



KINGTON ST MICHAEL CE PRIMARY SCHOOL

BEHAVIOUR POLICY

AIMS

- * To support the overall aims of the school
- * To create a safe, caring and positive learning environment for pupils and staff
- * To provide a clear code of conduct for the use of all at KSM
- * To enable each child to take responsibility for their own actions
- * To support children through help and encouragement
- * To support children with specific behaviour problems

PHILOSOPHY

We recognise and value the importance of good behaviour. Behaviour that enables all children to learn, and teachers to teach in a safe environment. In order to achieve this we believe that **everyone** is responsible for working together to create a positive and consistent approach.

In developing the Behaviour Policy we have acknowledged the ideas of Circle Time, Assertive Discipline, Emotional Literacy, and Equal Opportunities. We will continue to use the ideas from these in the continuing development of our Behaviour Policy.

The Behaviour Policy is a working document and therefore will be monitored, reviewed and updated as appropriate. We welcome feedback and discussion.

Developing good relationships

Our ability to behave and learn well is affected by how we feel about ourselves - our self esteem. Our feelings of worth or self esteem develop from relationships with each other. Children will model themselves on adults in the school, therefore it is vital that we are aware of the need to build up the quality of relationships; adult to adult; and adult to child, to set the best possible example to children. In all relationships adults need to:-

- smile, show warmth
- know the name of the person we are communicating with - and use it
- listen carefully
- give positive attention
- show basic courtesies
- ask questions gently
- make sure we do not interrupt
- ensure that we do not 'put down' the other person
- be spontaneous and honest
- share feelings
- take action where necessary
- be seen to be fair

POLICY INTO PRACTICE

GOLDEN RULES: - The Golden Rules underpin the whole Behavioural Policy. The Golden Rules are appropriate at all times and in all places. The rules should be discussed with the children so that they understand them and appreciate the need for them. The Golden Rules are on view throughout the school as a constant reminder to everyone within the school.

CLASSROOM RULES/ROUTINES: - The class teacher and the children will establish the classroom rules/routines specific to their class. These rules will be displayed as a reminder to everyone within the class.

SCHOOL RULES/ROUTINES: - Specific rules/routines need to be established for certain places and activities to retain focus and maintain safety. These places are:-

- * In whole school assembly
- * Walking around the school
- * In the playground and at playtimes
- * In the toilets
- * In the nature area
- * On the school bus
- * In after school clubs

SANCTIONS AND REWARDS:

Rewards: - Rewards are given to recognise and reinforce good behaviour. They can be given to an individual, group, class or whole school.

Appropriate rewards:- House Points, Golden Time, verbal praise, non-verbal praise, through marking if work, extra responsibility, showing work to the headteacher, stickers from the headteacher, sharing achievements with parents, sharing achievements with parents more formally with a letter or certificate to take home, sharing assemblies (whole school recognition for achievement), stickers, etc.

Sanctions: - When the rules are contravened there must be appropriate sanctions which are fair and consistent. We feel that the child must recognise their inappropriate behaviour but also realise that they have a choice..... They can choose to behave.

To this end we have devised a hierarchy of sanctions. The child will only progress through the hierarchy should they choose to continue their behaviour.

INDIVIDUAL BEHAVIOUR PLAN (I.B.P.):- We recognise that some children will have a specific behaviour problem, which may need addressing on a more individual basis. It is essential that the class teacher monitor the behaviour in order to ascertain the need for an Individual Behaviour Plan.

The Individual Behaviour Plan form will be used to record the behaviour plan and will be shared with the child and parents.

The I.B.P. should be a joint commitment involving all those concerned. It is not to punish the child but a tool to enable them to take control of their behaviour. If a child has a specific behavioural problem it may be necessary to address this to all children working with the specific child in order that they may understand and help.

Unacceptable Behaviour

There is no place for violence, bullying, harassment (Racial or sexual and of any other sorts), vandalism, rudeness to adults, or bad language in school and these must always be discouraged. Persons observing or experiencing bullying, harassment or vandalism are encouraged to enlist the help of adults in the school to resolve problems of this type.

Over a period of time it may be recognised that a child may not successfully work within our school behaviour policy. If this is deemed to be the case, an individual policy will be drawn up.

If the problem persists it may be necessary to inform outside agencies such as the educational psychologist. The last resort is exclusion from school on a temporary or permanent basis following Wiltshire's policy on exclusion.

BULLYING

Bullying will not be tolerated. If anyone perceives themselves to be bullied it will be dealt with immediately and sensitively. All children at KSM are encouraged to share their worries with an adult. We ask all adults to discuss any worries disclosed to them by a child or any inappropriate incidents they have seen or had reported to them with the head teacher immediately. The concerns can then be dealt with sensitively and confidentially.

