



BEHAVIOUR POLICY



Date: October 2023

Policy Review Cycle: Annually

Review Assigned to: Kirklevington Primary School Local Governing Body

Behaviour Policy

Kirklevington Primary School is a Rights Respecting School and this policy is underpinned by our continued work of our commitment to Unicef and the UN Convention of Rights of the Child.

This policy links directly to the following articles of the UN Convention of the Rights of the child:

Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life. **Article 19** (Protection from all forms of violence) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 (Right to education) Every child has the right to an education.

Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

Behaviour Policy Aims

We aim to create a safe, calm and caring environment where teaching and learning can take place effectively and where children enjoy coming to school. This includes considering behaviours in the whole school premises, including classrooms, the lunch hall and outdoor spaces.

We aim to encourage an understanding of the values that underpin our school ethos and encourage children to 'Be Ready, Be Respectful and Be Safe'.

We focus on the following principles:

Be Ready:

- Be ambitious, Be independent, Be Resilient

Be Respectful:

- Respectful behaviour, Respecting Rights and Respect the environment

Be Safe:

- Keep ourselves safe, Safety at school and in the community and Safety on-line

As an RRSA Gold level Rights Respecting School, we teach the importance of children's rights and being respectful towards others, celebrating what is unique about each member of our school community.

We want our children to play an active role in school life and to demonstrate positive attitudes towards others and their learning.

We want our children to know that we have high expectations of their behaviour and a zero tolerance attitude towards bullying, harassment and violence.

We aim to ensure our behaviour policy is fair and consistent for all, with a focus on promoting positive behaviour.

We recognise at times, such as where a child has special educational needs, we have to adapt our approach to behaviour management in order to ensure that all children's needs are supported.

We aim to ensure that all members of our school community adhere to this policy and that staff are role models for the children.

To work alongside our families to support children with behavioural needs.

Behaviour system

We have a traffic light system in place, where children can earn two 'Dojo' points for good behaviour each day. Children may also earn Dojos as a positive reinforcement at other times, e.g. for good manners or excellent effort.

The traffic light system is a stepped approach to promoting positive behaviour, which is used from Year 1 to Year 6.

- Green – Children start on green every day. They get two Dojo points for being on green all day. They have two chances to change behaviours that staff deem not to be appropriate – a reminder and a verbal warning.

Inappropriate behaviour might include, talking during quiet time, not following instructions or not following our school rules, 'be ready, be respectful and be safe'. Where a staff member deems the behaviour to be more significant, they may go straight to the next step – yellow.

- Yellow – If needed, a child may be recorded as on yellow in a notebook and the child will lose one dojo for the day. This means that the child has not taken the opportunities that have been offered to improve their behaviour or they have done something deemed to be more significant, such as an unkind act. Children will have opportunity to improve their behaviour and go back to green after a

period of time, taking into account the age of the child and the severity of their behaviour. Staff would look for opportunities to enable a child to go back to green. However, children would receive a further warning if inappropriate behaviour should continue, before moving onto red.

- Red – If a child has not taken opportunities to improve their behaviour or a staff member deems their behaviour needs a more severe consequence, they will be recorded as red in a notebook. This might be the case if a child deliberately hurts another child or has not followed school rules with a more severe consequence. Children will have opportunity to improve their behaviour and go back to yellow, then green after a period of time. We take into account the age of the child and the severity of their behaviour. The child will lose their two dojos for the day. If a child has a red consequence on three occasions, within a short time period, staff will speak to parents.

We use a notebook to record yellow and red consequences so that we can keep a record of behaviour. We have chosen not to put children's name on the board as we do not want to cause children any embarrassment. We recognise the importance of treating all children respectfully.

In nursery and reception, inappropriate behaviour is dealt with through reminders, talking, praising role models and a short time out, if needed. Where children are persistently not following school rules, the traffic light system may be implemented for the class.

Rewards for good behaviour

Dojo points

To reward good behaviour and recognise positive aspects of school life, children will be awarded Dojo points, including in nursery.

Teachers can plan motivating consequences to reward children who follow school rules. This might include individual rewards, group or whole class rewards, such as an extra playtime.

Each class using a wheel of rewards and depending upon whether it is for an individual or the class, they can gain an extra P.E. lesson; playtime; a comfy cushion to sit on; or be able to listen to music of their choice in a lesson. These act as an incentive for children to work towards.

Praise

We value the importance of praising behaviours that we wish to see, such as children being, 'Ready, Respectful and Safe'. We look for opportunities to notice where children have improved their behaviour and also to identify role models for other children.

Certificates

Each week, the teachers choose pupils for the following awards to be given out in assembly by the Head of School and members of the Leadership Team:

- *A Maths Award.*
- *A Star Writer.*
- *A Star of the Week:* These pupils are rewarded by going in for first dinner at lunchtime and sitting on the Top Table (with crockery, a table cloth and different glasses).

