Keyworth Primary and Nursery School – Behaviour Policy – March 2021

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Introduction - Key Principles

We believe that Keyworth Primary and Nursery School should be a caring and happy community which models positive behaviour and fairness and within which everyone feels safe, valued and respected.

At Keyworth, the management of behaviour is acknowledged as a core part of the responsibilities of all adults who work with children.

We believe that we have a responsibility to support children as they develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For some children this means that we will need to provide additional support.

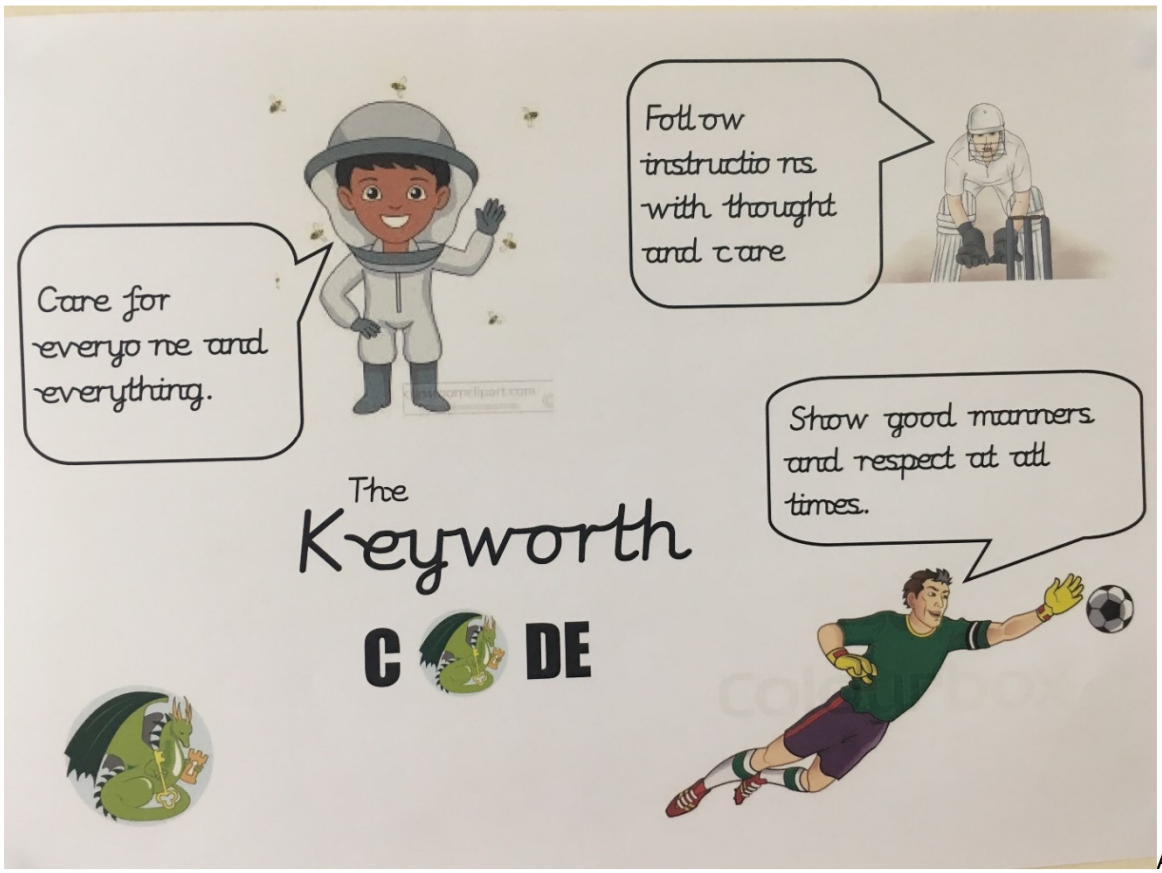
We believe that it is important for us to help children understand the choices they make about behaviour; the model of behaviour which we use for these conversations considers the causes (antecedents) and consequences of behaviour. We recognise that negative behaviours may be a way for a child to communicate their needs or anxieties and that we have a responsibility to try to understand the reasons why a child may choose undesirable behaviours.

We acknowledge our responsibility to promote positive behaviour and manage negative behaviour in the classroom so that all children can learn in a calm and purposeful atmosphere.

At Keyworth, we believe that we should all have consistently high expectations of the behaviour of others and that these high expectations will help children develop their ability to manage their own behaviour.