The school's Anti-Bullying Policy has been written by the School Council and shared with all children.

SCHOOL RULES AND ROUTINES

WHOLE SCHOOL ASSEMBLY

Enter the hall silently

Sit in designated class areas

Sit cross legged with their hands in their lap. (unless unable to do so due to physical constraints)

Listen politely to those conducting the assembly

Put hand up before speaking

When directed, leave the assembly quietly

WALKING AROUND THE SCHOOL

Walk around the school

Hands should be behind your back

Be quiet when moving about the school

Open doors for others

PLAYTIMES

Stay on the playground unless a member of staff tells you otherwise

Remember to be quiet in the quiet area

Do not climb on anything other than the designated playtrail

When the whistle sounds, stop and listen

Always play sensibly

At the end of playtime, walk to the class line and stand quietly

ON SITE RULES (applicable to all persons at all times when on school grounds)

Do not climb on anything within the school grounds (other than playtrail)

Do not use any school equipment unless supervised by an adult

Do not ride any personal bikes, scooters etc. within school grounds

Treat property and others with respect

Do not enter school grounds when the school is closed

Circle Time

Each class holds a regular circle time, (at least once a week). This is planned for in teachers termly plans. This is a learning strategy, as its names suggest, when the whole class, including the teacher, sit, and take part in activities, in a circle. This time encourages everyone to feel a more valued and committed member of the class. Co-operative activities involving speaking and listening activities and drama strategies ensure that every child experiences success. Teachers and assistants join in all activities, emphasising that they are partners in the process of developing responsibility for their own behaviour and not just there to exercise control.

Circle times also allow children to express their concerns and worries and devise solutions with the rest of the group. During circle time teachers put up a notice indicating that the class should not be disturbed except in an emergency.

The circle arrangement in itself is an effective class management tool.

Working with parents

It is the stated policy of Kington St Michael CE Primary School to keep all parents well informed about day to day school life. We do this by displaying policies on the website, publishing regular newsletters, updating the school brochure, holding parents' evenings and formal and informal discussions. We will always strive to take the initiative if groups or individual parents need to be informed of our actions. If we are working with a child with specific behaviour problems we will endeavour to come up with strategies for correcting this behaviour which can be applied both in school and at home. Parents and teachers are expected to meet regularly to review progress.

VIOLENCE AND AGGRESSION AND PHYSICAL RESTRAINT

For aggression and violent behaviour, in which the child maliciously targets or attacks another person or object with the perceived intention to cause harm, there needs to be a separate procedure.

In line with L.A. and government guidelines the school operates a Violence and Aggression Policy.

At Kington St Michael CE Primary School the aim is always to work with children and parents in a positive and constructive way. The school, however, recognises the requirements of Circular 10/98 Section 550A, to inform parents about action that might be taken if a child were involved in a serious incident, for example:-

- attack and hurt another child or member of staff
- run out of school
- put themselves in such a position as to cause themselves harm
- damaging property

If situations such as these arose, staff would intervene and use reasonable restraint - for example, holding a child's hand or arm, blocking a pupil's path. Restraint would only be used as a last resort to prevent a serious incident happening. Parents would be informed of the

situation and with parents' co-operation we would work to develop a behaviour plan which would help the child develop appropriate behaviour patterns.

If restraint is required, or if violent behaviour is witnessed:

1. The child will be removed from the environment or the other children to be taken to another environment. Physical restraint to be used if necessary.
This will need two adults.

- To ensure the safety of the child
- To ensure the safety of the other children
- To ensure that other impressionable children do not witness the behaviour.
- To ensure the safety of any adults involved.

2. The head teacher or person in charge will attend the situation to ascertain what has happened and evaluate the situation.

3. The head teacher or teacher in charge, will telephone the parents of the child and request that they be collected immediately.

It is unfair to expect staff to deal with a child after such behaviour. Everyone concerned needs time to reflect, calm down and discuss how to move on.

If it is not possible, for any reason, to send the child home there needs to be an area within the school where the child can be removed to. There should be two adults. The child must see this as a sanction not a reward.

4. An Incident Report and Investigation Form to be completed by the person in charge of the child at the time of the incident. Supporting evidence should be incorporated.

5. When the child returns to school...he/she will be first seen (with parents) by the head teacher or person in charge, before returning to his/her class. The child will be expected to apologise to members of staff involved. Parents will be seen at the end of the day by the class teacher to discuss any matters.

6. At the meeting with parents it will be explained that should another incident occur the child will be excluded for a period at the discretion of the head teacher.

