



Milton Keynes Education Trust

Kents Hill School

Behaviour Policy

September 2017

Next Review:
September 2018

1. Values

- To support everyone's learning journey, encouraging excellence, with determination and courage, in a safe and friendly environment.
- To provide an exciting and stimulating environment in which everyone will gain confidence, independence and a sense of responsibility.
- To deliver opportunities for everyone to acquire and apply knowledge and skills, preparing them for the future challenges of our ever-changing world.
- To build an outstanding community based on kindness, honesty and respect for ourselves and each other.

2. Aims

Through this policy we aim to promote:

- A happy, welcoming and caring ethos; building positive partnerships to enhance everyone's capacity to learn.
- An inclusive curriculum that is creative, innovative and challenging; inspiring children to explore, learn and grow.
- High quality teaching which ensures high standards of achievement; enabling all children to achieve their best.
- Opportunities to develop skills, knowledge and an understanding of the world, needed throughout our everyday lives.
- A safe and secure environment; fostering a sense of family.
- A diverse school community; developing independent learners with a strong sense of pride in everything they do.
- Restorative Principles in Practice; placing positive relationships at the heart of everything we do.

3. Roles and Responsibilities

The behaviour of the adults in our school influences the behaviour of the children. It is therefore vital that we all understand our role in this important policy.

3.1 The Governing Body:

is encouraged to take an active interest in promoting, monitoring and reviewing the school policy. Governors are actively encouraged to visit the school regularly to observe and support the management of behaviour in school, acknowledging the success of the children.

3.2 The Headteacher:

has the responsibility to manage personnel, the budget, training needs and the school building in such a way as to promote a positive, encouraging, caring and motivating environment.

3.3 The teachers:

are the main instigators of good behaviour in the classroom and around the school. They are responsible for promoting good behaviour by praise and rewards and are expected to deal with unacceptable behaviour quickly and calmly, avoiding reinforcing attention-seeking and aggressive behaviour. A raised voice should only be used in extreme circumstances, and usually when a child's safety is immediately at risk. They should plan and organise stimulating lessons that match the needs of all children and deliver these using clear instructions. Communication with parents is essential to building positive relations and to support children in their self-management of behaviour. Teachers will share exemplary, as well as poor behaviour with parents.

3.4 The support staff:

are expected to encourage good behaviour throughout the school and to support teachers in the implementation of the policy. Support staff will have the same calm voices with children and will communicate with parents where possible.

3.5 The parents:

are encouraged to expect good behaviour from their children and are asked to sign a home-school agreement once they have discussed it with their child. They will be made aware of the policy on their child's admission and what their role is in its successful implementation. Parents are requested to support the school's policy in relation to their child.

3.6 The children:

are expected to follow the Golden Rules at all times and be prepared to accept the consequences for not doing so, to act in an orderly considerate, respectful and polite way at all times, to take part in activities to the best of their ability and be invited to comment upon aspects of behaviour through the school council.

All those implementing this policy should treat pupils fairly and with respect. The children are the responsibility of us all – **to ignore unacceptable behaviour is to condone it.**

4. Promoting Positive Behaviour

4.1 The consistent example, and high expectations, set by all parents and staff is key to outstanding pupil behaviour. Therefore, whilst the following expectations apply directly to children, it is clear that as adults we should be setting the example for them to follow. We expect all adults in school to reinforce these expectations by drawing attention to them – ideally rewarding children for achieving them.

4.2 As a school, we believe that it is important that children understand what good behaviour looks like. Therefore, our 'Behaviour Levels', which are displayed throughout the school and referred to by all staff, include examples of good behaviour. This enables children to understand behaviour they can aspire to.

4.3 Golden Rules:

At Kents Hill School, we have agreed a set of Golden Rules which determine appropriate behaviour within the classroom, school building, playground and during lunchtime. These rules are reviewed regularly in class and assemblies, particularly at the beginning of each academic year, and are displayed in each classroom.

Our Whole School Golden Rules (Reception to Year 2) are:

- We use kind hands, kind feet and kind words.
- We always try to do our best at work and play.
- We look after our school and everything in it.
- We speak and listen at the right times and stop when we hear the bells or maraca.
- We always walk in school.

Nursery Golden Rules are: Kind hands, Kind feet, Kind words.

4.4 Classroom Management

At the beginning of the academic year, each class will determine and agree their own set of class rules, appropriate to their needs, which everyone in the class will sign up to. Non-negotiable rights are the basis of a classroom agreement: the right to be treated with respect; the right to be safe; the right to learn; the right to be listened to; and the right to be an individual. Once agreed, the class rules will be displayed clearly, referred to often and reviewed regularly.

