



Kidsgrove Primary

Positive behaviour for Learning Policy

Statement of Intent

At Kidsgrove Primary School we believe everyone has the right to feel safe, secure, happy and healthy within a positive learning environment. Everyone should be respected as an individual and feel able to contribute to life in the school community. The following of this policy will endeavour to ensure that we provide excellent primary education and pastoral care, irrespective of individual's social, economic or personal circumstances, leading each individual to a happy and respected member of the school and wider community.

The purpose of this policy is to provide guidance and support to all of the members of the school and wider school community so that they are able to work together to promote the best possible behaviour from the pupils in our school. It will support the consistent approach to the way that behaviour and attitudes towards learning and one another is developed and maintained.

We aim to achieve this by:

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- Agreeing, clarifying and setting clear boundaries for expected behaviour.
- Supporting one another in modelling positive behaviours and relationships in a spirit of mutual respect.
- Establishing and maintaining clear communication between staff, pupils, parents/carers and the wider community.
- Listening to one another and ensuring all behaviours are met with a fair, consistent and empathetic responses
- Providing and creating a stimulating a purpose learning environment that enables children to feel secure and welcome and which fosters a love for learning and challenge.
- Supporting children who have difficulty managing their behaviour, by identifying their needs as early as possible and working in partnership with their parents/carers.
- Ensuring lessons are suitably differentiated and provide access and motivation for all to succeed.
- Developing in children a sense of independent self-discipline and an acceptance of responsibility for their own actions, taking accountability.
- Further embedding British Values and tolerance that ensure children follow the laws of the country.
- Creating conditions for an orderly community in which effective learning can take place, in which there is mutual respect between all members, and where there is proper concern for the environment.
- Fostering with children, the knowledge of what is inappropriate behaviour and the consequences and sanctions that follow as a result.

Values and Rules

At Kidsgrove Primary School our mission 'Empowering Learners...growing minds and a set of School Values are at the heart of our school community. They underpin everything that is undertaken within the school and underpins the behaviour and conduct which is expected within the school and surrounding areas. The school values are perfectly aligned with fundamental British Values and the Values of Shaw Education Trust.

By living our lives through our 'Mission' and School Values, we show and foster in everyone that we value, love, respect, tolerate and care for one another in a positive manner, so that lifelong learning can take place and be enjoyed and celebrated by all. There are many ways that we can live our mission, which are not listed, but these can be summed up in our school values and rules below.

School staff will model appropriate behavior at all times and enforce our consistent school values that a core purpose and ethos of our school.

Value	Rule
Respect	We always show respect for ourselves, each other and our school.
Excellence	We always do our very best.
Friendship	We always follow our friendship code.
Courage	We always tackle challenges and try being brave.
Determination	We are determined to get our school to outstanding
Inspirational	We will always be good role models to inspire our school.
Equality	We are always fair and value every individual.

Across all year groups there will be a values class display board which will act as a visual promotion of our values. These values will also be displayed around school and will be referred to by all adults at every opportunity.

Our school values and rules will be displayed around the school and in all classrooms. This is so that there is a visual, consistent approach for staff and children to follow



- We are **READY** to learn –
- We arrive at school on time.
- We have the correct uniform and PE kit.
- We have our equipment ready.
- We show that we are listening and we are ready to try our very best.

- We are **RESPECTFUL** –
- We listen when others speak- one voice.
- We respect the property of our friends and the school.
- We respect that other people have different ideas, beliefs and backgrounds to our own.
- We respect that people may look different and have different needs but we may all feel the same emotions.
- We respect the law and the rules of school and society

- We are **SAFE** –
- We move around school in a safe manner.
- We have kind hands
- We follow instructions to keep ourselves safe.
- We use equipment safely.
- We stay safe online and make safe choices in our community.

For continued consistency we have four Relentless Routines



Meet and Greet; Wonderful Walking, Terrific Transitions and Legendary Lining Up

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Responsibilities

All staff must:

- Take time to welcome students at the start of the day.
- Be at the door of their teaching rooms at the beginning and end of each lesson.
- Never walk past or ignore students who are failing to meet expectations.
- Always redirect students by referring to 'Be Ready, Be Respectful and Be Safe'

The Principal and The Senior Leadership Team must:

- Be a visible presence around the school.
- Regularly celebrate staff and students whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/postcards and certificates/stickers/beads
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Support teachers in managing students with more complex or challenging behaviours.

