


Kelvin Grove Primary School



KG Code of Conduct *"Positive Behaviour Policy"*

2018-2019

Agreed at	<i>Achievement Committee</i>
Date	<i>28/01/2019</i>
Signed	
Print	<i>Eleanor Fairford</i>



Article 2: The Convention applies to everyone: whatever their race, religion or abilities, whatever they think or say, whatever type of family they come from.



Every child has the right to learn and every teacher has the right to teach, in a safe, caring and structured environment.

Children and adults have rights.

To understand both how they should be treated, and how they should treat others, young people need to understand equality and know their rights. As active participants in their own education and development they should be mentally involved and physically active in learning what they need to know and do.

The Convention of the Rights of the Child is central to the development of positive behaviour in our school.

“The Convention on the Rights of the Child is that luminous living document that enshrines the rights of every child without exception to a life of dignity and self-fulfilment.” Nelson Mandela

The rights in the UNCRC fall into four categories:

- the right to survive
- the right to be safe
- the right to belong
- the right to develop.

All rights are considered to be equal in importance and to reinforce each other.

Every child is a unique and special individual.

Consequently, we teach children to be respectful of this and we account for their individual uniqueness in our teaching. Children’s ideas, preferences, learning styles, and interests are considered in the planning for and implementation of instructional practices, including behaviour.



Article 28: Every child has the right to an education. Primary education must be free. Secondary education must be available for every child. Discipline in schools must respect children’s dignity. Richer countries must help poorer countries achieve this.



“Any teacher, who wants to, can make a difference.” (Anon.)

Rogers,B (1995) ***Behaviour Management A whole School Approach***, Scholastic Australia, Australia.

Staff, possess a variety of personalities and a range of beliefs about what is acceptable behaviour in management, teaching/learning contexts, and in discipline and punishment. The continuum runs from authoritarian in approach through to “take it as it comes”.

At Kelvin Grove we have moved from self-interest to concern for the welfare of colleagues as a group, asking: “*What do **we** believe as well as what do **I** believe?*” We follow a *common framework* within which teachers can exercise their responsibility of leading and teaching pupils to behave in ways that respect the rights of others.

These practices are consistent with:

- * fundamental principles of human respect and dignity, and fair treatment
- * workable utility
- * current-educational practice and departmental guidelines on gender equity and anti-harassment.

A whole-school approach takes time. If we focus on the school as a whole, the outcomes will be more effective.

Effective schools and effective teachers emphasise:

- * unity over isolation
- * reflection over impulse
- * communication over mere expectation
- * collaboration over private practice.

Rogers,B (1995) ***Behaviour Management A whole School Approach***, Scholastic Australia, Australia.

Positive discipline is a whole-school approach to the management of behaviour.



It involves everybody's behaviour to everybody.

At Kelvin Grove we work as a team. We don't have private policies for managing behaviour.

We consider it a matter of professional responsibility to support the school's practices and plans. This is essential for realisation of the aims of positive behaviour management.

The preferred practices describe the way teachers lead, guide and manage pupils towards self-discipline and respect for others rights.

Teachers are expected to reflect on these practices in:

- Their classroom management , the plans made for behaviourally disordered pupils and plans made for duty of care outside the classroom; supervision -wet days, corridors, school trips, swimming and duties -playground.

Philosophy:

We believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Problems of distraction and disruption are few or infrequent if children are engaged in work relevant to their capabilities. However, good behaviour is an essential condition for effective teaching and learning to take place therefore good behaviour must be carefully developed and supported.

High self-esteem promotes good behaviour, effective learning and positive relationships. Emphasising potential, rewarding success and giving praise for effort and achievement; rather than focusing on shortcomings and failure, promote good behaviour.

Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline.

We believe good behaviour means that **everyone** in school is:

- polite and friendly
- helpful and kind
- respectful and tolerant
- careful and considerate
- quiet and hardworking

The expectation is that parents and carers co-operate and support the school in helping their children to behave well and therefore achieve.



Principles:

We are a caring community whose values are built on mutual trust and respect for all.

We encourage a calm, purposeful and happy atmosphere where all members of the school work together in a supportive way.

We support positive behaviour and foster a positive environment through a consistent and fair approach by the whole school community.

We employ constructive whole school planning for PSCH* and Behaviour, appreciating and following these agreed codes of behaviour.

We encourage all staff and our children to see themselves as a member of the school team and recognise their responsibility within this.

