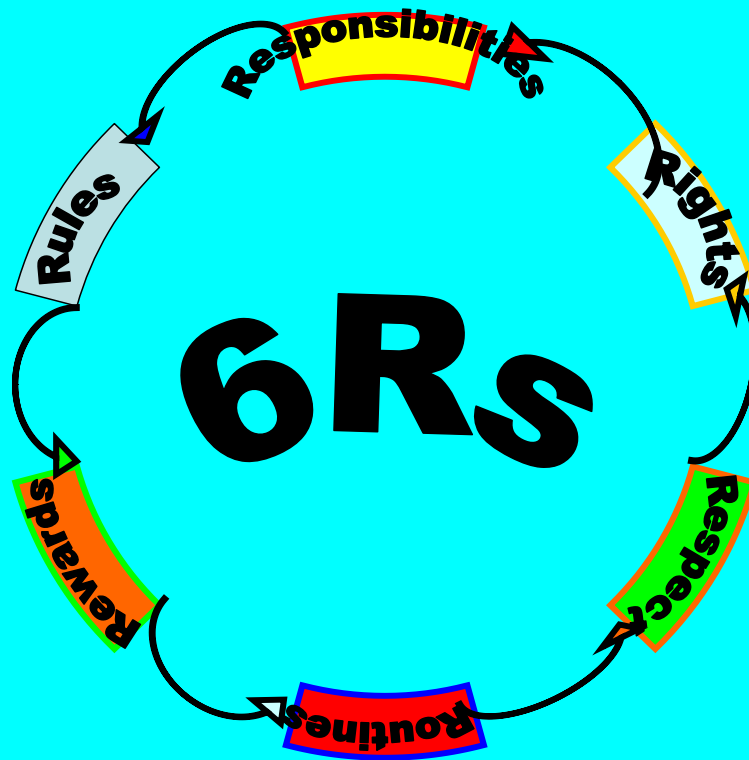
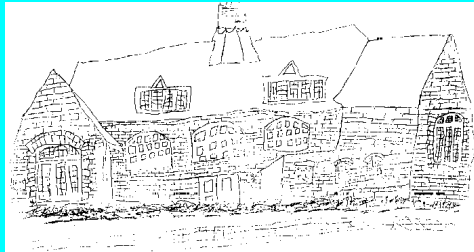


# KENTISH TOWN CE PRIMARY SCHOOL

**Excellent teaching, excellent effort, excellent progress:  
every child, every lesson, every day**

## POSITIVE BEHAVIOUR POLICY



**Reviewed & Amended:**  
**Date for next review:**  
**Person(s) Responsible:**

January 2017  
January 2018  
Grant Jacobson (Deputy Head)

## **Developing Positive Behaviour at Kentish Town CE Primary School**

### **Our Aims**

The purpose of this policy is to promote and develop self-discipline, social awareness and appropriate standards of behaviour, through providing common, simple and effective procedures for promoting effort, achievement and positive behaviour. This policy should be read in conjunction with the school's Anti-Bullying and Inclusion policies. We have written our policy so that all of us - teachers, parents, teaching assistants, midday meals supervisors, carers, the children, and children's escorts can work together to improve behaviour attitudes and standards of work. Effective teaching and learning take place by understanding children's rights and responsibilities so that our school community understand fair consequences for any actions.

Our policy explains expectations and the ways we work together to achieve our aims outlined in the Mission and Vision Statements as well as the Home School Agreement and the liaison needed between home and school if we are to succeed.

We also incorporate the UNCRC to ensure that children know their rights but also behave in a manner that respects the rights of others.

This policy is also underpinned by the key Christian values that we as a school feel are an important part of our school's distinctive Christian nature. The concept of forgiveness is important when reflecting on behaviour and forms a central part of our approach to developing positive behaviour.

