



Behaviour for Learning Policy

Ready, Respectful, Safe

Signed by Chair of Governors: *Paul Davies* . Dated: July 2018

Signed by Headteacher: *A.J. England* Dated: July 2018

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Principles

At King's Oak Primary School we want to encourage a calm, purposeful and happy atmosphere.

We want to foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.

We will encourage increasing independence and self-discipline so that each child learns to accept responsibility for his / her own behaviour.

We aim to have a consistent approach to behaviour throughout the schools with parental co-operation and involvement.

We will ensure there are clear expectations of behaviour and create an environment where everyone feels safe at all times within school.

As members of the King's Oak family we have a duty to be positive role models and demonstrate through our words and actions that we are proud of ourselves, proud of each other and proud of our school.

Behaviour for Learning policy – one page summary

Relationships are at the core of all we do. It is our job as adults to take the initiative in forming them, reconciling where necessary and being relentlessly positive. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Children's behaviour and their physical/emotional well-being are the responsibility of all members of staff at all times.

High quality behaviour for learning is underpinned by

- Relationships
- High Quality Teaching (see QFT guidance)
- Positive reinforcement and rewards

The King's Oak Code of Conduct (Ready, Respectful, Safe) must be displayed in each classroom and around the school.

Consistency of approach by all adults is key to the Behaviour for Learning Policy

The King's Oak non-negotiables

1. Refer to 'Ready, Respectful, Safe'
2. Model positive behaviours and build relationships.
3. Plan lessons which engage, challenge and meet the needs of all children
4. Ensure praise outweighs anything negative by at least a 5:1 ratio.
5. Meet and greet at the door.
6. Be calm and give 'take up time' when going through the steps. Prevent and attempt to de-escalate before applying sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with children
8. Never ignore or walk past children who are behaving badly.

Staff will:

- Make sure the school rules are clear in every classroom
- Adopt principles of Quality First Teaching and Reasonable Adjustments (see separate guidance to QFT)
- Have high expectations of all pupils in terms of achievement and behaviour by focussing primarily on those children who are behaving well and recognising those who are going over and above.
- Be aware of, and control their own behaviour, including stance and control of voice, implement discipline procedures calmly.
- Model the standards of courtesy and behaviour they expect from pupils.
- Wherever possible staff will praise in public, reprimand in private
- Form positive relationships with parents and children so that we are all working towards a common goal.
- Consistently follow the school's behaviour policy.
- To recognise that all children are individuals and to be respectful, courteous and inclusive.
- To raise self-esteem and help children to reach their full potential.
- To maintain a safe and engaging learning environment.
- To ensure that all behavioural incidents are logged in the pupil's individual behaviour log on the central system and are kept up to date and accessible at all times.

Encouraging Good Behaviour for Learning.

At King's Oak we have 3 Behavioural Rules:

1. Ready
2. Respectful
3. Safe

1. Ready – examples include:

- Have all necessary materials on hand including PE kits
- Be organised and ready to begin work
- To work to the best of their abilities, and allow others to do the same.
- Take part in group discussions and projects
- Work cooperatively with other children and adults.
- Complete work set and use class time sensibly
- Complete homework

2. Respectful – examples include:

- Treat others with tolerance, courtesy and kindness
- To follow the instructions of all adults in school
- Use acceptable language towards everyone
- To take responsibility for the care of all property and the environment

3. Safe – examples include:

- Keeping hands and feet to one selves
- Ensuring that transitions between classes and break times are smooth and calm
- Ensuring there is a zero tolerance approach to bullying or racism

Praise and rewards

Positive and productive relationships are central to excellent behaviour management. At King's Oak we acknowledge and reward students who meet and go beyond our high expectations.

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those students are hardest to reach. All members of staff are expected to ensure that praise outweighs sanctions by at least 5:1.

There are many ways to recognise positively those students who go 'over and above'. The way students are acknowledged and rewarded is very significant.

Rewards include:

- verbal praise

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- positive recognition – name on recognition board
- additional responsibilities
- praise cards
- postcards
- hot chocolate with the Head
- End of half term assemblies present great opportunities for extensive celebration of achievements.