We work alongside parents to encourage our children to develop into caring and thoughtful beings, who respect and value the feelings, opinions, beliefs, property and differences of others.

We promote an environment where everyone is safe and secure and cultivate pride in our environment.

We have a positive and consistent approach to playtimes and lunchtimes. **

We encourage everyone to take care of and have respect for their own and each other's belongings.

We create a structured and stimulating learning environment, offering a broad and balanced curriculum that is well prepared and have high expectations of pupil's work.

We address curriculum issues concerning organisation, methods of teaching and learning, content and differentiation. ***

We acknowledge and value achievement at all levels to raise self-esteem.

We encourage increasing independence and self-discipline so that pupils learn to accept responsibility for their own behaviour.

“You own your own behaviour”

*PSCH Policy

** Playground Policy

*** Teaching and Learning Policy



As adults we have a vital part to play as role models.

We do this through:

- demonstrating good manners/ behaviour to each other and to the pupils
- teaching appropriate behaviour and giving feedback when pupils are behaving well
- showing respect for every child as an individual and making every child feel valued
- not accepting bullying, anti-social behaviour in school, on any level, at any time*
- being aware of vulnerable children
- being seen to be fair and consistent
- responding quietly, calmly, consistently and positively
- focussing on the behaviour not the child
- avoid labelling
- listening with empathy and tact and handling confidential information with sensitivity **
- regularly monitoring and reviewing our practises to make our policy effective
- an awareness of our appearance and the messages it gives

**DFE Guidance: Behaviour and Discipline in Schools Advice for headteachers and school staff January 2016,
DFE guidance: Preventing and tackling bullying Advice for headteachers, staff and governing bodies July
2017*

*** Child Protection and Confidentiality policy*



Positive discipline is a whole school approach to the management of behaviour.

This policy is designed to promote good behaviour rather than merely deter anti-social behaviour. It covers all school activities including playtimes and lunchtime, swimming and school trips and extended learning ie: breakfast clubs and extra-curricular activities.

The “*Whole School Charter*” is an agreement that was created through the consultation of all staff and pupils and is well known by all. From this, each class generates their own class charter. The charters are agreed by each class during the “*Establishment Phase*” at the beginning of the year and culminate in each class having their own “*Class Agreement*” (CA). This process allows pupils and teachers to discuss and develop shared understandings about learning and behaviour, focusing on the rights of the child as set out in The Convention on the Rights of the Child.

The Whole School Charter and class charters are clearly displayed in all teaching areas and every classroom has a Class Agreement, which is used to introduce newcomers to the class.

Through this process, pupils know and understand rights, the importance of respecting each other’s rights, what is expected of them, what their responsibilities are and the consequences, if they choose not to follow the CA. They are aware that they have a clear choice as to whether they keep to the agreements or not. The primary message that is communicated is: “*You Own Your Own Behaviour*”; we encourage pupils to take responsibility for their own behaviour.

Equal Opportunities

We achieve equal opportunity by ensuring that the behaviour policy is planned, monitored and reviewed through consultation of the whole-school community (staff, pupils, parents and governors) and that it is implemented consistently, fairly and with certainty.

We aim for the equality of opportunity for all children, their families and the staff at Kelvin Grove.

Everyone has a right to feel safe, secure and supported.

Value differences - share your knowledge and experiences.

Be positive - praise efforts and success. Give freedom to make mistakes.

Allow learning - apply the behaviour policy consistently and fairly.

Have high expectations - clearly state them and set appropriate work.

Recognise Special Needs – physical, emotional, social, behavioural and learning.

Allow no bullying – report all name calling especially racist insults.

Be open and sensitive – discuss pupil’s concerns appropriately.

Respect is essential – show no prejudice towards any gender, race, class or disability.

We monitor outcomes to ensure that it does not disadvantage any individuals or groups within our school.



Rewards

Positive Praise

A smile, praise, noticing and commenting, stickers, certificates, challenges, Headteacher Awards and “Top Table” invites.



Individual Whole School System

Stickers are given to pupils for “WOW moments”.

“WOW moments” include collaborating (helping others), focusing (absorbed in learning), managing distractions, listening and questioning, persevering (not giving up), respecting others, planning and applying learning.

Pupils are responsible for adding the stickers to their booklets.

There are 4 booklets: Bronze, Silver, Gold and High Flyer.

When pupils fill a booklet with 50 stickers then they proceed to the next.