### **SUPPORTING POSITIVE BEHAVIOUR AT OUR SCHOOL**

#### **We aim to:**

- catch our children doing the right thing and acknowledge it publicly and privately
- build positive working environments in our classrooms and in our playground
- provide opportunities and success in all areas of the curriculum
- give regular encouragement and descriptive feedback through our reward systems.
- make our children feel special by holding special events and activities
- build positive relationships with parents/carers and children and our whole school community.

## **RESPECT**

### **We aim to:**

- separate the behaviour from the child
- avoid unnecessary labelling
- use private rather than public reprimand and allow children time to calm down
- help children to make the right choices about their behaviour and to reflect on where they went wrong
- establish appropriate social and learning behaviour and to keep relationships between adults and children positive

## **RIGHTS**

### **We all have the right to:**

- feel safe in our school in order to promote effective learning.
- work and learn together to the best of our ability.
- be treated with dignity and respect.
- access our rights as laid out in the UNCRC

## **RESPONSIBILITIES**

We all need to care about ourselves, other children, parents, teachers, our school and equipment. Here are our examples.

### **We all have responsibilities:**

- |   |                                 |
|---|---------------------------------|
| • To resolve conflict promptly and peacefully | • To be honest                  |
| • To listen to each other                     | • To look after each other      |
| • To help each other                          | • To respect each other         |
| • To try our best                             | • To work and play safely       |
| • To discuss                                  | • To share                      |
| • To encourage                                | • To co-operate                 |
| • To be polite and courteous                  | • To ask for help               |
| • To make time for others                     | • To ask for opinions and ideas |
| • To be punctual                              | • To have a go                  |
| • To help others understand                   | • To include each other         |
| • To respect the rights of others.            |                                 |

## **RULES**

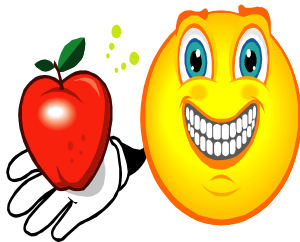
These help to protect our rights and encourage responsibility. We have agreed school rules negotiated with teachers, the school council and staff. These operate inside and outside the classroom in accordance with the class charters.



**We will keep our hands and feet to ourselves.**



**We will work hard.**



**We will be kind and helpful.**



**We will be gentle.**



**We will respect one another's rights.**



**We will listen to each other.**



**We will look after property.**

#### Class Charters:

Each class will devise their own class charter at the beginning of each school year. This should show how the class will:

- talk and communicate with each other
- learn together
- move around the class
- treat each other. This covers strategies to help deal with verbal insults, racist & sexist comments and poor manners
- resolve problems
- behave safely
- demonstrate British Values.

To reinforce our rights and responsibilities, children are given opportunities to discuss them through Personal, Social and Health Education and Citizenship (PSHE & C), which includes Social and Emotional Aspects of Learning (SEAL), as well as Circle Time and Collective Worship.

## **REWARDS & SANCTIONS**

**We encourage behaviour in a positive and constructive way. We feel that by highlighting and rewarding such behaviour, the children will be encouraged to adopt it.**

Good behaviour is encouraged in the following ways:

### **On an individual basis by:**

- Praise, verbal or written in front of peers
- Showing work to other adults
- Smiley faces, stickers or certificates
- Nominating children of the week who have shown significant effort and achievement in class.
- 'Certificates of Achievement' are presented by the headteacher for children who have consistently worked hard and behaved well over a period of a term or a year respectively (omit this)
- 'Target Cards' which monitor behaviour and work.
- Getting Golden Time. This means that children are allowed to choose what to do for a short period of time on a chosen day (Friday).
- In infant classes children are awarded "Brilliants". Certificates are awarded for 10, 20, 30, 40 etc.
- At KS2 a series of award systems operate – resulting in a Class treat.
- In class individual behaviour ladders.
- Awarding of house points.