4.5 Movement around the school

Children are expected to:

- Walk quietly
- Not disturb other children or adults
- Leave cloakroom areas tidy
- Wait for adults to go through doorways, or to say “excuse me” and “thank you”
- Enter and leave the hall (for assembly) quietly

4.6 Playground

Children are expected to:

- Remain outside unless they have a specific reason/task from a member of staff (*and, therefore, are being supervised by that person*)
- Play games which avoid play fighting, lifting and carrying
- Walk back into school at the end of playtimes when asked to by the adults in charge

See also 7.9 Playground Procedure

4.7 Lunchtime – Eating in the hall

Children are expected to:

- Quietly enter the hall
- Sit down when eating
- Talk only to people on their table using a quiet voice
- Put up their hands if they require help from an adult

5. Restorative Practice

5.1 Restorative Principles in Practice at Kents Hill School aims to provide planned opportunities, through check-in and check-out circles and other discussion opportunities, which develop attitudes and skills of children:

- As individuals,
- As members of a community within school,
- As members of the wider community.

It helps pupils understand and to be able to apply the core values that underpin our whole school aims.

5.2 Check-in and Check-out Circles

Daily circle sessions are used to reinforce positive relationships between all members of the class, including all adults, giving the children a safe and supported environment in which to express

themselves, with clear, shared ground rules. Circles develop opportunities for children to feel valued as part of their class community; they boost self-esteem and give children the opportunity to share their qualities and achievements.

At times it will be necessary to highlight areas of concern relating to relationships or behaviour issues within school in a circle. Circles may be used as a democratic setting for sharing problems and finding a solution or for the teaching of core skills and abilities from the values and PSHE (incl. SEAL) curriculum.

6. Rewards

6.1 We believe that learners should try hard, not because they are told to, but because they want to improve. However, we recognise that rewards have a motivational role. They can help children to see and understand what good behaviour looks like and understand that it is valued. We focus on rewards to reinforce good behaviour, rather than sanctions to emphasise failures. Rewards are earned by maintaining high standards and also through noteworthy achievements. This is also true for adults.

6.2 A range of rewards, including formal and informal incentives, is used to recognise and celebrate achievement and good behaviour in order to raise self-esteem. These are explicit to the children through our Behaviour Levels which are displayed throughout the school. The range of rewards include:

6.2.1 Informal Rewards are used to give children immediate praise and may include:

- Verbal praise. This should always identify the particular behaviour or reason for giving it, e.g. 'I'm really pleased that you have shared the Lego with John.' 'I like the way that you.....' 'Thank you for
- Stickers.
- Stamps in children's books with a written reason for the success.
- Showing learning to other staff members, including the Headteacher.
- Talking to parents about achievements.
- A smile or thumbs up.
- Collecting marbles in a jar as a class.
- Table points.
- Special Book entry. Any school adult can place a child's name in the book for exceptional work, manners or other outstanding behaviour. The child is rewarded in the whole school celebration assembly with a sticker and a certificate to take home.

6.3.1 Formal Rewards include:

- Reward time
- Wow Wall
- Wow points
- Whole class reward
- Tea with the Headteacher

6.4 Reward Time

The class will agree beforehand what their reward will be. It may include sports, cinema, games, or an extra playtime. The class must earn their Reward Time. Reception need to earn 5 tokens, Year 1 earn 10, and Year 2 earn 20. When they reach 20 minutes they can choose to cash in their reward, or save it and build up a longer session. The class can only cash in or save their Reward Time in blocks of 20

minutes. (The amount of time may differ for different year groups across the school.) At the start of every Reward Time session adults will remind children that they have earned this time for showing Brilliant Behaviour.