Issues of behaviour will be explored within the classroom following any incidents.

Policy Approved by: _____S+C Committee___

Policy Approval Date: _____March 2017___

Policy Review Date: _____March 2019___

Our Golden Rules

To be honest

To be kind and gentle

To be helpful

To be polite

To respect property

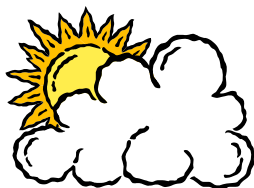
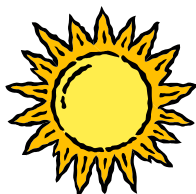
To listen

To always do your best

To be happy at KSM!



INDIVIDUAL REWARD AND SANCTION SYSTEM



Each class will have the three symbols (see above) clearly visible in the classroom.

Each child's name on a laminated card will be stuck on the sun symbol at the start of each day.

- At the start of every day each child's name is on the sun - no matter where it finished on the previous day. Every day is a fresh start.
- Inappropriate behaviour will receive a warning - "If you continue I shall have to move your name down".
- An initial sanction is given by moving the child's name to the half sun / half cloud. (The inappropriate behaviour need not be extreme for this sanction to take place. In extreme cases the name could move straight to the cloud.) Appropriate behaviour from that child can mean his/her name moves back to the sun.
- Further inappropriate behaviour from the same child would occasion the name being moved to the cloud. This results in the loss of 5 minutes of Golden Time. Again, appropriate behaviour moves the name back firstly to the half sun/half cloud and then to the sun. a loss of 5 minutes still stands.
- When the child's name is on the sun, good behaviour can be rewarded by a star or tick on the name card. (More than one tick could conceivably be given, but you may wish to be quite conservative about this!)
- Any name card with a star, which is moved for inappropriate behaviour, automatically loses the star and has to win it again when the name card returns to the sun.
- At the end of the week each child with a star on his/her name will be rewarded, usually with a smiley sticker. The objective is for most children to achieve this reward most of the time.
- Occasionally, at random, the teacher may decide to offer a more substantial end of week reward (extra playtime, a special video, a small sweet, etc.) This is usually done when all children have achieved a star. The intention is not to actually deprive any child of something really special, but rather to let them think that any week just might be the week with the special reward so they need to try all the time!
- A record of children losing Golden Time will be kept by the class teacher. Any child losing Golden Time in three consecutive weeks will have a letter sent home to parents informing of their continued unacceptable behaviour.

CLASS REWARD AND SANCTION SYSTEM

(Earning Golden Time)

Each class will have a Golden Time Chart clearly visible in the classroom.

Golden tokens, each representing one minute of whole class Golden Time (maximum 35 minutes) will be kept near the chart.

- The reward of a golden token is for whole class good behaviour. Golden Time is earned for the whole class and should be a team effort
- Any member of staff may award Golden Time to a class if they are behaving well (eg. in assembly, at lunch, in the playground, with another teacher)
- Golden Time may not be taken away from the chart but individuals may lose minutes through inappropriate behaviour
- The number of minutes collected in the week will decide how long the class will have for Golden Time at the end of the week
- Each Monday will begin afresh with a clear Golden Time chart

HOUSES

In order to encourage teamwork, the school operates a House system in order to reward good behaviour, manners, work, etc.

- There will be four Houses with every child in the school being a member of one House
- Siblings in the school will be in the same House
- A child will remain in the same House throughout their time at KSM
- Houses will have a name, colour and logo to identify them
- House Points will be awarded by staff throughout the school
- House Points can be awarded for anything - good manners, good work, sport, extra curricular activities, effort, etc.
- House Points will be collected and counted each week
- A display in the Hall will show how many points each House has collected and scores will be announced and updated each Friday in assembly
- A boy and girl in Year 6 will be chosen as House Captain for each House
- Captains will change each two terms so as to allow all Year 6 to be a Captain
- A trophy will be awarded to the winning House at the end of each academic year (July)
- Children will take part in a range of House competitions throughout the year such as quizzes, Handwriting competition, poetry recital, etc.
- Sports Day will continue as normal but House Points will also be awarded

The Houses are:

Saxons - Red House with a shield as a logo

Tudors - Green House with a Tudor rose as a logo

Vikings - Blue House with a ship as a logo

Romans - Yellow House with a helmet as a logo

What will happen if I don't follow the Golden Rules?

Wrong Choice



Warning



Moved on to Sun/Cloud



Moved on to Cloud
Lose 5 minutes Golden Time



Time Out in class



Sent to Miss Cornelius
(straight here for violent/aggressive behaviour)



Letter home to parents



Parents called in to school