### **On a class basis by:**

- Marbles in a jar where the class teacher fills a jar to reward positive behaviour. When the jar is full, the whole class is rewarded. This may be a staged response e.g. quarter full extra Golden Time through to completely full warrants a whole-class visit (e.g. ice-skating trip)
- Awarding of class points for lining up after playtime.

### **The school Brilliants system:**

Each child from Reception to Y2 has a 'Brilliant's Card'. A Brilliant (special mention) is given when children complete work well or are responsible towards others. This results in a series of certificates presented in assemblies.

10 brilliants (1<sup>st</sup> certificate)  
20 brilliants (2<sup>nd</sup> certificate)  
30 brilliants (Postcard sent home)  
40 brilliants (3<sup>rd</sup> certificate)  
50 brilliants (4<sup>th</sup> certificate)  
60 brilliants (5<sup>th</sup> certificate)

The certificates are closely monitored in terms of fairness.

## **SANCTIONS**

### **We aim to:**

- encourage positive and responsible behaviour
- deal with the behaviour immediately (see appendix i)

### **We aim to teach our children:**

- about fairness
- about the relationship between behaviour and the outcome of different types of behaviour
- about the need for calming down and cooling off
- to work towards repairing and rebuilding relationships and adopt a restorative approach to this.

**All of us have a right to a new start.**

## **LUNCHTIME DETENTIONS AND RIGHTS REFLECTIONS - PROCEDURES**

- Lunchtime detentions are to be held outside the school office or in another room deemed appropriate.
- Teachers and Teaching Assistants only to give detention when children behave inappropriately in class or on the playground.
- During detention, the child must complete a Behaviour Reflection Form. Please ensure they do this correctly. You will need to complete one of the sections. Please ensure that the form is dated. Please keep the Behaviour Reflection Form in the relevant class section in the Detention File.
- The Detention File is to be kept in the School Office.
- Detentions are run by Senior Leaders on Monday/Wednesdays and during Golden Time on Fridays.

## **DETENTION & GUIDELINES.**

- If children are put on detention, the following procedures apply:
- The child's name is written in the detention register (in the Detention File) for that week.
- The reason for the detention is recorded on the school's behaviour tracking system (Integris) if the incident is serious or a persistent issue.
- If the Behaviour Reflection is sufficiently serious or the child has had numerous detentions, then a letter will need to be generated from Integris inviting parents to a meeting.
- **Children who have had multiple detentions will be discussed at senior leadership level in order to make a decision on how best to improve behaviour.**
- **If all of the above procedures have been followed and the child still continues to behave in an inappropriate way, then further sanctions will have to be considered. These could take the form of an internal exclusion from the classroom or playground, missing a class treat or a class trip. If these further steps are deemed necessary, they will be decided by the headteacher and parents will be informed.**
- Only behaviour that is causing concern from Stage 3 and above is recorded on Integris unless the frequency of the behaviour is causing concern.
- Any Child Protection concerns should be reported directly to the designated SL teachers. (See Safeguarding policy)

## **EXCLUSIONS:**

If children seriously affect their personal safety or the safety of others, this may result in a fixed-term exclusion. This is very rare in our community and the following are examples of when this may happen:

- Running out of the school gates and endangering themselves
- Repeatedly intimidating others through verbally taunting, threatening, name calling, swearing or teasing (see Anti-Bullying Policy)
- Physically harming any of us or our environment
- Repeatedly disrupting the learning of other children
- Refusing to follow adult requests in such a manner that undermines that person's ability to keep the child safe.

(see appendix I for other examples)

Exclusion is a last resort and not an action we take lightly. We also take into account whether the child has any special Educational Needs and/or Disabilities. Parents are informed on the day by telephone and this is followed by a letter home. The school will provide work during the child's period of exclusion. On return to school we will meet with the child and the child's parents before s/he makes a new start.



## **Physical Intervention.**

All staff have had Team Teach Training which equips staff in de-escalating a situation and if necessary how to restrain children in the safest possible way.