Chocolate Fountain Friday

Teachers nominate pupils who have been a good example of living out our learning intent of 'Be ready, Be respectful, Be safe'. These children get to enjoy the reward of treats and the chocolate fountain with the Head of School. This takes place fortnightly and two pupils from each class are chosen to participate.

Rewards may also include:

- Lunch time rewards – stickers/raffle tickets (prize winners' names are drawn at the end of term)
- Sharing work and positive behaviour with other adults and children
- Class reward target charts
- Team points
- Notes home

Curriculum

All areas of our curriculum are designed to promote being 'Ready, Respectful and Safe'. This includes through PSHE and RSE lessons. Where issues arise, that are relevant to the needs of our children, we address this in a number of ways, such as circle time, class discussions, speaking to individual children and interventions. Mental health and well-being are promoted throughout school in everything we do, including assemblies. PE sessions have a specific set of skills as a focus. These are: Teamwork, Honesty, Determination, Self-belief, Passion and Respect.

Managing inappropriate behaviour

Most behaviour can be dealt with effectively using our traffic lights system, however there may be times when a staff member feels a different approach is needed.

This might include:

- Having a five minute time out.
- Missing out on five minutes of a class reward.
- Being sent to another teacher to speak about their behaviour.
- Being sent to the Assistant Head of School to speak about their behaviour.
- Being sent to the Head of School to discuss behaviour is a last resort.

Individual Behaviour Systems

There are times when a class-based system does not meet the needs of a child. This may include children with special educational needs. Teachers share strategies for managing behaviour, advice is sought from the SENDCO or the senior leadership team, and staff adapt systems accordingly.

This might include:

- Individual behaviour charts.
- Individual reward systems.
- Additional supervision during break times.
- Support from other adults to manage a child's behaviour.
- Working with parents and carers.
- Use of the Thrive Approach to support a child's social and emotional development. Licensed Practitioner in school will coordinate this intervention.

Behaviour at Break times

We have high expectations of behaviour in all areas of the school grounds, including at break and lunch times. Where staff members deem behaviour is not appropriate, they use the traffic light system. A reminder, is given first, which would then be followed by a request to remain with the supervising adults. If a child's behaviour is considered more severe, they will be sent in to sit with their class teacher or another supervising adult.

When children are indoors at break times, we expect them to follow the same rules as during lesson times.

Trips and Visitors

Children are expected to behave in a manner that reflects the school's values and ethos and continue to follow our curriculum intent – Be ready, Be Respectful, Be Safe.

CPOMS

Staff record behaviour incidents on CPOMS, the incident itself and action taken by staff. Other relevant staff are alerted to the incident.

Monitoring and evaluating

We regularly monitor our behaviour policy. Evaluating the effectiveness of our policy comes from a variety of sources including:

- Informal reports from staff/parents/pupils.
- Feedback from classroom observations.
- Parent/Pupil Voice Questionnaires.
- Number of incidents in the behaviour logs on 'CPOMS' recording system.
- Number of pupils sent to the Assistant Head/the Head of School.

The feedback from monitoring procedures will be used to evaluate the success of our strategies, to help us to make adjustments when necessary. It will also be used to identify good practice and to provide support and staff development where necessary.

Keeping Children Safe in Education

Staff aim to create a climate of trust where pupils feel safe and secure, setting high standards of behaviour and encouraging pupils to demonstrate respect and tolerance for each other. By praising, rewarding and celebrating success, we aim to prevent incidents of bullying from occurring. We have a variety of ways that children can report bullying to us, including through worry boxes, circle time and informal conversations with pupils. Our anti-bullying policy sets out more information about measures we implement to prevent bullying.

If staff witness or become aware of an incident of bullying they should deal with the matter promptly, this may involve counselling and support for the victim of the bullying, and a consequence for the child who has carried out the bullying.

Incidents that occur outside of school

We aim to support and work with parents, as needed to manage children's behaviour outside of school. This might include speaking to parents, where an incident has been reported to us or by referring a family to an outside agency as required. We may deal with issues that arise locally through our curriculum, depending on the needs of our children and whether there could be repercussions within school, or where behaviour could have an adverse effect on the reputation of the school.

Roles and Responsibilities of Governors

Governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body should guide the Head of School in determining measures to promote good behaviour and discipline amongst pupils; and notify the Head of School if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

Roles and Responsibilities of Head of School and the senior leadership team

In line with the views of the governing body and adhering to legal duties, to:

- Set out measures that promote good behaviour, self-discipline and respect.
- Aim to prevent bullying of all kinds.
- Ensure that children complete assigned work

- To make sure that staff members have a clear understanding and follow the school's behaviour policy
- To work with parents and refer to outside agencies as needed
- To support staff members in managing and dealing with behaviour

Roles and Responsibilities of teaching staff members

In line with the views of the governing body and adhering to legal duties, to:

- Plan and review support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aim to teach all pupils the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty, to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class
- Adhere to this policy.
- Supporting pupils in adhering to this policy.
- Promote a supportive and high-quality learning environment.
- Model high levels of behaviour.
- Consistently reward good behaviour through verbal praise, stickers, Dojos and messages to parents/carers.
- To discuss with children, the importance of making good choices regarding their behaviour and to ensure children understand the consequences of their actions.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the Head of School informed of any changes in behaviour.

