Kingsbury Green Primary School

Motivation and Behaviour Policy

Spring 2019

Governor Ratification	Spring 19
Next review Date	Autumn 2023

OUR VISION:

At Kingsbury Green we will create the opportunities for all children, parents and staff to expect excellence as standard. The curriculum and learning environment will offer and develop in children our values of: **empathy**, intellectual and physical **agility** and the pleasure of **hard work** and a job done well.

Our vision is to prepare children to be responsible global citizens now and in the future and to demonstrate the right learning dispositions and attitudes that will enable them to thrive.

Our three rules of **Ready, Respectful and Safe** instil a culture and climate where everyone can learn and achieve.

AIMS OF THE POLICY:

- To ensure children understand and develop learning behaviours for success.
- To encourage a calm, purposeful learning environment in the school.
- To foster caring attitudes and to celebrate diversity so achievements in all areas are acknowledged.
- To encourage increasing independence and self-discipline.
- To develop positive relationships with pupils, staff and parents.
- To ensure a consistent, positive approach to behaviour management throughout the school day, including school clubs held out of school hours.
- To ensure the emotional, social and learning needs of individuals are addressed appropriately.
- To praise and reward behaviour and effort which goes above and beyond within the school values of empathy, agility and hard work.
- To mitigate against unacceptable behaviour affecting the learning and progress of others.
- To encourage the active and early involvement of parents in supporting positive behaviour.

EXPECTATIONS OF STAFF:

The following staff expectations are developed and agreed by staff in the school.

- To be an exemplary role model for children and colleagues.
- To engage in professional study in order to be ready and up to date for teaching.
- To respect all children by the implementation of consistent rules, routines and sanctions and recognition of best conduct.
- To provide an inspiring, challenging and inclusive curriculum which is relevant and prepares children to be global citizens
- To create a safe and stimulating environment that supports children's learning, wellbeing and mental health.

EXPECTATIONS OF PUPILS:

The following pupil expectations will be developed and agreed by children in the school.

- **Ready** to learn and make progress (this includes compliant uniform, equipment, attitude, punctuality).
- **Respectful** to each other, to their parents/carers, staff, and the environment inside and outside of school (this includes being courteous, considerate, tolerant of others and their views, acknowledging and stopping for adults, making eye contact while speaking or being spoken to, gratitude and cleanliness and tidiness).
- **Safe**. This means: managing conflicts and disagreements respectfully; making use of their 5 trusted adults, showing responsibility for health and safety within the school.

Children who are **Ready, Respectful** and **Safe** will thrive; go on to achieve academically and have choices in their futures. We firmly believe that the principles of being ready to learn, respectful and safe ensure there are no limits to what children can achieve.

EXPECTATIONS OF PARENTS/CARERS/GUARDIANS:

As part of the Home/School Agreement parents are expected to support the school's Behaviour Policy.

- To make children aware of appropriate behaviour in all situations and to be aware of the school rules and expectations.
- To support children to be ready for learning by ensuring good attendance and punctuality, correct school uniform, home learning completed and reading diaries signed.
- To encourage independence and self-discipline
- To show an interest in all that their child does in school.
- To foster good relationships with the school and to support the school in the implementation of this policy.

OUR APPROACH:

In order to set the conditions for academic success, we provide a structured behaviour system which relentlessly and consistently emphasises the positive habits required for learning. These are:

- Recognition for best conduct
- Excellent relationships between staff and students
- Restorative conversations to ensure students are taught how to resolve conflict, and learn how to take responsibility for their actions and make better choices.

Recognition of positive behaviour:

At Kingsbury Green we actively seek to celebrate positive behaviour within the school environment in a variety of ways. These include:

- Positive verbal praise - First attention to best conduct
- HT/ DHT/AHT Awards
- Above and Beyond Award assemblies
- Well done postcard home
- Phone call home
- Hot chocolate with the head teacher
- Responsibility roles (e.g. monitors)

Expecting Excellence as Standard:

Visible consistencies:

- Staff embody the ethos of the school through professional expectations and presentations
- First attention to best conduct
- Celebrate collective accountability

Relentless routines:

- Transitions in class – Stand on 1, Walk to your place on 2, be seated and ready to learn on 3
- Morning greeting at the door and signing journals
- In corridors and on stairs keep to the left and walk in silence

Behaviour for learning: We have adopted the following strategies from 'Teach Like A Champion' to push for academic excellence (see Teaching & Learning Policy)

- SLANT
- 100%
- Do it again
- No Opt Out
- Cold call/ Wait Time

Encouraging positive behaviour:

Notice and 'Nudge': Adults must notice and 'nudge' potential poor behaviour choices to get a pupil back on track. This might be done by:

- First attention to best conduct
- Targeting questions
- Changing seating
- Task and time reminders
- Quiet motivational talk
- Physical presence of an adult. E.g. circulating the room, eye-contact, encouraging facial expressions.
- PiP and RiP – Praise in Public, Reprimand in Private – Script: I've noticed that…..this is breaking our school rule of…….here are your choices……….this is what I expect……..

