

Kippax Ash Tree Primary School

Policy on Behaviour

Opening Statement

We believe that children have a right to learn and teachers have a right to teach in a climate where everyone feels safe, secure and successful.

Aims

1. To develop each individual child's potential to the full.
2. To develop self-esteem and encourage self-discipline and respect for **self** and for others.
3. To develop an awareness of individual responsibility in the shared school community.
4. To enable each child to make the most of learning opportunities.

Objectives:

1. For children to know and understand our school rules and procedures for dealing with behaviour.
2. For all staff to recognise their responsibility to establish and maintain approaches to behaviour management that are consistent throughout school.
3. To ensure that parents / carers are supportive of the behaviour policy and understand how it works, and their role within it.
4. To have effective systems in place that support the behaviour policy e.g. Family Support Leader/Learning Mentor, Pastoral Support workers, Progress Pathway Meetings

Home school links:

Good relationships with parents / carers are cherished by the school and we believe that the well informed supportive parent is a crucial partner. We want to establish a positive partnership with parents / carers that will inspire mutual trust and confidence. We believe that the more parents / carers know and understand what is happening in school, the more they will support our aims and practices. The Behaviour Policy is available on the school website. We also share information about the Behaviour Policy and its application in our annual Year Group Meetings. If you

would like further information please make an appointment to see a member of the Headship Team (Mrs Campbell, Mrs Willis, Mrs Coe or Miss Smithies).

Our school rules

Children need to know what is expected of them. The school rules underpin the overall ethos the school wishes to create. Children need to be taught the rules and to know that they will be praised and rewarded when the rules are adhered to. Equally if rules are broken the children need to know what logical consequences will be imposed.

- 1. Keep yourself and others safe.**
- 2. Follow instructions as asked.**
- 3. Speak and act with care and respect.**

Individual class rules

- It is essential that children are clear about what is expected of them in classrooms.
- It is expected that every class will have a set of clearly defined rules on display.
- The rules should be negotiated and discussed with the children at the beginning of the school year.
- It is important that the rules are positively phrased.

Praise and Recognition

Praise and recognition can be given in formal and informal ways. They can be awarded to individuals or to groups. They can be earned for consistently good standards and adherence to the rules as well as for particular achievements of note.

Our rewards include:-

- Verbal praise (including a high rate of rule related praise).
- Written praise e.g. well done stickers/stamps
- Class reward system – children work together towards a negotiated whole class target.
- Invited to share good news with parallel class, previous teacher, subject coordinator, Phase leader/Headship team.
- Privileges and responsibilities e.g. given special jobs at the discretion of the adult concerned.
- Celebration assembly: KS1 children share their work with the rest of the key stage and names are recorded in assembly book. (Stickers are given as a weekly reward and yellow badges for children at the end of each half term and a gold badge at the end of the year.) KS2 children are awarded bronze, silver, gold or double gold certificates. All other certificates will be awarded at other class/phase assemblies.
- Parents may be contacted by any member of staff to acknowledge consistent effort/improvement.
- Always Tea Parties – Children who are consistently well behaved will be personally invited to a ‘tea party’ with their Phase Leader as recognition for their positive contribution to school,

In Foundation Stage children are rewarded and praised in an informal, non-structured way. Should there be children whose behaviour is difficult to manage the more formal structured, whole school approach can be adopted. However Foundation stage uses ‘time out ‘ strategy linked to the age of the child

Individual Awards – Stars – KS2

Stars may be awarded for good behaviour, work, homework or being helpful over a sustained period of e.g. one week. As a result, the child who works hard and behaves really well should receive a bronze certificate in the Autumn Term, silver in the Spring Term and Gold in the Summer Term. The aim is for every child to achieve at least one bronze certificate in one year.

Stars may be awarded by any adult in school after consultation with the class teacher. Stars are not taken away from children who behave badly. However if the teacher feels that the child is not performing well during the week when the 10th star is achieved, he/she may decide to withhold the praise letter/certificate until there is

an improvement. The child should be informed of the reasons for withholding the praise letter. A record is kept of how many stars a child achieves each year.

<u>Years 3 and 4</u>	<u>Years 5 and 6</u>	
10 stars -	12 stars -	Bronze certificate of recommendation
20 stars -	24 stars -	Silver certificate of recommendation
30 stars -	36 stars -	Gold certificate of recommendation
40 stars -	48 stars -	Double gold certificate
50 stars -	60 stars -	Book Token

Individual rewards

Every class has its own individualised reward system which involves collecting rewards on a visual reward chart and the whole class negotiating a class treat when the target is reached. Tokens are given for e.g. small acts of kindness, one piece of good work etc. And the whole class take part in the chosen treat.

Positive Playtime Purple Pennies

Any member of staff can acknowledge positive play by giving the child a purple penny – the pennies are collected in the classroom and brought to Monday assembly to put into the phase piggy bank – at the end of each half term the phase with the most pennies gains an extra playtime.

Consequences/Behaviour Support

Within the classroom there are rules. The majority of children follow the rules without any problem so those who choose to break the rules must know that logical consequences will be imposed. This code of behaviour is clearly visible. It is referred to frequently so that children understand it and are aware of its importance. Logical consequences (see appendix) can be displayed in classrooms and may be adapted for each year group.

Every class will have a traffic light chart with **green**, **amber** and **red** bands. In the morning every child will start on green (name or picture).

1. If any of the school or class rules are broken, the member of staff will discuss the behaviour with the child and offer support and advice. (see appendix for suggested script/strategies)
2. If a rule is broken a second time, the advice will be repeated. Amber
3. If a rule is broken a third time the child will miss 5-10 minutes of playtime and will be spoken to by a teacher or a member of the pastoral support team. Red
Logged on SIMS.

