

Kingsway Junior School

'Developing Confident, Enthusiastic and Happy Learners!'

Behaviour Policy

Responsible committee	Governing Body
Date Reviewed	Summer 2024
Next Review	Summer 2025
Signed on behalf of the Governing Body	<i>Nicola Santamaria</i>
Print Name	Nicola Santamaria

Dignity Statement

Kingsway Junior School is committed to providing a learning environment where all children are treated with dignity and respect. As stated in the UN Convention on the Rights of the Child, all children are born with dignity, which cannot be taken away, regardless of behaviour, ability, disability, race, economic background, gender, sexuality or beliefs. Duty Bearers' protection of children's rights affords them this dignity and enables them to access education free from barriers.

Kingsway Junior School

Our Pledge

**I will believe in myself.
I will celebrate my successes and my mistakes And
challenge myself each and every day.**

**I will show respect and kindness to others.
I will keep to the rules of my school and country.
I promise to try!**

Introduction

This policy aims to provide staff with a consistent approach towards behaviour and discipline. It is to be used to inform all stakeholders of the school's approach to managing pupil behaviour – a therapeutic and nurturing approach.

Aims

At Kingsway, our intention is that...

- pupils feel secure and understand the school's expectations and consequences
 - all staff know what is expected of them and understand the importance of deescalating behaviour.
 - we offer a therapeutic approach.
 - the policy is for all pupil, including those with SEND.
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1. Based on section 89 (1) of the Education and Inspection's Act 2006, it is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. Our aim is that all children will become positive, responsible and increasingly independent members of the school community.
 2. The school acknowledges its legal duties under the Equality Act 2010, in respect of safe guarding and pupils with Special Educational Needs (SEN).
 3. We treat all children fairly and will apply the behaviour policy in a consistent way.
 4. The school rewards pro-social behaviour, as it believes that this will develop an ethos of kindness, respect and co-operation.
 5. This policy is designed to promote pro-social behaviour, rather than focusing on antisocial behaviour. It is also about behaviour expectations and a positive culture. It is based on the DFE Behaviour in Schools - September 2022.

Therapeutic approach

All staff are trained in a 'therapeutic thinking' approach from Hertfordshire.

Hertfordshire's therapeutic thinking is a therapeutic approach to positive behaviour management and is already well established in many of our education settings and services. The 'therapeutic thinking' approach is based on the following principles:

- shared focus on inclusion of all children and young people within their educational settings
- a shared set of values and beliefs
- open and shared communication
- a shared commitment to diversion and de-escalation
- shared risk management
- shared reparation, reflection and restoration

Negative experiences can create negative feelings. Positive experiences create positive feelings. All adults are responsible in understanding why a pupil is showing problem or difficult behaviour and support them to change into a more pro-social behaviour approach.

Pro-social behaviour

At Kingsway, we promote pro-social behaviour through our behaviour ladder.

Pro-social behaviour refers to a range of positive behaviours including positive interactions and voluntary acts that are intended to benefit themselves and others.

The ladder gives examples of some pro-social behaviours that could be used. These prosocial behaviours are rewarded by children moving up the ladder. Children could also receive the following:

- Housepoints/ teampoints given for learning and positive behaviour
- Golden book linked to learning
- Pots of Gold and Treasure Chest certificates
- Rights Respecting certificates
- Attendance awards
- Behaviour achievement cards for 100, 200, 300 and 400+ points
- Punctuality prizes

Anti-Social behaviour

Anti-social behaviour is acting in a way that may cause harm or distress and the lack of consideration for the well-being of others. It is imperative that there is a consistent approach. Staff will be clear and concise in their expectations and instructions. Staff should also continue to praise pro-social behaviours and allow time for the pupil's behaviours to change. All adults in the school should endeavour to minimise anti-social behaviour and de-escalate using clear strategies and language. Anti-social behaviours should be addressed in a resolution manner – the discussion and resolution should be clearly linked to the anti-social behaviour displayed.

If anti-social behaviour persists, 'Steps' procedures such as Roots and Fruits, Anxiety Mapping and Risk Management Plans will be used to further support the child.

