



Behaviour Policy

Kingsway School Aims:

1. To create a culture of learning where children are happy, enthusiastic, motivated and ambitious.
2. To encourage mutual respect, support and collaboration between all adults and children both within the school and the wider community.
3. To provide a secure, caring and stimulating environment for all our children, thereby promoting a sense of pride within our school.
4. Ensuring all staff, parents and children understand their responsibilities and work together towards shared goals as detailed in our home/ school agreement.

This policy was first written and is amended with staff, children, parents and governors in order to ensure that we hold a shared understanding of what constitutes good behaviour and have clear expectations and sanctions.

The policy emphasises our commitment to teach appropriate social and learning behaviours whilst developing a sense of belonging and social responsibility amongst the school community.

We believe that good behaviour is essential to creating an environment where individuals are valued and respected. We also believe that positive behaviour is essential in creating an environment conducive to learning.

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

At Kingsway Primary adults and children have the following rights and responsibilities:

CHILDREN:

RIGHTS OF OUR CHILDREN:	RESPONSIBILITIES:
To listen and to share opinions	To give opinions in a constructive manner
To be treated courteously by all members of the school community and trust their decisions and actions	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be treated with respect	To behave respectfully to others
To be safe (to work and learn in a safe environment)	To behave in a way which keeps self and others safe
To learn	To attend school regularly To be willing and ready to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be listened to	To give opinions in a constructive manner To listen to others
To be clear about the school rules and boundaries which are consistently applied by all staff members	To abide by the rules and boundaries of the school

STAFF

Staff also have the following rights and responsibilities:

RIGHTS:	RESPONSIBILITIES:
To be consistently supported by peers and managers	To ask for support when needed To offer support to colleagues and managers
To receive appropriate training to increase skills in behaviour management	To support others in developing their skills in promoting positive behaviour To acknowledge areas of own behaviour management skills which could be developed To try new approaches
To be made fully aware of the school's systems /policies/expectations	To seek information and use lines of communication
To access appropriate and relevant training and support To seek advice from appropriate external agencies	To deliver engaging learning appropriate to the individual needs of pupils which inspire and encourage
To work in a safe environment which promotes physical and mental well-being	To ensure all pupils are safe and their mental and physical health is promoted
To be informed	To be approachable and ensure effective lines of communication
To be respected	To model appropriate and consistent behaviour to others To know pupils in their care and respect all pupils, their parents and colleagues

PARENTS:

Parents also have the following rights and responsibilities:

RIGHTS:	RESPONSIBILITIES:
To be treated with respect	To behave respectfully to others
To be listened to and to share opinions	To listen to others To give opinions in a constructive manner
To be consulted about the policies and procedures within school To trust the motivation of staff to fully support their child/ren	To absorb information To contribute to parental consultation and support the agreed vision and policies of the school as specified in the school Partnership Agreement To absorb information and contribute to consultation to inform policies. To participate in consultation to be able to agree with and support appropriate sanctions. To communicate with staff in order to facilitate effective support for their child/ren
To have concerns taken seriously	To share concerns constructively
To be kept informed about their child's progress and well-being	To make sure their child attends school regularly on time To talk to their child about what they do at school To make time to listen to your child as they leave school and talk to teachers if they have any concerns about their child's learning or well-being
To access an excellent and appropriate education for their child	To send their child to school on time each day, rested and prepared for learning To support their child's learning at home ensuring homework is completed and returned to school

To have access to parental workshops in order to have the necessary skills to support home learning	To bring their child/ren to school ready for learning To support their child in establishing good home learning routines
To ensure their child becomes well behaved and uses appropriate language	To model positive behaviour and language
For their child/ren to achieve their potential	To ensure their child/ren are ready for school (not hungry, rested and with a “can do “ attitude

Our emphasis is on rewards to reinforce good behaviour, rather than focus on failures.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

We believe that positive behaviour should be promoted and we do this in the following ways:

WHOLE SCHOOL:

- Positive verbal praise
- Positive stickers and stamps
- Individual positions of responsibility
- Do Jo awards and communications
- Attendance awards
- Golden table and golden book
- Wicked work box prizes/Headteacher’s awards
- Promoting and recognising good manners
- Praise assembly/celebration assembly
- End of year certificates
- Postcards sent home to parents
- “Golden Time”
- Star of the week awards

CLASSROOM:

- Stickers/ Stamps
- Stars/ Star charts
- Progress charts for those experiencing behaviour difficulties
- Class certificates
- Verbal praise

- Table points
- Postcards

INDIVIDUAL:

- Charts for individual targets
- One-to-one discussions
- Praise shared with parents
- Responsibilities
- Stars/stickers

THE KINGSWAY SCHOOL TRAFFIC LIGHT SYSTEM TO SUPPORT POSITIVE BEHAVIOUR:

All children will start the week on the gold band on the behaviour chart.

Should a child break a school or class rule the following process will be followed;

MOVE TO GREEN:

Warning: Identifying the behaviour, which is not acceptable.

Reminder: Making the child aware of the school or class rule being broken.

If the child then behaves appropriately they will return to silver (gold is where the children remain if they have not demonstrated ANY silly behaviours)

If silly behaviour continues the child will move to amber:

MOVE TO AMBER:

Time out within the classroom if the behaviour persists.

Time out in a "partner" classroom within their current "bubble" if poor behaviour continues.

If the child then behaves appropriately they will return to silver (gold is where the children remain if they have not demonstrated ANY silly behaviours).

All children reaching this stage in the behaviour chart will be given an amber card (issued by their class teacher) which must be sent home in order to keep their parents informed about their child's behaviour. This must be signed and returned to school to make sure parents are aware of inappropriate behaviour.

If silly behaviour continues the child will move to red:

MOVE TO RED:

Referral to Headteacher.

Should a pupil reach the red section of the traffic light system the Headteacher will issue a red card. A red card will also be issued under the following circumstances:

- Intentional violence to another child (this includes both hitting and spitting)
- Violence towards a member of staff
- Willful damage to school property
- Repeated refusal to follow instructions
- Demonstrating aggression and disrespect to others

COMMUNICATION WITH PARENTS:

If a red or yellow card is issued it will be sent home to inform parents who should sign and return it to school to confirm they are aware of the behavioural incident. Parents are encouraged to contact school should they need further information or if they wish to discuss this any further.

Very rarely, fixed term exclusion will be considered if an incident is sufficiently serious or if poor behaviour continues after parents have been brought into school and support has been given.

Should a child receive a fixed term exclusion parents will be asked to come to school and they will be informed about the incident triggering the exclusion. A letter detailing the exclusion will be given to the parent by the Headteacher and work will be given for the pupil to complete during an exclusion of less than 5 days. Where a pupil is excluded for more than 5 days arrangements will be made for the pupil to be educated at another site.

On the agreed date of return parents will be asked to accompany the pupil to school and an appropriate behaviour contract will be drawn up and will be signed by the pupil, parent and Headteacher. This will identify the specific behaviours the child must agree to avoid and will identify strategies the child must employ to reduce the likelihood of receiving another exclusion.

CONSISTENCY:

To re-enforce the sanctions applied for breaking class or school rules a consistent flow chart will be displayed within classrooms/work areas alongside school and class rules.



Children will begin in the Gold response section and names will move to the traffic lights in response to their behaviour. The “Gold” section is to denote excellent behaviour.

Children reaching the amber section of the chart will be issued with an amber card by the class teacher. This is to inform parents and must be returned, signed on the following day.

Children reaching the red section of the chart will be issued with a red card by the Headteacher. This is to inform parents and must be returned, signed on the following day.