Whole School Class System

A class reward jar or display.

If the *whole class* is following an instruction, lining up silently, listening and focussed then the whole class is rewarded.

In Circle-time, the class discuss the rewards they would like to do once the jar is full.

Once the target is reached the class can choose a class reward to celebrate.

The whole class reward system aims to create a class community where pupils support one another.

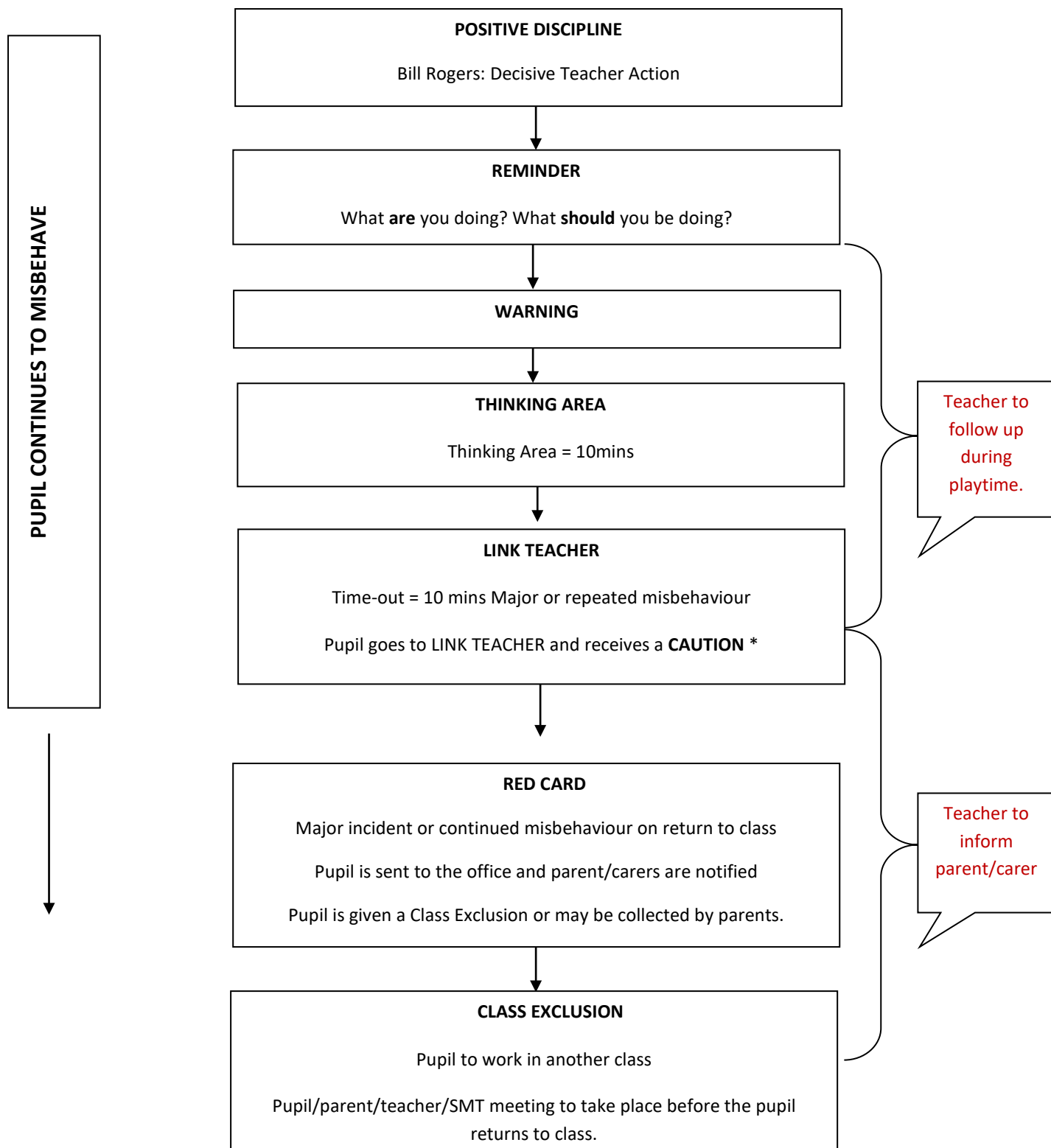
Planning, Routines and Structures

- Whole School Charter
- Class Charters
- Class Information Board
- Routines
- Class monitors
- Lesson planning
- Preparation
- “Challenge for all”
- Inclusion
- Visual timetables
- Organisation
- Circle Time
- Worry/Suggestion Box
- Key Behaviours
- Learning Powers- 4Rs





Classroom Management at Kelvin Grove Primary School (Year Reception -4)



***CAUTION:** Each time a pupil receives a Caution they attend *Reflection*, at lunchtime, for 20 minutes to complete a reflection sheet.

