



King's Gate Primary

Behaviour Policy

RATIONALE

All King's Gate pupils have the right to learn in a calm, safe and positive environment in which effective, high quality teaching can happen. We want our pupils to aspire to be respectful and take responsibility for their actions, learning self-control and aiming for a high standard of behaviour.

The purpose of the policy is to set out a consistent and clear approach in which everyone in King's Gate Primary School knows what the expectations for behaviour are. We also want our pupils to feel happy and thrive in an environment where learning and play are not disrupted due to inappropriate behaviour.

At King's Gate Primary School we:

'Work best when we work together'

Our Aims:

- To create an environment where everyone in the school feels valued and understands the values of the school.
- To provide a safe, caring and happy school.
- To provide positive learning experiences in a nurturing environment, where pupils feel safe and secure enough to take risks with their learning.
- To promote self-discipline, positive self-esteem and a desire to meet high expectations.
- To promote a high regard and respect for authority where everyone is clear on the high standards of behaviour expected.
- To involve all learners in the decision making of the school, enabling them to make a positive contribution now and in the future.
- To promote and support everyone to make wise, sensible informed choices whilst understanding the consequences for not meeting expectations.

GUIDELINES

- In all matters dealing with behaviour we should remember to be positive and fair, looking for the best outcome.
- Our expectations of behaviour are the foundation of the Behaviour Policy: Pupils are always clear on expectations and are taught or modelled what these look like in action:

KING'S GATE EXPECTATIONS OF ALL PUPILS:

- We are polite
 - We are always gentle
 - We are always kind and helpful
 - We listen
 - We are honest
 - We work hard
 - We look after property
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- Expectations of behaviour will be reinforced through regular discussion in class and in collective worship; through being displayed in class, in the hall and by pupils and adults modelling the behaviour.
 - Rewards and sanctions will follow an agreed pattern in order to achieve fairness and consistency throughout the school.
 - Behaviour Policy procedures need to be followed by all members of staff. Adults need to model the types of behaviour encouraged by our Behaviour Policy.
 - Although our school has a structured system of rewards and sanctions, we all understand the paramount importance of positive relationships between adults and children.
 - This document should be read in conjunction with our Teaching and Learning Policy.

Rewards:

House Points:

At King's Gate Primary School, we operate a house point system. The aim is to promote good behaviour through rewards; build teamwork and encourage a positive attitude towards classwork. This builds on our school motto 'We work best when we work together'.

House points will be issued to children by teachers for good behaviour, good work and a good attitude towards learning. All staff may recommend to a teacher that a house point is issued but it is the teacher who must issue it. A record of the house points given is kept by the class teacher.

Children will be placed in their house – one of four teams. The house points for each team will be collected weekly and added to a total for the term. There will be a termly reward for the team with the most house points. In addition, pupil's individual house points over the year will be tracked with rewards for milestones given.

The points earned by the teams will be displayed in the hall using coloured ping pong balls in tubes so that children can see how their team is doing with a constant reminder that positive behaviour and attitude is rewarded.

Head of School's Rewards

When a child has tried exceptionally hard and needs to receive much personal praise, they will go to the Head of School to show their work. The Head of School may choose to reward the child with a special sticker.

Weekly Whole School Celebration

Each week, every teacher will decide on a pupil to receive a 'Wonderful Person' certificate in line with the value for the week's collective worship. The parents of these pupils will be invited to attend the Celebration Assembly on Friday. In the assembly, the child will be asked to come to the front and receive the certificate. The class teacher will explain why the child has been given the certificate to the whole school in the assembly.

Sanctions:

Sanctions to reinforce good behaviour will normally have a gradual build up as follows:

- 1) First Warning** (for low-level disruption) - This may be in the form of a non-verbal warning, or saying the child's name. In this instance no sanction is needed.
- 2) Second Warning** (for continued low-level disruption) – The child's name or initials will be written on the board. Again, no sanction is needed.
- 3) Final warning** (for continued low-level disruption) – The child will be asked to leave the classroom and go to a partner classroom for a duration of ten minutes. This allows the child a break and an opportunity to move on from the negative behaviour and return to their classroom - the child should be encouraged to see the sanction as an opportunity to change their behaviour.