4. If a child breaks a rule for a fourth time, the child will be referred to a Pastoral leader who will decide on a consequence for the behaviour. This may include isolation in another class/area, referral to the Learning Mentor, speaking to a parent/guardian, withdrawal of a privilege, further loss of playtime/lunchtime break. Red. Logged on SIMS.
5. If a rule is broken for a fifth time, the child will be referred to a member of the Headship team. Red. Logged on SIMS.

It is the responsibility of the class teacher to inform any parent/carer of a child who has been given a red card more than once in any one day.

The following day, all names will start again on the green band.

In extreme circumstances the Headship team may decide:

- 1. Referral to an off- site provision for a fixed period of time.**
- 2. The child may spend time at Brigshaw (Isolation Unit) if appropriate.**
- 3. Temporary exclusion. School Governors are informed.**
- 4. The Governing Body has the right to permanently exclude pupils, this extreme measure can only be undertaken by the Governing Body.**

The school reserves the right to exclude children from extra-curricular activities and trips.

Low level disruption

Children will take accountability for their own actions. If they display any of the following behaviours they will lose minutes off their playtimes:

- Shouting out / Talking at the wrong time
- Not following instructions
- Leaving their seat
- Wasting learning time (own/others)

It will be the responsibility of the class teacher to organise supervision for this or to do it themselves.

Unfinished work, or work not done to an acceptable standard, may be sent home in a special folder to be completed and returned the following day.

Individual Children with difficult behaviour

There may be children who do not respond to the strategies already mentioned and who require individual support in the form of an Individual Behaviour Plan (IBP). All children will be involved in writing their own IBP. Progress will be monitored by the SENCO and further advice may be sought from outside agencies e.g. Inclusion workers, Educational Psychologist.

REMEMBER

All staff are responsible for all children in school, not just their own class. We have a collective responsibility for behaviour in and out of school.

The 3 tier system for an inclusive school

Tier 1	Individual behaviour support programme
Tier 2	Targeted – small group approached
Tier 3	Universal offer for all pupils

Lunchtime Behaviour Code

Lunchtime in school should be like all other occasions in the building, with the children acting in a sensible, orderly and considerate manner. The lunch itself should be regarded as a social occasion, during which children exhibit good behaviour and manners.

If children fail to comply with these rules, the following procedures (**logical consequences**) should be followed at lunchtime:

1. First warning – amber card may be given. Child to stay beside lunchtime assistant for 5 minutes and have name recorded in book. It is important that the reason for the warning is verbalised to the child.
2. Second warning – red card given. KS1 children to stay with lunchtime assistant for rest of session or a referral to Keep Calm maybe given; KS2 children will be referred to the Keep Calm Club.

Incidents of negative behaviour referred to Keep Calm are recorded by the member of staff on Keep Calm Duty. Behaviour database sheets are logged onto the child's individual e-record which class teachers have access to. Keep Calm records are monitored half termly by the Pastoral Team to identify children requiring specific support.

When in Keep Calm Club children are encouraged to reflect on their behaviour and take responsibility for their actions.

Class teachers are responsible for passing on information regarding behaviour to lunch time staff.

After each time out ask for an apology and expect every child to say what they are sorry for. Expect the child to use your name. The child is given a fresh start every day.

Extreme behaviours

A member of the Headship Team is on lunchtime duty each day in The Keep Calm Club with a Walkie-Talkie. Children can be referred to the Keep Calm Club

It must be emphasised that very few children cause difficulties at lunchtime and that most incidents can be dealt with quickly and effectively. It is important therefore, to be positive and to praise good behaviour, provide encouragement and recognise improvements in children's attitudes. The children should become aware that a successful lunchtime is their collective responsibility. We can help them in this way by being positive and supportive in our attitudes. A system of rewards is in operation to represent our appreciation of good behaviour and manners during lunchtime sessions.

Lunchtime and all other staff can also award purple pennies (positive play points) for good behaviour.

We do recognise that for some children lunch time is a long time and some structure can be very supportive. We also recognise that some children struggle with the social aspect of lunchtimes – Keep Calm Club can also be used to support children with the development of key social skills, such as turn taking, identification of feelings, know how to make friends etc... The purpose of Keep Calm Club is not to be a 'detention' but instead, to be a restorative teaching and learning opportunity for children.

Kippax Ash Tree has also developed 'The Nurtury' a nurture based provision for EY/KS1 aged children. The set-up of the provision has been funded by East Area Inclusion Partnership and can be accessed for advice, support, and respite and mentoring by other schools in our 'Family of Schools'

As a Brigshaw Trust school we are able to access the Guidance and Support referral route to other agencies for advice, support and therapeutic services. In cases where a referral is made to Guidance and Support (G&S) parental permission is sought and the referral is completed in partnership with the parent.

Kippax Ash Tree adheres to the transition protocol and approached as devised by Leeds City Council. School will, wherever possible, visit the setting of previous / next schools to ensure a full and thorough hand over takes place. We ensure that there is acknowledgment and receipt of any relevant paperwork.

Learning Mentor and Pastoral Team Support is available to carry out small group or individual work with children to prepare for transition points in their lives.

We believe that Safeguarding is paramount. We value the voice of the child and believe that they are being truthful. Through high quality relationships we feel we are able to forge trusting relationships that allow us to be able to be open and honest with children – as they can be with us.

In the event of an allegation being made against a member of staff by a child / or their representative we would follow the 'allegations against staff guidance' as provided by Leeds HR.

In the event of a false allegation being made we would ensure that a full restorative process is put in place ensuring the 'victim' voice is clearly heard and understood throughout the process.

After consultation with pupils, parents, and all staff, this policy was reviewed & amended Jan 2016