

Kingsthorpe Grove Primary School



Behaviour Policy

Person(s) Responsible for Document: Alison Dolan

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Governor/Relevant Committee: **Standards and Achievement**

Date Document Ratified at Full Governing Body: **15th July 2021**

Signed: 
Committee Chair

Signed: 
Chair of Governors

Signed: 
Head Teacher

Date Document to be reviewed: July 2022

At Kingsthorpe Grove we aim to ensure that all of our policies take into account the rights of all children.

Kingsthorpe Grove Primary School aims to provide a school environment that is safe and stimulating for the children in our care. In order to ensure that this is so, we have introduced a policy with set procedures to create a calm, secure and happy working environment for all. This policy should be read in conjunction with the following policies:

- Anti-bullying
- Restrictive Intervention and Positive Handling of Pupils
- E-safety
- Inclusion
- Child Protection Policy
- Acceptable Use Policy

We have a home-school agreement (appendix a). This is an agreement accepted by all those who have children in the school.

Rights Respecting School

We are working on a United Nations scheme entitled 'Rights Respecting School'. Its aim is to *"see children and adults working together to develop a whole school rights and respecting approach where the principles of participation, non-discrimination, best interests and respect underpin practice."* As a result of this we have agreed rights and responsibilities, which set out, in general terms, how we expect our pupils to behave in school and on visits. The rights and responsibilities are agreed in discussion with the children at the beginning of each school year and periodically throughout the year. All adults and pupils are expected to behave according to them.

Restorative Approaches

Underpinning this, our school is working towards using Restorative Approaches (RA). The reason for this is that *"RA place the needs of the harmed at the centre of the process. It recognises the need for the harmed to feel empowerment and for them to have a voice in what is essentially their harm."*

RA is not about getting to the truth, as often the truth depends upon your point of view or perception. Children both with and without SEND often have, in their opinion, very valid reasons for their behaviour, as they may perceive things differently, depending upon their state of mind at the given time. What RA attempts to do is to provide the harmed a voice to say what **THEY** need to make it right, and for the harmer to acknowledge what they have done wrong, but also so that the harmed can hear why an event may have taken place.

Certificates

To support our work on RRS (Rights Respecting Schools) certificates are awarded to children for demonstrating that they support others to have access to the rights listed in the United Nations Convention.

Each month has a focus on a new right.

Values and Merit Certificates are awarded each week, per class. The children are selected based on good work, good behaviour, improvement in effort and demonstrating a commitment to learning.

Rewards

A major intent of this policy is to encourage pupils to exhibit good behaviour; this is reinforced with a system of praise and reward for all children. Kingsthorpe Grove Primary School's scheme is based on a range of differentiated systems, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

REWARDS

- Whole school have house points.
- Rewards should be plentiful, achievable by all, meaningful to the children.
- Optional for class to do own rewards to run alongside House Points and DoJo's
- Once a reward has been given it should not be taken away
- Marble jar of good choices linked to circle time

Rewards may include:

- Class daily reward chart
- Stickers for learning
- Dojo's
- 'Star of the Day' award
- Certificates
- House points
- 'Well done' post cards home
- Phone calls home
- Attendance awards
- Rewards linked to the Rainbow Room
- Marble Jar

House points are awarded by all teaching staff and support staff. In addition, each class teacher gives oral or written praise. Teachers often have their own individual class rewards schemes that complement the list above.

Most children respond to a positive approach where their efforts are acknowledged and make considerable efforts to improve their work and, when necessary, their behaviour.

Dealing with incidents using Restorative Approaches

When a child approaches an adult making an accusation, a simple script can be used to deal with minor incidents there and then. There are five questions that make up this script. It is important that where possible, this is done as quickly as possible for minor incidents, and research shows that where used effectively, this can have a dramatic impact on reducing the incidents of negative behaviour.

The five questions are:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected by what has happened? And in what way?
5. What needs to happen to make things right?

Depending upon the age and the ability of the child, you may need to reword some of the questions, but it is important that all the questions are asked.

Process:

The other important factor is the order to who they are asked:

1. Ask the harmer questions 1-4 first, so that the harmed hears them
2. Ask the same questions, 1-4 to the harmed, so that the harmer hears them
3. Ask the harmer to respond to anything that the harmed has just said
4. Ask the harmed question 5
5. Ask the harmer for a response, and gain agreement on reparation actions
6. If necessary set a time scale for any actions agreed.

