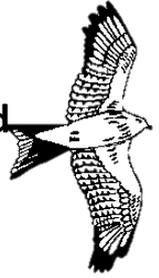




Boxgrove and Kidbrooke Park Primary Schools and Kidbrooke Park Learning Centre

Positive Behaviour Management policy



Introduction

At Boxgrove and Kidbrooke Park Primary Schools and Kidbrooke Park Learning Centre we aim to provide clearly stated expectations of what constitutes acceptable behaviour combined with effective, strategies for managing behaviour. We know that to be effective these expectations must be consistently followed by all members of staff and visitors to the school.

We understand that every adult in the school must act as a good role model in their own behaviour and actions. We also understand that the best way to deal with poor behaviour is to establish a positive ethos where pupils are valued for being good.

Proactively dealing with behaviour issues before they occur e.g. by planning high quality, motivating lessons, by consistent use of praise around the school and by establishing a high quality learning environment ensures that incidences of poor conduct are minimised.

This policy clearly outlines how Boxgrove and Kidbrooke Park Primary School and Kidbrooke Park Learning Centre create a learning environment conducive to good behaviour and how our schools reward, celebrate and teach positive behaviour. The policy also outlines the processes, rules and sanctions we use to deal with poor conduct.

Creating a Positive Learning Environment

The physical environment

We know that the physical environment plays a vital part in setting high expectations and ensuring pupils from all social, cultural and religious backgrounds feel valued. This includes:

- School/classrooms being kept tidy and free from clutter
- Exemplar work from around the school in central corridors
- Resources being labelled and organised in a way that is practical and accessible
- Discussing Golden Rules during the first week of the academic year and displaying them throughout the year in the classroom. This also forms part of transition arrangements for in-year admissions.
- Ensuring good quality displays of pupils' work across all ability ranges and resources that reflect the varied ethnicities across the schools and act as a support for learning
- Pupil groupings for activities being displayed in the classroom and careful consideration is given to where individuals sit and who they sit next to
- Furniture being arranged to allow for maximum learning to take place and enough space is made available for pupils to move around the classroom comfortably and access resources
- Providing teaching resources of good quality, adequate in quantity, visually stimulating and with large enough text for pupils to read from a distance
- Adults role-modelling good organisation e.g. resource management, how exercise books are given out to avoid disruption etc

Atmosphere/ethos

The way that adults speak to pupils (and about pupils), and the way that adults allow pupils to speak to each other, directly impacts on the self-esteem, confidence and motivation that a pupil has, which in turn impacts on the pupils behaviour. Therefore at Boxgrove and Kidbrooke Park Primary Schools and Kidbrooke Park Learning Centre we strive to ensure that:

- All staff have high expectations of pupil behaviour and pupils' ability to make progress
- Teachers deliver lessons in a confident, enthusiastic and fun way
- Teachers constantly and consistently praise the whole class and each pupil in the class
- Teachers and other adults use positive language when talking about pupils learning and behaviour, both in front of and away from pupils
- All adults act as good role models for pupils including the way that they speak, dress, behave, etc.
- Any negative comments only refer to the behaviour that the pupil has displayed and not about the pupil personally
- Pupils are constantly informed about how successfully they are achieving the learning intention within lessons and given support and guidance where appropriate
- Teachers do not use particular subjects or activities as a sanction, as this undervalues that subject/activity
- All pupils leave the class at the end of the day feeling good about what has been achieved, and secure about their place in the class
- Adults never use sarcasm to embarrass a pupil and never publicly ridicule a pupil
- Adults avoid shouting, except in extreme situations, (remembering the less we shout the more effective it is if we have to)
- In every possible situation, e.g. class, playground, assembly hall, ALL adults model the behaviour they expect from our pupils
- In every possible situation, e.g. class, playground, assembly hall, ALL adults praise pupils displaying the good behaviour expected at this school

