

Behaviour Policy

Knotty Ash Primary School

2022-2024



RATIONALE

Our behaviour policy is based upon the principle of encouraging children to take responsibility for their own behaviours. We use a positive discipline approach with a focus on rewarding pupils for positive behaviour as a first means of behaviour management.

We have the highest expectations for the behaviour of all pupils. Although we do recognise that some pupils will need more support than others to ensure that they act in an appropriate manner within the school environment.

THE AIMS OF THIS POLICY ARE:

- To encourage a positive learning environment that is a place of safety for all children regardless of class, gender, disability, sexuality or race.
- To promote an agreed understanding of what is meant by good behaviour by all members of the school community.
- To promote a positive ethos where recognition is given for good behaviour.
- To ensure all staff, teaching and non-teaching, have an important role in encouraging good behaviour.
- To ensure all pupils, staff and parents have a clear understanding of the consequences of misbehaviour.
- To encourage all children to value themselves, their efforts, their class and school so that they grow socially, personally and intellectually.
- To encourage all pupils to develop relationships where they are considerate to all members of the school community.
- To involve parents in partnership with the school.
- To eliminate any bullying behaviour in the school.
- To eliminate any racist behaviour in the school.

At Knotty Ash Primary School we work together with all stakeholders to achieve these aims.

This policy should be read in conjunction with the following policies: Anti-Bullying, Teaching and Learning, Attendance, Home School Agreement, SEN, Equality, Diversity and Inclusion.

Our school behaviour policy is based upon the 'Golden Rules'. The Golden rules are a set of agreements that guide our behaviour towards others. They teach

children moral values and, importantly, underpin interactions between children and adults throughout the school. They encompass the key broad moral values and cover the categories of being kind, honest, gently, listening well, working hard and looking after property.

This focus on 'Golden Rules' underpins all our behaviour work and it is further developed by additional rules within each classroom, on the playground, in the hall and around school. The same principles underpin behavioural expectations in class, around school, in the dining hall and on the playgrounds.

CLASS RULES:



Rules are displayed clearly in every classroom and referred to, reminding children of the behavioural expectations.

BEHAVIOUR AROUND SCHOOL

Children are expected to apply the class Golden rules throughout their interactions around school.

LUNCHTIME IN THE DINING HALL



Lunchtime staff can award certificates for exemplary lunchtime behaviour.

PLAYGROUND RULES



CURRICULUM:

Our whole school curriculum ensures that all members of staff understand the importance of a relevant, exciting and supportive curriculum and we believe that this is a most powerful tool in helping us to prevent and change poor

behaviour. We believe that everyone learns in different ways and we aim to include all children by addressing their different learning styles. We encourage children through PSHE and Philosophy sessions, to respect different points of view and give them the skills to resolve conflicts appropriately.

PERSONAL RESPONSIBILITY

At school we believe that it is important to talk to the children about their behaviour. We understand that everyone makes mistakes and will always seek to encourage personal responsibility for acknowledging the poor behaviour and taking action to 'put things right' and change poor behaviours in the future. If an incident occurs then the staff dealing with the children will be responsible for talking to the children and taking any necessary action. They should use the following questions as a basis for their discussions

- What happened?
- Who else has been affected by this?
- How do you think they feel about it?
- What can be done to prevent this happening again?

Depending on the severity of the incident a member of staff may refer to the Deputy Headteacher or Head Teacher. The school's Social Inclusion Officer may also be involved with the aim of supporting the child and helping to change the inappropriate behaviour.

ROLE MODELS:

At Knotty Ash we believe it is vitally important that both staff and pupils model the behaviour that we aspire to within our school. Based upon the principles of respect we encourage pupils to develop the maturity to resolve their own conflicts. We therefore encourage and facilitate the role of positive pupil role models who will have the skills to support their peers in resolving conflicts and arguments sensibly. These are

- **Prefects**- pupils from Y6 who take on responsibilities such as monitoring behaviour in corridors, cloakrooms, toilets, dinner hall. These prefects are identified to all pupils through wearing a badge and it is their responsibility to encourage good behaviour in their peers and to report any inappropriate behaviour to adults in school.
- **Play Leaders** – Children from Year 5 are trained to be Play Leaders. They take responsibility for supporting KS1 children on the Infant Yard at playtimes, on a rota basis.
- **School Councillors** – Two school councillors are voted for by their classmates. They are responsible for representing the views of their class, in meetings with teachers, Deputy Headteacher and Headteacher.

REWARDS AND SANCTIONS:

To help us achieve our aims the school has agreed rewards and sanctions which provide a framework to ensure a **consistent approach**. **All staff in school use the same rewards for positive behaviour and follow the same sanctions for breaking school rules.**

These are clearly communicated to children, parents and staff on a regular basis through Home-School agreements, newsletters and assemblies.

