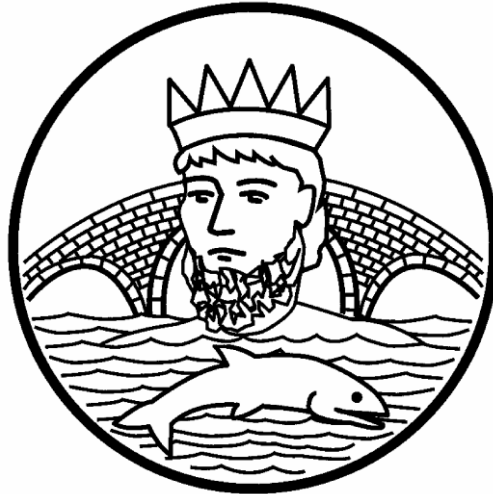


King Athelstan Primary School



Behaviour Policy

Purpose of this policy

To describe the school's policy and practice regarding the management of children's behaviour.

Aims of this policy

1. To ensure that all staff are made aware of the school's aim to create and maintain a **positive** behavioural climate with **realistic** expectations of children's behaviour based on their age and stage of development.
2. To ensure that every member of the school community is **clear** about their responsibilities towards creating and maintaining such a school climate.
3. To ensure that all members of the school community are aware of the school's behaviour management systems and how these are to be applied **consistently** across the school regardless of gender, race, ability or disability, whilst taking account of the particular needs/situation of the individual.

Responsibility: Mr J Porter

Date reviewed: Autumn Term 2015

Next review date: Autumn Term 2017

Responsibilities

The school's Governors and Senior Leadership Team will:

- take a lead role in aiming to create and maintain the school's positive behavioural ethos;
- take a lead role in aiming to ensure that all staff are aware of this policy and the roles and responsibilities that they have in line with this policy;
- take a lead role in aiming to ensure that the school's behaviour policy is implemented consistently across the school and reviewed regularly;
- take a lead role in ensuring that good lines of communication regarding children's behaviour exist within the school and with parents/carers, Governors, the community and outside agencies;
- support staff in their implementation of this policy, providing that they have acted in line with the aims and practice of this document.

All Staff will:

- work with the leadership and management of the school's Governors and Senior Leadership Team to create and maintain a positive behavioural ethos;
- ensure that they are clear about their roles and responsibilities in line with this policy;
- aim to ensure that they implement this policy consistently across the school;
- aim to ensure that they support good communication regarding children's behaviour within school and with parents/carers, Governors, the community and outside agencies.

Children will:

- be made aware of this policy and the responsibilities they have under the policy;
- behave in a way that contributes to the school's positive behavioural ethos;
- be made aware of the procedures and sanctions that exist to reward positive behaviour choices and provide a consequence for negative behaviour choices;
- be expected to follow the whole school's rules/EYFS rules for behaviour as well as their own class rules (in Key Stage 1 and 2).

Parents/Carers will:

- be made aware of this policy and the responsibilities their children have under the policy;
- be expected to support the school in its creation and maintenance of a positive behavioural ethos;
- be made aware of the procedures and sanctions that exist to reward their children's positive behaviour choices and provide a consequence for negative behaviour choices;
- be expected to support good communication regarding children's behaviour with school.

Policy into practice

King Athelstan has a no shouting policy.

The school's positive behavioural ethos will aim to:

- provide a caring and supportive learning environment;
- encourage and reward children's good choices of behaviour and keep children's poor behaviour choices to a minimum;
- seek to develop children's self-esteem and confidence;
- promote children's self-discipline and self-control;
- support children's on-task behaviour;
- encourage relationships between members of the school community based on kindness, honesty, fairness, respect, good manners and understanding of the needs of others;
- facilitate children being listened to and responded to in a calm and understanding manner;
- develop children's ability to co-operate with others, understand boundaries and resolve any conflicts in a constructive manner.

School rules shall:

- be kept to a necessary minimum;
- be positively stated, telling the children what to do rather than what not to do;
- have a clear rationale and be made explicit to all through the use of displays, assemblies, etc.;
- be consistently applied and enforced.

The three whole school rules for children in Key Stage 1 and 2 are:

- I will respect my own and other's learning
 - I will care for myself and others
- I will be a good citizen of our school and the wider community

The four whole EYFS rules for children in Nursery and Reception are:

- We listen to adults
- We look after resources
- We use kind hands and feet
- We are kind with our words

Consequences will:

- be clearly understood by children in terms of why they have been applied;
- involve children being clear about what changes in behaviour are required to avoid future consequences;
- make a clear distinction between minor and major incidences of poor behaviour in terms of the type of consequence;
- focus on the incident of poor behaviour rather than the child themselves.

