



King's College *The British School of Latvia*

Behaviour Policy- Guidelines- Primary

To support the King's College Latvia behaviour policy the following approaches are used:

Whole school approach to managing behaviour

No matter what the behaviour exhibited by a child it is the school approach to deal with it in a calm and controlled manner. We do not need to shout with anger to make children understand our annoyance with their behaviour. We use firm voices and carefully chosen language at all times when we are working with a child on their behaviour. Questioning in the manner of a restorative approach is recommended.

<http://www.trackitlights.com/restorative-practice-6-questions-lead-better-pupil-behaviour/>

Age related behaviour

In all issues pertaining to behaviour the school staff are aware of age related behaviours and deal with behaviours with these in mind. For example a three year old biting will have a different reaction to a 10 year old biting. The link below should support your knowledge in this area.

<http://www.parenthelp.org.nz/ages-and-stages/>

In the Early Years- Nursery - Year 1

In pre nursery and nursery behaviour is personalised and addressed as the need arises on a one to one basis. The ethos is that of community responsibility and the students work to show positive behaviours which they are rewarded for by getting a star for the star jar. Once the jar is full the class receive a reward.

In Reception and year 1 children learn about house points and gain a collective responsibility through the collection of points. There are also visual charts to help remind them about how they are doing during the day.

It is the responsibility of staff to inform SLT if a child is continually behaving badly and the class rewards and sanctions are not changing behaviours.

From Year 2-6

Years 2 through to 5 the classes have a rainbow chart / Rocket chart with 5 segments and the children's names are moved up or down to signify their behaviours. If the children are on red

they need to spend time out of class in another class. If they are repeatedly on red this should be flagged with SLT.

The school adopts a positive approach to behaviour and all teachers use the positive to refocus students who may be displaying low level bad behaviour. Students are aware that their behaviour and self regulation is rewarded. A variety of rewards can be used.

Rewards

House points

Sticker Charts

Rainbow chart

Stickers

Star of the week

Choosing time

Praise

Positive notes to parents

Certificates

Sharing work with other adults for praise

Additional break times

However the school also recognises that bad behaviour needs to be addressed in order to create a calm, safe and happy environment for children. As such sanctions exist.

Sanctions

A variety of ways are used to deal with bad behaviour. These are outlined below

Talk

Time out in own room

Time out in partner room

Go to Headteacher / Phase Leaders

Miss playtime

Miss class time

Call parents

My concern recording

Internal suspension

External suspension

Exclusion

These sanctions are used in the following ways

Minor behaviours are- lack of concentration, talking when asked not to, annoying other children, not following instructions.

- Verbal correction is given for all minor behaviours
- A verbal correction can be given twice with the instruction the second time including this is your last warning.
- If behaviour continues the children are moved down the chart and their name should be written in the book.
- If this movement down means they are on the red they need to have 10 minutes time out in another class.
- If the child returns and repeats negative behaviour the child comes directly to the headteacher or another member of SLT.
- The headteacher would then follow the process for my serious behaviours.

Serious behaviours are- bullying, hurting another child, inappropriate language in any language, breaking school or another persons property, stealing, being disrespectful

- Immediate movement to the red or sad cloud on the behaviour chart
- Once on the red they are then sent to Mrs Stanford or SLT member and depending on the frequency of this display of behaviour they will deal with the behaviour through missed playtime, logging on My Concern or calling parents. In very serious incidents and repeated serious behaviour issues suspension or exclusion may be considered.
- For repeated serious behaviours parents will be asked to meet with the classteacher and headteacher. At this point in very serious repeated incidents a plan will be put into place to support the child and the support of outside agencies will be recommended.
- The school has the right to insist on outside help as a condition of continued education at King's College, in very serious cases and where all avenues have been exhausted in school.

At all times the teacher can use their own professional judgement and knowledge of the child to override the process and request the headteacher's support.

Additional behaviour support

If a class needs additional support in tackling certain behaviours the class teacher and headteacher will negotiate the manner in which this can be achieved.

House Points

Each child is a member of a house team. House teams are used for collaborative activities within the school and accumulating points for the house team is a way of creating a community of good behaviour and hard work. Posters are displayed around the school so the children know what they can achieve house points for.

Recording incidents of behaviour

My Concern

Serious behaviour incidents should be recorded on My Concern. For all more serious behaviour issues and children who have been flagged as not responding to normal school rewards and sanctions a concern should be raised on My Concern. Minor behaviour should be recorded in the behaviour and communication spreadsheet.

Behaviour and Communication Spreadsheet

Each class teacher is required to complete this spreadsheet to record communication with parents and behaviour issues in class. These are reviewed each week by the Safeguarding team.

Parental Involvement

All serious behavioural issues must be reported to parents. This should be wherever possible face to face. If a phone call is made home by a member of the admin team then the following should be adhered to;

- Only report the facts and no personal opinions should be shared
- Never mention the name of any other child involved
- Be clear what the expectation of the school is on the parents about how they can address this behaviour for example – This phone call is for your information only/ This phone call is because we would like you to reinforce the school rules at home tonight / This phone call is because the teacher/ head would like to meet with you further.
- Always feed the parents response back to the teacher

Involvement of outside agencies

If behaviour is serious and we believe linked to a mental health issue or social and emotional need then the school can recommend that the parents seek outside support.

Key staff for behaviour

Class teachers are the first port of call for any behaviour issue and they should address this. If their methods are not addressing difficulties then SLT will be the next step in the process.