Support from parents

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE to take a full part in all school activities.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, towards both themselves and others, showing consideration, courtesy and respect.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- Informing the school of any changes in circumstances, which may affect their child's behaviour.

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

The use of reasonable force (including control and restraint)

In July 2013 (reviewed July 2015), the Department for Education (DfE) provided non-statutory advice for school leaders and school staff in all schools in England. (All schools includes; Academies, Free Schools, Independent schools and all types of maintained schools.)

The DfE guidance states that:

- Reasonable Force is usually used to control or restrain.
- Reasonable in the circumstances means using no more force than necessary.

- Control means either passive physical contact i.e. blocking a pupil's path or active physical contact i.e. leading a pupil by the arm out of the classroom.
- Restraint means to hold back physically or to bring a pupil under control. This is typically used in more extreme circumstances (e.g. to stop a fight where pupils are refusing to separate)

School staff should always try to act in a way as to avoid injury to the pupil, but in some extreme cases this may not be possible.

DfE Guidance states:

- Restraint should only be used when a situation warrants immediate action.
- De-escalation techniques should be appropriate to the individual needs of the child or young person, acknowledging that the member of staff may not speak the child or young person's first language or that the child or young person may not have sufficiently developed language skills to be able to respond to verbal de-escalations.
- The use of restraint is also governed by the principles of ethical practice.

The intervention should:

- Be in the interests of the child or young person.
- Be reasonable and proportionate to the circumstances.
- Use the minimum force necessary for the minimum time necessary.
- Be based on a comprehensive risk assessment and/or positive handling plan.
- Have due regard for others present.
- Respect the safety and dignity of all concerned.

Schools cannot: Use force as a punishment. It is always unlawful to use force as a punishment.

DfE guidance states that schools and academies have the power to search pupils without consent. Head teachers and authorised staff can use reasonable force to search for the following "prohibited items":-

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that has been used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules

All incidents of restraint should be recorded as quickly as possible and within 24 hours if the incident. The Head of School must be informed at the earliest opportunity.

Serious disruptive behaviour

This includes:

- Racist, homophobic or transphobic comments.
- Aggressive, violent behaviour.
- Purposeful, directed inappropriate language / gestures.
- Wilful damage to school and personal property.

- Acts of bullying (see Bullying Policy for further guidance).

Actions

1. All racist, homophobic, or discriminative comments are to be fully investigated by a member of the senior leadership team and must be recorded in full on CPOMS.
2. When dealing with aggressive or violent behaviour, (physical, verbal or destructive) the child will be immediately removed from the situation and sent to a member of the S.L.T / Head of School who will deal with the incident.
3. In all of the above cases, parents will be informed of their child's inappropriate behaviour. A meeting will take place to discuss the incident and if needed, support will be provided to enable the child to improve their behaviour. This support will include a behaviour plan which will be regularly reviewed with the child and parents.
4. Following any of the above incidents, loss of privileges including attendance at residential visits or sporting events will be considered.
5. Very occasionally, it may be necessary to hold children to stop them from hurting themselves or others. In cases when a restraining action has been used by a member of staff, the incident will be fully recorded in the Serious Incident Log.

Exclusions

Exclusions would only be used as a last resort. However, in individual / exceptional circumstances it may become necessary to exclude a child for:

- Violence or threatening behaviour towards staff or pupils
- Intentional use of weapons or drugs on the school premises
- Persistent, unacceptable behaviour - such as persistent and repeated refusal to follow instruction which is detrimental to the safety of themselves or others; or persistent, repeated breaches of the behaviour policy

This may include persistent behaviour at lunchtime, which may result in the child being excluded from lunchtimes.

The Head of School will consider whether the pupil should be excluded for a fixed term, and will determine the length of the exclusion.

The school will ensure that all discipline is reasonable in all circumstances, and will consider contributing factors such as the pupil's age, religious requirements, SEMH needs, any SEND, and any other relevant information.

Staff training

Staff receive regular training related to behaviour and have had training on 'Be Ready, Be Respectful and Be Safe'. All staff have annual safeguarding training and Keeping Children Safe in Education. Other examples of staff training include 'Team Teach' and training linked to special needs, such as Autism training.

Complaints

Where a parent or carer has concerns about an incident relating to behaviour management, they should speak directly to a member of staff or the Head of School in the first instance.

Where this is not possible parents and carers should refer to our complaints policy which is available from our school office or on our school website.

Pastoral care for school staff

Employers should not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The governing body should instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.



BEHAVIOUR POLICY



This Policy has been approved at a meeting of the Governing Body of Kirklevington Primary School

On: October 2024

Signed by Chair of Governors: Mrs P. Duncan

Date: 28.11.23

Signed by Head of School: Mrs L. Peacock

Date: 28.11.23

To be reviewed: **September 2024**