Managing Behaviour at Keyworth

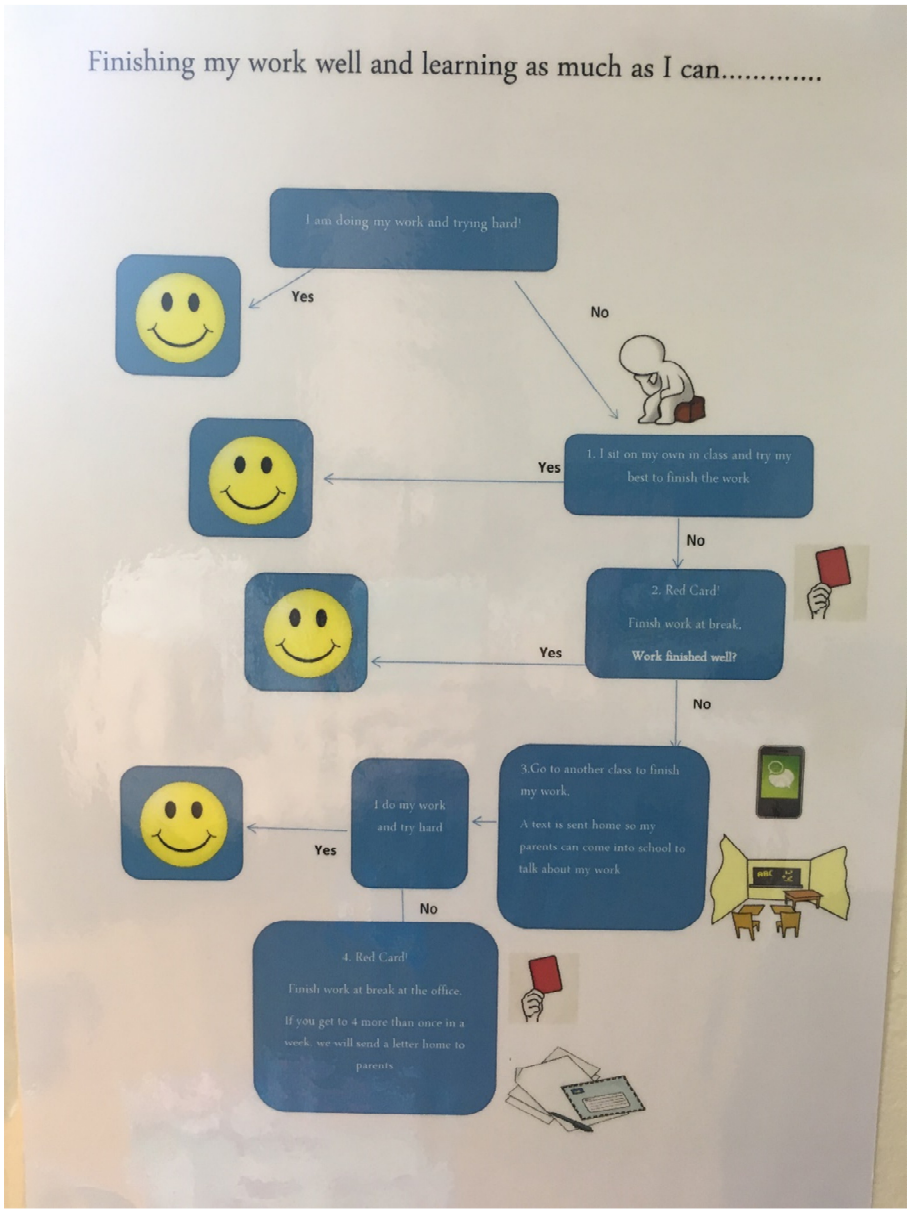
Our Rules – The Keyworth Code



At Keyworth we have a small number of school wide rules which we call the Keyworth Code (see Appendix 1). These three rules allow us to involve children of all ages (in groups or individually) in discussions about their behavioural choices. This approach encourages children to develop their ability to reflect on their behaviour. We expect older children to remember what these three rules are.

In addition to the Keyworth Code, class teachers and their classes will agree a small number of key rules for their own classroom at the start of each academic year. These rules and the Keyworth Code will form part of a display in every classroom and at various points around the school.

A Consistent Approach / Flow Chart



Rewards, Reminders, Warnings and Sanctions

We believe that the consistent use of rewards, warnings and sanctions can encourage children to make desirable choices about their behaviour. This approach supports our efforts to ensure that behaviour at Keyworth meets our high expectations and that children are encouraged to reflect on their behaviour and make increasingly positive behavioural choices.

