

# **Kingswood Parks Primary School**



**Kingswood Parks**  
PRIMARY SCHOOL

## **Policy to Promote Positive Behaviour**

Written – September 2014 – Reviewed Annually  
Last Review April 2022  
Next Review – April 2023

## **Introduction**

This policy should be read in conjunction with Kingswood Parks Primary School's Anti-Bullying Policy, Inclusion Policy and Policy for Positive Handling - Care and Control.

## **Core Beliefs and Principles**

At Kingswood Parks we are strongly committed to encouraging good, positive and caring behaviour, and to promoting self-discipline and regard for rules and authority. We strive to nurture and develop a strong sense of community in which each individual is valued and respected, and in turn takes responsibility for their actions. We fully recognise that parents and carers are our partners in the education process and we strive to involve them in the life of our school community. We sincerely believe that a strong *home-school partnership* works to build positive behaviours in children and to diminish the likelihood of inappropriate behaviours. By working side by side with parents we believe the school can create the culture necessary for every child to achieve their full potential.

## **Aims**

At Kingswood Parks we aim to promote good behaviour at all times and to foster individual responsibility and mutual respect between all members of the school community by:

- implementing systems and procedures that promote and reward positive behaviour;
- ensuring a fair, consistent and age appropriate approach to inappropriate behaviour;
- providing an atmosphere that encourages good social behaviour, and
- by promoting the values of tolerance, democracy, fairness and respect.

We aim to create a learning environment where teachers can teach and children can learn free from disruptive behaviour by:

- establishing rules and directions that clearly define acceptable and unacceptable behaviour;
- ensuring consistent, high expectations of behaviour across all ages;
- ensuring low level behaviours are consistently challenged across all ages;
- encouraging children to consistently follow the rules and directions throughout the school day and school year;
- establishing a system by which teachers can receive support from parents and senior staff, and
- delivering lessons which access, motivate, engage and challenge all children.
- educating the children on e-safety, so that children feel safe online and know how to keep themselves safe online.
- ensuring children know how to maintain appropriate relationships with their peers.

## **Roles and Responsibilities**

Our Behaviour Lead is the Deputy Headteacher; Mr Simon Harris. It is the role of the Behaviour Lead to offer a range of support and advice to promote positive behaviour throughout the school to the teaching and support staff.

It is the responsibility of all school staff to actively promote positive behaviour throughout the school.

We are all collectively responsible for the good order of the school. Any member of staff who observes inappropriate behaviour should deal with it or, if appropriate, quickly refer it on to a senior member of staff so it can be dealt with promptly. The majority of incidents that happen on the playground should be dealt with by the staff **on the playground**.

## **Recording and Monitoring**

All staff should use CPOMS, the school's digital recording and reporting system for safeguarding, wellbeing, behaviour and attendance, to record all issues and incidents relating to behaviour. Write-ups should be an objective recount of events and tagged with the appropriate category, and where appropriate sub-category. The following should be recorded: low level behaviour; serious inappropriate behaviour; adult interventions and responses to incidents; any resulting consequences and conversations with parents regarding behaviour issues. Digital copies of letters home relating to behaviour issues, or scans of hard copies, should be attached to the appropriate incident report.

Incidents that happen on the playground should be dealt with **on the playground** and only referred to the class teacher if the behaviour is deemed to be of a serious nature which requires immediate action. Otherwise, incidents should be recorded on CPOMS by the teacher, ASA, TA or play leader that dealt with the incident and the class teacher tagged in to the incident report.

**The importance of keeping detailed records of behaviour incidents cannot be over emphasised – they allow us to identify patterns and match intervention and support to children that need it.**

Behaviour incidents on CPOMS will be formally monitored by the Behaviour Lead each half term, as indicated on the monitoring timetable.

## **Systems and Procedures**

The systems and procedures for behaviour management within Kingswood Parks Primary School are built around **rewards, responsibilities, rights, rules and consequence**, and a supportive **hierarchy of intervention**.

It is vital that *all* members of staff follow the agreed systems and procedures, and endeavour to use rewards, rules and consequences in a **fair** and **consistent** way at all times.

