



*K.G.V.*

*King George V Primary School  
Behaviour Policy*

*December 2018*

# Introduction

## Rationale

The philosophy of the Behaviour Policy of King George V Primary School is embodied in our rights and expectations. This policy should be read in conjunction with the Physical Intervention, Safeguarding, Inclusion, Exclusion, Equal Opportunities/Anti Bullying and Anti Racist policies and the Home School Agreement.

King George V Primary School promotes a high standard of behaviour and an atmosphere where all members of the school are valued as individuals. The school believes in the development of self esteem, respect for others and learning to manage your own behaviour.

Children are expected to take part in all activities to the best of their ability by listening carefully, answering and asking questions and by engaging in active learning.

At King George V Primary School, a great emphasis is placed on positive reinforcement of behaviour through praise. Children's confidence and self-esteem are developed through encouragement, incentives and rewards, both verbal and tangible. House points and other rewards are given for following school rules and behaving in accordance to our school values.

## Aims

- To ensure that all children clearly understand the behaviours expected from them.
- To ensure that positive behaviour is rewarded and consequences for inappropriate behaviour are fair.
- To encourage children to be responsible for their own behaviour.
- To provide clear guidelines and ensure a consistent approach.

# Rights and Expectations

*Honesty*

*Careful listening*

*Good manners*

*Respect towards others and property*

*Kind words*

*Helping others*

*Trying our best*

*Good work*

*Treat others as we would like to be treated*

*UNICEF ARTICLES*

## **Everyone in school has a right to:**

- A safe, secure environment conducive to effective and stimulating learning.
- Freedom from physical and verbal abuse in school.
- Be treated and spoken to fairly and courteously by others.

## **Children have a right to:**

- A clear set of guidelines and high expectations of their behaviour.
- Be able to learn and play without undue disruption.
- A fair, consistent approach to discipline from the school.
- Be listened to.

## **Adults working in school have a right to:**

- Be able to work and teach without undue disruption.
- Insist on a high standard of acceptable behaviour from children.
- Help and support from others when dealing with and helping to modify unacceptable behaviour.
- Have all reasonable instructions followed.
- Be told the truth when investigating incidents of unacceptable behaviour.

## **Parents/Carers have a right to:**

- Regular information and consultation with the school about their child's progress and behaviour.
- A clear set of guidelines and expectations about their children's behaviour in school.
- Early notification from school of any problem with their child's behaviour.
- Opportunities to help the school address their child's behaviour.
- Be treated and spoken to courteously by others.

## Implementation

### Everyone in school is expected to:

- Treat all others fairly, courteously and with respect.

### Children are expected to:

- Follow the school rules.
- Follow all reasonable instructions.
- Allow others to learn and play happily without interference.
- Demonstrate self control
- Show empathy with others' feelings
- Uphold the school values -
  - ✓ We aim high
  - ✓ We are proud
  - ✓ We are honest
  - ✓ We keep trying
  - ✓ We show respect
  - ✓ We take responsibility
  - ✓ We are a caring community

### Adults working in school are expected to:

- Treat all children equally, irrespective of gender, race, or religion.
- Provide a safe, well-ordered and caring environment.
- Be positive role models; Promote good behaviour, self discipline and respect.
- Be alert to the signs of bullying and racial harassment and follow procedures in order to prevent bullying. (see anti-bullying policy)
- Communicate promptly with parents about any behaviour issues.
- Consistently apply school rules and expectations at all times, not just in their own classrooms.
- Speak to children in a manner that models expectations and promotes emotional intelligence.

### Parents are expected to:

- Support the behaviour policy of the school and encourage their child to observe school expectations.
- Communicate promptly with the school about any issues that may affect their child's behaviour at school.
- Respect the safety regulations invoked by the school.
- Allow only reasonable items to be taken to school and accept their own and their child's liability for those items.
- Accept responsibility for any wilful damage to school property caused by their child.

## Rewards

### Weekly praise assembly

- Every Friday the following awards are given out - Attendance, Learner of the week, Star of the week, Birthdays, Lunch time award and House points. (\* House points described in more detail)
- 2 children from each class are chosen by teachers to be awarded in Friday's assembly with a certificate - This can be for good work, improved effort, behaviour etc.
- Parents will be notified via text message if their child receives an award.
- Parents will be invited into assembly.

### Head Teacher's Award

- The Head Teacher's award is awarded to a different child every half term, from every class.
- It can be awarded for behaviour, work or positive attitudes and contributions. These are recommended by class teachers.

### The Golden Table

- Every week one child from each class is awarded with a certificate giving them the right to sit at the Golden Table.
- The table is dressed and each child gets a treat.
- Children may choose a friend to sit with them.
- Their achievements are celebrated in our whole school assembly and they are awarded with a certificate.
- This award is organised by the class' lunchtime supervisor.