Rewards

All adults at Keyworth are encouraged to reward and affirm children who are making desirable choices about their behaviour. This affirmation could involve praise, stickers or visits to other teachers or the head teacher. In addition, all children can earn house points to work towards a team reward and green cards which are given for children explicitly demonstrating one or more of the school rules.

Positive choices about behaviour and effort in class are also affirmed at our weekly Golden Egg Assembly, to which parents are invited.

Reminders

We believe that all adults at Keyworth should provide clear and frequent reminders to children about their expectations for behaviour so that children are able to choose behaviour appropriate for that situation.

Warnings

The aspiration of our approach to managing behaviour is that we should try to help children develop their ability to make positive choices about their behaviour so that warnings and sanctions are rarely necessary.

Adults should be attentive to children beginning to make poor behavioural choices and they should use low-level warnings at an early stage to remind children about their expectations.

Sanctions

We believe that our consistent application of sanctions helps to discourage undesirable behaviour by helping children understand that making poor choices about their behaviour will have negative consequences.

Adults at school will apply sanctions using the following sequence which is used consistently across school. This sequence will form part of a display in every classroom. (see above for an example of the flow chart we follow).

External Exclusions

It is very rare for the school to have to move towards the exclusion of a child. If this is an appropriate course of action to take, taking into consideration any special needs the child might have, the home circumstances of the child, an exclusion may be processed by any member of the senior management team. Due regard to the Local Authority's guidance and procedures for exclusion will be followed and the Admissions Officer within the Local Authority will be consulted to ensure that forms and procedures are the most up to date and legally accurate.

The process will be fully documented and governors will be informed.

Managing Behaviour in the Classroom

At Keyworth we want every child to be able enjoy learning successfully. We recognise that this requires that teachers manage behaviour in their classrooms so that a respectful and purposeful environment where learning can take place is created. Our preferred approach involves high quality teaching which motivates and enthuses the children about their learning in all areas of the curriculum - including learning about behaviour.

We believe that it is essential that teachers clearly share their expectations for how children should behave in class and that they should be proactive in addressing any behaviour that does not meet these expectations. When the behaviour of children begins to make it difficult for others to learn, teachers should use the progression of warnings and sanctions (detailed above) which is displayed in all classrooms.

Managing Behaviour Around School

We recognise that it is also the responsibility of all adults to manage the behaviour of children at transitions during the school day, for example, at the end of breaks or when moving to assembly. It is important that all adults clearly and consistently communicate our expectations about the behaviour of children during these transitions so that school is a safe, calm and predictable place. We believe that this approach helps children develop their understanding of the different expectations for behaviour in different contexts, for example, playtimes and assemblies.

Coping with Risky Behaviours

Very infrequently, children's behaviour requires us to intervene to prevent harm to the child themselves or other children. A number of staff have received specialised training in coping with risky behaviours (CRB). This training is focused on de-escalating behaviour in a caring, professional and safe manner. All incidents where this level of intervention or restraint has been necessary are logged on CPOMS and discussed with parents.

Recording, Monitoring and Reporting of Behaviour

We believe that it is important that we – adults and children - should always try to understand why problematic behaviours have happened. This will make it more likely that we will be able to promote positive behaviour successfully. Recording incidents of more serious misbehaviour allow us to carry out analysis

Recording incidents of undesirable behaviour which result in a red card being issued (Step 2 in the classification above) allows teachers and the school's SLT to carry out analysis on these behaviours.