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing or continuing to do any of the following:

- Committing any offence (for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to or damage to the property of any person including the pupil him/herself
- Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, during a teaching session or otherwise.

In certain extreme situations it may be necessary, as a last resort, to physically restrain a pupil. These situations are extremely rare. This should only be done where no other reasonable option is available and a senior member of staff should always be called to deal with a situation that may result in physical intervention. There may be situations where there is no time to call a senior member and staff should intervene if another child's or adult's physical safety is at risk.

Prevention and de-escalation are always more preferable options to physical restraint and attempts to diffuse the situation should always be made. The minimum amount of physical intervention should be used and it should be stopped as soon as is possible.

If an incident occurs that results in physical restraint, efforts should be made after the event to repair relationships between staff and children and any other parties involved. Additional support may need to be put in place for both the child and the member of staff if necessary. A written record must be made by all staff involved and recorded in the school's bound and numbered book and the school's behaviour tracking software on Integris. Parents should be called immediately to discuss the incident and to help calm the child down.

**Given a child's individual needs and /or disabilities, it may be necessary that daily physical intervention is part of the way in which the school meets that child's special educational needs. This intervention should always be the minimum level needed to support the child. These children will also have outside professionals such as Learning Support Teachers and the school's Educational Psychologist supporting their learning and advising school staff on the best way of doing this. Should an increasing level of physical intervention be required for a child, it may become necessary for more specialised provision to be considered in order for that child's needs to be met more effectively.**

## **ROUTINES**

Our routines aim to help children feel safe. They include providing for:

- good seating plans in class (carpet plan and tables)
- wet play activities
- class Time Out or cooling down plans
- clear communication
- entry and exit into class after playtimes and to and from home
- transitions from the carpet to seat work
- differentiation/personalisation for all children
- leaving the class to go to the toilet
- setting up class rules
- clear consequences of breaking rules. Some will be immediate and others may be deferred
- clear information given to supply teachers
- clear expectations of behaviour on the carpet

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**We aim to involve parents at all levels and the following will help all of us:**

- Please read this policy and talk about it with your child
- Aim for your child to be in class at 8:50am ready to begin the school day promptly at 9.00am
- Help your child to remember routines e.g. the book bag, swimming kit and P.E kit
- Read our weekly newsletter with your child
- Reward them for the good things they do at school
- Work together with us in the spirit of partnership
- Tell us about your child's strengths and positive qualities

ABOVE ALL CONTACT US IF YOU ARE WORRIED ABOUT YOUR CHILD.  
PLEASE TRY NOT TO LET A SMALL WORRY BECOME A BIG PROBLEM.

<b>Reviewed &amp; Amended:</b>	January 2016
<b>Date for next review:</b>	January 2017
<b>Person(s) Responsible:</b>	Grant Jacobson (Deputy Head)