### Additional daily rewards

- Praise from staff
- Acknowledgement of good work and behaviour
- Informing parents verbally
- Stickers
- Prizes from leadership office
- Certificates

## House points

- All children in are in Houses. They are led by House captains, elected by Year 6 pupils.
- House Points may be awarded for good work and behaviour.
- At the end of each week the totals for each House are announced in a whole school praise assembly and displayed on the House Points board.
- House points are awarded using the sims behaviour logging system and a visible chart in class for the half term.
- Children have a booklet where they can keep a record of their own housepoints.
- They are rewarded for learning and behaviour - e.g. effort, preparation etc.
- Prizes are given for reaching specific amounts of house points - (as suggested by the school council)
  - ❖ 25 - A small prize from Miss Penny/Miss Mee
  - ❖ 50 - KGV pen/pencil
  - ❖ 100 - 100 club badge
  - ❖ 150 - A non Uniform day
  - ❖ 200 - Half a day out of class doing something fun
  - ❖ 250 - Afternoon tea and cake with the Head Teacher.
- Teachers keep a class record of weekly house points on the given proforma.
- House points are restarted every half term (on class record) but an accumulative yearly score is recorded on Sims for an award ceremony at the end of the academic year.
- The class that gets the most house points each week earn 10 minutes extra playtime on a Friday (supervised by their class teacher).
- The pupil in each class, with the most house points at the end of each term also receives a special award.
- All classes consistently follow this reward system. Stickers/praise slips may be given by teachers and support staff but dojos, zones, marbles, raffle tickets, merits etc must not be used unless agreed by the behaviour lead (DHT)/Phase Leader (for a specific purpose).
- Children may be sent the behaviour lead (DHT)/Phase Leader as an extra special praise/reward if they have worked or behaved exceptionally well.

*We are continually looking into other ideas to support and praise positive behaviour.*

## Consequences

When children's behaviour falls below an acceptable standard, a range of sanctions may be used. All staff refer to the school's Behaviour Chart, shown below, to ensure sanctions are administered fairly and consistently.

At King George V we expect all pupils to behave correctly in order that everyone in school can be happy and safe!			Green - 1 House point a day
Expected behaviour	Rewards	Values	Silver - 3 House points a day
Honesty Careful listening Good manners Respect towards other/property Kind words Helping others Trying our best Good work Model School Values Treat others as we would like to be treated	Prizes Praise Stickers Certificates House points A 'Dip in the Skip' Acknowledgment Privileges/Treats Head Teacher's reward	We aim high We are proud We are honest We keep trying We show respect We take responsibility We are a caring community	Gold - 5 House points a day
Behaviour	Procedure	Who?	Sanction
<b>Level 1</b> <ul style="list-style-type: none"> <li>Low level disruption</li> <li>Running in school building</li> <li>Failing to follow instructions</li> <li>Not sharing/taking turns</li> <li>Not respecting others</li> <li>Talking when the teacher is</li> </ul>	1 <sup>st</sup> Step: Reinforce positive behaviour 2 <sup>nd</sup> Step: Verbal reminder of correct behaviour Reinforce nearby positive behaviour of peers, so that child can follow example Step 3: Encourage use of reflection area in class - cards to support self-regulation Step 4: Warning given by an adult Children need to be made aware at this point that there will be a consequence if behaviour continues Step 5:  <b>Record as number 1 on behaviour logging system</b>	Any adult	<b>Stage 1</b> Warning given  <b>Card number 1</b> put on name chart in class
<b>Level 2</b> <ul style="list-style-type: none"> <li>Continuation of level 1 behaviour after warning given</li> <li>Arguing with adults/defiance</li> <li>Defacing school books</li> <li>Work below standards</li> </ul>	Sent to another class for some of the lesson or to stay with teacher at break time  <b>Record as number 2 on behaviour logging system</b>	Class teacher/ Inform Phase Leader	<b>Stage 2</b> Miss some break time/removal from classroom  <b>Card number 2</b> put on name chart in class
<b>Level 3</b> <ul style="list-style-type: none"> <li>Continuation of level 2 behaviour</li> <li>Damaging school property</li> <li>Inappropriate remarks or behaviour</li> </ul>	Sent to Phase Leader/DHT depending of severity of category  Parents contacted to discuss actions  <b>Record as number 3 on behaviour logging system</b>	Phase Leader or DHT if necessary	<b>Stage 3</b> Reflection time during break time/lunch time(s)  <b>Card number 3</b> put on name chart in class  Parents informed
<b>Level 4</b> <ul style="list-style-type: none"> <li>Continuation of level 3 behaviour</li> <li>Racism</li> <li>Bullying</li> <li>Discrimination</li> <li>Swearing</li> <li>Stealing</li> <li>Bringing a weapon into school</li> <li>Physically abusive to pupils or staff</li> </ul>	Sent to DHT or HT  Parents contacted to discuss actions  <b>Record as number 4 on behaviour logging system</b>	DHT or HT  SENDCo to inform Inclusion Support if necessary	<b>Stage 4</b> Child removed from class for a set duration  <b>Card number 4</b> put on name chart in class  Parents informed  Possible fixed term or permanent exclusion LEA informed
<b>Bullying is - Several Times On Purpose - STOP - Recorded on Sims by SLT</b> <b>Racism is - Name calling that refers to skin colour, race, religion or culture - Recorded on Sims by SLT</b> <b>Discrimination is - The negative treatment of someone due to personal differences - Recorded on Sims by SLT</b>			

## Early Years Foundation Stage

This policy is to be read in conjunction with the whole school Behaviour policy. However, it is recognised that three, four and five year olds are still learning how to work with and get along with each other and are finding out what's acceptable and what's not. This is the type of learning which is best shared by parents and school working together. We are tolerant and patient when helping the children get on with each other. We have a few rules to help things run smoothly, they are as follows:

- Keep your hands and feet to yourself.
- Speak kindly to others.
- Walk around the classrooms.
- Sit quietly and listen when a teacher is talking or reading a story.
- Use the books and resources sensibly, taking care to look after them.
- Take turns and share.
- Use the toilets sensibly.