## Rewards

Rewards are tools that should be used by all members of staff to build a positive environment, where children learn that hard work and good behaviour bring both positive attention and material gain - *children clearly respond to praise and encouragement*. Rewards may be awarded to individuals and, when appropriate, to class communities or the whole school community.

All members of staff should seek to give rewards at every **appropriate** opportunity using the following menu of rewards.

- Praise should be intrinsic and used appropriately to actively promote positive behaviour. Praise should be given in response to **effort** as well as achievement, should be meaningful and made **explicit** - so that the child receiving it clearly understands what it is being given for.
- Additional playtime / reward time may be earned as a class. This should be purposeful and should be used sparingly. For example, used when working towards a specific class short term goal decided by the class teacher (100% attendance or 100% completed homework).
- Prizes awarded by the class teacher – these should be simple, small and age appropriate. They may, for example, include table points or pupil of the day.
- Appropriate stickers – these may appear alongside work in books or children may prefer to wear their sticker. It is imperative that if a child is asked why they were awarded the sticker that they are able to clearly state the correct reason.

### *Whole school*

- A weekly Merit Assembly will be held. The Headteacher or Deputy Headteacher will present merit certificates awarded by the class teacher. The parents of children receiving merits will receive an invitation to attend our assembly and the children who receive merit certificates will have their names displayed on a display in their classroom.
- Upon admission to Kingswood Parks each child, will be allocated to one of four houses. A child can attain a point/star for their house for: good work, politeness, being helpful etc. During Merit Assembly a cup will be awarded to the house that has attained the most point/stars.
- Headteacher *Good News Letters* can be awarded by the Headteacher and Deputy Headteacher. These are instant rewards for good work and should go home with the child the day they are awarded.

## **Menu of Consequences / Sanctions**

Consequences and sanctions may be given to individuals and, when appropriate, to class communities or the whole school community.

- 'Pay-back' or 'time-out' should be at the next available opportunity.
- 'Stay in': children may be kept in at playtime / lunchtime to complete work – this should be facilitated by the class teacher and at lunchtime children should be given sufficient time to have their lunch and a comfort break.
- Move within classroom: child moved to a spare table in an isolated space away from direct contact with other children.
- Move to another class: child removed from their class to another class - under normal circumstances this should be prearranged with phase leader. It should be for a set period of time and a return to class time given – usually the beginning of the next session.
- 'Stay back': children may be kept back after school to complete work – it is the responsibility of the class teacher to ensure parents are contacted. The class teacher should discuss this strategy with parents prior to using it and work closely with them when implementing it. This should be used with discretion and be age appropriate. Phase Co-ordinator should be informed and any such action should be recorded on CPOMS.
- At playtime/lunchtime: children that behave inappropriately on the playground or field may, depending on the severity of the incident:
  - be given a warning then immediate 'time-out' on the playground
  - be given immediate 'time-out' on the playground
  - be removed from the playground and placed under direct adult supervision
  - be required to join adult supervised activities
- Breakfast Club: If a child doesn't follow adult instruction or is disruptive during Breakfast Club the following consequences will apply:
  - they will receive a warning
  - if they continue not to follow adult instructions they will receive a breakfast club ban for a specified period of time within the half-term
  - once they return, if they receive a second warning they will be banned for the rest of the term
- Out of School Learning (After School Clubs):
  - children who persistently misbehave during lesson time will not be allowed to take part in any after school activities;
  - the Out of School Learning Co-ordinator will liaise with SLT, Behaviour Lead and class teachers to ensure the above is adhered to;

- any child who does not behave appropriately during after school activities will not be allowed to attend further sessions.
- In consultation with the Behaviour Lead a child may be:
  - placed in isolation for a fixed period of time – an ‘isolation work list’ should be completed and corresponding independent work should be supplied by the class teacher.

### *Removal from Classroom*

All members of School staff have the legal power to use reasonable force on and off School premises under the s.93 of the Education and Inspections Act 2006. This applies where the member of staff has lawful control, or is in charge of the pupil concerned. It is down to the professional judgment of the staff member whether to physically intervene and has to be judged on a case by case basis. Control could be in a number of forms, passive physical contact such as standing between pupils or active physical contact such as leading a pupil out of the classroom by the arm.

