

Behaviour Policy

Reviewed October 2021



COVID addendum added May 2020, reviewed October 2021
This addendum will remain in the policy in case of further lockdown

KILMORIE
PRIMARY SCHOOL

This policy was agreed by the Full Governing Body on: (and supersedes all previous policies relating to this area)	
Implemented	October 2021
Review Date	October 2022
Author:	Kate Glasheen Deputy Headteacher

Kilmorie Qualities

We are an inclusive, vibrant community committed to enabling our pupils to be successful citizens with a great love for learning. Our school environment is safe, exciting and welcoming to our children and their families. Our curriculum is broad, rich, immersive and purposeful. We encourage our children to be independent, innovative and curious learners. As well as academic success we strive to develop the children's emotional intelligence and their empathy for others.

The key qualities we encourage in children through modelling in our own behaviour, and discussing in assemblies and lessons are illustrated below.



Our Philosophy

At Kilmorie we believe that the qualities enshrined in our school through the model of the 'Kilmorie Child' (above) together with teaching, which engages and excites children, creates a school where learning behaviour is excellent and children develop good inter-personal skills, which enable them to regulate their own behaviour in and around the school.

We expect all adults who work with children to support the Kilmorie Qualities and to model positive behaviour between themselves and with children. We work in partnership with parents and carers to promote positive behaviour and problem solve when necessary.

The high expectations of behaviour in our school allow children to contribute to their learning experience and flourish in a proactive way whether in school, on educational visits or visiting places whilst representing the school.

Our School Rules

In school we expect all members of the school community (pupils, staff , parents and visitors) to:

- Show respect, care and consideration to all
- Challenge unacceptable, unkind behaviour
- Care for our school environment
- Promote good learning behaviour

Roles and Responsibilities

Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (see appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation. **Please see our behaviour principles written statement, completed by the governing body.**

Headteacher

The headteacher is responsible for reviewing this behaviour policy.

The headteacher and the senior leadership team will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for :

- Implementing the behaviour policy effectively
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording serious or ongoing behaviour incidents and reporting to appropriate members of senior leadership team

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to

- Support their child in adhering to the Kilmorie school rules
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school where necessary with the implementation of consequences and behaviour plans

Promoting Good Behaviour

Using Praise and Recognising Good Behaviour

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. It is important that children who make good choices are recognised and praised. (For examples of positive language see Appendix 2 and ideas for rewards Appendix 3).

Children are encouraged to be polite and respectful towards others. This is encouraged and modelled by adults and by older children, for example Year 6 monitors or buddies.

All members of staff are committed to using positive behaviour reinforcement by doing all we can to avoid humiliating a child, overreacting or giving blanket punishment. Instead we work on building positive relationships, and strive to use humour, keep calm and be positive. We get to know pupils as individuals and try to leave the child on a positive note after dealing with situations.

Children's achievements are acknowledged in a variety of ways, which include during Celebration Assembly; by in-class reward systems and through the Kilmorie Qualities Cups.

Teaching children about good behaviour and about respecting the rights of others

Spiritual, Moral, Social and Cultural Development (SMSC) is promoted not only through our curriculum but also through the ethos of the school; through the development of positive attitudes and values and planned time for reflection.

As part of our curriculum children are involved in stories, assemblies, planned activities, learning opportunities and games where they learn and discuss what good behaviour means and how to resolve situations where they are unhappy about their own behaviour or that of others. Teachers use lessons (often 'Circle Times') when particular issues arise in their classes or the playground that are affecting the learning or wellbeing of the children.

Children are given many opportunities to work collaboratively in class, which helps them to share and take turns, listen to others and value their opinions.

Children are encouraged to recognise that we are all different and to not only respect this but to celebrate it.

Helping children feel safe

We recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults it is important that we:

- Treat children fairly (and are explicit in this)
- Build positive relationships with all children we have contact with
- Apologise if we make mistakes
- Avoid shouting or using derogatory or humiliating language when speaking to children or to one another
- Teach children ways to manage minor incidents independently and tell other children when they don't like what is happening
- Encourage children to identify a 'safe adult' in the school they would feel comfortable speaking to about difficulties with friendships, behaviour or issues at home, etc.
- Recognise that when children demonstrate behaviour which distracts themselves or others that there is usually a reason behind this
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times

Helping Children to Resolve Difficulties

When children fall out they are supported and given time to listen to each other's points of view, consider how their actions have made others feel and come to an agreement about how arguments and disputes can be resolved and avoided in the future.