If a child receives 4 Cautions in a half term then parents & carers may be asked to attend a Contract Meeting with the pupil, parent(s)/carer, class teacher and a member of the Senior Management Team present. Behaviour Targets will be set and the Contract will be actioned for a 2 week period, after which it will be reviewed.

NB: Each half term the pupil's Caution record is cleared.

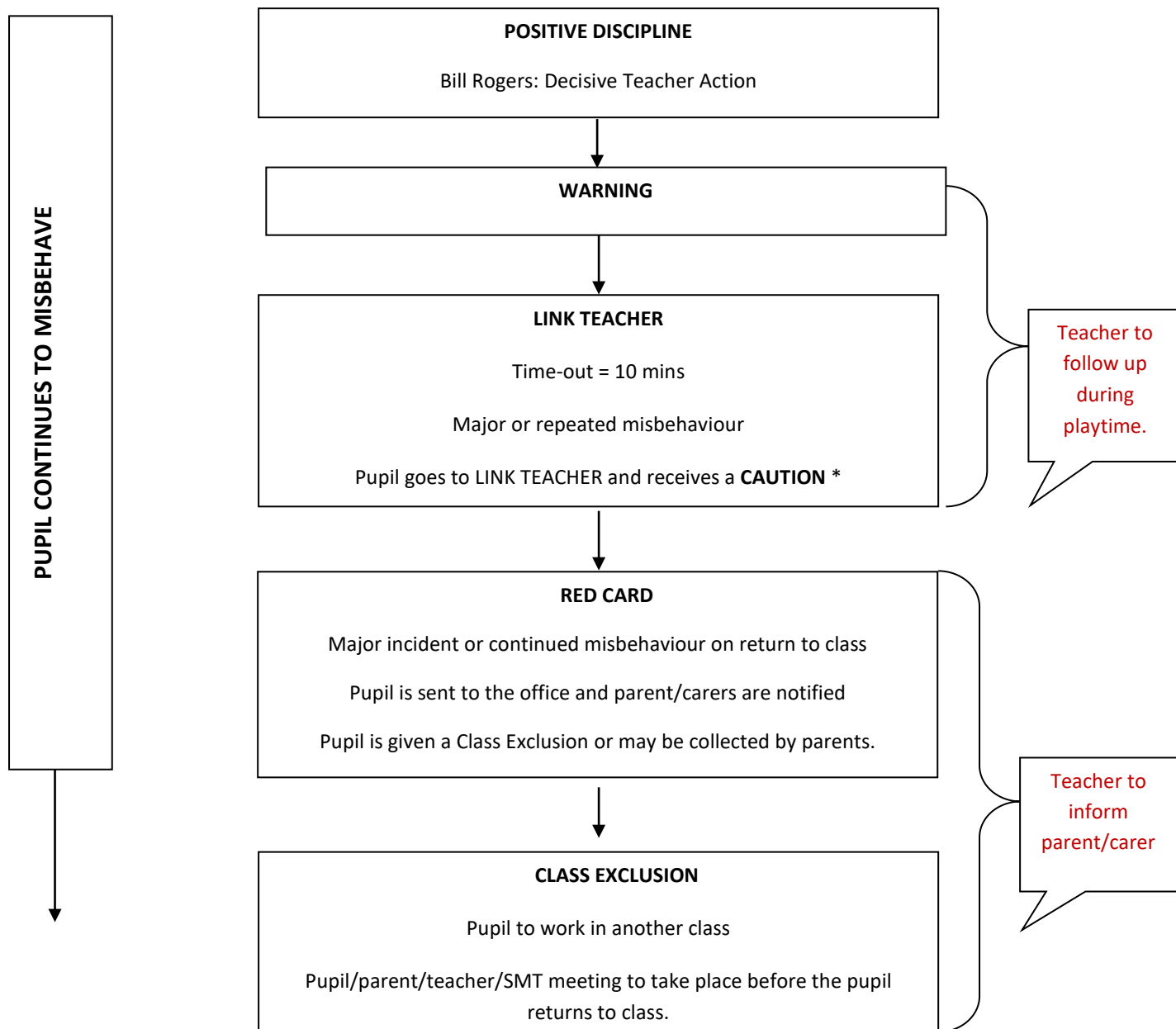


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Classroom Management at Kelvin Grove Primary School (Years 5-6)

To ensure pupils are secondary school ready, the steps have been modified and pupils receive a Warning, then a Caution; they do not go to the "Thinking Area" in their class. Year 4 follow this in Summer 2.