At no point is the above process supposed to replace any sanctions, but is an important tool to help change negative behaviour patterns and allow the harmed to feel empowered to speak up and feel that they have had input to the process. It also allows the harmed to suggest the actions/sanctions for their actions, which they are more likely to comply with. It should be noted, that this process will not work with all children, but it is important that where possible both sides have some of the process.

Staff will be given a small card, business card size, with the script on, and this should be kept on them, possibly with their school ID card, so that they can refer to it as and when the need arises.

Dealing with serious incidents:

Where an incident involves large numbers of children and or is of a serious nature, the matter will need to be referred to either the Head teacher or the Lead Behaviour Professional, who have both been trained. These incidents may need to be turned into full Restorative Approaches conferences, where preparation meetings will be held, risk assessments may need to be written and which may require parental attendance. If in any doubt, staff should speak to either the Head teacher or the Lead Behaviour professional for advice.

Consequences

There will be times when children behave unacceptably. Children need to discover where the bounds of acceptable behaviour lie, as this is a part of growing up. A Positive Behaviour Policy should state these boundaries clearly and firmly. The following process sets out clearly what the school agrees are appropriate sanctions to secure effective behaviour.

2. CONSEQUENCES

- Appropriate to the behaviour
- Appropriate to the child
- Timely

- Understood by the child
- Where possible delivered by the adult who has dealt with the incident

All adults in school:

- Ensure that behaviour and safety within the curriculum and school environment is seen as a priority – learning will not happen without it
- Adults must set a good personal example of positive language and behaviour
- Ensure you meet the agreed expectations and responsibilities for your behaviour and use of language
- All staff must take an active involvement in securing appropriate pupil behaviour
- All incidents **MUST** be taken seriously by staff
- If children bring an issue to staff we **MUST** take the children's concerns seriously
- Staff should use the matrix to guide their reactions and responses
- Notice any emerging patterns of unacceptable behaviour
- Serious concerns **MUST** always be taken to the Lead Behaviour Professional, Head teacher, Deputy Head teacher and/or the Inclusion Manager and recorded on an orange form.
- The Head teacher is the only member of staff who can carry out a fixed term exclusion
- Exclusions can be for a fixed period i.e. a number of days or lunch times
- Fixed term exclusions cannot exceed 45 days school days in any **one** school year

The school does not allow 'Time Out' with another class/adult, unless this is agreed as part of a behaviour plan with the Inclusion Manager and/or the Lead Behaviour Professional.

Recording:

**Orange forms – Behaviour of significant concern to be recorded on an orange form.
Behaviour of a safeguarding concern to be recorded on My Concern.**

Roles and responsibilities of stakeholders in relation to behaviour management:

3. Senior Leadership Team (SLT)

- Promote positive behaviour (classroom/corridor or playground)
- Support and advise staff as and when required.
- Support staff when dealing with potentially challenging conversations
- Refer parents back to class teachers in the first instance
- Ensure all stakeholders follow the behaviour policy
- Ensure all staff are correctly trained to deal with behaviour in school – through staff meetings, team teach.
- Have a clear understanding of behaviour policy and ensure all staff are made aware of the policy

- Review Orange Forms every 6 weeks.
- Follow up all orange concern forms
- Sign off bound and numbered book
- Meet with parents/carers where appropriate.
- Inform Governing Body of significant behaviour incidents via orange forms

4. Teachers

- Promote positive behaviour (classroom/corridor or playground)
- Praise good behaviour
- Provide a safe learning environment
- Be consistent and fair
- Ensure consequences are appropriate to the child
- Fill in orange concern forms for incidents which fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- Complete behaviour log as needed.
- Ensure you communicate with any relevant staff i.e. Support staff and senior leaders.
- Meet with parents/carers where appropriate
- Ask for advice (see next page)

5. Children

- Show respect to all staff, other children and property
- To be honest about themselves and others
- Be kind in what you say and do
- Be safe in the choices you make and keep others safe.
- Accept challenge and try your best
- Follow School Acceptable Use Policy and Home School Agreement

6. Lunch Time Supervisors

- Promote positive behaviour (classroom/corridor or playground)
- Understand levels of behaviour

- Use restorative approach
- Solve problems as much as possible
- Be proactive in behaviour management
- Fill in orange concern forms for incidents that fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- Fill in Behaviour logs for lunchtime issues and pass on problems to class teachers.
- Ask for advice (see next page)

