

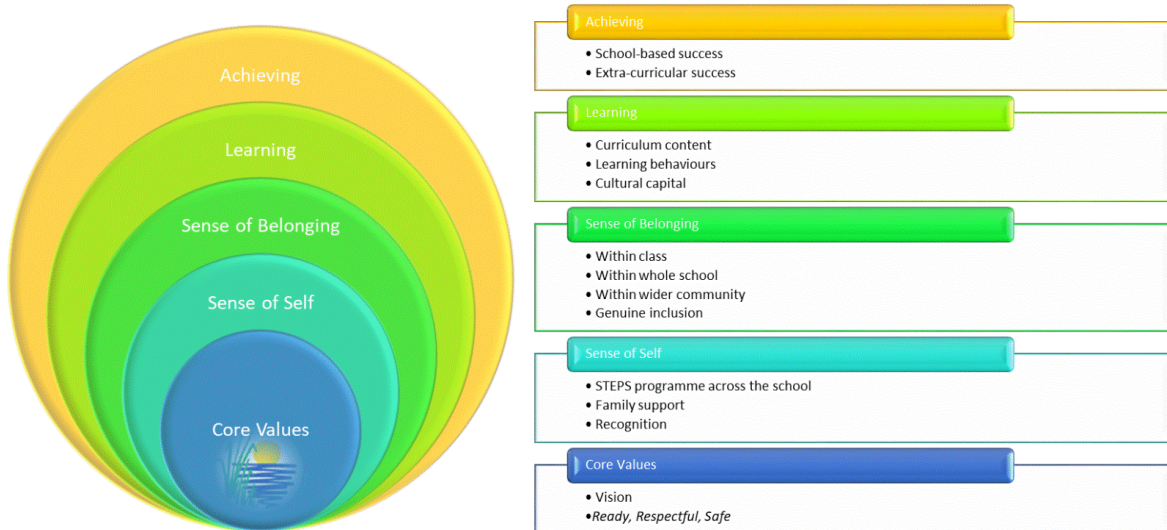
The *Active Learning* Trust



Title:	Behaviour Policy
Date ratified:	25.09.2020
Review date:	Autumn 2022

1) School Ethos

At Kingsfield Primary School, we believe that everyone has a responsibility to develop a calm and positive ethos.



These core values are embedded across all aspects of the school to ensure a culture of positivity and inclusivity.

2) Rationale

This policy outlines our approach to behaviour management throughout the school. It is recognised that appropriate behaviour is a pre-requisite to effective teaching and learning. Our philosophy is research-based and interwoven with the school's ethos.

3) Aims for behaviour at Kingsfield Primary School

For children and adults to:

- Be **ready** to learn, engage positively and consider the needs of others;
- Be **respectful** to each other, the school and its property, and those in the local community; and
- Keep themselves and others **safe**.

4) Roles and Responsibilities

It is the responsibility of all members of a school community to develop great behaviour. Staff are expected to lead by example and support each other in promoting high quality interactions with others.

The role of adults (including staff, parents, governors and community visitors)

- To promote an awareness of everybody's individual needs;
- To model good behaviour and take pride in their school, their class, their work, their environment and their relationships with others;
- To treat children fairly, consistently and sensitively, demonstrating visible kindness;



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- To celebrate and praise children's achievements, successes and efforts;
- To collaborate effectively to find solutions to behaviour management issues; and,
- To actively teach children about positive behaviour.

The role of children

- To show respect to other people and the school environment, acting in line with the School's values.
- To behave in a positive way so that you keep yourself and others safe.
- To demonstrate good learning behaviours so that you can excel in school.

5) The Curriculum

We teach children how to behave through modelling, positive praise and direct teaching. Pupils are encouraged to participate actively in PSHE, PE and RE lessons as well as daily assemblies, all of which embed the school's core values and ethos.

Staff are encouraged to create well-ordered and inviting learning environments that are conducive to high quality learning for all pupils. Playground staff promote a variety of activities so that team work, co-operation and sportsmanship are encouraged.

6) Praise, Reward and Celebration

We believe that learners should be praised for demonstrating positive behaviour in school. There are a number of ways to do this including:

- **Recognition boards**

Children's names are displayed on a classroom board to show that they have met the school's rules.

- **House points**

Each child is allocated a vertical House team when they join the school so that they are working with children in every year group, including their siblings. Points can be awarded for excellent work, positive behaviour and taking part in a range of school competitions. These points are collected each week and the totals presented in the Headteacher's celebratory assembly.