Members of staff are trained in restorative thinking – an approach which focuses the individual on their responsibilities to the rights of others and enables those who have been harmed to convey the impact of the harm to those responsible. We aim to deal with conflict peacefully and fairly, while promoting a safe, caring environment where problems can be resolved successfully.

The restorative approach does not preclude using sanctions, but it does provide a framework for making them more meaningful as everyone is involved in decision making.

Unacceptable Behaviour

All children break the rules from time to time. When this happens staff can often change this by either praising other children for doing the right thing (for example 'you're listening really well') or describing their behaviour to the child (e.g. you're calling out, you're running).

Actions and Sanctions

Class teachers use a variety of visual cues and systems to promote good behaviour and inform children when their behaviour is having a negative effect on their learning and the learning of others. All systems adopted help give children ownership of their behavioural choices and give children the opportunity to redeem themselves.

When a child is not behaving as expected, staff always refer to a child's behaviour rather than the child, consider the context of the situation and the children involved and allow children 'cooling off time' if and when necessary before investigating a situation. It sometimes helps to send the child to another class so they can have some time to calm down and reflect on their behaviour.

Sometimes children do not respond to strategies in class or behave in such a way that they need to be removed from the situation. In these cases, an adult will share the details with a member of the senior leadership team (SLT) and where possible phase leader. An investigation will be conducted and the matter will be dealt with accordingly. This will be recorded in on My Concerns.

Pupils that are found to have made malicious allegations against staff will have breached our school behaviour policy and consideration will be given to an appropriate sanction. (For more details of the process of managing malicious allegations please refer to our safeguarding policy).

Where appropriate the school may use a variety of sanctions, including but not limited to those listed below.

- A verbal reprimand
- Sending a child out of class
- Keeping a child in for some or all of play time
- Referring a child to their phase leader or to a member of the SLT
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a child on report
- Creating a contact book to be shared between home and school

Management of Behaviour Outside of the Classroom

In the playground, we have similarly high expectations of all children. Consistency of support and keeping contact between the members of staff on duty and the class teachers is integral to the smooth running of the school.

Staff members on duty have allocated areas of the playground to ensure all children are supervised at all times and know where to find an adult should they need one. The lunchtime supervisors ensure that they enforce the same ethos as the rest of the staff by ensuring all sides of the story are listened to.

There are a range of different activities available in the playground at lunchtimes to ensure that children have lots to do, which helps sustain positive behaviour.

Off-site Behaviour

Disciplining beyond the school gate covers the school's response to all non-criminal bad behaviour and bullying which occurs anywhere off the school premises and which is witnessed by a member of staff or reported to the school. It is the role of the governing body to ensure any responses to such behaviour is lawful.

Should there be a case where a report of bad behaviour has occurred off site, a full investigation will be conducted and appropriate sanctions will be applied. Examples of cases where this may happen are when a child is:

- On a school trip or another school-organised event or activity
- Travelling to or from school

Sanctions may also be applied when a child's actions affect another child in attendance at our school, a member of the public, or have repercussions for the orderly running or reputation of the school.

Consideration will be made by the headteacher as to whether the police should be informed.

Consideration will also be given to the safety of that child or any others involved in line with our safeguarding policy.

Racist, Homophobic and Bullying Incidents

Racist, homophobic or bullying incidents are not tolerated at Kilmorrie and are dealt with accordingly. All incidents of this sort are reported to the borough and records are kept. Please see the Anti-Bullying Policy for more information on this.

Persistent Poor Behaviour

Where there are on-going concerns about a child's behaviour, parents will be informed. It is important that home and school work together to identify the cause of the behaviour and ways to address it.