INDIVIDUAL BEHAVIOUR PLANS AND RESTRAINT PROCEDURES:

In some cases an Individual Behaviour Plan can help teach the pupil to behave responsibly, and includes:

- The specific behaviours expected of the pupil.
- Meaningful consequences to be imposed if the pupil does not choose to engage in the appropriate behaviour.
- Meaningful positive recognition to be given when the pupil does behave appropriately.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation.

Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents. This may, in exceptional circumstances, include strategies agreed to apply appropriate restraint strategies to remove the child from a potentially dangerous situation.

Such strategies will be negotiated and agreed with parents who will be asked to formally agree and sign the plan for their individual child.

Should restraint strategies be used they will be applied by suitably trained staff and all such incidents will be recorded and shared with parents.

Information relating to restraint/handling of children:

There are 5 members of staff trained to Level 1 standard of Team Teach Behaviour Support. These members of staff are R. Cooke, D. Challinor, A. Murphy, P. Bain and G. Stewart. Should a child need positive handling or restraint, two of these staff members will be sought. The staff team use techniques which have been taught and proven to be safe for the children. The aim is to ensure the child’s safety at all points and to minimise disruption or shame for the child. When the child is calm or in a safe place where they can calm down with support, the handling will stop. Staff are trained to use **reasonable** force, which is proportionate and necessary for the behaviour they are showing. Although there are named members of staff specially trained in these techniques, any member of staff in a school can legally use reasonable force if the situation arises.

Positive handling strategies – guides and restraint – are examples of how school staff can use reasonable force to move a child. The staff can use reasonable force to:

- Remove a disruptive child from a lesson when they are refusing to leave;
- Prevent a pupil from acting in a way that disrupts a school event, trip or visit;

- Prevent a pupil from leaving the classroom where allowing them to leave would present a risk to their safety or lead to behaviour that disrupts the learning of others;
- Prevent a pupil from attacking a member of staff or another pupil, to stop a fight;
- Restrain a pupil at risk of injuring themselves through physical outbursts.

For further clarification on the legal guidance, please see the DfE publication on “Use of Reasonable Force in School”

Guides

According to the Team Teach training, positively handling and moving a child is not a restraint. Most of the techniques used are small-scale and non-obtrusive. These are called guides. Examples of this type of handling include a guiding hand on the back, holding the hand of a younger pupil, guiding the arm of a pupil. In these scenarios, the child will have some compliance and the staff member will use ‘open’ hands (not restrictive). Parents are not informed when a guide is used.

Escorts

The next level of intervention is called an escort. There will still be some level of compliance from the child but the staff member will use closed hands (partly restrictive to the child’s movement – usually the arms). There are usually two members of staff used in an escort. If the child chooses to drop to the floor, an escort can include carrying the child. Parents are not informed when an escort is used if the child needs regular escorts (children with behaviour plans). Parents are informed if an escort is used for a child who does not have a behaviour plan and is out of the ordinary for that individual child. Parents of children with behaviour plans can request to be informed every time an escort is used for their child if they so wish.

Restraint

The final level of intervention is called restraint. Restraint does not involve any compliance from the child. There are always two staff members involved for a restraint. Restraint is very rare and is a last resort to maintain the safety of a child who has lost control. Restraint techniques include holding the child still while on a soft chair or bean bag and restricting the movement of arms and legs if necessary to avoid injuries. Parents will always be informed if a restraint is used on their child.

Record keeping

Records will be kept as detailed above for each of the types of interventions. Records will be filed on the school’s online system, Arbor. Restraint records are kept on school files for 75 years.

Informing parents

Staff should endeavour to inform parents in a timely manner and in a way which is private (not on the school playground). Staff should phone the parent or invite them in for a meeting at the end of the school day if they have not managed to contact parents via phone.

Staff can use the following template for informing parents when reasonable force has been used.



Record of reasonable force

Name of child and age:	Date and time:	Staff who used reasonable force:
Type of reasonable force used: <ul style="list-style-type: none"><input type="radio"/> Escort<input type="radio"/> Restraint	Reason for use of force:	