Stay on Green: This is a stepped approach to supporting pupils' self- regulation. It visually charts the school reward and sanction system and supports the school rules.

Overview -The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes
- That teachers integrate a system within daily teaching in order to promote positive behaviour and self-regulation
- It is positive and praises EFFORT and evidence of attention to the school rules - Ready, Respectful, Safe.
- Staff DO NOT spend time negotiating warnings – threats are never made –a consequence is given for breaking the school rules
- The system is used beyond the classroom and by other adults who are teaching the class eg PE, Music, ICT etc or supervising in the playground (their "on greenness" follows pupils around the school during the day) – other adults may issue a white card to children if a misdemeanour has occurred and children are told to report this back to their main class for changing by the class teacher.
- This requires good communication

All children start each day "on green" – a card on the class chart symbolises this.

We aim that every child ends the day "on green"

The colours:

All good

1st warning (related to poor learning behaviour, attitude, 'low- level' disruption, undermining school rules of Ready, Respectful, Safe). The child is asked to change the card on the chart

2nd warning (continuous of above)

- The child is asked to change the card on the chart and immediately following this asked to 'take 10' to reflect on own behaviour , sitting alone on 'take 10' chair / table

About Take Ten:

- Classroom based "time out" time
- Using a consistent place (e.g a chair next to the teacher table, near the front – facing the class) – the child reflects on their behaviour
- When 10 mins is up child returns to work (5 mins for EYFS pupils)
- This step is designed to prevent further misdemeanours and card changing and should always be implemented

3rd incident. If negative behaviour persists a Yellow card is issued - Child changes colour card on chart and completes yellow record card immediately stating which of the schools they have broken. The adult who issued the yellow card must have a restorative/repair conversation with the pupil at the earliest opportunity in order to maintain/rebuild a positive relationship rooted in mutual respect.

Straight to Yellow" Card

- More extreme behaviour e.g. fighting, racist / homophobic language or bullying can lead to issuing a yellow card immediately. This is likely to be beyond a restorative conversation. The head teacher direct further action.

Removal of Pupils

In the event that a pupil is unsafe and refusing to co-operate, teachers must alert a member of the SLT of Pastoral Team.

Class teacher response:

- To talk to the class about the behaviours and how there will be a consequence put in place for that child e.g. I am aware (child's name) has (describe behaviour) they are now with (SLT name) and a consequence will be given. When (child's name) returns to class we must encourage them to make right choices and accept them as a member of our class.

- Accepting the child back into class after the incident has happened to continue their learning. Staff: We have had a talk out of class and (child's name) is now ready to return to their learning. CT: I am pleased to see them return to class and because they have (describe behaviour) and (describe behaviour) can you turn your card to green for a fresh start.

Returning to green

- Following the issue of a yellow card, or any card change, children need to be successful by 'earning' their way back to green again
- Children should go immediately back to green (not work their way back through the colours)
- Teachers / Other adults (OAs) to catch children doing the right thing - Ready, Respectful, Safe

The Restorative Conversation Script

What happened?

What were you thinking at the time? What have you thought since?

How did this make people feel?

Who has been affected? How have they been affected?

What should we/you do to put things right?

How can we/you do things differently in the future?

Restorative/ repair conversations allow for behaviour change through reflection and empathy. They should be used between pupils, and between adults with pupils.

MONITORING, EVALUATING AND REPORTING

All yellow cards are handed to the head teacher or deputy head teacher for monitoring, evaluating the effectiveness of the policy and for reporting to the governing board. The school takes seriously persistent disruption resulting in the loss of learning time. The head teacher will take the decision about what further action is needed. The school reserves the right to take action in the event of a serious misconduct which undermines the schools values, ethos and rules. This may include exclusion.

Kingsbury Green Primary School

Ethos and Expectations Blueprint

Empathy – Agility – Hard Work

Rules:

READY

RESPECTFUL

SAFE

Visible Consistencies:

Staff embody the ethos of the school through professional expectations and presentations

First attention to best conduct

Celebrate collective accountability

Over and Above Recognition:

Post card/ phone call/ direct conversation with home

Affirmation assembly

Visit to SLT

Relentless Routines:

Transitions in class: 1,2, 3

Morning greeting at the door and signing journals

Walk on the left and in silence

Stepped Boundaries:

1. All children start the day on GREEN
2. After 2 warnings – ORANGE
3. 2 further warnings – BLUE
4. Reflection time in class
5. 2 further warnings – YELLOW CARD to be completed
6. REPAIR

AIM: GET BACK TO GREEN

Teaching and learning related language:

1. SLANT

2. 100%

3. Do it again

4. No Opt OUT

5. Cold call/ Wait Time

6. RATIO

Restorative Q's:

1. What has gone wrong?

2. Why did it go wrong?

3. What was the impact?

4. What has been the impact on the class?

5. Repair: How do we fix it?