

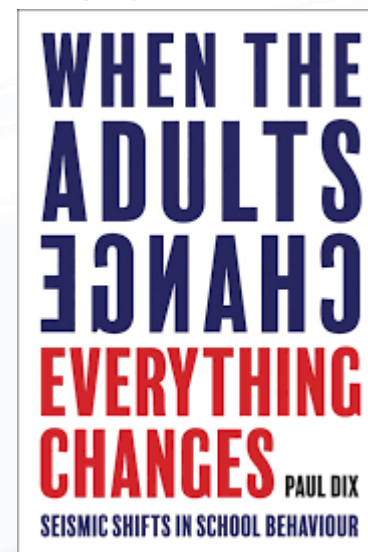


**Kingsway Primary School**  
Kindness Perseverance Success

# **Our new behaviour policy and the principles behind it**

# What has influenced our behaviour Policy

- Staff input
- Pupil Voice
- Parent voice
- EEF research + reading
- Government documents
- Comparing with other school policies
- Further staff/governor consultation



## **Key Principles of our Policy:**

- A safe community
- Strong relationships
- A continued learning journey
- Strong, consistent structures and routines
- Continued Professional Development
- Role-modelling
- Teamwork
- Taking responsibility
- Consistency
- Support and intervention

# A Safe Community

We provide a safe, happy and stimulating environment where pupils can reach their potential as part of a considerate and caring school community



## Strong relationships:

We will build and maintain strong relationships with all pupils understanding them as individuals; where there is damage to relationships between members of the school community, time is spent repairing them.

# EEF recommendation

Every pupil should have a supportive relationship with a member of school staff.

	Establish	Maintain	Restore (R <sup>3</sup> )
<b>Definition</b>	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection &amp; understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
<b>Practical strategies</b>	Set aside window of time to spend with student  Inquire about student's interests  Communicate positively: Open ended questions  Affirmations  Reflexive listening  Validation  Reference student info  Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions  Positive notes home  Greet students at the door  Relationship check-in  Random, special activities	R <sup>3</sup> = Reconnect, Repair, Restore  Take responsibility for negative interaction  Deliver an empathy statement  Let go of the previous incident & start fresh  Communicate your care for having the student  Engaging in mutual problem solving

## **In our policy:**

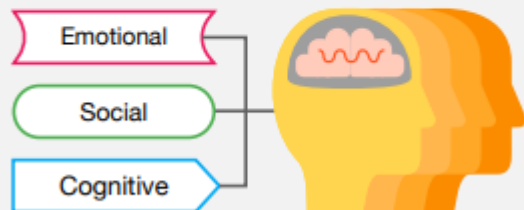
### **Positive relationships:**

- A warm greeting
- Interactions positive and respectful
- Clear, targeted praise.
- Adults never criticise the child, only the behaviour.
- Adults get to know children as individuals
- **Repair – has been written in with our sanctions and we will go into more detail about this later.**

# Continued Learning Journey

Teaching children how to act and behave within an organisation and the wider community is part of our duty as educators; learning behaviours need to be taught.

'A learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effectively in the group setting of the classroom.'<sup>19</sup>





## **In our policy:**

### **Learning behaviours:**

- Active listening skills
- Independence
- Respect and responsibility (including working with others)
- Growth mindset and resilience

### **Curriculum:**

- Through subjects and texts
- Reactive responses

## **Strong, consistent structures**

**We provide clear routines both within the classroom and the wider school environment to ensure children know what is expected of them and are ready to learn.**

**In our policy:**

**We have outlined clear structures for:**

- The beginning and end of the day
- Breaktimes and lunchtimes
- Movement around the school
- Assemblies

**It is everyone's responsibility to make sure this happens.**

## **Continued Professional Development:**

We recognise that all members of the school community need to be continually improving their practice; less experienced, and new, members of staff are likely to need more support with this.

## **Role-modelling**

All members of staff role-model the standards of behaviour we expect from pupils; they are calm and regulated in their approach.

## **Working as a team (including home and school)**

Managing behaviour is the responsibility of all members of staff and working together and supporting each other is vital for a consistent, supportive approach; working with parents/carers is vital to ensure a shared responsibility; as part of our home school agreement, parents are expected to support the school's approach to behaviour management.

## **Taking responsibility**

**We encourage self-discipline and recognition that we have to take responsibility for our own actions and the impact this has on others.**

## In our Policy:

- 'Good to be Green' is removed – children should know if their behaviour is appropriate or not
- **Restorative conversations** will focus on children taking responsibility for their actions and the consequences on others



## **Consistency:**

We work together as a school to ensure that approaches are consistent; at times, this will involve a scripted approach; we monitor our approach as part of the school development cycle.

## **In our Policy:**

- Consistent routines and expectations
- Consistent rules across the school (Ready, Respectful, Safe)
- Scripted responses
- Extrinsic rewards are for 'above and beyond' behaviours
- Table of sanctions referred to

## Support and intervention

Where children are struggling to work within the rules and boundaries set by the school, we seek to understand why this is happening and put into place appropriate interventions to support this.