Weekly assemblies take place on a Monday and 1 child is selected each week to **receive the conduct award**. The parents of the selected children are invited in to share the celebration. In addition to this, each class selects one child who has demonstrated the monthly 'value' (See PSHE policy). They are given a certificate and a leaf to add to the values tree, stating how they have met that value.

Consequences

1. Warning
2. First step- 5 minutes off break with restorative questions
3. Second step – 10 minutes off break with restorative questions.
4. Third step – 15 minutes off break with restorative questions.
5. Involvement of Assistant Headteachers.
6. If behaviour is serious a Deputy Headteachers becomes involved
7. If behaviour is extreme then involve the Headteacher immediately or in her absence, a Deputy Headteacher.
8. Internal exclusion
9. Exclusion- internal /fixed/ permanent.
10. For children who have consistent difficulty maintaining acceptable behaviour we will involve external agencies and the children may be put on a behaviour plan
11. Each day starts afresh and restorative work is done at each level.

- All sanctions should be reasonable and proportionate and where possible, carried out immediately.
- Any sanction should always involve an element of restoration, usually at the end. There is no evidence that pure punishment has any positive effect on behaviour change.
- Any member of staff can set a sanction for any pupil.
- The manner in which sanctions are set and carried out can make all the difference, always discipline students with dignity.
- Whole class sanctions should be avoided.
- Persistent offenders will also have an individual behaviour plan drawn up by the class teacher which is then shared with the parents and all staff to ensure a consistent approach to their behaviour.

Specific roles

Teachers

- deliberately and persistently catch children doing the right thing and praise them openly in front of others
- empower their children to self-regulate

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- know their classes well and develop relationships with all children around the school teach children the behaviours they want to see
- sustain a passion for their subject that breaks through the limiting self belief of some children
- relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept.
- keep their emotion for when it is most appreciated by children
- demonstrate care and compassion

Senior Leaders

- meet and greet children and parents at the beginning of the day, ensuring that all school rules start at the gate
- be a visible presence around the site and especially at times of transition and at lunch and break times
- celebrate those whose effort goes above and beyond expectations
- regularly share good practice, ensuring opportunities for collaboration
- support teachers and middle leaders in managing children with more complex or entrenched negative behaviours
- track behaviour data to intervene and support with professional development needs
- regularly review provision for children who fall beyond the range of written policies

Parents

- support children to take responsibility for their behaviour and make the right decisions.
- encourage independence of their children.
- show an interest in their child's school life.
- develop a good relationship with staff in supporting the implementation of the behaviour policy
- read and agree to the home/school agreement.

More Serious Behaviour – Assistant Head Involvement

Serious behaviour may include:

Deliberately throwing or breaking property.

Harming another person- verbally or physically.

Leaving class without permission.

Repeated refusing.

Offensive abuse or challenges to authority.

Bullying

Sanctions may include:

Exclusion from class.

Informal contact with parents.

Weekly 'encouragement' sheets.

Head teacher involvement.

Very Serious Behaviour – Deputy Head Involvement

Repeatedly leaving classroom.

Fighting and intentional physical harm to others.
Serious challenges to authority.
Verbal abuse to staff.
Stealing and vandalism.
Persistent bullying

Sanctions include:

Telephone contact or meeting with parents + letter.
Formal warning entry in incident log i.e. racist or bullying log as appropriate.
May include fixed term exclusion from school.

Extreme behaviour - Immediate involvement of head teacher.

Extreme danger or violence- this could include possessing or using any objects which may inflict harm on others.

Verbal/Physical abuse to any other person.

Running out of school.

Sanctions:

Potentially could include fixed term/permanent exclusion from school.

We recognise the need for consistent rewards and praise systems within the school. We also acknowledge that every member of our school has the right to a safe and happy working environment and the responsibility to maintain this.

Recording Procedures

Behaviour Logs

When recording negative behaviour incidents, remember to;

- Observe the details about the behaviour and everything around you or the child.
- Make sure you, the child and others around you are safe before you stand back and record.
- Record the facts, do not state your opinion or let this influence the consequence.
- Record soon after the episode if you are not recording during it. The sooner after the episode you record, the more details you will remember.