This can include:

- Parent/carer meeting with the class teacher and or member of SLT
- Referral for assessment of underlying need which might be affecting behaviour, for example:
 - hearing
 - eyesight
 - speech and language
- Team around the child, to include any professionals working with the child
- Referral to school learning mentor or behaviour outreach worker
- Referral to the school SEN co-ordinator

- Drawing up of a behaviour plan with objectives agreed by parents, school and child

Exclusions

Very rarely it may be necessary to exclude a child as a result of their behaviour.

This can be in the form of an:

- Internal exclusion where a child is excluded from their classroom and the playground for a fixed period of time. This will be supervised by a member of SLT or the learning mentor
- Exclusion from school, which can be:
 - For a lunchtime only
 - For a fixed period (e.g. 3 days)
 - For an indefinite period
 - Permanent

Parents are always notified of the reason for and length of exclusion and have the right to appeal against exclusion to the Governing Body.

The Headteacher is responsible for decisions regarding exclusion from school.

A child who has been excluded for a period of time will be brought into school by their parent or carer to attend a reintegration meeting with the Headteacher. The child will then be supported to be reintegrated back into school in a way appropriate to the child's needs.

Physical Contact

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the dignity and safety of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Please see the Restraint Policy for further information.

Pupil support

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 SEN team 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.

Pupil transition

Moving into a new year or a new school can be a challenge, particularly for vulnerable children. At the end of each year all children meet their new teacher and spend some time getting to know them. In addition, children who find change a particular challenge may meet their teacher individually, sometimes with their parents.

Staff will have time to exchange information about children. In addition, Lewisham run sessions where primary schools can exchange information with secondary schools in order to ease the transition for Year 6 going into Year 7.

Other Relevant Policies

Anti-bullying policy

Restraint policy

Inclusion policy

SMSC policy



KILMORIE
PRIMARY SCHOOL

Appendix 1

Written Statement of our Behaviour Principles

1. Kilmore Primary School is a community in which high standards of behaviour are nurtured in order to create a whole school environment conducive to maximising an individual's learning potential and achievement
2. It is the responsibility of all staff to ensure that all pupils of the school maintain excellent behaviour at all times. This is achieved by high expectations, well planned lessons, positive behaviour management and staff modelling good behaviour themselves.
3. Pupils play a key role in the promotion of acceptable behaviour
4. Parental support is essential in promoting positive behaviour in pupils
5. Our behaviour policy is underpinned by
 - a. Restorative practice which aims to build community through promoting positive relationships and managing conflict by repairing and strengthening these relationships
 - b. Our school rules, which apply to the whole community:

In school we expect all members of the school community to:

- Show respect, care and consideration to all
- Challenge unacceptable, unkind behaviour
- Care for our school environment
- Promote good learning behaviour

c. Our core values which feed into the ethos of our school:

- Honest
- Empathetic
- Resilient
- Innovative
- Respectful
- Collaborative
- Curious
- Independent

KILMORIE
PRIMARY SCHOOL

Aims of our Statement on Behaviour

- a. To ensure that praise, encouragement and rewards are used effectively to promote achievement and good relationships
- b. To ensure that all are treated equally and that bullying of others is not tolerated on any grounds, including ability, additional educational need or disability, age, culture, faith, gender, ethnicity or sexual orientation
- c. To develop self-discipline, self-control and a sense of responsibility for the school and its environment
- d. To encourage members of the school community to demonstrate respect and courtesy to one another, to visitors and our community neighbours
- e. To provide a clear and precise framework, which all colleagues, parents and pupils view as being fundamental to enhance learning and achievement
- f. To promote our school's expectations and ethos through our school rules and our Kilmorie Qualities
- g. To ensure that there are clear and consistent approaches to managing poor or disruptive behaviour
- h. To provide challenge and support for pupils who deliberately and persistently disrupt others learning or do not follow school rules
- i. To provide appropriate support for colleagues and parents in managing behaviour effectively
- j. To ensure effective management of teaching and learning with well organised classes and lessons that are stimulating, appropriate and differentiated

Signed

Chair of Governors.....
.....