In response to serious/dangerous behaviour pupils can be restrained, with School staff acting in a way to try and avoid injury but the law recognises that in extreme cases it may not always be possible to avoid this. The kind of situations where restraining may be used include:

- fighting with refusal to separate without physical intervention;
- persistent verbal abuse of peer / adult;
- throwing furniture;
- attacking an adult or child, or
- expressing racist or homophobic views – which must also be reported to the Headteacher/ Deputy Headteacher or Assistant Headteacher.

In response to serious/dangerous behaviour: On very rare occasions there will be actions that warrant immediate removal from the classroom. If such a situation occurs, a member of the support staff should seek the assistance of another adult and inform a member of the Senior Management Team and/or Behaviour Lead.

Additional to the above Headteachers and authorised staff members can also use reasonable force to conduct a search for objects that are prohibited by law, this could include Illegal drugs, alcohol and knives.

**Children should *not* be left unsupervised, nor should they be sent to stand outside any room, including the office of the Headteacher, Deputy Headteacher or Assistant Headteacher.**

## *Exclusion*

The decision may be made to exclude a child when:

- any of the above behaviours have been exhibited (*fighting, persistent verbal abuse of peer / adult, throwing furniture, attacking an adult or child, or abuse of any of the groups with protected characteristics*)
- repeatedly presents low level disruption in the classroom;
- repeatedly refuses to follow instructions;
- all of the above consequences and sanctions have been exhausted, or
- behaviour is such that it is likely to endanger the education, welfare or safety of other members of the school community.

In doing so, the school will send a letter to the child's parents/carers which will inform them that their child has been excluded from school, explain the reason for the exclusion, state the period of exclusion and include the pertinent legal requirements regarding exclusion from school.

In doing so, the school will comply with all current guidance and legislation pertaining to exclusion.

When a child returns to school it is very important that we work in partnership with parents and carers to avoid further fixed term exclusions. A reintegration meeting is arranged between the Headteacher or Deputy Headteacher, the parents or carers, the child, the Behaviour Lead and where possible the class teacher. It may also be appropriate to involve the SENCO or Safeguarding and Parental Engagement Lead. The child will not be re-admitted unless this meeting has taken place.

The outcomes of this meeting could involve:

- the implementation of a Pastoral Support Plan or Behaviour Plan;
- the implementation of a Parenting Contract, which in turn may lead to the application for a Parenting Order if a parent refuses to enter into or fails to adhere to a Parenting Contract;
- child being 'identified' to the Whitehouse PRU;
- referral to an external agency, or
- a decision to call a multi-agency meeting.

A named member of staff will monitor the re-integration of the child and the targets / strategies will be reviewed on an agreed date.

## **Hierarchy of Intervention**

### **STEP 1**

*RESPONDING TO ONE-OFF INCIDENTS OF OFFENSIVE OR DISRUPTIVE BEHAVIOUR AND LOW LEVEL BEHAVIOURS*

- All incidents should be recorded on CPOMS;

- The class teacher should inform the child's parents by phone, in person or by letter. The emphasis should be on home and school working together - *evidence shows that behaviour management strategies are most effective when school and parents work together*. Parents should be encouraged to discuss with their child how their poor behaviour can affect others and the consequences that may result if they continue or repeat behaviours.
- 'Quick removal – quick return' to and from classroom may be implemented – letter to parents must be sent home and reply slip returned (reply slip to be given to Behaviour Lead)
- All contact/conversations with parents should be recorded on CPOMS .
- Phase Co-ordinator should be informed – tagged in to CPOMS report.

NOTE: A maximum of 3 such incidents should trigger *Step 2*

## **STEP 2**

### *RESPONDING TO PERSISTENT LOW LEVEL AND CONTINUED OFFENSIVE AND DISRUPTIVE BEHAVIOURS*

- Behaviour Lead (S Harris) should be made aware of emerging pattern of behaviours. [See flowchart, page 12]
- Behaviour Cause for Concern form completed by class teacher and given to Phase Leader. Phase Leader will observe the child and make recommendations to the class teacher. These will be reviewed within 2 weeks.
- Meeting with parents: class teacher to initiate in liaison with Phase Co-ordinator. Class teacher, Phase Co-ordinator and/or Behaviour Lead may be present. Discuss what has been happening and consider ways to both challenge and support the child in changing their behaviour
- Meeting should be recorded on CPOMS - including any specific agreed supportive intervention.