Red, green and amber faces are used in conjunction with the category system.

## Lunchtime

The consequences used will be similar to those used by class teachers and all lunchtime staff follow the school's lunchtime behaviour policy.

### Rewarding good behaviour

Each class supervisor will actively seek children displaying positive behaviour and stickers will be issued. They will then use this information to nominate a pupil from each class, who will gain a **Lunchtime Certificate**. The Deputy Head Teacher is to be informed of awards every Thursday after lunchtime. Certificates will be given during Friday assembly.

#### Lunchtime Award:

- Receive a certificate during assembly.
- They will sit at the Golden Table with a friend – extra treats provided.

Lunchtime supervisors are only able to support children effectively by applying strategies and processes that promote an orderly, positive and supportive environment.

This document forms part of King George V's School behaviour policy. It is a usable framework for issuing rewards and sanctions.

## Severe behaviour

In cases of extreme behaviour, including violence, vandalism, theft, sexually inappropriate behaviour, racism or defiance, the senior leadership team will intervene immediately and complete a behaviour log. Parents will be informed if deemed appropriate.

## Persistent Challenging Behaviour

### School Action

An IBP (Individual Behaviour plan) will be written and/or a behaviour diary will be set up. It will include specific targets and rewards agreed by the child, class teacher and member of the senior leadership team. The diary may be used for a particular time of the school day e.g. lunchtime. This will be reviewed at the end of an agreed period.



## **School Action Plus**

If School Action does not lead to improved behaviour, advice is sought from inclusion support and other agencies eg. PPE team

## **Monitoring**

The DHT monitors behaviour in order to support those pupils at risk of exclusion and look for patterns in behaviour. The outcomes are reported to governors during the behaviour & safety committee. Children who are close to exclusion will be offered a behaviour contract/behaviour plan in consultation with their parents.

## **Exclusion**

A child can be excluded for a fixed term for behaviour including disruption, verbal abuse, defiance, racial abuse or bullying. The decision to exclude can only be made by the Head Teacher or Deputy Head Teacher.

On the child's return to school, parents must attend a meeting with the head teacher to discuss a reintegration plan which both supports and monitors the child. The child at this stage may also be supported by the inclusion support team.

## **Permanent exclusion**

The decision to permanently exclude can only be taken by the Head Teacher (or Deputy Head Teacher if the Head Teacher is not on site). A decision to exclude pupils permanently should only be taken:

- a) in response to serious breaches of the school's behaviour policy: and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

*Behaviours that warrant **permanent exclusion** include continued disruption, physical assault, possession of a weapon, sexual abuse / assault, supplying an illegal drug. Serious one-off incidents, as well as persistent inappropriate behaviour, can lead to permanent exclusion. The Pupil Discipline and Complaints committee of the governing body will be involved in permanent exclusions.*

In serious cases, the police may be informed by the Head Teacher or Deputy Head Teacher, in order to seek advice and prevent further escalation of the problem.

## **Bullying Incidents**

The school has a separate policy for dealing with incidents of bullying. Incidents of bullying are recorded, logged and monitored.

## **Racist Incidents**

These are recorded, logged and monitored.

### **Discrimination Incidents**

These are recorded, logged and monitored.

Through our SMSC and PSHE policy we aim to teach children tolerance of others and respect for the beliefs, lifestyles and personal choices of individuals. We do not tolerate any form of discrimination, whether this be linked to religion, homophobia or any form sexual prejudice.

### **Mental Health and Well Being**

Intervention is in place to offer support to those who need it - to talk, work on life skills, build relationships and be given opportunities to have support in accessing the curriculum.

### **Physical Intervention**

It is the responsibility of all staff to follow the guidelines published by the Department for Education for 'The Use of Reasonable Force in Schools'.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

All staff must ensure that they read this documentation.

**It is the responsibility of all staff to respond to good and unacceptable behaviour as it happens. Staff must address behaviour calmly and in an appropriate manner. All staff must model respectful behaviour.**

## Monitoring, evaluating and reviewing

The school will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school by all staff.

This policy has been produced using the guidance and documentation from the DfE. These include:

- Preventing and tackling bullying (March 2014)
- Behaviour and discipline in schools (February 2014)
- Use of reasonable force (July 2013)
- The education and inspections act 2006
- The equality act 2010
- Safeguarding children and young people (children act 1989)
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Signed..... (Head Teacher) Date.....

Signed..... (Chair of Governors) Date.....

Reviewed: December 2018

Next reviewed: Spring 2019