Where a pupil has SEND, their specific needs alongside any reasonable adjustments and, where necessary, an EHCP will be taken into account.

If a child is displaying unsafe or dangerous behaviour, escorting the child away from the situation may be the calmest and safest approach. It is the responsibility of the adult to follow the guidance and de-escalation scripts in order to support the pupil (*see appendix 1*).

With a therapeutic approach, it is believed that the consequences should be protective or educational. Protective behaviours may include time out, moving the pupil's learning space or limited breaks or lunchtimes with peers, whereas educational consequences may be helping to repair / tidy, research or even completing tasks to support further understanding. Consequences will be discussed with the pupil, linking to what has happened. For example, if there is an incident at playtime, the consequence is also linked to playtime.

Emotional literacy

Emotional literacy involves having self-awareness and recognition of your own feelings and knowing how to manage them, such as the ability to stay calm when you feel angry or to reassure yourself when in doubt. It includes empathy, i.e. having sensitivity to the feelings of others.

Staff have also all been trained on SEL – social emotional learning. Social and Emotional Learning refers to the process through which children learn to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Bullying and Harassment

Developing a whole-school approach to bullying takes time, effort, education, attitude change and behaviour change by all members of the school community. We take the issue of bullying seriously, and work with members of the school community to tackle this. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see our Positive Relationships Policy for further details.

Roles and responsibilities

Behaviour, like any other set of skills and responses, is learnt and, therefore new behaviours can be taught. As adults, we have the responsibility for giving every young person the best possible chance to make right choices and to succeed. Teaching desired behaviour is vital for all children and will be part of the class charter at the beginning of the academic year.

Class teacher

- It is the responsibility of the class teacher to have high expectations of the children in terms of behaviour, to ensure that the school rules are enforced in

their class, and that their class behaves in a responsible manner during lesson time.

- The class teacher treats each child fairly and enforces the classroom rules, warning and praise systems consistently. The teacher treats all children in their class with respect and understanding. The rainbow chart is used in class to move children up the pro social chart. The anti social part of the chart is looked at by the pupils with the teacher to explain actions and consequences. This is no longer up on the wall with the chart.
- The class teacher may liaise with the SENCO and external agencies, as necessary, to support and guide the progress of each child. Some children may have targets to improve their behaviour.
- For some pupils with different needs or who may be on the SEND register, they may need a slightly different approach. Whilst the behaviour ladder may still be used, additional support must also be put in place such as the use of individual targets, behaviour cards or separate work with the pupil to support their understanding such as nurture groups.
- Communication with parents is paramount. The class teacher will report to parents about their child's behaviour at parent's evenings and in end of year reports. It is important to discuss incidents with parents. The class teacher may also contact a parent at other times in the year if there are concerns about the behaviour or welfare of a child.
- We believe that an appropriately structured curriculum alongside effective learning, make a significant contribution in ensuring appropriate behaviour. We need to teach behaviour as we teach other areas of the curriculum through modelling and praise for good practice. Lessons need to be well planned and engaging for all.
- A calm, well-ordered inclusive learning environment with opportunity to grow within a positive structure is conducive to pro-social behaviour as it is to good learning. All children should be treated sensitively; criticism should never damage self-esteem, focussing on the behaviour rather than the individual child.

Head teacher

- It is the responsibility of the head teacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.
- The head teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The head teacher keeps records of all reported serious incidents of anti-social behaviour.
- The head teacher has the responsibility for excluding pupils according to the guidance below.

Parents

- The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.
- We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive

dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

- If the school has to use reasonable consequences, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher and then SLT. If the concern remains, they should contact the head teacher.
- Parents, carers and visitors to our school should model the expected conduct. This is so we can continue to flourish, progress and achieve in an atmosphere of mutual understanding.

In order to support a peaceful and safe school environment the school ask parents, carers and visitors to help set a positive example to all members of our community.

Governors

- The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.
- The head teacher has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues.
- The head teacher must take this into account when making decisions about matters of behaviour.

