

## What if behaviours continue?

**STEP 2** If several strategies have been tried by the adult working with the child and the behaviour continues, an orange slip should be issued by staff stating what happened and the action taken by staff members. SLT will record the incident from the orange slip on to the child's chronology which is held within a centrally secure shared file.

Children who receive an orange slip will miss their next break (break/lunch time) and complete a reflection activity based on Emotion Work Cogs and will be supervised by members of the Senior Leadership Team. SLT will let teachers know who has to stay in and where they need to go. Following this, children will be supported in having a restorative conversation with the staff member involved to ensure that the reflection activity is discussed and relationships are rebuilt.

Depending on the severity of the incident, the Senior Leadership Team will decide on actions to be taken over lunch time if it is felt that this is appropriate.

**STEP 3** If a child receives an orange slip, a letter will be sent home to parents (with return slip) explaining what happened to ensure that parents talk to their child about the incident. If the return slip is not sent back to school, then a phone call home will take place to ensure that the letter has been received. A slip will be sent home with the child who required support/first aid as a result of a significant incident to ensure that parents are informed. It is important to remember that from time to time small incidents may occur which are resolved by staff and do not require a slip home.

**STEP 4** If 3 letters are sent home within a term, parents will be called by a member of the Senior Leadership Team and invited into school to discuss behaviours with SLT and class teacher, consider what need is being communicated by the behaviour and look at an agreed way forward e.g. this may include adaptation of school supports, home/school communication books, behaviour charts, proactive management planning, target sheets so that parents are made fully aware of both positive and negative behaviours over the course of each day. This will help school staff to be better informed of events happening at home that may have a negative impact on children's behaviours in school.

**STEP 5** Exclusion normally occurs after a series of incidents of unacceptable behaviour or after one or more particularly serious unacceptable incidents. An exclusion allows school staff to liaise with outside agencies to ensure a plan to support positive behaviours on the child's return to school. It also provides an opportunity to put supports in place for the family where appropriate. There may be occasions where an internal exclusion is used to enable the child to be supervised and educated outwith their normal learning environment.

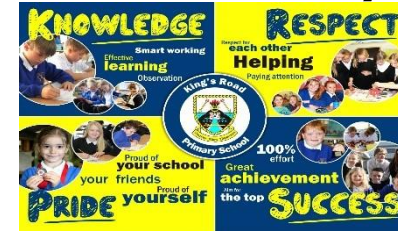
If an incident occurs where children are being unsafe staff can send for a member of the Senior Leadership Team using an orange card. Staff should follow this up by completing an orange slip and passing it to the appropriate DHT or HT on duty at that time.

For some children, a stepped approach is not always appropriate. In these instances, school and home will work closely together to identify the best way forward. This may involve working closely with partners to look at additional supports e.g. Social Work, Family Support Workers, advice from Pupil Support Services and it may be appropriate to hold a Wellbeing Meeting to identify who can best meet the needs of the child/their family.

The steps that are followed depend on the seriousness of the incident. If the incident is of a very serious nature, then a higher level is reached immediately, and parents will be notified. This is at the school's discretion.

**Throughout each step the support of our parents is key and we thank you in advance for this.**

# King's Road Primary School



## Positive Relationship and Behaviour Policy



King's Road Primary School is fully committed to developing positive relationships within an ethos where pupil voice features highly. We recognise that positive relationships across the school, between staff and pupils, is fundamental to ensuring effective learning and teaching.

Our positive relationship and behaviour strategy is aimed at improving educational and social-emotional outcomes for all pupils by considering how we promote and support their wellbeing and engagement in learning.

Our shared values of KNOWLEDGE, RESPECT, PRIDE and SUCCESS are at the heart of all we strive to achieve in school. Through our curriculum, we aim to enable children to be successful learners, confident individuals, effective contributors and responsible citizens.

**Parent/Carer Leaflet**

## What do we do to promote positive behaviour?

Our aim is for children to want to do well in school and engage positively in their learning experiences and behaviour rather than be motivated by a 'reward'. For some children this is more difficult depending on a range of factors including additional support needs or social and emotional behaviours. It is recognised that each child is different and a 'one size fits all' approach does not always work for children. We work hard to know our children and what works best for them. Pupil's positive behaviour, attitude and work will be acknowledged and celebrated in a range of ways by staff across the school.