Whole school procedures relating to behaviour

Whole school behaviour management strategy expectations

Each class is expected to have:

- a displayed copy of the whole school rules (Key Stage 1 and 2) or the EYFS rules (Yr. N and Yr. R);
- a displayed copy of the class' own rules developed with children at the start of the new academic year;
- a displayed class POSITIVE BEHAVIOUR VISUAL (see explanation below);
- house point 'jars' and coloured 'pebbles' to record house points awarded to individuals (Key Stage 1 and 2 only);
- a displayed whole school POOR BEHAVIOUR CHOICE VISUAL (see explanation below);
- a class 'thinking table' (Key Stage 1 and 2) or 'thinking step' (EYFS);
- blank white cards and think sheets for use in Key Stage 1 and 2 (see 'white card' section below).

Rewards for good behaviour choices

The school seeks to reward children's good behaviour choices wherever possible.

Rewards can include:

- verbal and/or written positive feedback;
- stickers;
- house points - for use in Key Stage 1 and 2;
- golden time;
- green cards - for use in Key Stage 1 and 2 (see below).
- Positive Postcards sent home to parents/carers outlining positive behaviour

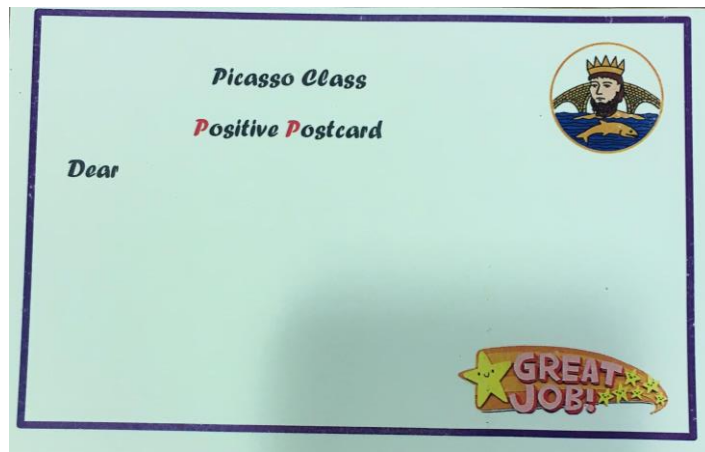
Adults working in each class are expected to utilise a class POSITIVE BEHAVIOUR VISUAL to record children's positive behaviour choices.

Class positive behaviour visual

Each class teacher is expected to create and utilise consistently and regularly a class positive behaviour visual which captures children 'being good'. Such a visual would typically incorporate children's names and have a way of recording the number of times an individual child makes good choices in their behaviour. Whatever format of visual that each teacher utilises, the whole school expectation is that if a child is 'caught being good' 3 times or more said child will be given a 'green card' recording his/her good behaviour (see below).

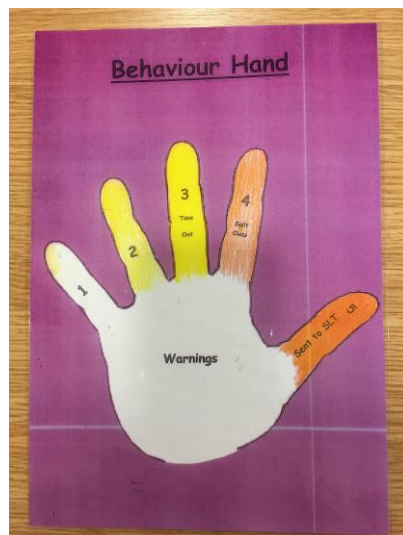
Hierarchy of consequences

As far as possible, all adults working in school should seek to reward **positive** behaviour choices rather than give consequences for poor behaviour. Where a child's behaviour is such that it breaks either a whole school/EYFS or class rule, there is a hierarchy of consequences that adults can apply. You can see our "Positive Postcard" overleaf.



Behaviour Hand


- 1) Child makes a poor low level behaviour choice - adult gives a first warning and records this using class poor behaviour choice visual (i.e. name of child placed on first 'finger' of visual).
- 2) Child continues to make another poor low level behaviour choice - adult gives child at least 30 seconds to a minute 'take up time' and then gives second warning and records this using the class poor behaviour choice visual (i.e. name of child placed on second 'finger' of visual).
- 3) Child continues to make another poor low level behaviour choice - adult gives child at least 30 seconds to a minute 'take up time' and then gives third warning and records this using the class poor behaviour choice visual (i.e. name of child placed on third 'finger' of visual) and sends child to sit at the class 'thinking table' (Key Stage 1 and 2) or 'thinking step' (EYFS) for no longer than the remainder of the current lesson in Key Stage 1 or 2 and for 3 minutes in Yr. N and Yr. R.
- 4) Child continues to make the same poor low level behaviour choice - adult gives child at least 30 seconds to a minute 'take up time' then gives fourth warning and records this using class poor behaviour choice visual (i.e. name of child placed on fourth 'finger' of visual) and sends child to 'split class' if child is in Key Stage 1 or 2 (see 'split class' section below). If child is in Yr. N or Yr. R and continues to make poor behaviour choices they will be sent to the thinking step in another EYFS class until such time that they begin to make appropriate choices.
- 5) Key Stage 1 or 2 child continues to make the same poor low level behaviour choice in split class or following return from split class - adult gives child at least 30 seconds to a minute 'take up time' then gives fifth warning and records this using class poor behaviour choice visual (i.e. name of child placed on fifth 'finger' of visual) and the child needs to be sent to a member of the SLT. The class teacher or TA present will complete a white form stating why the child has been sent to the SLT. The child will be escorted by a member of staff to the SLT. If the child refuses to move a member of the SLT will be called to collect the child. This will occur immediately and not be delayed until lunchtime.



