

KENNEDY SCHOOL

PSE and Positive Behaviour Policy



February 2018

PSE and Positive Behaviour Policy

Kennedy School Vision and Mission Statement

INSPIRE - ACHIEVE - EXCEL

*“We endeavour to make positive choices and be responsible for ourselves and towards others.” Kennedy Staff
PSE Group - February 2018*

Ethos

Kennedy School is committed to creating an environment in which children feel nurtured, encouraged, valued and respected. We foster mutual respect, support, safety and encourage resiliency. We take a positive approach to behaviour management and we believe that it is the responsibility of everyone in our school community to work together to achieve high expectations for self-regulated learners who are metacognitively, motivationally and behaviorally active participants of their own learning process.

Aims

- To create a common whole school approach to positive behaviour management
- To create a positive school environment where high quality teaching and learning can take place
- To ensure high expectations for behaviour and respond positively to choices across the school
- To ensure that behaviour management tools, systems, rights and responsibilities are widely understood
- To support children to become self-regulating, self-managing and responsible for their own behaviour
- To promote respect for diversity and individuality

Objectives

- Promote high expectations of principled behaviour and positive social interactions
- Communicate and demonstrate essential agreements
- Provide regular opportunities for modelling expected behaviour and for discussion relating to the learner profile attributes and attitude
- Encourage children to reflect on their behaviour and on the consequences of their choices
- Use restorative practices to rebuild relationships

BUILDING A POSITIVE SCHOOL COMMUNITY

In order to promote high expectations of principled behaviour and positive social interactions we have implemented the following programmes, practices and strategies throughout the school:

Zones of Regulation - Whole school approach to enable students to regulate their own behaviour and exercise more self control.

Restorative Practices - Positive action to rebuild relationships and build awareness of consequences.

Daily Mindfulness Practices - to promote self awareness and regulations of emotions

Weekly Circles and Social Thinking Programmes - promote positive relationships and address special needs.

Stand Together Upstander Campaign - to ensure a safe, positive environment for all.

Friendly Schools Ambassadors - to support and model expected behaviour.

Friendly Schools Week - to build a positive classroom and school climate and a stronger sense of community.

Playgrounds and Safe Zones - to engage the whole school community in supporting and modelling expected behaviour outside of the classrooms

PROMOTING EXPECTED BEHAVIOUR

High standards of behaviour are expected and encouraged. All staff are responsible for creating a positive school culture where children are free to take risks within the boundaries of the essential agreements.

We can encourage expected behaviour by ensuring that the children:

- Are actively involved in creating essential agreements and promoting expected behaviour
- Are learning in a secure and supportive environment
- Have an understanding of their rights, rules and responsibilities
- Understand the expectations for behaviour and consequences of their choices
- Are given engaging, relevant, significant, challenging learning engagements that keep them motivated
- Are given regular positive feedback and encouragement
- Are encouraged to discuss their feelings and opinions

Expected behaviour is further promoted as follows:

Essential Agreements

In a PYP school, every class, every team, even the whole school has an essential agreement which sets the tone for collaboration and teamwork.

Whole school House point system

To foster a greater sense of community and belonging the school has four houses: **Dragons, Phoenix, Unicorns** and **Lions**. Each house represents a core value. In order to encourage House spirit and reward exceptional behaviour and achievement, Kennedy School operates a House Point system.

House points are awarded when children excel either academically or pastorally. They may be linked to the attitudes or attributes of the Learner Profile or may be for outstanding effort or academic achievement. House points can only be awarded by adults in the school but children may nominate their peers by telling an adult.

Year 6 Leadership Structure and SRC

In addition to this we have an extensive Year 6 student leadership structure to support and model expected behaviours. Our student representative council ensures that all children, regardless of age, have an active voice.

Buddy Systems, classes and open playgrounds

To further promote a community culture the children are given countless opportunities to interact and form relationships with children of other ages and grades across the school.

Class reward systems

Teachers may also use **various class reward systems** where positive behaviour is acknowledged and rewarded. This could be visually displayed and should be developmentally appropriate. Children can expect that they will be given positive feedback about their individual behaviour. With all rewards we uphold the ethos that Kennedy School is a Green and Healthy school.

CONSEQUENCES OF UNEXPECTED BEHAVIOUR

Consequences are based on the underpinning values of mutual respect and a child's right to dignity. They should be immediate, clear and the children should be encouraged to reflect on their behaviour. Children need to know that they have a responsibility to make good behaviour choices, that their behaviour affects others, and that there are clear and consistent boundaries for acceptable behaviour at Kennedy School.

Unexpected Behaviour Consequence Stages:

- Stage 1** Respectful **warning** given to the child and clear positive expectation given: child given clear choices and next stage explained.
- Stage 2** **Time out** to give children the opportunity to reflect on their behaviour. The child must show that they have reflected upon their behaviour (may use a reflection sheet) and are encouraged to apologise to all those affected by their behaviour choices. Children who are taking time out need to be in sight of an adult at all times.
- This stage may be repeated if necessary.
- Stage 3** **Discuss the situation with Yearband Leader and formulate next steps** and if deemed necessary a behaviour plan should be made with clear targets. A Behaviour plan may be discussed with the Phase Vice Principal and put in place at this stage if necessary. Loss of privileges may occur if appropriate and parents may be informed. Any communication with parents will be copied to the class teacher, Phase VP and other relevant people.
- Stage 4** **Child is sent to member of SLT.** At this stage, child will be asked to reflect on their behavior and complete a **reflection** sheet. SLT may contact parents and might decide on a loss of privileges.

Stage 5 Parents will be required to **meet with SLT member, teacher and child** and will discuss intervention strategies and targets for school and how this will be supported at home. If a Behaviour Book has not been introduced previously, then this is an option.

Stage 6 Principal will make a decision on **suspension** from school.

Stage 7 Principal will follow **ESF exclusion policy**.

*Any case that is deemed a serious behaviour incident or which is a breach of ESF's foundation-wide policies, may result in some stages being missed out.

Rights of the Child

In line with the values inherent in the UN Convention on the Rights of the Child (1990), at Kennedy School we believe that it is a child's right to be treated with dignity and respect. As part of the process of encouraging reflective and emotionally intelligent children, we believe that working with children to understand and self-manage their behaviour is more effective.

Therefore, the actions which **are generally not acceptable** include:

- Punishing the whole class for the behaviour of one or two children
- Negative reinforcements such as: name on the board, sad face with name, attention given to inappropriate behaviour
- Removal of rewards already given
- Use of inappropriate language eg. liar, rubbish

February 2018