- **Celebration assembly**

Each week an assembly is held to celebrate children's achievements. Classroom staff decide upon a 'star of the week' and this child is presented with a certificate from the Headteacher and their name is added to the whole school's 'Recognition Board'.

- **Headteacher's Awards**

Children who demonstrate fantastic learning behaviour should be sent to the Headteacher for an award. This will also involve a conversation about the child's achievements.

7) Therapeutic Approaches

There is a distinction between developmental behaviour and persistently unacceptable, challenging and / or inappropriate behaviour. Some children, including those with SEND (who have specific needs that impact on their behaviour), may find it difficult to maintain the high



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standard of behaviour. Therapeutic approaches, individualised plans and the support of external agencies may be required to ensure these children flourish at our school.

We have an experienced staffing team who can support children and families with an appropriate plan.

8) Consequences and Sanctions

We follow the Norfolk STEPS programme which aims to recognise pro- and anti- social behaviour, emphasising the need to reflect, repair and restore.

Staff are trained to recognise the degree of seriousness and the kind of behaviour consequences that should be used. They must ensure that the consequences are reasonable, proportionate and necessary to adhere to the school rules of 'Ready, Respectful, Safe'.

There are two types of consequences:

- Educational Consequences

The goal for this is to stop a child's misbehaviour and support them in making more constructive choices. This involves helping to teach the child to learn from their behaviour.

- Protective Consequences

The goal is to protect and therefore keep everyone safe including the child.

Sometimes, more serious or persistent difficult behaviours need to be addressed by members of the Senior Leadership Team. After any consequence has been issued, there is an expectation that the class teacher will work with the child, offering them an opportunity to repair and restore their relationship with peers and / or staff involved.

9) Behaviour Management Protocol

When a child is not demonstrating positive behaviour, staff will manage each situation as discreetly as they can so as not to cause further embarrassment to the child. Staff aim to use few words when talking to the child, making them aware of the behaviour they should be demonstrating.

In class, staff will:

- a) Observe the problem behaviour;
- b) Use tactical ignoring and / or distraction techniques;
- c) Check the task set and alter the activity if needed;
- d) Work alongside the child briefly, using positive reinforcement methods;
- e) Consider whether the behaviour is difficult or dangerous.

In outdoor areas, staff will:

- a) Observe the problem behaviour;
- b) Use tactical ignoring and / or distraction techniques;

- c) Ask the child to change activity to work with an alternative group or within a different zone of the playground;
- d) Walk alongside the child, briefly speaking to them about more positive behaviour choices;
- e) Consider whether the behaviour is difficult or dangerous.

If the behaviour continues, the staff will make a decision based on their professional judgement as to whether it constitutes difficult or dangerous behaviour. This will lead to an appropriate pathway of support and intervention:

Difficult behaviour:	Dangerous behaviour:
<ol style="list-style-type: none"> 1. Remind and refocus. 2. Give the pupil limited choices ("this or this"). 3. Temporary removal from the activity (quick job / distraction). 4. Move pupil within the class. 5. Discuss possible consequences. 6. Send pupil to a partner teacher's classroom (refocus on return with positive reinforcement). 7. Talk Time sheet completed with pupil. 	<ol style="list-style-type: none"> 1. Teacher to use the de-escalation script (SLT member on call if needed). 2. Provide a supportive environment for the pupil to calm. 3. Ensure other pupils are safe. 4. Once calm, undertake Talk Time with the pupils involved. 5. SLT member to review the incident with staff involved and determine consequences together. 6. Teacher to ensure educational and protective consequences are followed through. 7. Teacher to debrief with SLT. 8. Teacher or SLT member to inform the parent/carer of the incident and measure put into place to help their child learn.

Reasonable force

The Department for Education recognises that in some situations, reasonable force is needed to keep children and staff safe. They have a clear definition on what reasonable force is and when / why it should be used.

There are a number of staff at Kingsfield who have had the appropriate, up-to-date training from Team Teach on safer restraint. No member of staff ever wants to use this training but there are circumstances when this is the only option. During / after such an event, parents will be called.

Staff will also be offered an opportunity to debrief with a member of the Senior Leadership Team or Governing Body.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.



10) Reporting

Positive and negative behaviour will be recorded. In-class disruptive behaviour will be recorded on a behaviour log each day. More challenging behaviours will be recorded on the school's secure online platform.

All templates required to fulfil the requirements of the behaviour policy can be found in the staff handbook.