Date

Headteacher

Date



Appendix 2

Here are some tried and tested tips for positive behaviour management:

- Praise specific good behaviour
- Ignore persistent callers-out
- Establish signals for getting attention:
 - a clapping rhythm
 - a bell
 - a hand signals
- Continually observe or scan class behaviour
- Encourage turn-taking in discussion e.g. use a 'magic' stone, class mascot, etc.
- Stop everyone – don't speak to an inattentive audience
- Develop a repertoire of 'looks'
- Be a bit unpredictable (not inconsistent)
- Give clear messages that bad behaviour is always unacceptable – not the person who is doing it
- Give quiet, firm warning or consequences of misbehaviour
- Avoid direct conflict by giving the child a choice of actions
- Isolate trouble makers from main group (but make sure you can see them)
- Be aware of, and control, your own behaviour, including stance and tone of voice
- Analyse your own classroom performance and learn from it (this could involve you asking for an observation of you to be made for constructive suggestions)
- Have a 'secret pupil' – who can earn a reward for the class or group/'team', they are revealed at the end of the session
- Speak to children away from the whole class when having to address a behaviour
- Ask children to reflect on behaviour – “do you think you have made a good choice?”

KILMORIE
PRIMARY SCHOOL

‘Catch them being good’ by New Woodlands Outreach Service

One of the most effective behaviour management techniques is the easiest to implement... ‘Catch them being good’. Using praise to help correct the inappropriate behaviour goes a long way and can be just as effective (if not more) than a reprimand; looking for the ‘on task’ behaviour – commenting on the behaviour that one would want to see or change and using ‘tactical ignoring’ (where appropriate) of the behaviour one wants to eliminate.

We sometimes hear “...but why should I praise/reward a pupil being good, demonstrating positive behaviour or doing as I ask when the rest of my class do so anyway?”

The answer is “...because other pupils can and will and your challenging pupils(s) can’t or won’t.”

All of the strategies we have listed are positive in nature and will help you to connect with your pupils in a way that will increase their confidence, self-respect and respect for you. Pupils with good confidence and who have respect for themselves and the adults in their lives show better cooperation and make more appropriate behaviour choices.

30 things to catch them being good at	
Coming in to the classroom quickly and quietly	Being a good friend
Starting to work quickly and remaining focused for a sustained period	Putting their hand up and waiting to be asked to speak
Saying please and thank you	Asking before ‘borrowing’ something
Providing a good idea or suggestion	Handing in homework on time
Listening to another’s point of view	Telling the truth
Taking turns and waiting for their turn	Keeping their own books and possessions tidy
Bringing appropriate books and equipment to the lesson	Moving from one task to another with minimum fuss
Remaining calm during a difficult situation	Treating school property with respect
Lining up quickly and quietly	Holding the door open for someone
Being willing to try something new or difficult – taking risks	Working collaboratively – with a group of classmates
Finding something appropriate to do when they have finished early	Telling an adult of a problem in the playground rather than sorting it out by fighting
Catching up with unfinished work or work missed due to absence	Moderating own behaviour according to the lesson expectations e.g. P.E., Assembly, etc.
Showing effort and putting thought into a piece of work	Willing to answer questions and make contributions to class discussions
Following an instruction, the first time	Tidying and cleaning up after a task

asked	
Offering help without being asked	Asking for help when they need it

Many more situations will arise during your day to day dealing with pupils' challenging behaviour issues.



KILMORIE
PRIMARY SCHOOL

Simple Everyday Strategies to Promote Positive Behaviour

- Verbally acknowledge pupil's efforts. Tell your pupils(s) specifically what s/he did that you are proud of e.g. "I like the way you lined up so quickly and quietly without pushing anyone – tomorrow you can be the first to the line".
- Use positive body language to show approval for positive behaviour – this can be anything from a wink, thumbs up, smile, high five, pat on the shoulder, etc. Keep in mind that some children do not like to be touched. Get to know your pupils.
- Use humour – a great diffuser. Smile often, say something silly, listen to their jokes, say something in a different language – anything else that will make them smile, laugh and deflect (making sure it is age appropriate).
- Be open minded with your pupil(s) especially if their thoughts, feelings or ideas don't match yours. Remember, they come from a wide range of backgrounds, cultures and home experiences, which will all have made some impact on the way they behave and respond; allow your common sense to prevail. When pupils feel like they won't be judged or made to feel wrong, they are more likely to talk to us when there is a real problem.
- Be a role model for positive behaviour. If you want a pupil to treat you with respect then aim to do the same. Set an example of the behaviour you expect from your pupils. Model the use of polite and respectful language, avoid interrupting them, shouting out instruction or school and classroom rules of the 'STOP, DO NOT' variety. If your pupils have faith in what you say and know the clear boundaries you have set for them, they will feel a sense of security and trust, which leads to confidence in themselves.