Rewarding and celebrating good behaviour

The schools praise pupils for good learning and good behaviour at every opportunity. We also reward pupils with stickers, certificates and cups etc. These are the **only** materialistic rewards that we give in the main schools. We want pupils to recognise that the real rewards come from the praise they get from both staff and parents, which gives them confidence and makes them feel proud of themselves. The feeling they get from their own achievements and the positive way that they are valued by the people around them, has long term effects that in turn affect the way that they relate to others. At the same time, staff strive ensure that the giving of rewards is balanced, fair and equitable (e.g. we do not 'over reward' disruptive pupils)

Rewards include:

- Verbal praise/congratulations, explaining why they are being praised,
- House points (see below)
- Rewarding pupils as 'Star of the Day' / 'Star of the Week'
- Sending pupils with good work to other classes and subject leaders,
- The Headteacher(s) and Assistant Headteachers award special stickers to pupils either for their consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- Merit certificates
- Displaying best work around the school

- Providing pupils with the opportunity to share their best work with the school as part of Fridays sharing assemblies, where parents are also invited,
- Awarding pupils with medals/certificates from interests outside of school during Friday assemblies,
- Informally speaking to parents at the end of the day to praise their child (or through a telephone call or letter)
- Publishing pupils work or their successes in the school newsletter
- Termly postcards home from the Headteacher for pupils who have made significant effort or progress in their learning or behaviour
- Invitation to HT Tea party
- Being chosen as a monitor
- Whole classes can be rewarded through house points or 100 square system where squares are shaded for whole class achievement with special rewards at the end such as a class video, extra play etc (use sparingly)
- Applying for and being selected as a Buddy to act as a role model at playtimes and to support staff and pupils in ensuring playtimes are safe, fun and purposeful
- Being voted as a School Council Representative by their class
- A Fellowship Award presented at the end of the year for a FS/Key Stage One and a Key Stage Two pupil
- Significant Progress Awards presented at the end of the year for combined progress in reading, writing and maths across the year
- Termly attendance certificates and medals
- Subject Awards or prizes in both Key Stage One and Key Stage Two, are presented at the end of the year for pupils with outstanding attainment/talents in certain subjects

House Points System:

The house point system is the main reward system across the school and encourages pupils to both work as a team, as well as working towards their own personal goals. All pupils are allocated a house when they join the school and remain in that house until they leave. The four houses are as follows:

- NAME (Blue) NAME (Green) NAME (Red) NAME (Yellow)

House Captains and Vice Captains are allocated for each house from Year 5 and 6, through a democratic voting system. Pupils can be awarded house points from any member of staff for their good behaviour, effort, achievements, etc. e.g. 5 house points could equate to a sticker. House point totals are collected at the end of every Wednesday and read out in assembly each Friday. A certificate is awarded to the winning house at the end of each term and a cup at the end of each year. Each week one or pupils from every class are awarded 'Star of the Week' for earning the most house points. Each 'Star of the Week' receives a certificate in assembly on Friday. Parents are sent a letter notifying them that their child is 'Star of the Week' and inviting them to attend the Friday assembly.

Teaching Positive Behaviour

The best way to teach positive behaviour is through our own behaviour as role models and through praising pupils who display the expected behaviour.

Pupils are learn about good behaviour through teaching and applying the **Golden Rules:**

- We keep our hands, feet and unkind words to ourselves***
- We do what an adult asks us straight away***
- We always try our best***
- We respect people and property***
- We listen to each other without interrupting***

We always tell the truth

During PSHCE lessons, pupils are explicitly taught how to become good citizens. They also learn how to empathise with others, manage their emotions, problem solve, deal with conflict and manage anger. In Circle Time sessions, teachers support pupils to raise self-esteem, boost confidence, deal with friendship issues, and issues such as bullying and racism.

School and class assemblies are used to explicitly teach values and further enhance and sustain a sense of community and a positive ethos.

Throughout the whole curriculum, pupils are taught to collaborate, listen and respect each other's opinions.

