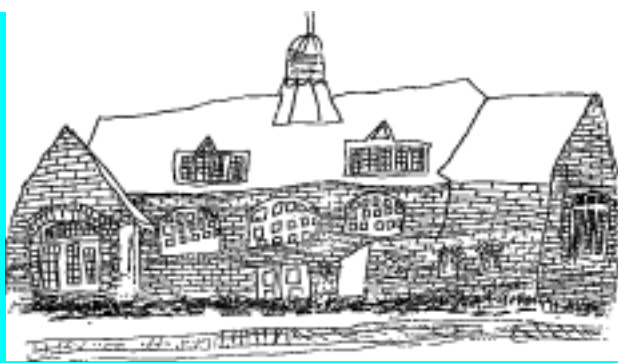


KENTISH TOWN CE PRIMARY SCHOOL

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

POSITIVE BEHAVIOUR POLICY



Article 12

You have the right to give your opinion, and for adults to listen and take it seriously.

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29

Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Article 23

You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Agreed by full governing board on:

2nd July 2019

Date for next review:

July 2020

Person(s) Responsible:

Grant Jacobson

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1. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

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 unity between home and school if we are to succeed.

We follow UNICEF's principles of a Rights-Respecting School (RRS), based on the United Nations Convention on the Rights of the Child (UNCRC), where each member of the school community has rights and rights-respecting actions (RRA). Each class has a 'class charter', the aim of which is to promote rights and RRA so that everyone can work together in an effective and considerate way.

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.

“Always treat others as you would like them to treat you” Matthew 7:12

“Forgive us our trespasses as we forgive those that trespass against us”-The Lord's Prayer.

2. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools should publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Deliberately ignoring instructions from school staff.

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Physical or verbal assault on a pupil or a member of staff
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or any discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

See Appendix 1 for a full list of the stages of behaviour.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

5.1. The governing board

The governing board is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2. The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles (appendix 2). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3. Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents.

5.4. Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher or a member of the SLT promptly.

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Respect the rights of other children as described in the UNCRC

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

7. Rewards and sanctions

7.1. List of rewards and 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
- Letters or phone calls home to parents
- Nominating children of the week who have shown significant effort and achievement in class.
- Golden Time. This means that children are allowed to choose what to do for a short period of time on a chosen day (Friday).
- At KS2 marbles in a jar can result in a Class treat (see below).
- 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 resulting in a whole-class visit (e.g. ice-skating trip)
- Awarding of class points for lining up after playtime.

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- A verbal reprimand
- Sending the pupil out of the class
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour Target Card

See Appendix 1 for a full list of sanctions.

7.2. Off-site behaviour

Staff may discipline pupils for misbehaviour where they are:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Even if none of the above conditions apply, pupils can be disciplined for misbehaviour at any time that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public e.g. cyber bullying
- Could adversely affect the reputation of the school
- In all cases the member of staff may only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

7.3. Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy regarding procedures for dealing with allegations of abuse against staff, for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

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
- remind children of the school rules (Appendix 3)

8.1. Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Class Charter and refer to it when needed
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

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.

8.2. Physical restraint

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our school follows Camden Local Authority's Policy on physical intervention.

Camden's Core Statement on Physical Intervention

Physical intervention and restraint on pupils should only be used as a last resort, normally when de-escalation strategies have failed, and when there is a clear risk of serious harm to the pupil or others or serious damage to property or to deal with serious classroom disruption.

Decisions on when to use physical intervention is a matter of professional judgement and any intervention or restraint should be proportionate and reasonable in the context of the perceived risk and in the pupil's best interests. This would normally be after de-escalation strategies have failed. Should such an intervention be required the school should record the details, including any injury, and contact the parent/carer on the same day to explain the circumstances involved.

8.3. Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4. Pupil support and children with SEND

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. The school is required to make reasonable adjustments and to take into account the child's specific SEND and how this impacts on their behaviour on a day to day basis.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Some pupils may be more vulnerable to experiencing physical intervention and restraint due to their personal circumstances or because they have SEND.

Pupils with emotional and behavioural difficulties may exhibit challenging behaviour or high levels of emotional distress and may be a risk to themselves or others.

Pupils with additional needs and/or SEND may exhibit challenging behaviour because of frustrations at not being able to communicate their difficulties or needs. These children are also more vulnerable to bullying.

Reasonable adjustments will have been made to ensure any policy on physical intervention and restraint does not disadvantage these pupils.

The specific needs of these pupils have been considered and that the school will tailor their approach accordingly to avoid discrimination against these pupils. This is likely to involve putting in place an individual plan in advance.

For children with exceptionally high needs as a result of their SEND, 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 from the Behaviour Outreach Team 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.

9. Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher. In addition, staff members hold transition meetings and arrange form handover meetings where a child is transitioning both in and out of the school.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process. (*Team Teacch*)

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and the full governing board every year. At each review, the policy will be approved by the headteacher.

The stages of behaviour and the written statement of behaviour principles (appendices 2/3) will be reviewed and approved by the full governing board every 3 years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Physical Intervention policy
- Safeguarding and Child Protection policy
- Anti Bullying policy

13. APPENDIX 1: Stages of Behaviour

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

14. APPENDIX 2: Written Statement of Behaviour Principles (As per the UNCRC.)

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others as per the UNCRC
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- A child's special educational needs and/or disability will be taken into account when reviewing their behaviour

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing board every 3 years.

15. APPENDIX 3: Rules

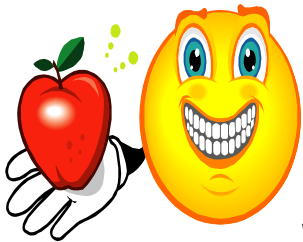
These help to protect our rights and encourage responsibility. We have agreed school rules negotiated with teachers, the school council and staff. These operate inside and outside the classroom in accordance with the class charters.



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.