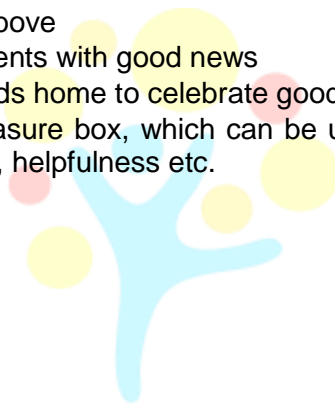
All of the above are worth a try – some of which may already form part of your behaviour management repertoire, just be explicit and consistent. Notice and comment on the wanted behaviour and with time, you increase the desired behaviour. Either way, most pupils with SEBD issues want and will get your attention anyway – far easier to give them attention for the 'right' behaviour rather than for the 'wrong'.

P. Hunter & E. Rinaldell-Tabaton
New Woodlands Outreach 2016

Appendix 3

Teachers at Kilmorie may choose to reward children in the following ways:

- Plenty of verbal praise is given to acknowledge good behaviour and effort
- Sharing children in celebration assembly, for good work or behaviour
- By giving children the privilege of doing a special job
- Stickers and stamps may be given at the teacher's discretion and may be linked to behaviour targets
- Team spirit e.g. table of the week
- Where the class have successfully achieved a class target, a whole class activity or some designated free time
- In some circumstances, (perhaps where a child has significantly improved their behaviour), a 'good' letter informing the parents can be an effective reinforcement
- Class points – where whole class can work towards a reward
- Pebble jar – as above
- Phone call to parents with good news
- Surprise post cards home to celebrate good news
- Have a class treasure box, which can be used in a variety of ways – tidying up, team winners, helpfulness etc.



KILMORIE
PRIMARY SCHOOL

Rewards

'If you want to increase good behaviour it is necessary to reward it when it occurs'

Praise is probably the most obvious and effective means of reinforcing appropriate behaviour and motivating a child. By acknowledging and rewarding 'good behaviour' as soon as it occurs the child is given a powerful incentive to repeat it as the associated consequences are pleasant. It also builds self-esteem and as a further consequence promotes more effective learning.

Of course, our aim is that children are self-motivated because they feel confident in an environment in which they feel valued and the success they experience is recognised by others. Everyone likes praise for their efforts and using tangible rewards which have been agreed and are understood by all involved is simply a teaching tool like any other. Using a reward system helps to teach correct behaviour, reinforce good social skills and boost self-esteem. It plays a significant role in promoting a positive classroom environment and good relationships between teacher and pupils, which is central to effective management. Rewarding one pupil also encourages others to copy their behaviour in order to gain the same attention,

For rewards to be effective they must be:

- ◆ Desired by the children
- ◆ Genuinely earned
- ◆ Sincerely given by someone the recipient respects

Types of rewards

Informal (soft) rewards

- ◆ Praise more often than you reprimand. As a general rule of good measure five positive comments are needed to counteract a negative one. Most children respond well to public praise, however some children can react adversely, may initially be embarrassed or are simply so unused to it that it makes them feel uncomfortable, and this needs to be taken into account and treated sensitively.
- ◆ 'Catch them being good' as often as possible and find regular ways to celebrate and reward. A simple 'well done', a 'thumbs-up', a smile, wink or nod can be all that it takes for some children to feel acknowledged.
- ◆ Tell others about a child's achievement within their earshot so that the good news can be spread and the behaviour reinforced.
- ◆ Always tell the child clearly what has pleased you about their behaviour rather than just for 'being good'. This again will reinforce what behaviour is expected and also remind others at the same time.
- ◆ Encourage an ethos of peer support whereby pupils praise each other for work or behaviour. This could be done regularly at the end of a session, during class circle time or at a daily/weekly classroom 'Celebration Time' during which both individual and whole class achievements could be celebrated. Remember that 'success breeds success'.
- ◆ Phoning home (this can be a big incentive for those children who are keen to please their parents and also helps to build positive relationships, especially where parents are more used to having phone calls only when their child is in trouble).