Every class in the school uses Dojo points as a way of giving the children immediate positive feedback throughout each day. The children collect these points on a weekly basis, both on an individual level and for their school house. We celebrate the achievements with the children at a weekly assembly, where we award a 'winner' from each year group (the child or children with the most Dojo points that week) and also, a house winner (the school house with collectively, across the whole school, the most Dojo points.) The individual children receive a prize from our school prize cabinet, and the children in the winning house, receive an extra play time. Our school house names are: Oz, Neverland, Wonderland, Narnia and Hogwarts; every child in our school belongs to one of these houses.

In addition to this, we run a termly 'bonus prize' for the house that wins the most weekly awards that term. The children in the winning house receive an additional prize for all of their hard work that term. This is awarded at the last assembly of the term.

It is important to state that children can receive Dojo points but they cannot have them taken away as a punishment. We view this system as a positive reinforcement system. All of our classes follow this procedure.

REWARDS & GOLDEN TIME

At Knotty Ash Primary School we believe that rewarding positive behaviour should be at the forefront of our classroom management techniques, our rewards should be used to praise pupils who are following our school rules and as a means to encourage other pupils not following them to modify their negative behaviours. These rewards are consistent across the school so that all staff can take responsibility for celebrating success.

Golden Time

At the start of the week, all children have automatic entitlement to half an hour 'Golden Time' from 2:20 – 2.50pm on Friday afternoon.

Rewards for individuals

Children keeping the rules will be rewarded as follows:

- Praise; smile; special sign (e.g. 'thumbs up')
- Dojo points
- Stickers; comment or smiley face on work etc
- Sent to HT for praise/sticker
- Awarded 'Star of the Day'
- Awarded Praise card in Monday's Praise Assembly

Attendance Award

The class with the highest attendance for the week receives a trophy in the weekly assembly. They are celebrated in our school community and applauded by their peers and teachers.

Zone Boards

Zone boards are used as a visual behaviour management tool for children who require a visual reminder of their behaviour. This is not something that we provide for every child, only the children we feel require, or would benefit from it.

It has 3 zones: red at the bottom, amber above, green at the top. Each child has their name/face in green at the start of the day. They aim to stay in the Green zone. For children on Zone Boards, the rewards for staying in the Green Zone are individually negotiated, taking into account personal motivators. Likewise, sanctions will be determined on an individual basis, but are likely to include reduced playtimes/iPad time/Golden time.

SANCTIONS FOR CHILDREN NOT KEEPING THE RULES

- Displeased look or similar, (non-verbal)
- Verbal warning making clear what the negative behaviour is with reference to the Golden Rules
- Isolated to separate table or chair in order to enable refocus complete task
- Loss of Golden Time in 5 minute increments
- A part or full playtime lost (to complete missed work or to avoid further disruptive behaviour at playtime)
- Sent to another classroom to complete work
- Sent to Deputy Headteacher
- Sent to Head Teacher
- Parent informed by phonecall , face-to-face meeting or letter

Behaviours requiring sanctions include:

- Any breaking of rules
- Swinging on chair
- Interrupting/calling out
- Running inside the school building

- Being in the wrong place at the wrong time
- Ignoring instructions
- Silly noises
- Pushing in line
- Rudeness
- Affecting other pupil's learning
- Inappropriate remark to other pupils

Persistent Offenders

If a child regularly struggles with poor behaviour, parents will be asked to come into school to talk about the situation. This may result in a behaviour contract being drawn up with three targets for the child to focus on. These targets would be monitored via a sessional smiley face chart. This would be shared with parents at the end of each week.

Serious Incidents

Occasionally the situation may require serious consequences to be enforced immediately without going through the sanctions.

These may include:

- Swearing or other unacceptable language
- Throwing objects with intent to harm
- Harming someone
- Damaging school/pupil's property
- Leaving class without permission
- Repeated refusal to do set task
- Continued or more serious cheek/challenge to authority
- Bullying
- Fighting
- Racism
- Stealing
- Verbal/physical abuse to any member of staff.

Where there are serious incidents the following sanctions will be in place:

For class based 'serious incidents'

1. Loss of next playtime
2. Time out of class working alone without causing disturbance (up to one hour) if behaviour improves then the pupil can return to class.
3. Behaviour contract introduced
4. Fixed Short term exclusion

For playground (Playtime/Lunchtime) based serious incidents

1. Loss of next playtime/lunchtime
2. Sent to Deputy Headteacher with potential loss of all playtime/lunchtimes that day
3. Behaviour contract introduced
4. Fixed Short term exclusion

Any discussions with parents will be recorded on Parent/Carer discussion forms and copies given to the Headteacher.

Racist Incidents/Homophobic Incidents

Racist and homophobic incidents will be taken seriously and dealt with in line with our school anti-bullying policy. Where it is a one off incident it will be treated as a serious incident and follow the procedures above.

The Behaviour Policy in relation to the Equality ACT 2010 in respect of students with SEND

Knotty Ash Primary acknowledges its legal duties under the Equality Act 2010 and in respect of students with SEND. All incidents are investigated, and reasonable adjustments made for students on the SEND register.

Additional Support with Behaviour

Where school staff, including SENCo, identify a child's behaviour may need professional support, we may, in partnership with parents, recommend referral to external agencies such as ADHD Foundation, Seedlings etc. for emotional regulation support.