For most children, verbal warnings will be sufficient to support them to behave appropriately in class.

4) Sanction - If a child returns to class but the behaviour persists, the child will lose a playtime. This will be reported to parents/carers and a record of this will be kept by the class teacher and the Head of School will be informed.

Some more serious behaviours/ incidents may require the child to move instantly to a higher level of sanction such as 3 or 4 on the list.

Each lesson is a new start so warnings are removed and names/initials of children will be removed from the board.

Being sent to the Head of School:

Pupils will be sent to the Head of School or a member of the SLT if they are being persistently disruptive and a 'Cool Down' attempt has not worked or if a child has been extremely rude or violent within a class.

For KS1 pupils, often a 'stern word' from the Head of School will be enough. For KS2 pupils, the teacher may ask a Teaching Assistant or responsible pupil to ask the Head of School to come and collect the pupil from the class. The Head of School may call on another member of staff to assist if the pupil is being particularly difficult. The Head of School will then decide on the appropriate course of action – parents may be telephoned and may be asked to discuss the matter with the pupil or come into school to discuss how to resolve the problem. If the pupil appears to be at risk to themselves, others or school property, parents may be asked to take the pupil home for the rest of the day (a half day suspension). If a parent cannot collect a child, they will spend the rest of the day with the Head of School or person in charge of the school on that day. A more formal suspension may follow for the following day(s).

Depending on the nature of the misbehaviour, the Head of School will decide if an Internal or Formal Suspension is appropriate and parents will be informed. Certain behaviour that will normally lead to a Formal Suspension are: swearing/extreme rudeness towards a member of staff/other pupil, violence of any kind towards a member of staff, extreme violence towards another pupil, major damage to property, leaving the school premises and/or acting in a manner that puts the pupil (or others) in extreme danger.

At any point, the SENCO/Pastoral/Behaviour Support Services may be asked to intervene and implement strategies to support the child in managing their behaviour and/ or emotions, and in making appropriate choices. This may be part of a planned programme or adhoc depending on the child and frequency of such misbehaviour.

Break and Lunchtimes

To improve lunch playtimes and to model positive behaviours, we have ‘Play Leaders’ that have games to play with pupils who need some friendly support. We have an MDSA who has been trained to provide a range of organised games with groups of children. Any issues arising during break times should be dealt with by the staff on duty at the time. However, in some instances, this may not be possible and the staff on duty may seek the support of the SLT or class teacher of the pupils involved.

Behaviour at break and lunchtimes will be managed similarly to the classroom.

- 1) **First warning** – the supervising adult will ask the pupil to stop and behave in a way appropriate and safe for the field or playground.
- 2) **Second warning** – a second warning will be given but also a warning that if the behaviour persists, this will lead to time out.
- 3) **Third warning** – the pupil will be asked to spend five minutes time out by standing by one of the outside doors of a classroom.

For most situations, the three-warning system will be sufficient. However, there may be situations where a pupil’s behaviour makes them unsafe to be outside at break or lunchtime. If a pupil is behaving in a way that is unsafe outside at lunchtime, they will be sent in and supported by a member of staff for the duration of the break or lunchtime. In this instance, the Head of School and parents/carers of the child will be informed.

A member of SLT will also be on duty at lunchtimes to provide extra support.

Bullying

At King’s Gate, we do not accept bullying behaviour as appropriate. Such behaviour will be challenged in accordance with the school’s anti-bullying policy and procedures.

Staff Behaviour

Staff are expected to model the high expectations of behaviour within the school. Pupils see staff as role models and staff are expected to behave in accordance with the KAT staff behaviour policy.

Pupils with very challenging behaviour:

Every school has pupils for whom the normal sanctions do not work; however, every school also has the duty to be inclusive – as directed by LA and Government guidance.

A Behaviour Management Plan

For pupils who are exhibiting very challenging behaviour, it is important for the parents and school to sit down and discuss a behaviour programme as soon as possible in order to 'manage' the behaviour to ensure that the pupil and staff of the school can work together effectively.