Formal, tangible (hard) rewards

- ◆ Most children love stickers and they form an instant reward and acknowledgement.
- ◆ Class certificates/Good News Certificates for good work or behaviour (to give them greater importance send the child to share it with the head teacher or significant others before he/she is sent home, where further positive reaction from parents will again help to act as reinforcement).
- ◆ Writing home. This could be a standard letter used in the class (with blanks for name/area of improvement/good behaviour, etc.). The promise of a special letter home because a child is having a very good day can also be an incentive for others in the class to behave.
- ◆ A special job/privilege with a badge letting others know of the responsibility given.
- ◆ Earning time towards 'Golden Time' during which the children can choose what they would like to do (maybe certain special activities could be allocated for this time only).
- ◆ A 'Special Time' or 'Special Day' could be set up on a regular basis so that each child is focused on in a positive way by all the other members of the class. The child whose 'Special Day' it is goes out of the room (maybe with a T.A. to list all the things that they think they are good at/like about themselves/would like others to say about them) while the rest of the class make a list of attributes and positive comments about him/her. When the child returns he/she listens to individuals repeating the comments and is then later given a certificate to take home on which they are written. To make it even more of a 'Special Day' the child can be given a special badge/wear a crown, tiara, special hat/be given special responsibilities/choose the story, etc. This activity not only helps to develop self-esteem but also allows children to practice the art of paying and receiving compliments as well as focusing on the good in others.
- ◆ Whole class rewards such as putting a marble in a jar/star on a chart/collecting tokens, etc. every time the class all stop and listen when asked/line up after play/tidy away nicely at the end of a session, etc. will help encourage the class to work together in order to achieve a class reward such as extra playtime/a choosing session/a certificate to take home/a class trip/acknowledgement in assembly, and so on.
- ◆ Keeping a class 'Golden Book' in which children's names are entered for a particular 'Golden Moment' (act of great kindness/sharing nicely, etc.) and a further reward given after a set number of entries have been made.
- ◆ A good behaviour/'Stars of the Day' board on which pictures of children who have behaved well that day/week could be pinned. Children could nominate others if they think someone has tried particularly hard.
- ◆ A V.I.P. (Very Important Person) could be chosen every day who is given privileges/jobs of responsibility such as sitting on a special chair, taking registers to the office, being first in line, etc.
- ◆ A class 'good news tree' - a piece of good news about the class as a whole or about an individual could be written on a 'leaf' and pinned to the tree.
- ◆ Discuss the attributes of friendship. Encourage children to tell the teacher when one of their classmates has been a particularly good friend to someone else (add name to a friendship book or give a 'Good Friend' certificate, etc.).
- ◆ A soft toy/class mascot which could be taken home for the night by the child who deserves it most that day. If this is to be implemented parents need to be informed of the importance of bringing the toy back to school the next day. Two mascots would allow more children to achieve this without having to wait too

long. Children could be encouraged to draw a picture of themselves with the toy (together with a brief description of why they deserved it) to stick into a class book to which regularly references could be made.

- ◆ Children could be allowed to sit on one of several special, brightly coloured cushions as a privilege for certain behaviours (maybe associated with sitting/listening well on the carpet, etc.).

In general

- ◆ Try to match the level of reward to the level of achievement.
- ◆ Make sure that all children have equal access to rewards and encouragement. Sometimes it is necessary to keep a record of who has received rewards/privileges and to target those children who have not gained as many.
- ◆ Consistency is very important, especially in the first stages of trying to change behaviour. If a reward has been promised then it should be delivered.
- ◆ The most effective rewards are given immediately after the good behaviour has occurred in order to associate the two as soon as possible. This is particularly so for younger children who find the notion of time more difficult.
- ◆ Try to avoid using sweets or food as a reward.
- ◆ Never take away a reward once it has been earned. Inappropriate behaviour should be dealt with separately.