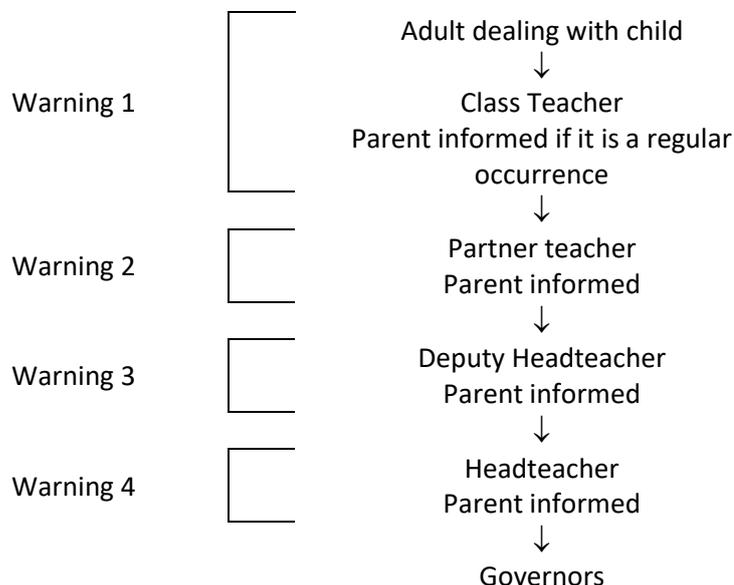
6.5 Wow Points

- Each child in the school will have their own Wow card on which they accumulate Wow points, in the form of small stickers, stamps or the initials of a member of a staff.
- Wow points are awarded for good behaviour, politeness, caring for others, good learning, extra effort, perseverance etc. They should be awarded for when a child goes beyond the expected level of behaviour.
- Children work towards three distinct targets: 20 Wow points earns a Bronze Award, 40 Wow points earns a Silver Award, and 60 Wow points earns a Gold Award.
- Children should aim to earn a new award every term.

7. Managing Behaviour/Sanctions

7.1 At Kents Hill School, we aim to teach children that their behaviour is their choice. Children need to know and understand that consequences follow inappropriate and irresponsible behaviour. They need to be taught that they are responsible for their own actions and therefore have to accept the consequences of their actions and apologise and make amends for any misbehaviour (or 'fix' the situation). Children are required to make amends appropriately for example; drop litter – pick it up; run in school – go back and walk.

7.2 The school has a clear structure for supporting adults with developing children's positive behaviour.



7.3 Most instances of poor behaviour are usually minor and can be dealt with through minor sanctions. These may include non-verbal communications ("the look") or words to remind children of the rules, e.g. "John, you are choosing to talk when it's not your turn. Choose to listen or choose to have a time out." It is important that the sanction is not out of proportion to the offence.

7.4 The school avoids punishing a whole group of children for the actions of a single child. This does rely on the single child taking responsibility and owning up to their actions.

7.5 It is essential that parents are informed as soon as it is felt there are regular issues that are affecting the child's learning, their own safety or the safety of other children. Parents should be included in the planning of next steps.

7.6 When behaviour does not meet our high standards, we have a clear structure for managing unacceptable behaviour (see 7.7). This is linked directly to the flowchart in 7.2. At every stage the impact of behaviour on others must be considered.

7.7 Behaviour Levels

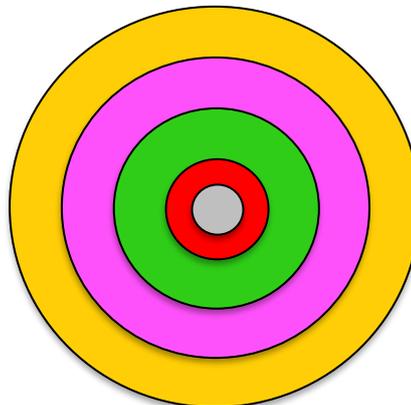
As a school, we believe that it is crucial that children understand what behaviour is expected, and what going beyond the expected looks like. We also believe that children should understand the consequences of choosing not to meet these expectations. The Behaviour Levels are displayed prominently around school and are referred to by all staff.

7.7.1 These levels are aimed to provide consistency and clarity (for staff, children and parents). However, we recognise that identified children (with specific needs) may be working towards individualised behaviour targets and these must be taken into account. The overall aim of the targets (and additional support) is to enable every child to meet our high expectations.

7.7.2 All children's names are on the pink section of the chart at the start of the day; indicating expected behaviour. If a child behaves inappropriately they are warned about their behaviour. If the behaviour continues after the warning has been given then the child's name is moved to green and the appropriate sanction is given (see chart below). For any further inappropriate behaviour the child's name is moved to red and then to grey. The appropriate sanction is then issued.

Children's name will be kept within the concentric circles to maintain the 'circle' culture of Restorative Practice.

Brilliant Behaviour
Expected Behaviour
Time out
Move to different area
See HT and start Focus Card



Behaviour Levels show examples of behaviour and also what children will receive for choosing to show that behaviour.

