



Behaviour Policy

Date of policy: March 2023

Date of next review: March 2026

Signed Headteacher: _____ Date: _____

Signed CoG: _____ Date: _____

BEHAVIOUR POLICY



Our vision for behaviour at Kobi Nazrul:

Children **aspire** to be good citizens and demonstrate a strong moral compass through a value-led school ethos. These values are at the heart of all school planning, policies and documents.

Children take ownership of their own behaviour, learning from mistakes whilst intrinsically developing a sense or moral purpose which supports them in making good decisions throughout their lives.

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Our Aims for the pupils at Kobi Nazrul Primary School

We aim for our pupils:

- To enjoy learning and to always try to do their best.
- To become active learners through listening, questioning, thinking and talking about learning.
- To be able to communicate effectively and be confident readers and writers.
- To feel proud of success and to celebrate achievement, their own and others.
- To be able to work co-operatively and independently.
- To be able to make responsible choices in their positive learning behaviours & emotional wellbeing
- To be able to work towards managing their own emotional regulation
- To develop positive relationships with each other and the staff.
- To care for our learning environment.
- To always treat others with respect and consideration and expect to be treated in the same way themselves.



Our School Environment

We wish to foster a school environment in which:

- Every classroom has a class charter
- All classrooms and relevant areas around the school display our behaviour support systems – behaviour cards, zones of regulation, restorative justice
- Places our values at the heart of all aspects of school life
- Everyone is able to learn, and contribute to the learning of others.
- Everyone is treated with care, respect, empathy and kindness.
- Everyone has opportunities to be noticed in ways that help them to feel good about themselves.
- Everyone cares about the school environment and develops the ability to share and co-operate.
- Everyone develops the ability to take responsibility for managing their emotions and actions.
- Everyone learns to make appropriate choices and decisions.
- Everyone encourages understanding and celebration of diversity.



RIGHTS AND RESPECTS OF STAFF AND PUPILS

Everyone has the right to-

Everyone will show respect through-

learn

trying not to distract others

feel cared about

caring about others

be listened to

listening to others

use the resources of the school

sharing and looking after the resources of the school

make mistakes and try again

and trying to learn from mistakes

get help when they need it

helping others and ask for help from the teacher

feel successful

appreciating the successes of others

feel and be safe in the school environment

being mindful and aware of how other people feel and how our actions affect other people

feel a sense of belonging

making everyone feel welcome and accepted

express their feelings in a positive way

thinking about other people's opinions and points of view

understand how to repair when things go wrong

Rights and Respects of Parents

Parents have the right to-

- To know their concerns are taken seriously and dealt with appropriately.
- Be accepted and welcomed by all staff members.
- Be respected.
- Be able to see a teacher, at an appropriate time, about concerns they may have.
- Give opinions about things that happen in a school.
- Know their children are safe and happy in their school.
- Expect the children to be treated fairly and equally.
- Be informed of children's progress at regular meetings.
- Have opportunities to visit classrooms and assemblies.

Parents have the responsibility to-

- Make sure that your child arrives on time (8.45am) and is collected on time (3.15pm).
- Ensure that your child is not tired from going to bed late.
- Make sure that your child attends school regularly and to provide an explanation which would be considered an authorised absence if they are not at school.
- Attend parent conferences to discuss your child's progress.
- Help your child enjoy reading their book at home and to help them with homework.
- Support the school's behaviour policy and contact the school when they have a concern to discuss matters relating to the progress, behaviour and happiness of their child.

- Take responsibility for their child's learning and behaviour.
- Show respect for all staff, other parents and visitors in the school.
- Encourage their children to be independent.