Behaviour Management Steps and Sanctions

Alongside positive reinforcement for appropriate behaviour, all teachers use a traffic light system to help manage classroom behaviour. This is a whole school approach to general classroom behaviour management. Children start each day on green. After a reminder prompt and perhaps other low key responses from the class teacher, should the unwanted behaviour be repeated, the child's name moves up the traffic light, which gives a clear visual consequence. There are agreed whole school sanctions (see below) for when a child moves up the traffic light system (and beyond). Every day is a fresh start for a child. This is backed up by clear and consistent explanations about why certain behaviour is inappropriate. Certain harmful or abusive behaviour goes immediately beyond red and is dealt with by DHT or HT immediately. If a child reaches red, they can only move down to amber as a result of consistently good behaviour.

To support staff in setting the appropriate expectations and to ensure consistency across the school, the following steps are taken to address any negative behaviour:

Low level disruption (GREEN)

e.g. Talking / out of seat/ noises / pushing etc

ACTION: Minimal low key response managed by the Class teacher:

- praise of other children
- eye contact (stern stare, raised eye brow)
- assertive body language (crossed arms, frowns etc)
- name/pause technique
- being close and whispering a firm reminder
- gentle touch on shoulder/pat on back
- reminder of Golden Rules
- a quiet word
- direct to seat
- quiet unobtrusive 'What should you be doing?' or 'Are you okay?'
- not allowing them to sit with friends
- have a lining up order for assemblies/playtimes

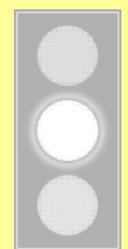


Beginning to challenge (AMBER)

e.g. Continued low level disruption, not completing a reasonable amount of work in a set time due to behaviour/ deliberate disruption e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc. / lying etc

ACTION: Response managed by class teacher:

- seat somewhere separate from class group
- set a time limit for improved behaviour
- reminder of expected behaviour
- encourage a return to green
- move to end of row if in assembly, large class group
- up to 10 mins additional time in class at playtime to repay behaviour, e.g. practising sitting still, completing work, etc.
- sit in 'Time out' chair in the classroom until they are ready to join back in
- take/send or get a sensible child to take to another class 10 mins 'Time out' with their work (if already timed out in class) with behaviour slip
- record in behaviour book
- child to apologise if appropriate
- informal conversation with parent/carers



Serious (RED)

e.g. violence / damage to property / refusal / persistent rudeness / bullying etc

ACTION: Response usually managed by Senior Manager

- miss playtime
- escorted to (or send for) AHT or HT(s) in that order
- letter home
- possible internal exclusion (to be decided by HT)
- possible playtime/lunchtime exclusion letter from LT
- possible SENCo involvement
- record in racist Incidents book
- letter of apology
- meeting with parents (AHT/Class teacher)



Very serious (*Beyond traffic lights*)

e.g. repeatedly leaving class without permission / behaviour is creating a health and safety risk/ running out of school / fighting and intentional physical harm to other children / verbal abuse to any staff / serious theft, e.g. taking money or a mobile phone from an adult's bag/ persistent bullying

ACTION: Taken to DHT/HT immediately

- Meeting with parents
- Internal exclusion at very least
- lunchtime/playtime exclusion
- Possible fixed term exclusion
- possible withdrawal from next trip/event
- Pastoral Support Programme
- involvement of other agencies (CAMHS, Waterside, Inclusion team etc)

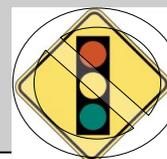


Extremely Serious (*Beyond traffic lights*)

e.g. extreme danger or violence/ very serious challenge to authority – persistent and dangerous / physical abuse to any staff / possession of weapon or drugs

ACTION: Immediate involvement of DHT/HT

- Fixed term exclusion
- possible permanent exclusion
- referral to Pupils Placement Panel (needs parent agreement)



Sexual behaviour - Sometimes it is difficult to be sure what action to take regarding sexual behaviour and use of explicit language. Please seek advice from a Senior Leader.

