



Whole School Behaviour Policy

Context

The schools collaborating in the Kite Primary Federation work to promote a calm, purposeful atmosphere where children feel secure and confident about how they will be treated by their peers and the adults who work alongside them.

Our schools are completely inclusive and take a variety of approaches that match to the varying needs of our children. We recognise that at times children's behaviour is a result of particular needs that require additional adult support. Our responses are informed by our good knowledge of the children and a respect for individuals. At all times adults are required to show compassion and a willingness to listen and respond. For those children with a specific diagnosis directly relating to their behaviour we will seek advice to guide practice in school.

Aims

To ensure that adults work alongside children to encourage and reward behaviour that supports effective learning for all.

To communicate effectively so that children, parents/carers, staff and visitors are confident in their understanding of the school's approach and expectations in relation to behaviour.

To build a fair and transparent system that is used consistently by all adults and one in which children are keen to participate.

To support everyone to show high levels of respect and courtesy for all children and adults and through this effectively promote desired behaviours.



Rewards and Sanctions

The schools set clear boundaries for the children and implement the “Good To Be Green” approach in all classrooms. This scheme ensures that all children understand and are recognised for appropriate behaviour. We take a celebratory approach and the whole school comes together for a weekly assembly to share in each other’s achievements and successes.

Good To Be Green

- Across each half term children collect good to be green stickers; These can be collected for a variety of reasons but the emphasis is on rewarding children who persevere, are supportive to their peers, take care of resources, show kindness and respect to others and make a positive contribution to the class and school.
- Children receive certificates to mark 10 stickers (bronze), 25 stickers (silver) and 35 stickers (gold).
- Children awarded silver are also rewarded by having a chair during collective worship for that week.
- Children reaching gold receive a good to be green pencil and a chosen reward, e.g. extra play time, use of ipads etc.
- Those children who have consistently good behaviour are also awarded a certificate at the end of the half term.
- Additional certificates are available to celebrate achievements and friendship.
- Post cards and notelets are sent home to share achievements with parents and carers.

Classroom Wall Hangers

- These display each child’s name and a good to be green card. This is a clear visual indication to children that their behaviour and efforts have been noticed.
- An amber card is used to show that the child has been warned to adjust their behaviour.
- A red card indicates that behaviour has not improved and sanctions are now used e.g. loss of play time, privileges etc.
- The Head Teacher is informed when children have a red card on the wall hanger.
- At the beginning of each new teaching session all cards are returned to green.
- In order to reward those children whose behaviour or effort is particularly noted, the teacher can add one of the special reward cards to their name.



Expectations of behaviour are clearly set for children and the amber and red card system indicates when sanctions will be necessary; sanctions such as missed playtimes, missing out on privileges are the usual response to incidents of poor behaviour.

At times children's compliance with the code of behaviour or with adults' instructions is crucial to the safety of everyone and then clear use of sanctions is vital. During any off site visit including residential trips and swimming sessions poor behaviour may result in removal from the visit or the child no longer attending such activities until there is staff confidence that behaviour will improve. On such occasions parents will be contacted and asked to attend a meeting with the EHT.

In cases of serious incidents including aggressive behaviour or injury to another child or adult the EHT and governing body will consider fixed term or permanent exclusion in line with the guidance from the Local Authority. In such cases parents will receive information as published by the Local Authority to ensure they fully understand the steps involved in this process.

Individual Plans

For those children who need additional support to manage their emotions and behaviour, the class teacher will draw up an individual behaviour plan in liaison with the school's Behaviour Lead. Individual plans will be monitored by the Head Teacher. Plans will be evaluated and adjusted accordingly. There has to be a commitment from all staff to ensuring that the child is supported to work within the strategies identified in their plan. (For example plans see appendix 1.)

Continuity Of Support

It is important that the understanding and care for children with particular emotional or behavioural needs is maintained at all times. To help with this, adults who are unfamiliar with the needs of our children will be given the "Meet Our Children" guidance to ensure continuity of support and care.



Nurture provision

A trained Teaching Assistant offers nurture provision through the school's Rainbow Room. Timetabled sessions allow children the chance to follow PSHE sessions addressing a range of issues and exploring strategies to help them to manage their emotions and reactions to situations in school. The Rainbow Room is also a "safe haven" for any child who feels that they need some time alone or with a trusted adult.

Physical Intervention

At times it may be necessary to restrain using reasonable force. Where there are concerns about physical aggression from a child, parents and carers are contacted immediately to explain the school's approach. Physical intervention is only used when it is unavoidable. Staff are trained through MAPA training as appropriate.

External Partners

Bassetlaw Behaviour Partnership

Where further support is needed or children's behaviour continues to cause concern, the school is able to access specialist advice through the Bassetlaw Behaviour Partnership. Referrals can be made each term to a panel using the referral form available from the Behaviour Lead. The form will need to show parental consent for the process to continue.

Attachment Aware Accreditation

As a part of our commitment to a positive approach to behaviour management the schools are currently working towards gaining the Attachment Aware Accreditation from Bath University.

Children's Responsibilities

The Play Makers Approach

All children in Years 5 & 6 will have received training to be a Lead Play Maker in school. This training is interactive and encourages children to think through their approaches and how they can support others to play well, keeping to agreed rules. Each play time, including lunch breaks, there can be up to two games run by the



designated Play Makers. Each game is led by two Play Makers who explain the rules, mediate and lead those taking part. All Play Makers can be identified by their badges and those running the games will wear the Play Maker bibs. Games are agreed and put onto a weekly timetable and displayed for the children to see what is on offer. The offer accommodates a range of ages.

Play Makers not assigned to a game are Roaming Play Makers and can offer mediation or suggest children join the Play Makers' game.

Monitor Roles

All children have the opportunity to take specific monitor roles in school that encourage them to play a vital role in the day to day running of the school. These include Head Teacher's Assistants, being in charge of music during collective worship etc. School Monitors proudly wear their monitor wrist bands.

Partnership with Parents

Parents are our partners in implementing the behaviour policy. The school brochure outlines the "Good to be Green" approach and details are shared when children join the school. Parents share in their children's success and are invited to our special work assemblies each half term as well as receiving post cards celebrating achievements. Parents are involved in all decisions for individual behaviour plans as it is recognised that without their support the plan will not be fully effective. Where there are particular concerns parents are able to access advice from school staff, the school nurse and other professionals supporting behaviour in school.