**Now read the policy**

**Any questions?**

**We will be discussing in more detail:**

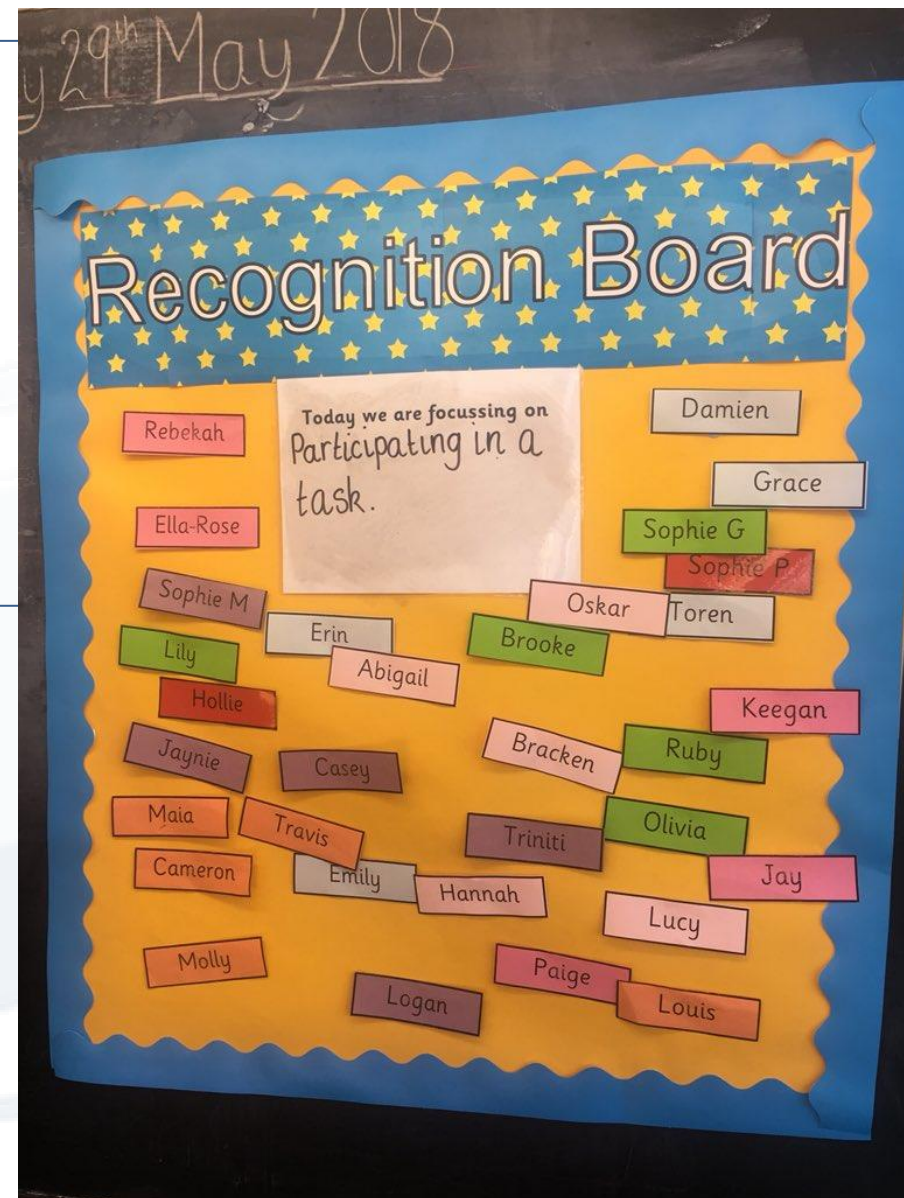
- Recognition boards
- Scripts
- Restorative conversations

## Recognition boards

### Purpose:

- Positive classroom culture
- Dealing less with the negatives
- Teaching and recognising learning behaviours that will help your classroom run more smoothly
- Not about individuals but a collaborative approach

# What it might look like











# Recognition Board

Today's  
Focus

One  
voice...

You have brains in your head.  
You have feet in your shoes.  
You can steer yourself  
Any direction you choose.

Dr Seuss

Maryam Mustafa  
Tala Tahreem  
Aleyna Jad  
Lea  
Hanna NOAH  
Saba MAX  
Megan ZAR  
Isabelle Hamzah  
Mohamed Omar  
Ahmed  
Izot  
Mouhyadin  
Fayzaa



## **How they should be used**

- Target behaviours – raise the expectation
- No extrinsic reward
- Children can still get on the board even if they've had a sanction for something else
- Names don't come off the board
- Children can nominate each other
- Peer responsibility
- Change regularly
- Recognise effort
- Use to persistently and relentlessly catch learners demonstrating the right attitude

## Why do we have the script?

- *Strip out emotional response*
- *Provides consistency of approach*
- *Avoids 'freestyling'*

### Key points:

- 1) Name the inappropriate behaviour and the rule that is broken (Ready, respectful, safe) You need to be...
- 2) Name the consequence
- 3) Remind them they could do better
- 4) Informing them that you will need to follow up +  
Thank you for listening

## **Why repair?**

- Maintain relationships
- Teaching children to take responsibility
- Acknowledging their ownership of the behaviour.

**A full conversation isn't needed for low-level behaviours – just an acknowledgement of improvement and/or a thank you for following the rules**

## **Restorative Conversations:**

- Hold conversations away from other children
- These don't have to happen sat at a desk
- If two children have been involved, it may be appropriate to speak to them separately first
- Leave enough time and avoid interruptions

## Restorative Conversations – what to focus on

- 1) What happened?
- 2) What were you thinking at the time?
- 3) What have you thought since?
- 4) How did this make people feel?
- 5) Who has been affected?
- 6) How have they been affected?
- 7) What should we do to put things right?
- 8) How can we do things differently in the future?

*Choose up to five of these to focus on.*

**Always end on a positive!**

**With younger children focus on:**

Who else has been affected?

What can we do to put things right?

## Application to different times

- Lunchtimes
- EYFS
- KS1
- Year 3/4
- Year 5/6





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**Thank you**