***CAUTION:** Each time a pupil receives a Caution they attend *Reflection*, at lunchtime, for 30 minutes to complete a reflection sheet.

If a child receives 4 Cautions in a half term then parents & carers may be asked to attend a Contract Meeting with the pupil, parent(s)/carer, class teacher and a member of the Senior Management Team present. Behaviour Targets will be set and the Contract will be actioned for a 2 week period, after which it will be reviewed.

NB: Each half term the pupil's Caution record is cleared.



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The “Time-out System”

*In the first instance of misbehaviour the pupil will be given a “**REMINDER**”, using decisive teacher action (ie: What **are** you doing? What **should** you be doing? Do it please).

At Kelvin Grove we follow Bill Rogers: Positive Discipline Programme and practice levels of Decisive Teacher Action. Decisive Teacher Action involves teachers using the least intrusive action moving step by step to the most intrusive. These include:

1. Tactical Ignoring
2. Simple direction or rule restatement
3. Giving simple choices
4. Imposing time-out

Positive discipline also focuses on the *primary behaviour* (the initial behaviour that resulted in teacher action) and not the *secondary behaviours* (behaviours that follow as a result of teacher action ie: pupil sighs, rolls eyes etc.).

* If a pupil has been given a Reminder for low-level persistent behaviours and it continues then they are given a “**WARNING**”, their name is placed onto the orange warning circle.

* If a pupil continues to misbehave they will proceed to the yellow circle; “**THINKING AREA**” for 10 minutes. The pupil is responsible for timing the 10 minutes using the timer. On completion they must return to their seat in an appropriate manner. The teacher must acknowledge this with praise soon after their return. The teacher must also *follow-up* with the pupil at the next break time.

*Pupils names can move off of the “**WARNING**” and “**THINKING AREA**” circles when they display the expected behaviours .

* Once a pupil has been to the THINKING AREA and they still misbehave their name will be placed onto the blue circle; “**LINK TEACHER**”. This will also result in a CAUTION. A list of “LINK TEACHERS” is in the magazine rack on the front of each classroom door.

The pupil can go unaided or a TA will take them to the Link Teacher. In the LINK classroom, the pupil will use the timer and put their hand up to let the link teacher know their 10 minutes are up. The pupil will then be allowed to return to their own class. The teacher who gave the CAUTION must follow-up with the pupil at the next break time.

* Major misbehaviours such as: swearing, racial comments, name calling, bullying (PUT DOWNS), answering back, inappropriate gestures, deliberate pushing and hitting will result in a CAUTION.

* If there is no change in their behaviour upon returning to class they will be given a “**RED CARD**” and will be taken to the office by the TA. If the pupil refuses to go then the TA should take the RED CARD to a member of the SLT, who will collect them. The school will notify the parents and they will either be sent home or will spend the remainder of the day in another class.

*Extreme misbehaviour such as: swearing directly at a teacher, serious fighting and extreme aggression (ie: throwing a chair) will result in a RED CARD.

* A RED CARD will result in the pupil being EXCLUDED from class for a period of time, at the discretion of the SLT.



Cautions

A CAUTION is given when a pupil is sent to the LINK TEACHER for consistent low-level misbehaviours and for major misbehaviours such as: swearing, racial comments, name calling, bullying (PUT DOWNS), answering back, inappropriate gestures, deliberate pushing and hitting.

* A CAUTION must be discussed before it is entered into the CAUTION book. This allows the teacher and pupil time to reflect and follow up. We want the pupils to know **THIS IS SERIOUS**.

If the CAUTION is given by a teacher other than the class teacher they need to sign it, in-case it needs to be followed-up.

* If a pupil receives a **CAUTION** they will attend **REFLECTION**, during their next lunch playtime.

* If a pupil receives **4 CAUTIONS** with-in the half-term then parents/carers may need to make an appointment to see the class teacher for a **CONTRACT MEETING**.