<p>If we show BRILLIANT behaviour...</p>	<p>...by...</p> <ul style="list-style-type: none"> consistently showing expected behaviour being a good role model doing our very best being absorbed with our learning being in Learning Zone 1 	<p>...we may get...</p> <ul style="list-style-type: none"> to have tea with the Headteacher our name on the WOW wall a WOW point a "well done" from an adult our learning shared with the Headteacher
<p>If we show EXPECTED behaviour...</p>	<p>...by...</p> <ul style="list-style-type: none"> listening carefully being polite trying hard telling the truth always being in Learning Zone 2 	<p>...we may get...</p> <ul style="list-style-type: none"> a sticker a "well done" from an adult a smile or a thumbs up the feeling of being successful
<p>Warning 1</p> <p>If we choose to do something "silly"...</p>	<p>...like...</p> <ul style="list-style-type: none"> not listening calling out talking when someone else is talking pushing in the line making silly voices being in Learning Zone 3 or 4 	<p>...we can expect...</p> <ul style="list-style-type: none"> to be spoken to by an adult to be reminded of the rules to miss out on praise not to be chosen for a special job
<p>Warning 2</p> <p>If we choose to keep doing the same thing or do something a bit more serious...</p>	<p>...like...</p> <ul style="list-style-type: none"> not learning playing rough answering back using inappropriate words being in Learning Zone 4 	<p>...we can expect...</p> <ul style="list-style-type: none"> to apologise to have a time out to walk around with an adult on the playground
<p>Warning 3</p> <p>If we choose to keep doing the same thing or do something really serious...</p>	<p>...like...</p> <ul style="list-style-type: none"> hurting someone on purpose throwing something being rude breaking something on purpose not following instructions being in Learning Zone 4 or 5 	<p>...we can expect...</p> <ul style="list-style-type: none"> to be moved to a different area to miss some of our playtime our parents to be told by our teacher
<p>Warning 4</p> <p>If we choose to keep doing the same thing or do something even worse...</p>	<p>...we can expect...</p> <ul style="list-style-type: none"> to be given a focus card to miss out on praise and motivational rewards to miss out on playtime and lunchtime our parents to be spoken to by the Headteacher 	

7.8 Fighting and fighting back

Fighting back is not sanctioned at Kents Hill School. Children are encouraged to seek immediate help from an adult in school. Fighting, including play-fighting, is also not acceptable; this is made clear to children. Any child caught fighting will be sent to the Headteacher for time out (or the Deputy if the Headteacher is unavailable) with a full explanation of what has happened from the adult who has brought the child. The Headteacher will decide on the consequence, inform the class teacher via a written note and will contact the parents if required. The adult bringing the child should complete a Pupil Behaviour Form and return it to the Headteacher as soon as possible and at the latest by the next working day.

7.9 Playground Procedure

In the playground a wider range of behaviour becomes acceptable as the children need to run, shout and generally let off steam in a way which may not be appropriate in a classroom situation. However, children are encouraged to continue to show self-discipline, be courteous, and have consideration for the personal safety and feelings of others. It is the responsibility of the staff on playground duty to supervise the children in the playground and to monitor behaviour. Any problems are dealt with as they occur and the child's teacher is informed of any particular behaviour that is causing concern.

During the lunch break the midday supervisors take responsibility for the children with the Headteacher, Deputy or other member of leadership team on call.

Children are allowed access to toilet facilities at break times but they are encouraged to use these before going outside. As a general rule, children are expected to be outside during playtimes and lunch breaks. They are discouraged from coming in and out of the school during these times and at most should only be in the toilet area or en route to the Medical Room.

If children are becoming too boisterous on the playground and a sanction is required a consequence system to complement the one followed in the classroom. A verbal warning may be given and the child is given an opportunity to discuss what was wrong with their behaviour, what they need to do to prevent a recurrence and what the consequence will be for persistent offence. The consequences are as follows:

- First incident - Sit on the playground wall for a specified time to observe appropriate playing.
- Second incident - Hold an adult's hand or walk alongside an adult for a specified time. Adult should let the child know that, if the inappropriate behaviour continues, their teacher will be informed and they may have to move their name on the class consequence board
- Third incident - Send for class teacher's assistance (break time) or Lead Midday Supervisor (lunch time) who will speak to the child, reminding them of the appropriate behaviour. The Lead MDS will decide whether it is appropriate and safe for the child to return to the playground on that occasion. The class teacher should be informed at the end of lunchtime. It will then be the class teacher's responsibility to decide on the appropriate consequence.

Adults on duty need to be aware that some children may need the opportunity to calm down for a short period, before they are ready to calmly explain what has happened.

The previous paragraph relating to fighting also applies at playtime/lunchtime.