## **STEP 3**

### *WHERE NO CHANGE IN BEHAVIOUR OCCURS OR INAPPROPRIATE BEHAVIOUR ESCALATES*

- Referral to the Headteacher, Deputy headteacher or Assistant head teacher *who will impose a hierarchy of sanctions in liaison with parents, class teacher and Behaviour Lead.*
- Phase Leaders will recommend that a child be entered onto the Cause for Concern register and where appropriate a Positive Handling Plan be written. Children with a Cause for Concern will be reviewed half termly and reviews will consider: specific concerns about the child's social, emotional or mental health needs, individual targets/goals to address the identified needs, strategies to support the child in achieving the targets and any additional rewards or sanctions specific to the child
- Consider entry onto the school's SEN register under the Social, Emotional and Mental Health difficulties (SEMH) category. Referral to external agencies – CAMHS, Whitehouse PRU, for support may be included in this process. Where appropriate this may also include the implementation of a Parenting Contract, which in turn may lead to the application for a Parenting Order if a parent refuses to enter into or fails to adhere to a Parenting Contract.

## **STEP 4**



#### BEHAVIOURAL ADDITIONAL NEEDS PLAN IS PUT IN PLACE

A Behavioural additional needs plan should be implemented to support a pupil:

- whose behaviour or attendance is rapidly deteriorating;
- who has had two or more fixed term exclusions within the school year;
- who is at risk of failure at school through disaffection;
- who requires a range of support from a number of services;
- who is at risk of permanent exclusion.'

*(Guidance on Implementing Pastoral Support Programmes, Parenting Contracts and Parenting Orders for behaviour and attendance. 2008)*

Where appropriate this may also include the implementation of a Parenting Contract, which in turn may lead to the application for a Parenting Order if a parent refuses to enter into or fails to adhere to a Parenting Contract.

#### **Playtime / Lunchtime Procedures**

General procedures for promoting positive behaviour will be applied during playtime and lunchtime. Therefore, most incidents of harm done and inappropriate behaviour will be resolved on the playground and recorded on CPOMS by the teacher, ASA or play leader dealing with the incident.

Inappropriate behaviour, which is deemed to be of a *serious nature ie;*

*\*Physical Abuse including violence*

*\*Verbal Abuse including swearing*

*\*Racial Abuse- Racist/homophobic comments*

*\*Sexual Abuse- Sexual comments, sexualised behaviour.*

We want everybody to feel included, respected and safe in our school. We will not tolerate any kind of abuse that includes names calling and sexist comments. Sexist comments are those which discriminate based on sex, particularly against women. Sexism also includes behaviours or attitudes that create stereotypes of social roles based on sex.

All such incidents must be recorded on CPOMS by the person initially dealing with the incident and then, where appropriate, added to via 'actions' by the senior staff following up the incident.

Appropriate sanctions will be put into place depending on the nature of the incident this may include consequences but also educating the pupil going forward and liaising with parents.

If a child that has an IBP is involved in the incident, the class teacher must also be informed as soon as possible.

All such incidents will be investigated and dealt with in an appropriate manner, by or in consultation with a senior member of staff or the Behaviour Lead.

This may include:

- removal of child from the playground;
- speaking to the child;
- speaking to the child's parents;
- imposing lunchtime exclusion – fixed term, or
- imposing lunchtime exclusion – indefinite.

Certain kinds of behaviour may result in lunchtime exclusion.

Such behaviour includes:

- persistent low-level inappropriate behaviours towards peers;
- fighting with/assault of peers;
- persistent verbal abuse of peer / adult;
- attacking an adult;
- leaving the school site, or
- Sexual Abuse/Violence
- racist or homophobic behaviour – which must also be reported to the Headteacher, Safeguarding and Parental Engagement Lead or the Deputy Headteacher.

All incidents considered to be of a serious nature must be recorded on CPOMS. The child should be informed and the inappropriate behaviours and consequences clearly explained.