Members of staff who manage behaviour well:

- Deliberately and persistently catch students doing the right thing and praise them in front of others.
- Know their classes well and develop positive relationships with all students.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by students.
- Demonstrate unconditional care and compassion

Students want teachers to:

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Behaviour for Learning

SCHOOL RULES



Be Ready

- We are **READY** to learn –
- We arrive at school on time.
- We have the correct uniform and PE kit.
- We have our equipment ready.
- We show that we are listening and we are ready to try our very best.

Be Respectful

- We are **RESPECTFUL** –
- We listen when others speak- one voice.
- We respect the property of our friends and the school.
- We respect that other people have different ideas, beliefs and backgrounds to our own.
- We respect that people may look different and have different needs but we may all feel the same emotions.
- We respect the law and the rules of school and society

Be Safe

- We are **SAFE** –
- We move around school in a safe manner.
- We have kind hands
- We follow instructions to keep ourselves safe.
- We use equipment safely.
- We stay safe online and make safe choices in our community.

The school values are upheld through the rules which all classes across school adopt. In every discussion with children/parents and carers these values and rules will be referred to.

At the start of each academic year, class teachers and school staff will discuss these rules with their class to ensure clear understanding and an agreed interpretation of them. They will also be shared with the parents, as part of the 'Home School Agreement'.

Class Behaviour Charters

Class Teams agree a Class Charter that all children and teaching staff sign at the start of the academic year. This will set out what it means to "Ready, Respectful, Safe". Then teachers will routinely talk to pupils about the school expectations, celebrations, sanctions and behaviour policy, especially at the start of each short term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. All classes must display the behaviour expectations, a values and the class dojo behaviour system.

Pupil Responsibilities

We encourage children to have important roles and responsibilities including: Taking the register to office with TA; Librarians; Lunchtime Supervisors; Play Leaders; Forest School Leaders and School Council Representatives.

Rewards

When our children follow our rules and routines, they will be complimented and rewarded through their class agreed online dojo system. Children will also receive praise and positive comments from the adults in school for good behaviour, manners, learning and for acts of kindness/caring.

Children will receive Dojo's, which will collate over time for prizes and rewards. They will be awarded on the online system but they can also be given Dojo's awards to reflect the reward to be given later in the day.

These will be cleared for the week but will continue to be collated on the online programme over the year.

What is Dojo?

At Kidsgrove we believe that Behaviour Management should focus on rewarding positive behaviour, rather than only noticing and acting on the negative or consequence. It is development of children's understanding of their behaviours and accountability that is nurtured to ensure reflective, nurtured behaviours for their future.

From Nursery to Year 6 we use the 'Dojo' system to reward pupils for positive behaviours and good work. Dojos are given by the staff to recognise where children follow the rules, have worked hard and shown the school values of Friendship, Determination, Excellence, Respect, Equality, Inspiration and Courage.

Additional rewards will be given in the form of.....

- Positive look/verbal praise
- Sharing work with the class and on display.
- Praise through the wow comment in the marking
- Stickers
- Direct praise to parents at the end of the day or through praise postcards home.
- Sharing work with another teacher or with the Head of School
- Certificates in weekly Celebration Assembly
- Half termly green letters sent home
- End of term/end of year assemblies, including Acorn Awards
- The school dojo system with prizes linked.

Sanctions

At Kidsgrove Primary School we expect that all children will be able to follow our school rules once they have understood them. However, there will be occasions when some children will struggle to follow our values and rules. On these occasions all adults are empowered to deal with incidents fairly and within our agreed Behaviour Management System.

This Behaviour Management System is consistent across all year groups.

There are five stages of **consequences**:

- Stage 0: Verbal warning
- Stage 1: 5 minute loss of lunchtime
- Stage 2: 10 minute loss of lunchtime
- Stage 3: Consequence to be determined by member of SLT. Parents may be informed.
- Stage 4: Consequence to be determined by member of SLT, possible internal exclusion. Parents to be informed.

