

**Kingsway Primary School**

**Behaviour Policy**

**November 2011**

## **Philosophy**

We believe that the disciplinary system emphasis should always be on the positive approach of encouragement and praise.

## **Aims**

- To make Kingsway Primary a safe and happy place to learn and work.
- To enable children to develop a strong sense of self-discipline and an acceptance of responsibility for their own actions.
- To create and encourage an atmosphere of trust where all children feel safe at all times.
- To further the development of a caring school.
- To show tolerance and respect for all individuals
- To have consistent strategies used throughout the school.
- To involve parents in the management of their children's behaviour.
- To enable teachers to teach and children to learn without disruption.

## **Rules / Code Of Conduct**

Our general rules are:

- Be gentle
- Be kind and helpful
- Be honest
- Work hard
- Look after property
- Listen to people

These are displayed in each classroom, the hall and any shared areas. Each class should also have their own rules. These are made by each class in September and updated as needed throughout the year. The class rules are clearly displayed in each class.

## **Unacceptable Behaviour**

The following behaviours are not acceptable and will lead to the children moving through amber, red and into a lunchtime detention through the traffic light system.

- Aggressive behaviour
- Answering back
- Disrupting others from working
- Leaving the classroom without permission
- Lying
- Moods and tantrums
- Name calling
- Refusing to cooperate with adults
- Refusing to answer an adult
- Refusing to share school equipment
- Repeatedly ignoring an instruction
- Repeated interruption
- Rudeness
- Throwing things

The following behaviours automatically merit a lunchtime detention:

- Abusive language to pupils or staff.
- Fighting or purposefully hurting others.
- Ignoring an instruction 3 times
- Leaving the school building or grounds without permission
- Wilful damage to property

However different procedures/sanctions may be followed for children who are at School Action or School Action Plus for behaviour.

## **Rewards**

### **Whole school Rewards**

- Presentation of weekly certificates (brilliant behaviour award and worker of the week) in the Celebration assembly on a Friday. The names of children who gain these awards are entered into the Golden Book.
- Stampers on work
- Stickers in books (sometimes on clothing)
- Praise individually or to class

## **Sanctions**

When problems arise with behaviour it is initially the responsibility of the adult working with the child to use the school system of sanctions. If the problems persist the following procedure should be followed. Teaching Assistant, Another teacher (linked class), Deputy Head, Headteacher

### **Traffic Lights**

Before a sanction is implemented, staff will praise the children (try to praise at least two children) who are doing the right thing so that high expectations are constantly reinforced.

A traffic light system is in place in every classroom, key stage area, the hall, ICT suite and the library. If children choose not to follow the rules, sanctions are carried out in a step by step basis in a clear and consistent manner as follows:

1. Verbal warning, name remains in green light, no further action taken
2. Second warning, name moves to amber light, miss 5 minutes play. (When children have completed their 5 minutes, their name can return to green.)
3. Third warning given, name moves in to red light, miss 15 minutes of play. (When children have completed their 15 minutes, their name can return to green.)
4. Fourth warning, name moves in to white, a detention is given to be carried out at lunchtime.

Names are returned to the green light once detentions have been completed or at the end of the day.

Detentions that cannot be completed that day are to be 'owed' for the next day. Any detention still 'owed' could be recorded by writing the child's name in red or amber whilst returning their name card to green signalling a fresh start for a new day. Children who miss playtimes are to be supervised by the class teacher and recorded.

## **Timeout**

Children may be sent to another class for time out. In most cases the child would be sent to their partner class which are as follows

Nursery/Yr 3

Reception/Yr 4

Yr 1/Yr 5

Yr 6/Yr 2

Time out should be given for a maximum of 15 minutes. Children should be sent with a timeout slip indicating the length of the timeout (i.e. 5, 10 or 15 minutes)

The teacher sending the child may enlist the aid of another member of staff, or another pupil (as appropriate) to take the child to their timeout class. The child should also be sent with work to do. Each teacher is responsible for ensuring that their partnership class teacher has suitable work available for children who take 'time out'.

## **Special Educational Needs**

Some children may be placed on the Special Educational Needs register at School Action or School Action Plus because of concerns regarding their behaviour. In most cases the school discipline policy will be followed. For children who are on School Action, close links will be maintained with home and targets to help improve behaviour will be set. Children on School Action Plus will have clear behaviour targets to work towards. These will be set out in Behaviour Contracts which will be shared between the pupil, staff, parents and external agencies. Agreed rewards relating to behaviour must be earned.

## **Guidance**

- The main responsibility for managing children's behaviour lies with the classroom teacher.
- Colleagues and management have a duty to support teachers in addressing behaviour issues.
- No teacher has the right to abdicate their overall responsibility for the children in their charge.
- Behaviour management is directly linked to the quality of the teaching and learning provided. Well structured activities that meet the needs of the individual child help to reduce the incidence of disruptive behaviour.
- Children should not be left unsupervised in the classroom or key stage areas. Therefore if a child leaves the class another adult should be alerted to ascertain the location of the child.
- If you see a child out of class please challenge them and ask why they are not in class.

## **Relationships**

The relationships we build with the children and parents are the essential building blocks that we base our school discipline and behaviour on.

### Staff/Pupil relationships

Remember to:

- Be human, if you are wrong apologise
- Treat others as you wish for yourself to be treated
- Be resourceful, if a strategy does not work try another one
- Ask colleagues for help or new ideas for a particular child/class/children.
- Establish clear boundaries of behaviour and stick to them
- Stay clam
- Think positively
- Record disruptive behaviour objectively

Try to avoid:

- Gut reactions – take your time, it will help you respond calmly
- Making empty threats
- Overreacting – this may reinforce the behaviour
- Confrontation
- Setting unattainable standards of behaviour that children cannot achieve
- Labelling children

### Staff/Parent Relationships

Remember to:

- Avoid confrontation
- Record meetings
- Listen
- Be aware of home situations
- Seek support from a colleague to witness discussions.