Exclusions and suspensions

- Only the head teacher has the power to exclude a pupil from school. The head teacher may suspend a pupil for one or more fixed periods, for up to 45 days in any one school year. The head teacher may also exclude a pupil permanently. It is also possible for the head teacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this. Exclusion from school will be considered in extreme cases in line with HCC guidance
- If the head teacher excludes a pupil, the head informs the parents immediately, giving reasons for the exclusion. At the same time, the head teacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body.
The school informs the parents how to make any such appeal.
- The head teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term suspensions beyond five days in any one term.
- The governing body itself cannot either exclude a pupil or extend the suspension period made by the head teacher.
- The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

- When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated.
- If the governors' appeals panel decides that a pupil should be reinstated, the head teacher must comply with this ruling.

Monitoring and Review

- The head teacher monitors the effectiveness of this policy on a regular basis. The head also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.
- The school keeps a variety of records of incidents of anti-social behaviour.
- SLT keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded on the school system.
- It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The head reports any exclusion at the termly full governing body meeting.

The governing body reviews this policy every year. They 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.

Appendix 1: Strategies for responding to unwanted behaviour

Positive Phrasing:

- stand next to me
- put the pen on the table
- walk in the corridor
- switch off the computer screen
- walk with me to the library
- stay seated in your chair
- come and sit next to me for a story
- please/thank you

Limited Choices

- Where shall we sit and talk, here or in the library? □ Put the pen on the table or in the box
- I am making a drink, orange or lemon?
- Are you going to sit on your own or with the group?
- Are you starting your work with the words or a picture?
- Would you like to sit on the chair or the beanbag?

Disempowering the behaviour

- You can listen from there
- You can listen to the story from there
- Come and find me when you come back
- Come back into the room when you are ready

Consequences

- We will check you understand the story before going out for break time

De-escalation Script □






Child's name






- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and....

De-escalating body language (SLT or behaviour support staff)

- Outside of an outstretched arm (distance away)
- Sideways stance
- Leaving an open door
- Relaxed hands
- Managing height (same height as child)

Policy for Physical Intervention in response to serious incidents (separ

Pro-social behaviours						
		Sunshine	Ray of Sunshine	Rainbow	Pot of Gold	Treasure
						
	Behaviours	<p>Listen to instructions and advice from all adults</p> <p>Speak with respect to adults and pupils</p> <p>Be willing to turn a negative situation around with a positive response</p> <p>To perform an act of kindness for adults or pupils</p> <p>Showing a positive attitude to learning and behaviour</p>	<p>Show an increasing independence during learning</p> <p>Following instructions and advice calmly during a difficult situation</p> <p>Demonstrate a persistently positive attitude to learning</p> <p>Demonstrate persistent thoughtfulness to others</p> <p>Show an increasing understanding of how demonstrating respect leads to respect</p> <p>Turning a negative situation into a positive outcome</p>	<p>Show leadership or a willingness to assist others</p> <p>Encourage kindness in others and lead by example</p> <p>Taking a leading role in promoting respect</p> <p>Representing the school in a positive manner</p> <p>Be truthful about situations when others are encouraging to lie</p>	<p>Show an exceptional attitude to learning with an outstanding piece of work</p> <p>Take a leading role in encouraging listening skills in others</p> <p>Encourages a positive attitude in others</p> <p>Perform an act of kindness</p> <p>Demonstrates respect on a consistent basis</p>	<p>A persistent attitude to improving learning</p> <p>To demonstrate exceptional listening skills in a related task or piece of work</p> <p>A pupil who shows spirit to benefit others</p> <p>Perform acts of kindness</p> <p>Manners and acts lead to recognised respect from the local community</p> <p>Takes a leadership role among pupils to develop school spirit</p>
	Awards	Verbal praise	+2 House points	+3 House points	+5 House points Visit to SLT or Deputy Head	+10 House points Visit to the headteacher

Anti-social behaviours						
		Sunshine	Cloudy	Rain Cloud	Thunder Storm	Hurricane Level 4
						