	Behaviour	Sanctions
Stage 1	<p><b>LESS SERIOUS</b></p> <ul style="list-style-type: none"> <li>• Not being organised for school day (re : PE kit/PACT folder etc)</li> <li>• Eating sweets/gum</li> <li>• Ignoring instructions</li> <li>• Occasional talking at inappropriate times</li> <li>• Not lining up sensibly</li> <li>• Accidental damage through carelessness</li> <li>• Deliberate time wasting</li> <li>• Bringing inappropriate items to school</li> </ul>	<ul style="list-style-type: none"> <li>• Eye contact</li> <li>• Frowns</li> <li>• Proximity e.g. sitting next to adult</li> <li>• Reminders of class rules</li> <li>• Change of seating</li> <li>• Name on boards</li> <li>• Loss of Golden Time if persistent</li> </ul>
Stage 2	<p><b>DISRUPTIONS</b></p> <ul style="list-style-type: none"> <li>• Wandering around</li> <li>• Persistently not handing in homework</li> <li>• Interrupting teacher when talking to whole class</li> <li>• Interrupting and/or annoying other pupils in class and at play</li> <li>• Talking during Worship</li> <li>• Making silly noises</li> <li>• Pushing in line</li> <li>• Not responding to teacher's request to work</li> <li>• Work avoidance</li> <li>• Playing in the toilets</li> <li>• Using equipment inappropriately</li> <li>• Minor challenge to authority/demonstrating unpleasant attitude towards others</li> <li>• Rough or inappropriate play</li> </ul>	<ul style="list-style-type: none"> <li>• Separation from the rest of the class/group</li> <li>• Junior detention(s) and letter home to parents</li> <li>• Writing a letter of apology</li> <li>• Completing Behaviour Reflection Form</li> <li>• Completing unfinished work at playtime/Golden Time</li> <li>• Time out in class</li> <li>• Time out from playground</li> <li>• Missing Golden Time</li> </ul> <p><b>Also refer to above sanctions</b></p>
Stage 3	<p><b>MORE SERIOUS</b></p> <ul style="list-style-type: none"> <li>• Being more disruptive, deliberately creating a disturbance</li> <li>• Disrespectful comments*</li> <li>• Challenge to authority</li> <li>• Swearing* (verbal and/or physical gestures)</li> <li>• Wilful destruction of property</li> <li>• Physically harming someone</li> <li>• Leaving class without permission</li> <li>• Deliberately giving false information to a member of staff.</li> <li>• Repeated refusal to follow instructions</li> <li>• Harmful offensive name calling e.g. racist, homophobic*</li> <li>• Bullying* (Inc Cyber Bullying)</li> <li>• Repeated detentions for more serious issues (failure to amend behaviour)</li> </ul>	<ul style="list-style-type: none"> <li>• Internal Exclusion</li> <li>• Formal contact with parents e.g. letter(s) home/telephone calls</li> <li>• Completing Behaviour Reflection Forms</li> <li>• Letters of apology</li> <li>• Target Cards</li> <li>• Detentions</li> <li>• Missing class trip</li> <li>• Headteacher/Assistant Headteacher involvement.</li> <li>• Playground exclusion.</li> </ul> <p><b>Also refer to above sanctions</b></p>
Stage 4	<p><b>VERY SERIOUS</b></p> <ul style="list-style-type: none"> <li>• Repeatedly leaving class without permission</li> <li>• Fighting and intentional physical harm to other children</li> <li>• Throwing large dangerous objects e.g. : chairs</li> <li>• Serious challenge to authority*</li> <li>• Verbal abuse to any staff member</li> <li>• Vandalism</li> <li>• Persistent dishonesty*</li> <li>• Stealing</li> <li>• Persistent Bullying*</li> <li>• <b>(*any of the above via social media)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Immediate involvement of HT/DHT</li> <li>• Telephone call and/or meeting with parents with follow-up letter</li> <li>• Fixed term exclusion</li> </ul> <p><b>Also refer to above sanctions</b></p>
Stage 5	<p><b>EXTREMELY SERIOUS</b></p> <ul style="list-style-type: none"> <li>• Verbal/Physical abuse towards any staff member</li> <li>• Extreme danger or violence</li> <li>• Bringing to school dangerous weapons/objects</li> <li>• Leaving the school site</li> <li>• Very serious challenge to authority</li> <li>• Running away from staff whilst on a school trip.</li> </ul>	<ul style="list-style-type: none"> <li>• Fixed term exclusion up to 45 days (within a year) NB : Recurring behaviour will involve longer exclusions</li> <li>• Permanent Exclusion</li> <li>• Behaviour pertaining to lunchtimes will involve exclusion at lunchtimes</li> </ul> <p><b>Also refer to above sanctions</b></p>

# Time Out Card



Take some time to think about your behaviour.



- What did you do?
- What rights did you not respect?
- What could you have done differently?
  - How will you put it right?

# Time Out Card



Think about your behaviour.



I am ready to go back to class.