7. Lead Behaviour Professional

- Promote positive behaviour (classroom/corridor or playground)
- Understand levels of behaviour
- Use restorative approach
- Be consistent and fair
- Ensure consequences are appropriate to the child
- Fill in orange concern forms for incidents that fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- Record on behaviour on Edukey of children regularly demonstrating level 3 and 4 behaviour who LBP is supporting
- Carry out observations in class and provide advice and support formally and informally
- Meet with parents/carers where appropriate.
- Review Orange Forms every 6 weeks

8. Support Staff

- Promote positive behaviour (classroom/corridor or playground)
- Praise good behaviour
- Ask for advice if you need it from Behaviour Professions or Senior Leadership Team
- Fill in orange concern forms for incidents that fall into one of the following categories: bullying, racism, physical assault, homophobia, e-safety abuse and sexual misconduct.
- To be consistent and fair.

- Ensure you communicate information to all relevant staff i.e. Teachers and senior leaders.

9. Parents

- Support and reinforce the values of the school with their child/children
- Be a role model when discussing behaviour with school staff
- Where bigger issues need to be discussed, arrange a suitable time with the teacher
- Where changes in circumstances may affect a child's behaviour, to inform the school
- Follow the School's Home School Agreement

10. Governors

- Complaints can be escalated to Governors and they will further investigate.
- Issues regarding behaviour are discussed in Governor Meetings. Orange forms are discussed.
- Governors ratify and agree the behaviour policy and recommend any necessary changes.

11. Levels of behaviour

The levels below provide guidance as to how suitable consequences for behaviours. The points are not matched alongside but are a list

Level One			
Behaviour Evidence	Action & Consequence	How should the behaviour be recorded	Who should be involved & informed
<ul style="list-style-type: none"> ▪ Not settling to task (low level – one off) ▪ Overheard swearing ▪ Lying ▪ Low level falling out ▪ Running through the school 	<ul style="list-style-type: none"> ▪ Use restorative approach questions ▪ Verbal correction of behaviour 	N/A	<ul style="list-style-type: none"> ▪ At adults discretion ▪ Consider individual children involved.

Level Two			
Behaviour Evidence	Action & Consequence	How should the behaviour be recorded	Who should be involved & informed
<ul style="list-style-type: none"> ▪ Vandalism – high level not easily repaired ▪ Aggressive physical behaviour ▪ Persistent disruption in class ▪ Persistent failure to follow free time rules ▪ Persistent disrespect to staff ▪ Fake allegations 	<ul style="list-style-type: none"> ▪ Use restorative approach questions ▪ More free time lost ▪ Free time managed by TI ▪ Internal exclusion working in area other than their class as agreed by TI/SLT ▪ Impact on after school clubs ▪ Sometimes parent/carer support with home consequences. Can be another way of helping the child. 	<ul style="list-style-type: none"> ▪ Record on Edukey ▪ Orange Form 	<ul style="list-style-type: none"> ▪ Class Teacher ▪ TI ▪ Class Teacher to inform parents/carers
Level Three			
Behaviour Evidence	Action & Consequence	How should the behaviour be recorded	Who should be involved & informed
<ul style="list-style-type: none"> ▪ Stealing ▪ Extreme physical violence ▪ Bullying – gang culture ▪ Racism ▪ Homophobic ▪ Sexual misconduct 	<ul style="list-style-type: none"> ▪ Use restorative approach questions ▪ Fixed term exclusion ▪ Permanent exclusion ▪ Refer to wider agency i.e. police ▪ Loss of free time ▪ Internal exclusion ▪ Possible fixed term exclusion 	<ul style="list-style-type: none"> ▪ Record on Edukey ▪ Orange Form 	<ul style="list-style-type: none"> ▪ SLT ▪ TI ▪ Parents ▪ Local Authority ▪ Parent/Carer and SLT meetings

12. Exclusion Process

- The Head teacher is the only member of staff who can carry out exclusions.
- Exclusions can be for a fixed term (up to maximum of 5 days at any one time).
- Exclusions can be for lunchtimes for a set number of days.
- Fixed term exclusions cannot exceed 45 days in any academic year.

Children can be excluded from school when:

1. There has been a serious breach of the school's behaviour, anti-bullying or e-safety policies
2. Other disciplinary sanctions have already been tried and extreme poor behaviour has still continued
3. Allowing the pupil to remain in school would seriously harm the education and/or welfare of others in school

Exceptionally exclusion may follow one very serious first offence which threatens the education or welfare of others

If a child is excluded parents must be informed immediately, in writing, of the reasons why their child has been excluded. The letter must also inform them of their right of appeal.