How we encourage good behaviour

- We believe that it is important to acknowledge pupils' efforts to play, behave and learn well. We appreciate parents' / carers' involvement in this process.
- We teach pupils that the way to get attention is through **positive learning behaviours**
- We are clear, **kind**, firm and consistent.
- We help children to identify difficult behaviours for themselves and how to **regulate** and resolve it.
- **We use reflection sheets and visuals when things go wrong based on restorative justice principles (see appendices)**
- We use assemblies and circle times to discuss
- We teach pupils how to do 'Good Sitting, Good Looking, and Good Listening.'
- We use circle time, class time and whole school assembly time to focus on positive behaviour and support children in developing social and conflict resolution skills
- We believe that pupils behave well when they feel good about themselves and we do all we can to promote their self-esteem through everyday practice and specifically through Jigsaw assemblies and lessons.
- We demonstrate what our rules mean; for example, an assembly focuses on how to be a good friend or how to be gentle.
- All adults are aware of their responsibility to provide role models in order to foster good relationships.
- Staff plan lessons and activities to stimulate and motivate pupils to become active learners and to take responsibility for their own learning.

- We invite visitors in to support children in understanding types of discrimination including racism and the effect it has on victims.
- We have anti-bullying events (in addition to lessons curriculum lessons) to promote everyone's right to feel happy and safe at school and in the wider community and identify support for victims.
- Children or staff can refer to the Inclusion Assistant for mentoring or reflection time when feelings become difficult to manage.

We acknowledge positive behaviour through:

INDIVIDUAL:

- Dojo points
- Certificates presented during the Friday Achievement assembly
- Attendance certificates / rewards
- Verbal and non-verbal praise to the child directly and their families as we believe the strength of this partnership is critical in developing positive behaviours and attitudes
- Other certificates (e.g.: homework certificates)
- Top Table invitations
- The Job Centre
- Invited or self-referred to lunchtime 'chill out time'

CLASS:

- Marble treats
- Class attendance trophies (weekly presented during the Achievement assembly)

DOJO POINTS

Purpose:

To promote positive behaviour through an incentive based points system

How it works:

Children are rewarded with dojo points (electronically) when they demonstrate good learning behaviours or achievement. When children reach particular milestones (i.e.: amounts of points) they receive small rewards.



TOP TABLE

Purpose:

The aim of Top table is to promote positive behaviour in the playground.

How it works:

7 children are invited each week to sit on 'Top Table' with the Headteacher, Deputy or Phase Leader. An adult will recommend children who have been a good friend, helpful or well behaved well to the Senior Midday Meals Supervisor. On a Thursday, those children will receive an invitation to Top Table for Friday lunchtime. (There will be a separate Top Table for KS1 and KS2).

On Top Table, children have a table set for them with restaurant cutlery, folded napkins and a menu where waiters take their orders and serve them their food. They have special juice and a chocolate at the end. During their lunch, we celebrate their great efforts in the playground for the week.

MARBLE TREATS:

Purpose:

To encourage children to work and learn together

How it works:

Classes can be rewarded with up to 3 marbles per day based on how well they have worked together. Children and their teachers will use their class charter to decide how many marbles the class has earned (1, 2 or 3). These will be placed in the class jar. When the class get 60 marbles, the teacher will plan a whole class treat. This may include an off-site activity or reward activities within the classroom.

ATTENDANCE REWARDS:

Purpose:

To encourage children to be at school every day and on time. This is to encourage a life-long habit which will hopefully extend beyond children's time at Kobi Nazrul.

How it works:

WEEKLY: There is a weekly attendance trophy for the class with the highest weekly attendance percentage for KS1 and KS2 presented during Achievement assembly. In the EYFS, an attendance soft toy is presented to the class with the highest attendance.

TERMLY: We have an attendance and/or punctuality focus fortnight each term. At the end of the fortnight, a special reward is organised for all children who meet the set target.

YEARLY: Children with the highest attendance for the year are rewarded with a trip in the summer term (KS1 and 2).