Lunchtimes - The same steps are followed for incidents at lunchtimes. If a child reaches RED, the Senior Leader must be informed immediately.

Procedures for Fixed Term Exclusions from School

Following the Education and Inspection Act 2006, our school closely follows the government guidance on exclusion from schools:

<http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance/>

Procedures for Internal Exclusions

When a pupil has gone beyond the traffic light system and internal exclusion may be considered. In the event of an internal exclusion, the pupil's parents/carers will be notified by the Headteacher or another member of the Leadership Team, in writing. The Headteacher(s) will decide how many days the exclusion will be in place for and staff will be informed via the diary board in the staffroom. A timetable for the course of the exclusion will be written up on the diary board stating the members of staff who are responsible for supervising the excluded child at set times during the day.

The following procedures must be strictly adhered to if the exclusion is to be effective:

- The class teacher of the excluded child will need to set work for the exclusion
- Work from the class teacher must be left with the DHT before the start of the school day
- No work is expected to be set during the lunch period as the child will be eating their lunch and then will read their reading book/s
- Work given should be easy enough for the child to complete unaided
- Staff supervising the 1st session from 9.00am or a senior leader, must collect the excluded child from the main office and escort them to the designated area.
- Staff supervising the last session of the day will need to escort the child to the main office at 3.30 for them to be collected by a parent/carers. Staff do not need to wait with the child until they have been collected, as the responsibility will then fall to the office staff
- If the child needs to go to the toilet during a session the member of staff supervising must escort them to and from the nearest children's toilet
- During the lunchtime session the member of staff needs to escort the child to the dinner hall to collect their lunch and then return to the designated area for the child to eat it.
- During supervision staff should not help the child with their work or engage in conversations with them. If they are stuck they need to go onto the next questions/task, but if you feel that they are using this as an excuse to not complete the work, explain that there will be additional sanctions for incomplete work. If this occurs, please put a note with the work in the Head's office
- The member of staff supervising should, where possible, bring some work with them to do, e.g. cutting out letters for a display, reading plans or other relevant documents, etc.
- If a child's behaviour becomes aggressive, violent or they leave the designated area, staff need to contact either, the HT or DHT immediately
- **The child should not be left unsupervised at any time.** If the member of staff supervising the next session fails to turn up, then contact a member of senior management or the office for them to arrange for someone to cover.
- **Other members of staff who pass by MUST AVOID engaging with the child either to sanction or to counsel**

Walking Classes/groups of children around the school and on trips

Pupils walk around corridors in silence, one behind the other.

All pupils must **always** be in sight of the lead adult (this means that the adult will have to constantly reposition themselves and may start at the front of the line but drop to the middle as pupils walk past).

Use of praise should be loud and consistent.

When groups of pupils do not travel in silence and praise does not work, pupils must be made to line up again if necessary.

Adults should avoid 'chatting' with pupils if pupils are walking quietly into assembly or the classroom and endeavour to role model the behaviour expected of pupils

Pupils' behaviour around the school is as important as in class and sets the standard for behaviour at the destination they are heading for (e.g. playground, classroom, assembly etc). Picking up on the 'little' things such as walking around the school helps pupils to understand that high standards are the norm at this school. At the same time it is important that adults regularly explain to pupils why we expect them to walk in silence.

Support Systems for Pupils with Additional Needs

For some pupils who may have a range of needs that require support from different agencies, it may be appropriate to involve other agencies such as the Local Authority Inclusion Team, Social Care, CAMHS etc. However, this school recognises that many children with additional needs require the security of boundaries and the same high expectations for behaviour.

Pupils with Special Education Needs

At Boxgrove we understand that the majority of pupils with special educational needs require the same proactive behaviour management as all other pupils, and that many pupils such as those with ADHD and ASD thrive on having clear and precise boundaries.