White Form Consequences

Every child who receives a white form will have to complete a reflection task sheet. The SLT member that receives the child will decide on the consequence after consultation with the class teacher or adult who reported the behaviour. The consequence will involve the child completing a task that aims to address the impact the original behaviour and have a positive impact on the school community. If the child misses a significant amount of their learning time then this will have to be made up during their break time or lunch time.

If a child is sent to a member of the SLT this will result in a phone call to parents or carers. This phone call will be made by the member of the SLT who received the white card or the class teacher.

 **King Athelstan Restorative Behaviour Card**


Time: _____ Date: _____ Name: _____ Class: _____

Behaviour: _____

SLT Member: _____

Consequence/Action: _____

Signed: CT _____ SLT _____ Child _____



King Athelstan 'Think Sheet'

Name: _____ Class: _____ Date: _____

I was not:

<input type="checkbox"/> Following Rules	<input type="checkbox"/> Being Respectful	<input type="checkbox"/> Being Safe
<input type="checkbox"/> Being Cooperative	<input type="checkbox"/> Being Responsible	<input type="checkbox"/> Following Instructions

Describe what happened. What choice did you make?

Who was involved? Who was affected? What was the consequence of your choice?

What should you have done differently? What different choice could you have made?

What would have happened if you made that choice?

My signature: _____

One off low level incidents that take place outside of the teacher's own classroom environment (e.g. talking in assembly; not following the lining up policy).

At a member of staff's discretion, a low level consequence for such behaviour can be given. Such a consequence could be, for example, missing 5 minutes of a child's playtime. The member of staff who gives such a consequence is expected to follow through in the administration of the consequence (either directly themselves or through the delegation of such a responsibility) and ensure that the child's class teacher is informed.

Split class

Each Key Stage 1 and 2 class in the school is expected to have an agreed class which children who have had 4 warnings at the 'yellow card level' are to be sent to.

CLASS TEACHERS ARE EXPECTED TO LIAISE WITH OTHER CLASS TEACHERS AT THE BEGINNING OF AN ACADEMIC YEAR TO AGREE WHICH CLASS IS EACH CLASS' 'SPLIT CLASS' FOR BEHAVIOUR (NB THIS WOULD USUALLY BE A CLASS NEAREST TO A TEACHER'S OWN CLASS).

CHILDREN WHO HAVE BEEN SENT TO A SPLIT CLASS FOLLOWING 4 WARNINGS AT THE YELLOW CARD LEVEL ARE EXPECTED TO STAY IN THEIR SPLIT CLASS FOR NO MORE THAN ONE LESSON.

Children whose behaviour is not being successfully managed within the whole school behaviour policy

A weekly spreadsheet will be reviewed and a half termly spreadsheet added to the behaviour tracking file which will show a breakdown of white form incidents and patterns of behaviour. This will inform judgements about the need for further action. As a result of this a child may be deemed to be presenting with behaviour that is such as to be not able to be managed successfully within the whole school behaviour policy. Such a child will need to be discussed with the school's Inclusion Manager and Deputy Head whereupon a decision will be made as to whether a child might be placed on an Individual Behaviour Plan, such a plan to be drawn up in collaboration with a child's parent(s), class teacher, class TA and the school's Inclusion Manager and Deputy Head.

BREAK TIMES

- Teachers & TAs on duty will be responsible for dealing with any behaviour issues over playtime in the morning and will feedback to class teachers at the end of the morning playtime.
- Lunchtime supervisors will be responsible for any behaviour issues over lunch-time and will feedback to class teachers at the end of lunchtime.
- Large laminated versions of the POOR BEHAVIOUR CHOICE VISUAL and a POSITIVE BEHAVIOUR VISUAL are displayed outside in all playgrounds.
- A time-out zone in each playground will be utilised for children who are making poor behaviour choices following 2 warnings.
- If a child's behaviour is deemed as dangerous then the child will be sent to the SLT/a member of SLT will be called and the incident will be recorded as a white card incident and dealt with accordingly.

ADDITIONAL POINTS

- The school has a **no shouting** approach to managing children's behaviour
- There is a **no chasing** policy - if a child leaves the classroom, inform the office/SLT
- Consequences **will not** involve pupils missing out on trips or after school clubs. The only occasion when this would be permissible will be if there is a health and safety risk. This decision will only be made by the Headteacher or the Deputy Headteacher. Pupils will only miss clubs as a result of their behaviour in those clubs. Before this decision is made a member of the SLT will have to be informed.
- The choice to exclude is only allowed to be made by the Headteacher.