We manage poor behaviour through:

- The 'Red Card' Behaviour system (see appendix 1)
- ~~The 3 STEPS TO RESOLVING CONFLICT; developed to help us to resolve arguments between pupils.~~
- The use of the restorative clipboard and reflection sheet

3 STEPS TO RESOLVING CONFLICT USING THE RESTORATIVE CLIPBOARD

1. Think through what happened, your thoughts, feelings and actions
2. When you are calm and ready (sometimes we need more time to do this) Tell the other person what you did, how you felt. Listen to their response.
3. Tell the other person what you/ they can show you or what they can do to make you feel better

- Senior leaders are responsible for monitoring behaviour at playtime/lunchtime each day. A record of more serious incidents (red cards) such as fighting, kicking, or name-calling is always tracked on the electronic [school behaviour tracker](#). Fair sanctions are imposed each time.
- Conflict or disagreements can be managed through [mediation](#).
- Using the class charters for children to reflect on their behaviour
- [Sanctions](#) are considered carefully and should allow children the opportunity to learn from their mistakes.

Examples include:

- Using the restorative justice clipboard

- Filling out a restorative reflection sheet including options as to how to repair:
 - Writing a letter/drawing a picture, **handshake or hug (when ready to do so)**
 - A letter **/phonecall** sent home to parents or carers
- The Headteacher or Deputy will **meet parents/carers** if the misbehaviour continues or becomes more serious.
 - Incidents recorded on the behaviour tracker are monitored and further action is put in place through a system of **individual monitoring / highlighting** or in serious cases, **Pastoral Support Plans (PSPs)**.
 - Discrimination, bullying or physically hurting a child is taken very seriously and is not tolerated. In this instance, the pupils are sent straight to the Headteacher, Deputy Headteacher or another member of the Senior Leadership Team.

Positive Playtimes

(Our Playground charters)

- Our expectations to make sure playtimes are positive for all children are developed with the children. We believe that for children to positively engage with these charters, they need to be involved in developing them so they can take ownership of the charter and therefore their behaviour.
- We update them when necessary to reflect current school daily life and changes in cohorts.
- Our KS1 and 2 playgrounds are separated into zones where structured activities take place so children know what playing opportunities are available to them
- Children take responsibility for lunchtimes through:
 - Job Centre responsibilities
 - Purchasing some playground equipment with the HT
 - ~~Running the school tuck shop with the adult leader~~
 - Child led initiatives through the School Council

- A self-referral with friends, for 'chill out time' in The Nest
- Peer mediators to support children having difficulties. This includes; providing support for children having disagreements and helping children establish friendships (from Spring term 2016)

Learning Behaviours

(Our classroom charters)



- To ensure children are motivated to 'be the best they can be' during lessons, each class develops a **class charter** with their teacher and teaching assistants. They are used during teaching and learning to reinforce positive behaviour and support children in correcting unacceptable learning behaviour. They are updated when the class feels it is necessary.
- Each year group has **class monitors** so children take responsibility for their classroom too
- We plan an '**establishing weeks curriculum**' for the first few weeks of each year
- We use **MTYT (My Turn, Your Turn)** to allow children to practice what they are learning
- We use **TTYP (Talk To Your Partner)** to promote discussions in class
- We have a '**no hands up**' approach during lessons. (Unless it is to ask a question)
- Children **line up boy/girl** (unless there is a need more important)
- We use the **123 strategy** (1 – stand up, 2 – face the direction you need to walk, 3 – walk) to move around the school as a class or group
- We use '**one hand up**' (palm facing outward) to get children's attention
- We expect **all equipment to be taken out of hands** when listening (unless otherwise asked to do so).

Appendix 1: Red card system

Appendix 2: ~~Using a Restorative Approach~~

Appendix 3: Restorative Reflection sheet

Appendix 4: Voice levels around the school

Appendix 5: Marble treats

APPENDIX 1:

Developing A Staged And Consistent Response To Difficult Behaviour

Stage 1 (Reminders)	
Behaviour	Consequences
<ul style="list-style-type: none">• Calling out• Talking when the teacher is talking• Difficulties in waiting their turn• Talking on the carpet• Tale telling• Inability to share• Not listening when asked• Wandering – not being in the right place• Fiddling with equipment• Not lining up correctly• Wasting time – including during transition from one lesson to another• Not following the class charter• (Other low level behaviours)	<ul style="list-style-type: none">• Help children to learn appropriate behaviours (Golden Rules, classroom charter agreements etc)• Establish the rules as part of settling into school at the beginning of the year.• Take photos of children doing the right thing (nursery)• Take children to an activity and work alongside for a short while (nursery)• Tactically ignore initially (if appropriate) but keep an eye out• Take up time: ‘You need to start by.... and I’ll see how you are getting on in a minute.’• Redirect: ‘C...you need toThank you.’• Rule reminder: ‘We have an agreement about.....please use it, thank you.’• Wellbeing area – to calm down using zones/restorative visuals
<p>It is no coincidence that there are more strategies mentioned in the consequences column at stage 1.</p> <p>This is where we as teachers can re-direct difficult behaviour before it escalates. Most difficult behaviour can be turned around at this stage.</p>	<p>The idea is to reduce the amount of attention children receive for negative behaviours and to increase the amount of attention we give for positive effort. In other words, to catch children doing the right thing. Try to keep explanations to a minimum unless choosing a quiet time to conference a child.</p>

Developing A Staged And Consistent Response To Difficult Behaviour

Stage 2 (Warning then Yellow Card)

Behaviour	Consequences
<ul style="list-style-type: none"> • (Repetition of the previous) • Rudeness to children • Taking other people's property • Racist behaviour/language (first time ever, foundation stage) • Name calling • Swearing at another child • Refusal to work or follow adult instruction • Drawing/writing in books • Damaging other children's work • Rudeness to adults • Damaging classroom equipment (A result of off task behaviour) • Fighting (less serious) • Inappropriate body language 	<ul style="list-style-type: none"> • Use restorative clipboard to facilitate children Discussing what went wrong, how our actions affect others, • Blocking: helpful for children who try to draw adults into arguments....repeat the instruction ("broken record")-use of minimal language and limited choice if child/ren struggling • The language of choice (Restorative): facilitate and recap using lanyard or clipboard restorative questions e.g. what happened? How are you feeling? Who was affected? How can we make it right? • Invite children to repair the situation • Time out in class (yellow card) (Foundation 3 minutes and use of sand timer, KS1 & 2, 5 minutes and use of sand timer). The adult must tell the child WHY they are having time out. In the time out area, there is a small display with focus questions for children to think about. What I did wrong? How can I fix it etc. • Log the behaviour on the class behaviour monitoring sheet • Repair and rebuild at the end of time out session. Praise the child when they turn their behaviour around. Children are taught the process. (Each class has a wellbeing space with sand timer, fidgets, restorative visuals & reflection sheet) • An adult may use the 'Three Steps for Resolving Conflict Between Children' poster. Every class to display this poster. Children are taught the process. <p style="text-align: center;">CHILDREN ARE NOT TO BE STANDING IN THE CORRIDOR OUTSIDE OF THE CLASSROOM. USE OF THE NEST OR OTHER CALM AREAS TO DISUCSS OUT OF CORRIDOOR</p>

CONSEQUENCES NEED TO BE LEARNING BASED AND NOT TIME WASTING

Stage 3 (2nd Yellow Card)

Behaviour	Consequences
<ul style="list-style-type: none"> • Repetition of any of the behaviours listed above 	<ul style="list-style-type: none"> • Second time out in class. Children fill out a 'reflection sheet' appropriately. This is then discussed with the child at an appropriate time and filed. • Work missed is sent home or completed during breaks and parents are informed with a letter and verbally if possible. • Log the behaviour on the class behaviour monitoring sheet • Follow up the letter home to ensure it is signed by parents acknowledging that they have discussed the behaviour with the child