Physical Intervention

In the rare circumstances that it becomes appropriate to use physical intervention, it will be used as an act of care and not punishment and staff will follow the guidelines outlined below. Staff are required while taking any of the action detailed in this policy to ensure that the pupil understands that this is a last resort and security of the pupil is continually maintained.

Section 550A of the Education Act 1996 sets out the circumstances in which reasonable force may be used by members of staff in schools:

- When a pupil is committing an offence
- When a pupil is causing personal injury or damage to property
- When a pupil is engaging in any behaviour prejudicial to the maintenance of good order and discipline in a school or among any of its pupils
- Where action is necessary in self-defence
- Where a pupil attacks another pupil or a member of staff
- Where a pupil absconds from class or tries to leave the school, in circumstances where that pupil could be at risk if not kept in the classroom or school.

Members of staff will need to rely on their professional judgement about whether or not to physically intervene by placing themselves in a hazardous situation or standing back and thereby allowing a pupil or colleague to face a potential hazard. Staff must balance the level and duration of the intervention against the seriousness and likely consequences of the incident.

Duty of Care: The Children's Act 1989 (Section 3 (5) provides that a person who has care of the child but does not have parental responsibility may do "what is reasonable in all circumstances of the case for the purpose of safeguarding or promoting the child's welfare. It is an offence under Section 1 Children and Young Persons' Act 1933 for any person who is responsible for a child to assault, ill-treat, neglect, abandon or expose the child in a manner likely to cause unnecessary suffering or injury to health. Schools owe a duty of care to their pupils. The duty of care requires that reasonable measures be taken to prevent harm. There must be an efficient system of supervision in operation in the school.

What staff will do before and during any physical intervention

Before physically intervening, staff will:

- Remain calm and attempt to engender calm
- Tell the pupil to stop and explain to him/her what will happen if he/she does not stop
 - Use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation. These might include:
 - Continuing to speak and listen to the pupil
 - Employing an appropriate level of eye contact during any dialogue
 - Diverting, distracting, cajoling or humouring, where appropriate
 - Reasoning with and offering appropriate choices to the pupil

Sometimes it might be more appropriate to remove other pupils from the classroom whilst waiting for help. The teacher should inform the pupil that he or she has sent for help. Until assistance arrives the teacher should continue to attempt to defuse the situation orally and try to prevent the incident from escalating.

Whilst physically intervening, authorised members of staff will:

- Use the minimum amount of force required to achieve the desired outcome
- Tell the pupil that physical restraint will stop as soon as it ceases to be necessary
- Continue to use a range of non-physical interventions aimed at calming or defusing situations in order to prevent further escalation, as above.

Reasonable Force

Whilst there is no legal definition of reasonable force, DfES Circular 10/98 advises that the degree of force employed must be in proportion to the circumstances of the incident and the seriousness of the behaviour or the consequences it is intended to prevent. The use of force is unlawful if the particular circumstances do not warrant it. The use of force is lawful if doing nothing may be deemed as negligence. The degree of force should take into account the age, understanding and sex of the child. When force is necessary, it must be used in ways that maintain the safety and dignity of all concerned. In any situation, a person should be able to demonstrate that any action taken was

not based on revenge, retaliation or punishment. Failure to comply with the above should be dealt with under disciplinary procedures.

A potentially dangerous situation may involve staff in:

- physically interposing between pupils
- blocking a pupil's path
 - holding
 - pushing
 - pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back
 - (in more extreme circumstances) using more restrictive holds

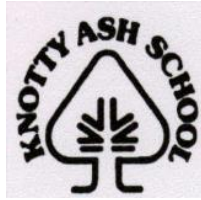
Staff are not permitted to act in a way that might cause injury, for example by:

- holding a pupil around the neck, or by the collar, or in any other way that might restrict the pupil's ability to breathe
- slapping, punching or kicking a pupil
- twisting or forcing limbs against a joint
- tripping up a pupil
- holding or pulling pupil by the hair or ear
- holding a pupil face down on the ground

The use of any degree of force is unlawful if the particular circumstances do not warrant the use of physical force. Physical force cannot be justified in a situation that could clearly be resolved without force, for example to prevent a pupil from committing a trivial misdemeanour. Staff who are permitted to use reasonable force to control or restrain pupils Section 550A of the Education Act 1996 permits adults who have lawful charge or control of pupils to use reasonable force to control or restrain them.

All incidents of physical intervention should reported immediately to a member of the Senior Leadership team and this should be followed up with a written report as soon as possible after the incident occurred.

Most members of staff have received MAPA training.



Appendix 1 KS1

Name

Year Group.....

Date.....

Please answer these questions

What happened?

What school or class rules did you break?

Who else has been upset about this?

Next time I will try



Appendix 1 KS2

Name Year Group..... Date.....

Please answer these questions

1. What happened and how did it happen?

2. What part did you play in it?

3. What rules did you break?

4. How were you affected?

5. Who else has been affected by this?

6. What do you need to do to make this right?

7. What would you do next time to stop this happening again?