Stage 5: Exclusion

See Appendix 1 for a fuller explanation of the consequences **and Appendix 2** for examples of behaviours that might warrant particular stages.

Consequences can be applied in sequence if a child fails to address their negative behaviour, or, in the case of seriously poor behaviour, stages can be arrived at directly, without having progressed through lesser stages. As part of our staged approach, staff use the strategies of

emotional language and restorative practice in interactions with children, when noticing poor behaviour.

Loss of minutes at lunchtime will happen during the lunchtime immediately following the loss of minutes. This will be the same day if minutes are lost in the morning or the following day if minutes are lost in the afternoon. Children missing part of lunchtime will be sent to sit in a classroom under supervision of a member of SLT.

If a child is disturbing the learning of others or behaving inappropriately and has not responded to the class teacher's use of consequences, then the key stage leads will be called. This is done either sending a teams message.

Children who are removed from their class by the KS lead will be taken to a quiet area to discuss the incident / their behaviour and ways to improve their behaviour choices. They will also be expected to complete all or part of the task that their class were engaged in, whether back in class, in a different class, outside the Head's office or in another suitable area, which will be decided by the KS lead.

In the case of an Internal Exclusion, children will not go back to their own class, but will complete their work in another classroom under supervision for a pre-defined period of time. This will be for the shortest time possible.

Where a pupil's behaviour is deemed serious enough to warrant a Exclusion (see appendix 2- stage 5 then parents will be informed without delay. For further details regarding this procedure – please see the Exclusion Policy which can be found in the policy section on our website.

Restorative Work

The school values the use of restorative conversations to ensure that pupils learn about acceptable behaviour and to support them in self-regulation. Restorative conversations will help rebuild any fragile relationships in a dignified and calm manner.

The restorative process begins with the "Think Tank" activity which encourages pupils to take 5 minutes time out to reflect on their behaviour and its consequences. This is then followed up with a discussion which focuses on the following:

- Why did you behave that way?
- Could you have prevented it? How?
- What could you do in future to help you to manage your feelings and behaviour?
- Why is it important to be ready to learn/safe/respectful?
- How does it feel when you make a positive behaviour choice?
- When have you been successful before?

A member of the senior leadership team will support any restorative conversations if required.

Recording and assessment

When a serious incident occurs, or the KS lead is called, a 'Serious Incident' form should be completed (See Appendix 3). This will be completed at a convenient time, as close to the event as possible. Completed forms will be kept on the pupils file in the office.

Any allegations of bullying or racism will be recorded on a separate sheet (See Appendix 4). This will be completed by the staff member who dealt with the incident and passed to the office for filing. All forms will be kept in the pupils electronic file.

All positive and negative points are recorded on dojo. These will be reviewed weekly to follow up any persistent low level disruption issues.

EYFS

Within our Early Years Foundation stage (EYFS) reception class children receive rewards similar to that in the main school, including house points. Children may sometimes need a consequence due to behaviour but this is most often in the form of 'time out' with a follow up discussion with parents/carers.

SEND

For children with SEND or those in vulnerable groups, the behaviour policy may be modified in line with the Equality Act 2010 and the SEND Code of Practice 2015. This may mean that individual behaviour plans are in place to support the child and those working with the child. In addition, these children will be supported through a variety of ways. This could be a bespoke intervention / programme, ELSA, time to talk, nurture group.

Physical Restraint

Physical restraint of children is only to be used as a last resort in situations where it is necessary to prevent injury to any person or serious damage to property. All other means of de-escalating the situation should have been exhausted, including making clear what the consequences of the child's actions will be, before resorting to physical restraint.

Bullying- Guidance to staff

Bullying is the wilful conscious desire to hurt or threaten or frighten someone else through physical, verbal, emotional or psychological aggression.

Children must realise that any form of bullying is unacceptable and that such behaviour will be dealt with appropriately by the staff of the school.

Individual staff need to be alert both inside and outside the classroom.

Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

All incidents of bullying will be recorded on MyConcern.

For Further information please refer to the school Anti-Bullying Policy.