* At the **CONTRACT MEETING** the pupil, parent(s)/carer, class teacher and SMT must be present, to complete and sign the **BEHAVIOUR CONTRACT**.

Up to 3 targets will be set, which must be met before the pupil can be released from the contract. The pupil will have a BEHAVIOUR CONTRACT for 2 weeks, in which the class and subject teachers will record their comments on the pupil's behaviour. A review date will be set after the 2 week period to discuss the pupil's progress. If there is an improvement the pupil will be released from the contract, if not then another review date will be set.

*If the pupil receives another CAUTION during a BEHAVIOUR CONTRACT period then further action will be taken, addressing the individual needs of the pupil.

Reflection

***REFLECTION** is staffed by SMT at lunch time. Children miss 20 minutes of their playtime to complete a Reflection sheet (Caution) and so reflect on their behaviour and discuss it further if necessary. Playground Leaders may also bring major playground 'incidents' in to be resolved. Occasionally children who continually have poor playtimes (aggression, play fighting etc) will be asked to spend time in REFLECTION.

Learning Reflection

In years 5 and 6, we aim to prepare pupils for secondary school. Through consultation with past and present pupils, **EXPECTED LEARNING BEHAVIOURS** and **LEARNING REFLECTION** evolved. The EXPECTED LEARNING BEHAVIOURS are communicated to all pupils across the school and a letter is sent to parents/carers of pupils in years 5 and 6 outlining the purpose of LEARNING REFLECTION.

Pupils who are not adhering to the EXPECTED LEARNING BEHAVIOURS are asked to go to LEARNING REFLECTION during their morning break.

The EXPECTED LEARNING BEHAVIOURS are communicated to pupils, parents and carers and staff regularly.




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Expected Learning Behaviours

Are you ready for learning?

<p>1</p>	<p><u>Are you wearing correct uniform?</u></p> <ul style="list-style-type: none"> • White shirt/polo shirt • dark grey trousers/shorts/skirts/dresses • black school shoes • red sweatshirt/cardigan/fleece
<p>2</p>	<p><u>Do you have all your equipment?</u></p> <ul style="list-style-type: none"> • book bag • school planner • water bottle • PE kit
<p>3</p>	<p><u>Have you done your homework?</u></p> <ul style="list-style-type: none"> • completed • ready to hand in on time • done to the best of your ability • neat, joined and legible handwriting
<p>4</p>	<p><u>Is your attitude right for learning?</u></p> <ul style="list-style-type: none"> • polite and respectful at all times • looking, listening and be willing to learn - be on task • thinking, asking questions, engaging with your learning, • participating in discussions / working quietly and independently
<p>5</p>	<p><u>Are you exercising your “Learning Powers”?</u></p> <ul style="list-style-type: none"> • Resilience- work through difficulties and ask questions • Resourcefulness- use different resources and ways <p> Article 29: Education must develop every child’s personality, talents and abilities to the full. and It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <ul style="list-style-type: none"> • reciprocity- deciding when it s best to learn alone or with others



When poor behaviour is identified, sanctions are implemented consistently and fairly in line with the behaviour policy. These sanctions are proportionate and fair responses that may vary according to the age of the pupils, and any other special circumstances that affect the pupil.*

Multi-agencies and External Advice

Where it becomes clear that a child is having on-going difficulties in managing their behaviour, there are a wide range of strategies which are used to support pupils:

- Behaviour charts to enable celebration of good behaviour
- Increased communication between home and school
- Behaviour Support Plans (BSPs)
- Support from the SENCo (Special Educational Needs Co-ordinator), identified teaching assistants, teachers
- Small group work or 1:1 support in self-esteem, emotional literacy, anger management, nurture group sessions etc.
- Additional English or Maths support where this is identified as a barrier to learning and impacts on the pupil's behaviour
- Alternative curriculum provision
- Reduced timetable
- Referral to outside agencies such as Educational Psychologist, Mental Health Worker, LA Behaviour Specialists, New Woodlands Outreach, Drumbeat etc.

Monitoring and Review

The KG Code of Conduct (Positive Behaviour Policy) is clearly communicated, well understood by staff, parents/carers and pupils, and is consistently applied across the school.

Delivery of the policy will be monitored within the school monitoring cycle and analysis of the tracking sheets.

This policy will be reviewed by staff on a biannual basis.

Next review date: January 2021.

* Equality Act 2010