A Behaviour Management Plan - will involve the pupil's class teacher, the Head of School, any Teaching Assistants who work with the pupil, the Pastoral Manager, Behaviour Support Service and the pupil's parents. This plan will ensure that the child and school have agreed strategies for dealing with anger and unacceptable behaviour. The plan will be regularly reviewed and adapted to ensure the pupil is supported correctly and the rest of the school community is able to work in a safe environment. This plan may involve reducing the hours the pupil is permitted to be in the school. It may also involve other specialist outside agencies.

Organisation and Facilities -

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- The rainbow room
- The playground
- A time out space within class and out of class
- The Head of School's Office

Positive Handling:

On rare occasions, it may be necessary to remove a child from danger or to protect themselves or others. We use the minimum amount of force and follow guidelines laid down by the DFE.

Any physical intervention strategies comply with guidance detailed in the appendix. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies may also be commissioned, if it is not already in place.

Special Needs:

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any sanctions or support. (See separate Special Educational Needs Policy). If children have 'behaviour' as an additional need, we use the 'Wiltshire Graduated Response to SEND Support' document as a guide to identifying the particular needs and targets. The child would have an Individual Behaviour Plan (IBP) if necessary. All staff, including Midday Supervisory Assistants (MDSAs) will be aware of pupils with behaviour needs, targets and any special arrangements.

Working with parents:

Communicating with parents throughout any system of rewards and sanctions is vital. If a parent has been seen in person or spoken to on the telephone and asked to have a 'quiet word' before a situation escalates, there is a chance the behaviour will be contained. If the child persists, parents are much more likely to be understanding when they are contacted about a problem. An early agreement to have regular communication often improves a child's attitude

towards school life. Also, we need to inform parents of the good news and success stories related to their children as frequently as possible – every child has strengths and successes.

Parents are always welcome to approach the school for advice on people to contact for assistance with behavioural issues at home and school. If appropriate, parents can be sign-posted to the Children's Centre or the Parent Support Adviser.

It is vital for Home and School to agree on similar standards of acceptable behaviour. If pupils arrive at school physically and mentally fit to learn, there is far greater chance of them reaching their potential.

REVIEW

The Board of Trustees, Local Governing Body and Head of School will review this policy statement annually and update, modify or replace it as it considers necessary to ensure the continued health, safety and welfare of staff, pupils and all stakeholders.

Appendix 1

At King's Gate Primary School, we work to the framework of national government guidance 'Use of Reasonable Force; Advice for Head teachers, Staff and Governing Bodies DfE- 2013'. This guidance is the framework for current LA policy development and links to their communication to all schools

Only staff who have been trained in Team Teach methods are permitted to use Reasonable Force and to restrain pupils.

All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others or damaging property, and to maintain good order and discipline. The guidance is intended to help staff feel more confident about using force when they think it is right and necessary, and to clarify our policy to the parents and carers of our pupils. Whether the force used is reasonable will always depend on the particular circumstances of the case and the test is whether the force used is proportionate to the consequences it is intended to prevent. *This means the degree of force used should be the minimum needed to achieve the desired result.* In schools force is generally used for two different purposes – to control pupils and to restrain them.

Control can mean either passive physical contact (e.g. standing between pupils or blocking a pupil's path) or active physical contact (e.g. leading a pupil by the hand or arm, or ushering a pupil away by placing a hand in the centre of the back). When members of staff use restraint they physically prevent a pupil from continuing what they were doing after they have been told to stop. The use of restraint techniques is usually used in more extreme circumstances.

The use of force should only be a last resort, and at King's Gate Primary School, we seek to minimise the possibility of force being needed by creating a calm, orderly and supportive school climate that lessens the risk and threat of violence of any kind. It is central to our ethos that de-escalation strategies should be used at all times so that all behavioural incidents can be managed calmly and swiftly and to minimise upset and anxiety amongst other children and staff.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and crucially in the case of pupils with SEN or disabilities, information about the individual concerned. Individual plans are in place where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN

and/or disability is associated with extreme behaviour. A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil.

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered. It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Use of force will never be used as a punishment.