Analysis of Behaviour

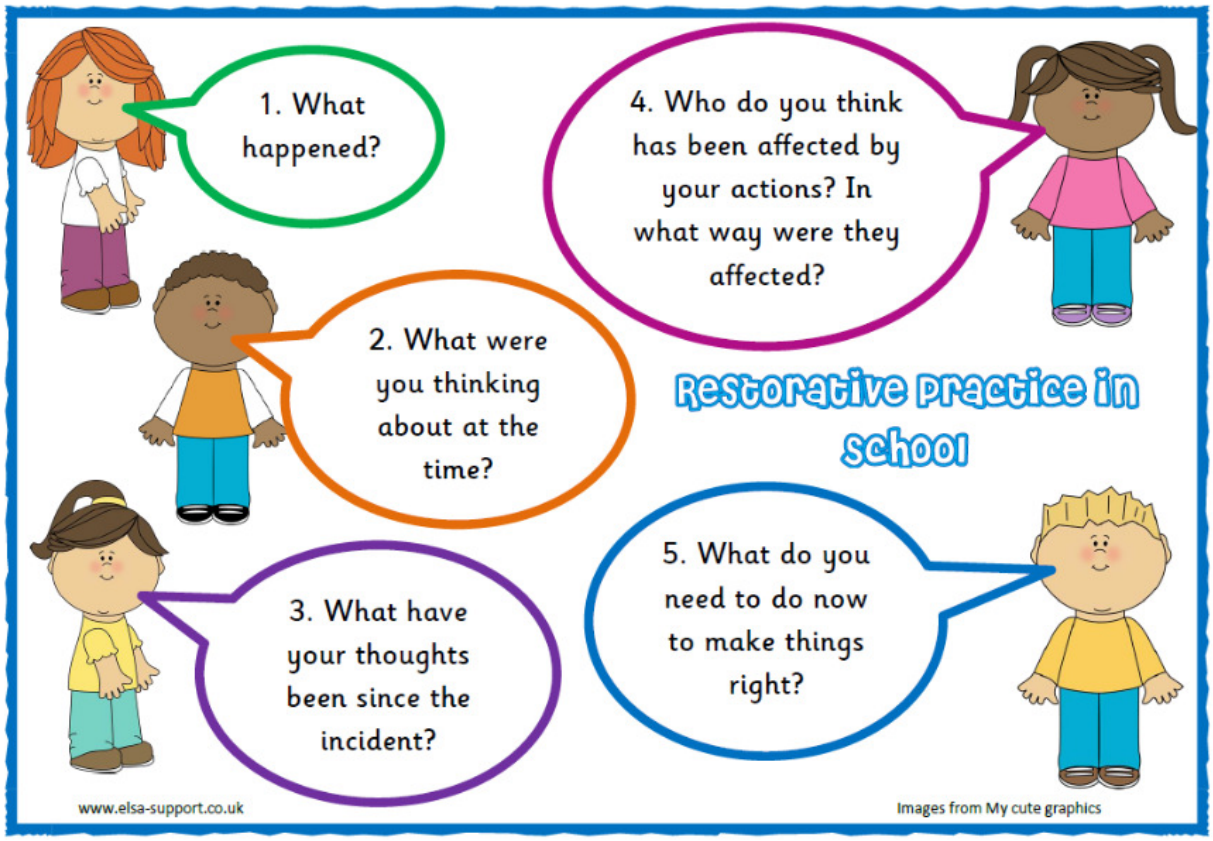
In order that we can promote the positive behaviour we wish to see at Keyworth, it is important for SLT to analyse incidents of more serious undesirable behaviour so that we can understand why individual incidents have occurred or spot any patterns in episodes of repeated misbehaviour. We believe that this is important in allowing us to ensure that we are:

- Providing the appropriate support to children;
- Providing the appropriate training and support to staff;
- Considering how organisational changes (for example, moving a queue) can reduce the incidence of problematic behaviour.

When analysing behaviour with individual children or groups we use a model which explores:

- the reasons why child made an undesirable choice about their behaviour (the **antecedents** for the behaviour);
- the actual problematic **behaviour**;
- the **consequences** of the misbehaviour - for everyone involved.

(This approach is often called an ABC model.)



See appendices for examples of templates for analysis.

Supporting Behavioural Needs at Keyworth Primary and Nursery School

We believe that we have a responsibility to help all children develop self-discipline - the ability to regulate their own behaviour and to control their emotional responses to everyday situations. For most children most of the time examples of positive behaviour role models around school, reminders about expectations and use of the school's reward and sanction system will help children develop this ability.

Individualised Support for Children

For some children it might occasionally be necessary to provide additional individualised support to help them improve their abilities to exercise self-discipline, choose desirable behaviours and reflect on the reasons for their behaviour and its consequences.

Individualised Behaviour Targets for Children / Progress Meetings

When a child is repeatedly exhibiting similar problematic behaviours we recognise that we should work to try to understand the antecedents of these behaviours and to work with the child to help them improve their ability to manage their own behaviour. As part of this support, it will sometimes be helpful to agree individual behaviour targets with the child to help them focus their attention on actions which are most likely to reduce problematic behaviours.

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
- Informing parents and SLT if there is concern regarding a child's behaviour

We believe that all staff are entitled to training and support to help them manage behaviour effectively. It is the responsibility of the SLT to monitor the training needs of staff and to work towards addressing these areas of need. It is important that we recognise that this monitoring and support should include all staff who work with children - including midday staff.

Liaison with Parents and Other Agencies

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'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.

At Keyworth Primary and Nursery School, we request that parents:

- Support their child in adhering to the Keyworth Code
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Context – Other Policies

Accessibility Plan

SEN Policy