Parents have the right to appeal to the governors pupil discipline committee within five school days. Initial contact should be made through the Chair of Governors.

Care and Safety of Children

Staff have a responsibility to provide interesting, challenging and well-paced lessons that motivate and engage the interest of pupils.

Staff should always promote good behaviour through praise and rewards. Staff should never chastise a child physically. Staff should always attempt to de-escalate any situation, De-escalation works best when the adult knows the child well and can use a personal approach that works well for that child. These personal approaches may be one of the following, however, this is not an exhaustive list of strategies:

- remaining calm, speaking in a low voice
- not invading the space of the child
- giving clear, simple instructions and then allowing time for the child to respond
- after a few minutes, if they have failed to follow simple instruction, giving the choice of complying now or losing another privilege, eg 5 minutes off a break time.
- Giving take up time
- Using contingent touch where appropriate and with consent

Challenging Behaviour

Challenging behaviour can take the form of verbal abuse, physical abuse, assault, defiant refusal, and absconding. These should be dealt with under the school's 'Use of Restrictive Intervention and Positive Handling Plans Policy'.

Intervention

If a child is a danger to themselves or another child or adult and refuses to calm down, then physical restraint may be necessary. All staff have a duty to physically intervene. If the member of staff has not been 'Team Teach' trained, they should call for assistance from those that have. All staff must follow the agreed 'Policy for Restrictive Intervention and Positive Handling of Pupils'.

Recording and reporting incidents

- When a child needs to use the “Blue Room” due to aggression towards pupils, staff or themselves, then the schools protocol shall be that records will be kept in a “Blue Room” book. This should be completed after everyone has recovered, state the date, time, length of stay and brief details of what caused the need for “Blue Room” use. This book will be kept in Willows class and needs to be signed by the teacher in charge and headteacher. Parents also need to be informed that the “Blue Room” has been used by their child on the day of use.
- Parents will have given prior permission for use of the “Blue Room” in their child’s Positive Handling Plans.

See Appendix 1 Blue Room Use & Care Guide.

Use of the Blue Room will be recorded on a Blue Form

For further guidance, refer to DfES circular 10/98 Use of Force to Control or Restrain Pupils.

Governors and parents will be consulted prior to use and forms signed by Parents/Carers and SLT.

SEN

If the in house behaviour modification does not address the child’s need then external support must be sought. Discuss the issues with the Inclusion/Senco Manager/Head teacher

Seek support from:

- Education Psychologist
- The Education Entitlement Service
- SEMH panel
- Other such agencies as deemed appropriate

This policy must pay due regard to the Equality Act 2010 which seeks to safeguard vulnerable pupils, particularly those with Special Educational Needs where reasonable adjustments in the school's behaviour policy may need to be made.



Guarantee

Each Safespace comes with a one year guarantee from the date of delivery. This is in addition to your legal consumer rights. The guarantee remains valid providing the product is used & maintained as outlined in this Guide. If damage occurs, please get in touch & we will discuss how we can help

Guarantee Number: 3385 / 12785



Safespaces (Cornholme) Ltd
361 Burreley Road, Todmorden, Lancs, OL14 7DH
Tel/fax: +44 (0)1706 816274
email: enquiries@safespaces.co.uk
www.safespaces.co.uk



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Safespace BLUE ROOM
@K-RPS
Use & Care Guide

Welcome to your Safespace! We hope that you will gain many years use of our product. This guide tells you how to look after your Safespace and make sure that it is used in the way it is intended. Please read it carefully and keep it for future reference. If the Safespace is passed to another user, please ensure that the person responsible for their care receives this guide.

Supervision & security

- When used in accordance with this guide, a Safespace can provide a safer area for those who would be unsafe in a room with hard surfaces. The Safespace provides a sturdy yet soft, flexible space for the person using it, which will reduce the risk of injury from hard surfaces.
- The Safespace is not a substitute for supervision. The same level of supervision and security should be applied as the individual using the Safespace would require in any room.
- Unsupervised access to the outside of the Safespace should not be permitted. Visual Deterrent Panels can be provided to close off the gap around the Safespace if required.
- Because an individual's size, mobility & abilities can change over time, regular assessment is needed to make sure that the product continues to meet the needs of the user.
- The Safespace cannot remove the risk of injury completely. Adequate and appropriate supervision must be provided at all times.