BEHAVIOUR DESCRIPTOR	Behaviours	<ul style="list-style-type: none">♦ Wandering around classroom♦ Ignoring adult requests♦ Disturbing learning♦ Calling out♦ Throwing or flicking small items♦ Interfering with the property of others♦ Distracting others♦ Fiddling with things♦ Unwanted physical contact: jostling, small pushes or shoves, poking, invading personal space.	<ul style="list-style-type: none">♦ Choosing not to change behaviour♦ Initial refusal to follow an instruction♦ Refusing to do work/avoiding work♦ Not handing in homework♦ Answering back♦ Repeated ignoring of adult requests♦ Unkind or rude comments♦ Insulting others♦ Denial of inappropriate behaviour♦ Defacing own or others work♦ Accidental damage to school or personal property♦ Encouraging others to misbehave by laughing at or encouraging their poor behaviour choice♦ Intentionally preventing others from learning♦ Play-fighting♦ Screaming♦ Excluding others from games, conversations or activities	<ul style="list-style-type: none">♦ Persistent Cloudy behaviour♦ Not following uniform policy♦ Persistently not handing in homework♦ Unwillingness to reflect on an incident or behaviour♦ Saying unkind things to others♦ Lying or rumour spreading♦ Minor deliberate damage to property♦ Disrupting the class so that learning is affected♦ Manipulating others to make a poor behaviour choice♦ Repetition of negative behaviour♦ Minor physical assault: Deliberately hurting someone else including hitting, pinching, pushing♦ Spitting on things♦ Regular incidents of unkindness to different individuals.	<ul style="list-style-type: none">♦ Persistent Rain Cloud behaviour♦ Leaving the classroom without permission♦ Refusing to follow any instruction from any member of staff♦ Swearing♦ Lying to get a child or adult in trouble♦ Insulting others♦ Proven stealing of school or personal property♦ Graffiti♦ Persistent, significant disruption to learning♦ Using threats to force others to make poor behaviour choices♦ Threatened violence♦ Fighting♦ Deliberately hurting another child including emotionally♦ Regular incidents of unkindness to the same individual.	<ul style="list-style-type: none">♦ Persistent Thunder Storm behaviour♦ Leaving the school site without permission♦ Swearing directly to intentionally hurt or abuse someone♦ Racist, religious, sexist and homophobic abuse, taunting or harassment♦ Threatening remarks♦ Arson♦ Serious deliberate damage to school or personal property♦ Disruption to learning through physical, verbal or emotional abuse of pupils or adults♦ Trying to deliberately hurt someone else♦ Possession of an object that could be used intentionally to harm someone♦ Serious fighting♦ Serious physical assault: including hitting, strangling, punching, pinching, kicking♦ Spitting at someone♦ Serious wounding♦ Causing injury by biting♦ Sexual misconduct♦ Proven and persistent bullying.♦ Continued repetition of negative behaviours despite being addressed previously.
	Consequences	<p>The look</p> <p>Rule reminder</p> <p>Reprimanded by the teacher</p> <p>Positive Reinforcement</p>	<p>Warning</p> <p>Possible movement of space / chair within the classroom</p> <p>Teacher may informally speak to parents</p>	<p>Time out</p> <p>Possible loss of break time</p> <p>Teacher verbally informs parents</p> <p>Recorded on school system</p>	<p>Possible removal from class / playground</p> <p>Loss of break and lunchtime for a definite period (up to 5 days – decided by SLT)</p> <p>SLT or Deputy informed</p> <p>Recorded on school system</p>	<p>Consideration of exclusion</p> <p>SLT/ Head teacher informed</p> <p>Recorded on school system</p>
	Playtime consequences	<p>Reminder of rules by staff</p> <p>Children asked to walk with an adult to reflect on their behaviour</p>	<p>Children asked to have a ‘time out’</p>	<p>Loss of part of break / lunch</p> <p>Teacher informed</p>	<p>Incident referred to Deputy or SLT</p> <p>Loss of rest of break / lunch</p> <p>Parents will be contacted</p>	<p>Internal or external exclusion</p> <p>Meeting with parents and a possible action plan drawn up</p>