New Woodlands Outreach Service
Sue Gatter



KILMORIE

PRIMARY SCHOOL

Appendix 4

Strategies and suggestions to help:

Children need instant acknowledgment of how they are doing and to be able to see it visually as proof:

Ideas that might help could be:

- Marbles in a jar.
- 'Wow' tokens given when positive behaviour is seen (would also help him with 'good news' as well as reinforcement of what is expected of him).
- A target strip to be ticked frequently whenever child is seen achieving target (using SMART targets).

Child needs to know precisely what to do when he needs help:

- Work out a process and present it visually, e.g. first ask learning partner, secondly have a go, and lastly use 'help please' sign.
- Use timers to help encourage independent work.

General facts about behaviour:

- Never assume that a child knows how to behave. Behaviour often needs to be taught and children need to be made aware exactly what is expected of them with regard to desirable behaviour
- Attention is a powerful reinforcer. All children need attention; it is necessary for their survival. 'Attention seeking' has developed negative connotations when in fact it is more appropriate to talk about it as 'attention needing'. For most children any attention is better than no attention. If one of the consequences of a child's unwanted behaviour is that adult attention is focused on that child, then this may unwittingly reinforce the behaviour and cause it to be repeated. Children will generally behave in a way that gets them the most attention. Gaining attention of classmates may also be a priority, regardless of when, where or how.
- A child's ability to concentrate is equivalent to their age plus 2 minutes (e.g. a child of 6 is able to concentrate for $6 + 2 = 8$ minutes. This needs to be taken into particular consideration for children with special needs whose concentration span may be even less. An adult's ability to fully concentrate begins to deteriorate after 25 minutes!
- Be specific when praising children. Let them know exactly what has pleased you about their behaviour because this becomes a good reinforcer, e.g. 'thank you for sitting and listening so well/lining up without talking', etc.

Addendum to behaviour policy during full lockdown

Due to the breakout of COVID-19, there may be some changes in the way in which we manage behaviour of the children who are attending school. This addendum applies until further notice.

When pupils are in school, we expect them to follow all the school rules that are laid out in our behaviour policy and this addendum.

We will continue to:

- Praise and recognise good behaviour by
 - 'Catching children doing something good'
 - Reminding children of how to be respectful to others
- Enable children to resolve issues amongst themselves where possible
- Use sanctions where necessary
- Deal with and report racist, homophobic or bullying incidents

Parents will continue to:

- Support their child in adhering to the Kilmorie school rules
- Model positive behaviour
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the bubble teacher promptly
- Support the school where necessary with the implementation of consequences and behaviour plans

Changes to usual practice:

- In the event that a child is not adhering to the Kilmorie rules regarding behaviour and a parent needs to be spoken to, we will ensure any relevant information is passed to all adults who work with the bubble
- Should a child not adhere to the rules and the adults in the bubble feel that they are unable to manage this behaviour themselves, a member of SLT will be called for
- Should a child need regular restraining or we feel we cannot meet the needs of that child during a full lock down, we will seek further advice from the borough and work with the family to ensure the safety of the child and staff members

Parents should contact a member of SLT if they think that their child might not be able to comply with some or all of the rules, so we can consider alternative arrangements with them.

We will review this policy as guidance from the local authority or Department for Education is updated.

Addendum to behaviour policy to keep up to date with COVID-19 restrictions

Children should be kept in their classes as much as possible, if a child needs to be removed, this should first happen in the classroom.

If a child needs to be sent out of class for a 'time out' or to be further removed from a situation, they should only be sent to a class in the same outer bubble (year group), preferably they should be in a shared area with an adult for the duration of their time out of class.

In the unusual event that a child needs restraining to keep themselves or others safe, the adult/s should have the option to wear PPE and always thoroughly wash their hands (or any other parts of their body that have been in contact with the child) after the event. This will not cause the adults extra exposure unless the child later develops symptoms and tests positive.