behaviour and to leave the Restart Room (Mrs Mudhar to make the decision). Children sent to the Restart Room to complete the work they are missing in class. The School Golden Rules/Growth Mindset are displayed in the restart room to allow children to give consideration to the rule they have broken and to highlight it. The rule they have broken is kept on the child's record for consultation, pending a subsequent visit.

If a pupil visits the Lunchtime Restart Room twice within one half term, their parents will be informed of the situation by a letter sent through the postal system containing information concerning the nature of the child's mistake (e.g. the golden rule they have broken).

If a pupil visits the Lunchtime Restart Room more than two times within one half term, their parents/carers will be informed, he/she will be put on School Report (SIMs) and will also be debarred from participating in any clubs for one week.

Young children, for example from Year One, are only kept in Restart for 10 – 20 minutes.

The key to the success of our behaviour policy and procedure is CONSISTENCY and FAIRNESS. All staff are therefore required to apply policy and procedure without exception. No "second chances" are to be allowed. If a child breaks a rule, a sanction is applied automatically.

The Role of Adults in the School

All adults working or helping in the school are encouraged to work as a team to maintain and encourage good behaviour from the children. This can be achieved by:

- All adults addressing behaviour issues and supporting other adults anywhere in the school at all times
- Ensuring that all children are properly supervised at all times
- Ensuring a visible presence by SLT/WLT before, during and after school
- Pre-empting poor behaviour by planning for specific times or situations when poor behaviour, involving individuals or groups, might occur
- Being consistent and fair in the management of behaviour and the awarding of rewards and sanctions
- Responding rapidly to incidents of racism, bullying or violence
- Promoting positivity and growth mindset.
- Providing opportunities for children to discuss behaviour and express opinions

Behaviour plans

A small percentage of children at KPS present more challenging behaviour. A significant number of these have SEND. The extent of this challenging behaviour needs to be discussed by the class group and SLT member usually the SENDCO.

The class teacher needs to find out the extent of the challenging behaviour by having discussions with all staff who come in contact with the child (class staff, parents, carers, lunchtime supervisors etc.) Advice can be sought from a member of the Wider Leadership Team (WLT) and Senior Leadership Team (SLT). When all the information relating to the behaviour is identified, its causes and possible effective strategies, then behaviour plan needs to be drawn up at the class base meeting and needs to be logged on safeguard.

Advice from professionals from outside the school (Educational psychologists, community nurse) can be sought to inform the behaviour plan. In drawing up the behaviour plan, staff need to consider the challenging behaviour, and, what are the consequences of this behaviour for the child. The plan for dealing with the behaviour will usually involve either avoiding the triggers or changing the consequences of the behaviour. Staff should also remember that the behaviour itself is an indication of the underlying issues that cause the behaviour are much more complex than the behaviour that you can see.

Parents will be notified of the behaviour plan and will be asked to sign that they have been informed. A copy of the plan will be shared with relevant staff. It is important that children and voluntary workers are aware of the plan agreed upon. A review date for the plan where possible will be arranged each term or sooner if desired by the class teacher.

Positive Handling – Physical Intervention

School staff are legally empowered to use force and this will constitute a defense in cases of legal action. Members of staff have the power to use reasonable force to prevent pupils from committing an offence, injuring others, or damaging property and to maintain good order and discipline in the classroom. At Kensington Primary School, some of the staff have completed training in 'Positive Handling'. The school aim to maintain a high level of staff who are trained.

If a member of staff is accused of using excessive force, their suspension will by no means be automatic and all staff who use force will be fully supported by senior colleagues, pending the outcome of the appropriate procedures.

School Expectations

The use of restrictive physical interventions should always be considered within the wider context of other measures. These include establishing and maintaining good relationships with children and using diversion, diffusion and negotiation to respond to difficult situations. The team-teach training emphasises the general balance of 95% de-escalation strategies and 5% physical interventions as a guide.

Individual Interaction Strategies will set out what is reasonable for individual children in foreseeable circumstances. All identified behaviour necessitating 'Physical Intervention' will be formally risk-assessed as part of the Individual Interaction Strategy. In crisis situations, any use of physical Intervention will need to be reasonable.

During the management of inappropriate behaviour, children will be treated with respect and care. The school's respect for the rights of an individual child takes into consideration the context of the Human Rights Act (1998) and the United Nations Convention on the Rights of the Child (1991)

The school's ethos and the guidance in this policy is based on the presumption that every adult and child is entitled to:

- Respect for his/her private life
- The right not to be subjected to inhuman or degrading treatment
- The right to security and liberty
- The right not to be discriminated against his/her enjoyment of those rights

Failure to comply with these principles will be dealt with under school disciplinary procedures.

Parents

Parents have a vital role in promoting positive behaviours and so effective home/school liaison is very important. At KPS, we expect parents to give their full support in dealing with their child's behaviour, as agreed in the home school agreement signed by parents. A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems.