Safe distance

- A minimum 25cm clear area around the Safespace must be maintained at all times. Your Safespace has been installed with this gap around each wall, so that the walls flex outwards to absorb any impact and prevent contact with external hard surfaces. Please do not place or store any items in the gaps around the Safespace e.g. furniture, toys etc., as this will mean that the equipment cannot be used safely.

Sharp objects

- Sharp objects, such as pens, pencils, hair clips, hard plastic or metal toys or hard furniture, could cause tears in the fabric of the Safespace so should not be taken into, or near the outside of it. In the event of a tear occurring, please contact us immediately.

Zips

- Cords, or ribbons, should not be attached to the zip pullers to extend their length as this could damage the zip.
- The door should be either fully opened when access is needed, or fully closed whilst the Safespace is being used. Do not allow unsupervised access to the doors or windows, when in an open position, as this provides a flap of material that could be vulnerable to damage.

Tension

- It is essential that the tension on the walls of the Safespace set by our fitters during installation is maintained. Do not attempt to adjust the tension yourself without our advice, as over tensioning can damage the Safespace. Please make sure no-one gains unauthorised access to the tensioning system on the corners.

Alterations

- The Safespace must not be altered or adapted in any way.

Cleaning & Maintenance

- Vacuum the net roof regularly. This prevents a build-up of dust which can restrict ventilation.
- A mild detergent is the best cleaning agent to use on the Safespace. Diluted disinfectant or medical standard anti-bacterial wipes can be used if necessary. We advise that abrasives, cream cleaners chlorine-based or bleach-based cleaning products are not used to clean the Safespace.
- Please note that staining to the product can occur under the action of pens, markers, urine and faeces etc. The sooner the product is cleaned, the more successful the cleaning. Staining does not affect the effectiveness or structural integrity of the product.

Moving the Safespace

- Installing the Safespace requires specialist training. If the Safespace is to be moved to another room or property it is essential that it fits well and safely in its proposed new location. Please contact us for advice and guidance on how to check that the new location is suitable. We can provide installation training or arrange to move and re-install it for you.
- Moving the Safespace without our guidance could mean that it is no longer safe. If the Safespace is moved it must be repositioned in such a way as to maintain a minimum 25cm gap on all sides.
- For additional stability, particularly for single bed size Safespaces, or if positioned on a slippery surface, please use the fixing brackets supplied with the Safespace. If floor fixing is not possible, please contact us to discuss alternative fixings.

Fire safety

- Remember to include the Safespace in your emergency fire escape plans. Contact your local Fire Service for advice about how to do this
- We recommend that you add the Safespace to your insurance policy.

Customer Service

At Safespaces, we pride ourselves on our customer service. If you need any further information, would like us to talk you through this guide, have any problems with your Safespace, or want guidance on how to use it effectively, please feel free to contact us by phone, email or social media.

Covid 19 Behaviour Statement & Policy Appendix

There have been significant changes within our setting in response to the outbreak. From Monday 7th September 2020 all pupils will be returning or joining us for the first time. We will endeavour to create COVID-19 safe schools and our school’s Behaviour expectations remain the same. However, it is more important than ever that children listen to and follow adults’ instructions immediately. All adults working with our children have a responsibility for promoting safe and positive behaviour. Children also have a responsibility to behave well and have the right to expect others to behave respectfully towards them.

We have added a Covid 19 appendix to the current behaviour policy. Our staff will ensure they are continually reinforcing the importance of keeping ourselves and one another safe.

Where a child is unable to follow instructions and behaves in any way that puts either themselves or others at risk, in respect to Coronavirus spread then that child will be subject to an individual behaviour plan. If the child continues to be unable to keep themselves and others safe and free from risk, then we will follow our exclusion process.

The following descriptions depend upon whether restrictions ease on July 19th 2021

POSSIBLE BEHAVIOURS	POSSIBLE OUTCOMES	SUPPORTED BY
Deliberate acts of transmission, spitting or coughing at/in the direction of a peer/adult.	Parents of all involved informed. Parent of perpetrator to attend a meeting before the end of the school day Possible exclusion	Class teacher TI Member or SLT
Telling peers you have Covid 19	Loss of free time, prompts used and reminders i.e. think sheets	Class teacher Record to be kept
Deliberate touch of belongs or equipment that does not belong to you. (Following Guidance)	Loss of free time, prompts used and reminders i.e. think sheets	Class teacher Record to be kept
Purposely walking into another bubble (if we have bubbles following July 19 th 2021)	Loss of free time, prompts used and reminders i.e. think sheets If persists possible behaviour timetable	Class teacher Record to be kept TI