What do we do in our school to recognise and reward positive behaviour?	
<b>Promoting and rewarding positive behaviour at assembly</b> <ul style="list-style-type: none"> <li>House points linked to school values – Knowledge, Respect, Pride and Success</li> <li>Pupil of the Week celebrated (photo displayed)</li> <li>Achievement book shared (photo displayed)</li> <li>Green Reward slip – playground behaviour recognised</li> </ul>	<b>Promoting and rewarding positive behaviour using token systems</b> <ul style="list-style-type: none"> <li>Raffle/Lottery ticket for following instructions (more tickets = more chances)</li> <li>House point for meeting expectations</li> <li>Marbles – meet lining up – whole class prize</li> <li>Table points – winner gets one reward for whole week</li> </ul>
<b>Promoting and recognising positive behaviour using orange of rewards</b> <ul style="list-style-type: none"> <li>One to one time</li> <li>Super Hero – cushion/leadership choice/choice of seat</li> <li>Activity times</li> <li>Giving pupils extra responsibility/special job</li> <li>Occasional small amount of free choice</li> <li>P7 benches chart for assembly</li> <li>Use of laptops</li> <li>Stamps/stickers/postcards – class and in the playground</li> <li>Mystery reward for basic classroom routine</li> <li>Prize bag/Tubs of terrific treats for individuals</li> </ul>	<b>Recognising and rewarding positive behaviour within the classroom</b> <ul style="list-style-type: none"> <li>Class Charter (Rights Respecting Schools)</li> <li>Respect pledge (Rights Respecting Schools)</li> <li>Recognition board in class e.g. Wonder Wall name on wall with reason</li> <li>Random acts of kindness</li> <li>Star Writer/Star Mathematician</li> <li>Recognising good behaviour/learning in others</li> <li>Sharing success with the class</li> <li>Praise pads/certificates home</li> <li>Use of positive language by adults</li> <li>Green slips for good behaviour in ICT/Music</li> </ul>
<b>Whole School Rewards</b> <ul style="list-style-type: none"> <li>Class of the week receive VIP table at lunch based on behaviour in class, playground and assembly, ICT and Music</li> <li>House afternoons – rewards decided by the children</li> <li>Agreed rewards for children consistently demonstrating good behaviour and a positive attitude to learning e.g. skills groups, Hot Chocolate Friday, extra break</li> </ul>	<b>Recognising and rewarding positive behaviour in the playground</b> <ul style="list-style-type: none"> <li>House points for making good choices linked to school values – Knowledge, Respect, Pride and Success</li> <li>Verbal praise</li> <li>Green reward slip for behaviour that is over and above expected behaviour – recognised at assembly</li> <li>Football reward chart for those who play</li> </ul>

Central to the support we provide is the **shared expectations** we have to support each child to be the best that they can be. We do this by having their wellbeing at the forefront of all that we do.

### Working together as a whole class – the aim is for children to:

- Listen to others without interrupting
- Follow directions and instructions when first given
- Respond appropriately to others
- Be seated when it is helpful to do so; move appropriately and for good reasons within the learning space
- Be aware of and respect other people's personal space
- Value everyone's views and be aware of everyone's need for time to think
- Respect their learning environment
- Respect other people's belongings and work.

### Working together in groups - the aim is for children to:

- Recognise and value one another's strengths/opinions – even if they are different to their own
- Support and encourage one another

- Respect one another's views
- Be sensitive to one another's feelings and needs
- Concentrate and apply themselves to all tasks given
- Communicate quietly, clearly and effectively
- Allow everyone to contribute to the work of the group
- Try to sort out difficulties independently and seek adult support if needed
- Share and care for school equipment.

### Working alone - the aim is for children to:

- Concentrate on the task given and complete tasks as well as possible
- Work independently, without interrupting other people unnecessarily
- Accept responsibility for individual behaviour and work.

### In the playground - the aim is for children to:

- Respect the boundaries by playing within the playground areas
- If the grass is wet, play on the concrete area
- Recognise the needs of different groups of children
- Enjoy playing together, but not at the cost of someone else's enjoyment
- Recognise that someone may want to be alone and respect that
- Find ways of including other people who may feel lonely
- Establish the rules of a game and ensure that everyone playing knows them.
- Care for people if they are hurt
- Listen to adults who are supervising in the playground, be respectful to them, the Playground Leaders, Peer Mediators and the equipment that they are using.
- End any game when it is time to come into school, line up at the designated place, in an orderly manner, ready to return to class.

## **Our school uses a range of initiatives/strategies which allow us to promote positive behaviour both at classroom and at whole school level.**

If behaviours are not as we would expect, then these should be supported in the first instance by the adult working with the child in the class or playground. It is recognised that staff need to be fair but firm and consistent in their use of language and behaviour strategies. Staff should consider which strategies suit the age and stage of the children they are working with.

### **STEP 1** - These may include:

- Planned ignoring
- Reminding children of expected behaviours 'We expect.....thank you.'
- Clear choice with consequence
- Positive questioning – 'How should we.....'
- Positive praise when someone is doing well who doesn't always
- Praising those modelling appropriate behaviours and meeting expectations
- Class Charter reminder
- Countdown to expected change of behaviour
- Distraction
- Class timers so children are aware the time they have for an activity
- Simple direct language used by calm adults who consider tone of voice and body language
- Reminder of consequences
- Waiting for quiet and having high expectations of learners.