Staff will give parents regular constructive and positive comments on their child's work and behaviour and involve them at an early stage in any disciplinary problems, encouraging them to come into school other than parent's evenings or reviews; home visits will take place where appropriate.

Training

Training in behaviour management is provided for all staff as part of the induction process, and then as part of the rolling programme for staff INSET. We aim for a vast majority of permanent classroom staff will have the opportunity to be trained in TEAM-TEACH methods and follow updates for refresher training. Additional advice and training in dealing with individual children and their challenging behaviour can be given by the Educational Psychologists.

Monitoring

The use of physical intervention at KPS will be monitored in order to help staff learn from experience, promote the well-being of children in their care, and provide a basis for appropriate support. Clear records are kept in the 'Bound and Numbered Book' which is kept in the inclusion office.

Managed Moves to Another School

There are circumstances that might lead to a managed move if this is considered to be in the best interests of the pupil or others in the school. This would only be undertaken with the consent of all parties involved, in the case of pupils at risk of exclusion and as a viable alternative to permanent exclusion.

Exclusions

Fixed term and permanent exclusions follow the guidance set out in the government document 'Exclusion' from Maintained Schools, Academies and Pupil Referral units in England (January 2015) and may normally only be undertaken by the head teacher. In the absence of the head teacher, the Deputy Head Teachers may proceed with exclusions.

The decision to exclude a pupil for a fixed term may be arrived at as a consequence of persistent breaches of this behaviour policy and the School Rules/ Golden Rules. In such instances, lesser sanctions would be considered inappropriate or ineffective, while permanent exclusion would be deemed excessive or unnecessary.

Permanent exclusion is a serious matter and will usually represent the culmination of ongoing patterns of behaviour, unmodified by a range of appropriate support measures. This measure will only be implemented:

- a) If there is a serious breach, or persistent breaches, of the school's behaviour policy;
or
- b) Where a pupil's behaviour means allowing the pupils to remain in school would be detrimental to the education or welfare of the pupil or others in the school.

This policy will be publicised in writing to staff, parents and pupils once a year.

References

DfEE Section 550A the Education Act 1996: The Use of Force to Control or Restrain Pupils'

DfEE Circular 10/98 - Education Inspectors Act 2006

Equality Act 2010

LA Policies

Human Rights Act (1998)

United Nations Convention on the Rights of the Child (1991)

This policy was presented to the Board of Governors for approval on: December 2016

Review date December 2017

Date

Dear Parent/Caregiver,

This is to let you know thatclass..... had to be taken to the Lunchtime Restart Room due to unacceptable behaviour. The school rules are shown below with those that were broken being highlighted

Golden Rules

- Always make an effort and try your best like Safa the Spider (Kensington Achieves).
- Be confident and believe in yourself like Lionel the Lion (Kensington Leads).
- Try to solve problems like Polly the Panda and be kind and helpful (Kensington Exceeds).
- Be positive like Prem the Penguin and respect what others think, feel and do (Kensington Cares).
- Aim high like Colin the Caterpillar and make your school a place to be proud of (Kensington Futures).

Please talk with your child to ensure they realise the seriousness of their behaviour and to reduce the likelihood of it happening again. We hope that an improvement in behaviour will maximise your child's educational opportunity.

Should your child need to visit the Lunchtime Restart Room more than three times in one term, they will be put on daily School Report and excluded from school at lunch times for the rest of this half – term. If you wish to discuss the matter further you may come and speak with the class teacher.

Thank you for your support.

Yours sincerely,

Mr B. Levinson
Headteacher



Date

Dear Parent/Caregiver,

I am very sorry to inform you thatclass.....
has needed to visit the Lunch Time Restart Room three times this half term.

The school's behaviour policy states that any child with this number of visits within such a time frame will be put on School Report and will be debarred from participating in Clubs for one week. may therefore not attend clubs during the week beginning

Please note this does not apply to after school booster groups.

Thank you for your support.

Yours sincerely,

Mr B. Levinson
Headteacher

Resources

House Points

- 1/ School Rules/ Golden Rules attractively laminated.
- 2/ Behaviour Policy and Strategies copied for all staff.
- 3/ Individual class House Team charts.
- 4/ Master Charts (Main Hall) for collection of class scores each week.
- 5/ House Captains figures and captions for display in each Hall.

Restart Room

- 6/ Positive words – ‘helpful, kind, friendly, thoughtful, gentle, caring, happy, respectful, good, trustworthy, honest.’
- 7/ Key phrases – ‘How I can improve my behaviour. - I will do myself proud. - Always follow the school rules. - I aim to be a good influence. - I want to be a good leader. - How can I make my teacher happy? – I make my parents can be proud of me – I try to work better with my friends – Do I need to think about my actions more carefully?’