Racial Abuse

The school will take any form of racial abuse as a very serious incident and it will be dealt with accordingly. If a serious level of racial abuse is overheard by an adult, the child will be spoken to about the use of language and may be excluded depending on their age, understanding and intention of the language. All racist incidents and outcomes of incidents are recorded in a book kept in the main office

Fixed Term Exclusions

At Kidsgrove Primary School, we believe that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed-term exclusion, the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion). Kidsgrove Primary School and Shaw Education Trust agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school on an on-going basis would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

All staff should maintain high expectations for good behaviour apply the school policy consistently and set an example of calm polite and friendly relationships. The most powerful determinant of behaviour management is the example we set particularly in the way we manage.

Teachers must avoid shouting at children at all times.

Teachers must avoid sarcasm or negative comments that may damage their future relationship with the pupil.

Children are not to be sent out of class or refused participation. Only a member of SLT can take the decision to remove a child from a classroom, this will be done in the interests of pupils' safety and wellbeing following a risk assessment.

Appendix

Appendix 1: Behaviour Management Chart

Gold	Green	Light Green	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
+ 5 points	+ 3 Points	+ 1 point	0 points	- 1 point	- 2 points	- 3 points	- 4 points	- 5 points
Amazing examples of our values	Showing all our values	Showing all our values	Verbal warning only	<ul style="list-style-type: none"> Loss of Lunchtime 5 minutes 	<ul style="list-style-type: none"> Loss of Lunchtime 10 minutes 	<ul style="list-style-type: none"> SLT notified Behaviour incident form completed Work completed away from class Loss of Lunchtime Minutes determined by SLT Parents maybe contacted 	<ul style="list-style-type: none"> SLT notified Internal Behaviour incident form completed Exclusion Loss of Lunchtime Minutes determined by SLT Parents will be contacted 	<ul style="list-style-type: none"> Member of SLT notified Exclusion Parents will be contacted

Appendix 2: Behaviour Management Chart – Consequences

Gold	Green	Light Green	Stage 0	Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
+ 5 points	+ 3 Points	+ 1 point	0 points	- 1 point	- 2 points	- 3 points	- 4 points	- 5 points
<ul style="list-style-type: none"> Excellent effort at pupil leadership Contributing to the community Representing the school Consistently excellent effort over a period of time Consistently well organised and equipped 	<ul style="list-style-type: none"> Consistently behaving well Excellent effort Showing resilience, courage, determination, respect Great role model of peers Contribution to a positive environment in school 	<ul style="list-style-type: none"> Great contribution in lesson Excellent effort in lesson Being kind and helpful Superb effort in group work Showing independence Well organised Improved effort and / or behaviour Asking for and accepting help 	Verbal warning	<ul style="list-style-type: none"> Non-cooperation or not following instructions LoI-level disruption Unkind to others Inadequate effort in learning 	<ul style="list-style-type: none"> Repetition of stage 1 Lower-level physical incident Lower-level damage Lack of politeness 	<ul style="list-style-type: none"> Persistent low-level disruption – removed from lesson Persistent non-cooperation Damage Rudeness Inappropriate behaviour 	<ul style="list-style-type: none"> Verbal abuse Violence Inappropriate, discriminatory language Persistent disruptive behaviour that is detrimental to others Dangerous behaviour Bullying 	<ul style="list-style-type: none"> Behaviour warranting exclusion

Behaviour Incident Form Serious Incident

Child's name:	Date:	Time:
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Class teacher:	Year group & class:
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PLEASE WRITE YOUR NAME AND DATE IN EACH SECTION YOU COMPLETE

What led up to the incident? What was the context/location (if relevant):

	Name of person recording & date
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Details of incident:

	Name of person recording & date
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Child's comments/account:

What action did the Duty Teacher /or person dealing with incident take? Please state outcome?

OUTCOME: **Stage 3/ 4 / 5 Internal Exclusion / Exclusion (suspension)**
Other:

Parents contacted: Yes / no Teacher aware: Yes / no Head / SLT aware? Yes / no	Name of person who decided outcome : Completed form to Office for filing: yes / no
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