Parents of children who persistently disrupt break and lunchtimes are contacted to inform them and seek their support; also to alert them of the possibility of their child being sent home for lunch for a period of time unless their child's behaviour improves. Parents are asked to contact the school if this sanction is necessary in order to make arrangements.

8. Procedures for dealing with behaviour of a serious nature

8.1 Staff must be aware that behaviour of a serious nature may be reactionary to the circumstances. The consequence given must take this into account.

8.2 In cases of extreme violence, immediate withdrawal will occur – this is where the child is putting himself/herself in danger, compromising the safety of other children and/or the staff working with them or using inappropriate language. The procedure should be as follows:

- Withdrawal from class for the rest of the day - this may be to a time-out table suitably situated in a supervised area away from peers. Learning tasks can be carried out here. The class teacher will need to provide suitable work.
- Telephone call or letter to parents asking for a meeting with the class teacher. For children who persistently misbehave a further meeting will be held between the parents, class teacher, Headteacher and Inclusion Manager.
- The purpose of the meeting is to:
 1. Outline the behaviour which is being exhibited
 2. Record the frequency of the behaviour (x times per week)
 3. Outline the strategies that will be implemented to support the child
 4. Devise the success criteria
 5. Set a target date (6 weeks later)
 6. Agree any external advice
- Children who persistently misbehave will be considered for special educational needs support once the primary cause of their misbehaviour has been identified. They may then require an Additional Needs Plan with specific targets to address their needs. The Inclusion policy will outline in detail the procedure to follow in such cases to ensure consistency.
- If another child or member of staff is injured as a result of severe behaviour or extreme violence is recurring, then fixed term exclusion procedures are implemented in line with DfE guidance. The governing body is informed of any exclusion.

9. Formal fixed-term and permanent exclusions

9.1 If a child seriously breaches the school's behaviour policy and they could seriously harm the education or welfare of themselves or others, the Headteacher may take the decision to exclude for a fixed period. If this decision is taken, learning will be set for the child to complete at home.

9.2 Following fixed-term exclusion the child and parents meet the Headteacher to discuss the child's reintegration to school. If appropriate, an individual behaviour plan will be drawn up for the child.

9.3 For cases of continued serious, unacceptable behaviour, or a significant incident, consideration will be given to starting the process of permanent exclusion from the school.

9.4 The head teacher must without delay notify the governing body and the local authority of a permanent exclusion.

10. Use of Reasonable Force Guidance

10.1 This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power.

10.2 This advice replaces “The use of force to control and restrain pupils – Guidance for schools in England”.

10.3 What legislation does this guidance relate to?

Education Act 1996 and Education and Inspections Act 2006.

10.4 Who is this advice for?

This advice is aimed at governing bodies, head teachers and school staff in all schools. “All schools” include Academies, Free Schools, independent schools and all types of maintained schools.

10.5 Key points:

- School staff have a legal power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

10.6 What is reasonable force?

1) The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

2) Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.

3) ‘Reasonable in the circumstances’ means using no more force than is needed.

4) As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5) Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6) School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

10.7 Who can use reasonable force?

1) All members of school staff have a legal power to use reasonable force. (Section 93, Education and Inspections Act 2006).

2) This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

10.8 When can reasonable force be used?

- 1) Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.
- 2) In a school, force is used for two main purposes – to control pupils or to restrain them.
- 3) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.
- 4) The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

10.9 Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

10.10 At Kents Hill School, several members of staff are trained in Team-Teach, which has the aim ‘through risk and restraint reduction, to support teaching, learning and caring, by increasing staff confidence and competence, in responding to behaviours that challenge, whilst promoting and protecting positive relationships’.

10.11 “Team-Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent side effect of ensuring that the service user remains safe”. (George Matthews - Director)

11. Record keeping

There is provision within the school's ongoing system of record keeping to record comments about the children's general behaviour. However, if a child's behaviour needs monitoring or is causing concern, more detailed notes must be kept by the class teacher on the Pupil Behaviour form. These are essential if, at a later date, outside agencies become involved. Notes made about specific incidents or meetings with parents are also kept.

The Headteacher records incidents of a more serious nature in the Incident Book.

12. Monitoring and review of school's behaviour policy

The Headteacher, Deputy and Governors monitor the effectiveness of the school's behaviour policy in consultation with the staff and the children. New staff and supply teachers are informed about current policy. The general behaviour of the children is discussed on an ongoing basis during team and staff meetings as the need arises. The whole school behaviour policy is reviewed regularly and will be part of a whole school review.