Pupils with special educational needs relating to behaviour are given specific targets on their individual education plan to support them in making progress in this area. As part of this IEP they may also have their own individual reward and sanction system which has been determined by the class teacher and SENCo, with the involvement of the pupil and parents. They may also be allocated a Learning Support Assistant for a certain percentage of the week and/or receive additional support/outreach from an external agency.

Learning Mentors

Learning Mentors in the partnership play a valuable role in supporting pupils to overcome certain barriers to learning. This includes emotional, social and behaviour problems, as well as attendance and child protection issues. Referrals are made from class teachers and members of the Leadership Team to identify pupils for learning mentor support. Learning Mentors work with individuals, with consent from parents in class and sometimes on a one to one basis or as part of a group. They focus on developing pupils' self-esteem and confidence and equip them with strategies to overcome their difficulties and to form healthy, safe and happy relationships with other children and adults.

Counselling

The school uses an in-house counselling service, dedicated to improving the emotional wellbeing of pupils, their families and our whole school community.

Counselling sessions give our children opportunities to explore their problems through talking, creative work and play. Sessions enable pupils to cope now and make better-informed decisions about their lives and help prevent emotional and behavioural issues. Counselling sessions also help pupils to develop more effective communication skills and the ability to develop better relationships. Pupils are referred to the SENCO by the class teacher. A counsellor will listen to pupils, offer advice and strategies, reassure them and make a note of their concerns. If any child protection concerns are raised during a session the Headteacher is immediately informed and will take the necessary action.

Listening Ear

Listening Ear allows our children the opportunity to talk about anything they wish to talk about. It is an opportunity during the school lunchtime they can go to a Learning Mentor and talk. Sessions allow children to explore any problems, events that have happened and discuss any likes and dislikes. Pupils are able to attend these sessions by approaching the Learning Mentor room during lunchtime. If any child protection concerns are raised during a session the Headteacher is immediately informed and will take the necessary action.

The Role of Leadership

Although the responsibility of ensuring positive behaviour management is shared across the whole staff, the Headteacher(s) and members of the senior leadership team have a responsibility to 'lead from the front'.

The leadership team will assess staff's needs and build into the school's professional development programme opportunities to discuss and learn about behaviour.

Senior staff will ensure that they are highly visible at particular times of the day, to noticeably reinforce good behaviour and swiftly manage any poor conduct by pupils. Critical times are at the beginning and end of the school day, break times and movement to and from assembly. Senior managers regularly walk around the building, going into classrooms and supporting teachers in their application of this policy.

No pupil should be sent to sit outside the Heads office at any time without prior agreement of DHT/HT unless behaviour has gone beyond the traffic light system.

Governors regularly monitor the effectiveness of this policy.

The Role of Parents

The school strives to work in partnership with parents, so children receive consistent messages about how to behave at home and at school. We endeavour to build a supportive dialogue between the home and the school, informing them of their child's successes regularly, as well as informing them immediately if we have any concerns about their child's welfare or behaviour. Where pupils require support, staff will endeavour to share and discuss strategies so that parents can better support at home.

If a parent has any concerns over the way in which the school has treated their child, they should initially contact the class teacher. If the concern remains, they should then contact their child's Key Stage Leader, then if necessary the Headteacher. If the concern lies with the Headteacher, parents should contact the chair of governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The class teacher keeps a record of minor incidents in a class behaviour book and monitors this to ensure pupils receive the correct support, and as an indication of any referrals that may need to be made both within school and to external agencies.

Midday Supervisors and other staff also keep a record of incidents that occur at playtimes. This is kept in the staffroom and monitored by the Senior Midday Supervisor.

All behaviour letters are saved onto the administration computers in the 'inclusion' file. This includes lunchtime and classroom behaviour, internal exclusions, fixed-term and permanent exclusions. Copies of all exclusion letters are also kept in pupil files.

It is the responsibility of the governing body to monitor the rate of fixed-term and permanent exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

The governing body reviews this policy every two years. The governors may however review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Agreed:

Date October 2016

Review Date: October 2017