***Children must not be left unsupervised on the playground at playtime or lunchtime under any circumstances.***

*Supporting Children at Risk of Lunchtime Exclusion.*

We have in place strategies to support the inclusion of both children at risk of lunchtime exclusion and children who present challenging behaviour over the lunchtime period. These include:

- early identification of children that present challenging behaviour over the lunchtime period;
- early identification of children presenting emotional wellbeing issues;
- play leaders working on the playground at lunchtime to support play, promote positive behaviour and reward good behaviour and good manners at every opportunity;
- emotional wellbeing worker/s on the playground at lunchtime to support the ongoing and immediate emotional wellbeing of children;
- monitoring of identified children by Behaviour Lead and EWB workers in order to prevent incidents occurring or to de-escalate any situations that may occur;
- children identified as being at risk of lunchtime exclusion may be required to play under the direct supervision of a play leader;
- under the supervision of the Senior Management Team, children identified as being at risk of lunchtime exclusion may undertake a responsibility or job. The identified child must earn the responsibility / job by demonstrating appropriate behaviour in the classroom. If they perform the responsibility / job well, with appropriate behaviour displayed throughout, they may earn an agreed reward. *This would be identified on the child's IBP.*

### **Special Educational Needs**

There are some children for whom this policy is inappropriate. These children may be recorded on the school's Special Educational Needs Register as having Social and Emotional and Mental Health difficulties. Individual Behaviour Programmes incorporating short-term targets will be written, in consultation with parents and carers (where possible) and the children themselves. These should be shared with all staff coming into contact with the children.

We acknowledge that there will be occasions when vulnerable children will require 'cool-off' time and as such staff have taken part in appropriate training to support these children. We will endeavour to work as closely as possible with the parents and carers of these children.

### **Early Identification and Intervention**

We endeavour to identify at the earliest opportunity children who display social, emotional and mental health difficulties or developmental delay, and operate a variety of interventions - individual and group, to support identified children.

We also seek the support of and work closely with a variety available external agency, when appropriate.

### **The Role of Parents and Carers**

At Kingswood Parks we very much value parents as the co-educators of their children. We will endeavour to work as closely as possible with parents to ensure all children feel safe and happy during their time with us.

We believe that communication between home and school is essential and we endeavour to keep parents and carers informed, but clearly it would be unrealistic and inappropriate to inform parents of every minor incident that takes place within school. However, parents can be assured that all staff will use their professional judgement as to when it is appropriate to contact parents regarding a behaviour issue.

Parents and carers are most welcome to talk to the Headteacher, Deputy headteacher or other members of staff regarding any issue relating to behaviour. We operate an open-door policy and welcome the opportunity to address any concerns parents may have. We do, however, ask that parents follow agreed protocols and approach the class teacher first, followed by the Phase Leader.

### **Inclusion**

At Kingswood Parks Primary School, we are committed to ensuring the participation of *all* our children in the *community, curriculum* and *culture* of the school. Research shows that children who display emotional and behavioural difficulties are at greater risk of 'social exclusion'. We have developed an Inclusion Policy, which aims to ensure that *inclusion* at Kingswood Parks is a reality – both in theory and in practice.

If a child is not responding to the usual behaviour management strategies in the classroom the teacher will complete a Cause for Concern Referral and pass it to their Phase Leader.

Upon receiving a completed Cause for Concern referral, the Phase Leader will arrange to observe the child in the classroom and meet with the class teacher. Following these activities, the Phase Leader will write recommendations for the teacher.

Within 2 weeks of making the recommendations, the Phase Leader will meet with the class teacher to review the progress. At this point the Phase leader will make a recommendation to remove the child from the Cause for Concern, maintain at a Cause for Concern level or refer to a Behaviour Additional Needs Plan.

A child referred to a Behaviour Additional Needs Plan will have the plan completed by the phase leader and shared with the child's parents and the Behaviour Lead. This plan is then shared with all staff working with that child.

All children that are either a Cause for Concern or with a Behaviour Additional Needs Plan will have a review every half term by the behaviour lead.

Referrals can be made at any time and additional reviews will take place when needed.

Phase Leaders will report to the Behaviour Lead at weekly SLT meetings and paper records of