Stage 4

Behaviour	Consequences
<ul style="list-style-type: none"> • Repetition of the above • Three time out sheets in one week • Aggressive behaviour: hitting, kicking, spitting • Racist behaviour/language (KS1) • Bullying behaviour (persistent pattern of behaviour) • Damaging classroom equipment (deliberate attempt) • Fighting (more serious) • Discrimination 	<ul style="list-style-type: none"> • Remove child from the situation (Child to be sent to a member of SLT straight away – with another responsible child or if necessary, ask SLT to come to you) • Possible target setting for class or playground • Loss of playtime (fights, bullying and aggression). The amount of time will depend on the situation. • Involve parents and send a letter home • Record the incident on the 'behaviour tracker'. It is located on the t:\behaviour\behaviour tracker • If the behaviour has become consistent, fill out a referral for the highlighting team where further action can be taken. Follow up the letter home to ensure it is signed by parents acknowledging that they have discussed the behaviour with the child

Stage 5 (beyond the red card system)

Behaviour	Consequences
<ul style="list-style-type: none"> • Repetitions • Aggressive behaviour: hitting, kicking, spitting • Inability to reduce time out periods in partner class • Involvement in a fight • Physical harm or threatening behaviour to an adult. • Repetition of bullying behaviours e.g. pushing, letter writing 	<ul style="list-style-type: none"> • Exclusion to the Head teacher, possibly for the rest of the session or afternoon/morning. Child to be returned to class by a member of senior management and be able to verbalise what they need to do to 'fix' the situation. Parents must be called in for a meeting with an SLT member • Possible playground reintegration programme • Children could be sent home for fighting or hitting /threatening a teacher and on internal/external exclusion the following day. Child to be returned to class after meeting with parents. • If the child has reached this or the red card stage a few times, individual action should be initiated. • 'Great Effort' charts to monitor behaviour through target setting + individual reward system. • Pastoral Support programme set with families to manage the child's behaviour • External support from other professionals. (Eg; Cherry Trees)

Physical restraint: See appendix 7 of the Safeguarding policy

Every class has a reflection area with their class charter, 3or 5 minute sand timer and 'reflection' sheets.

CRITICAL FOLLOW UP TO MAINTAIN POSITIVE RELATIONSHIPS:

At every stage, it is important to repair and rebuild teacher/pupil relationships when children are returned back to class or when they are back on task. Any effort to change behaviour to the positive, once children return to class, needs to be acknowledged: 'I really like the way...' etc. Positive body language and tone of voice are important to the re-establishment of the relationship.

Remember: Having a positive relationship with ALL children is crucial in supporting children with their behaviour. Always discuss the behaviour not the child.

Eg: "Your behaviour was not acceptable" NEVER "You are a bad child"

It is also important to remember that our emphasis is on giving attention to children who are doing the right thing; hence the following ideas for reward systems.

Celebrating achievement

Individual rewards	Whole class rewards/celebration	Whole School
<ul style="list-style-type: none"> * Dojo points * Attendance treats * Certificates / prizes * Praise * Positive verbal and written feedback * Show work in assembly or to another teacher * Chosen for Top Table * Stickers * Individual chooses favourite song/story * Inform parents or carers * School councillor * Playground friend * Lunchtime monitor (Job Centre) * Chosen to go on special trips 	<ul style="list-style-type: none"> * Marble treats * Praise /positive feedback * Trips * Celebrations (weekly and at the end of every term.) 	<ul style="list-style-type: none"> * Achievement assembly celebrations * Talent shows * Performances * Sports day and other presentations

APPENDIX 2:

3 STEPS TO RESOLVING CONFLICT **(using a restorative approach)**

- 1. Tell the other person what happened and what you did**

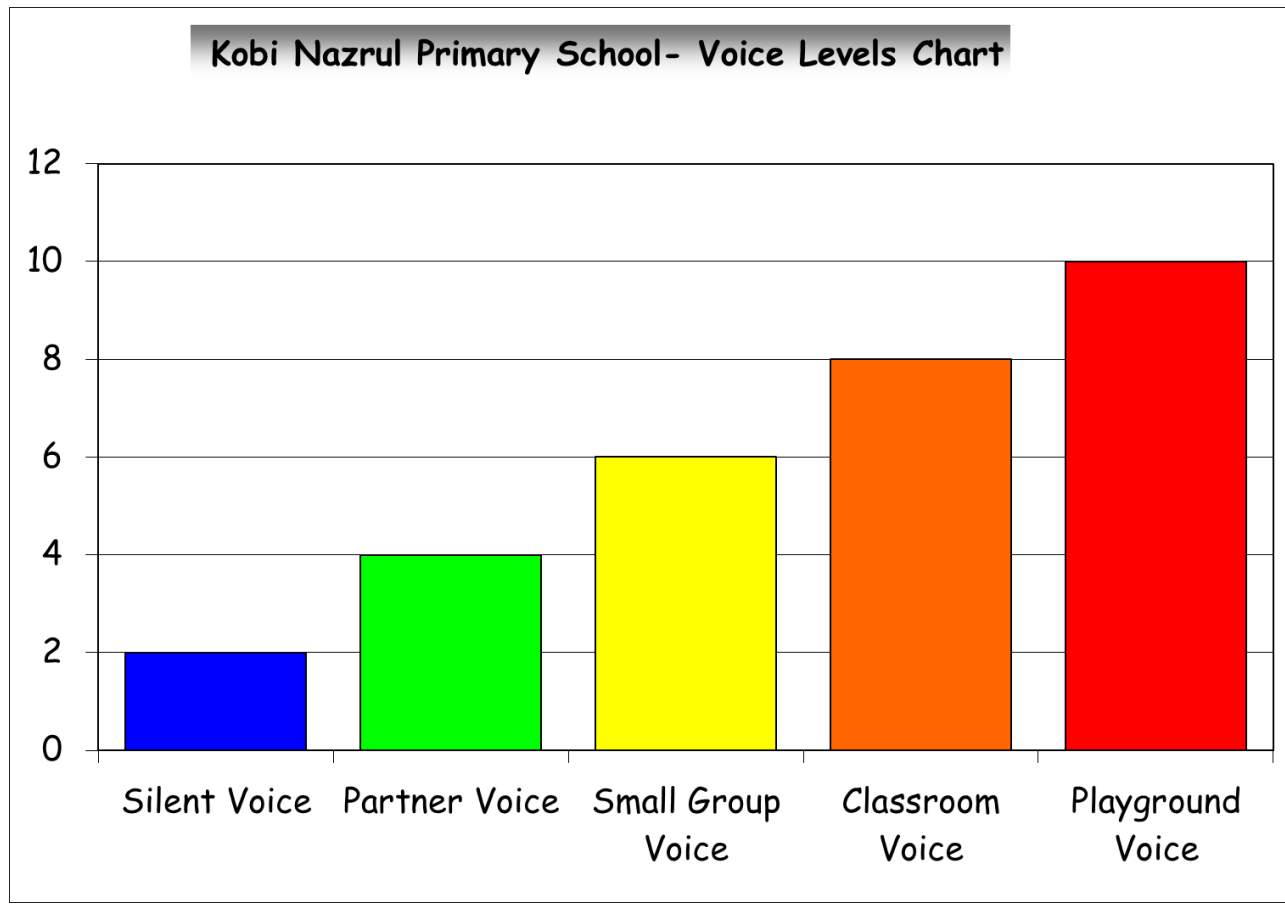
- 2. Tell the other person how you feel.**

- 3. Tell the other person how you are going to repair the situation**

APPENDIX 3:

Insert ks1 and ks2 restorative reflection sheet here – See separate PDFs

APPENDIX 4:



APPENDIX 5:



Marble Treats

At the end of each day you should have decided as a class what kind of day it has been. Has everyone worked well? Has everyone behaved so that learning can take place?



<p>0 Marbles = not a good day</p> <p>1 Marble = some people worked well</p> <p>2 Marbles = most people worked well</p> <p>3 Marbles = a brilliant day. It couldn't be better!</p>	<p>Target = 60 Marbles</p> <p>When you have reached your target the class can choose a treat! Would you like to go bowling, to the cinema, to the park? What can you think of?</p>
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