



Introduction

At Kimberworth Community Primary School we believe that children and adults flourish best in a positive and caring environment where children are encouraged to play and learn without fear of being hurt or hindered both physically and emotionally. Our aim is to present a code of behaviour that develops in children a sense of right and wrong, discourages undesirable behaviour and teaches them appropriate ways to act. We have high expectations of all children and staff and aim to support the children in developing self-confidence, independence and self esteem in an atmosphere of mutual respect and encouragement. Staff will demonstrate positive relationships with all children and their parents working in partnership throughout.

The vast majority of children within the School conduct themselves very well and deserve recognition for behaving appropriately. There are occasions however, when some children do behave inappropriately and this needs to be addressed. There should be consistent rewards for 'good' behaviour and consistent consequences as a result of 'negative' behaviour throughout the school so that children know the boundaries and expectations of their behaviours.

The School has an inclusive policy but the inappropriate behaviour of individuals should not inhibit the learning of the majority. The few children who do behave in an unacceptable manner will be supported in the School and through outside agencies working in partnership with the parents.

At all times parents and carers play an important part in working with the School in the implementation of the policy.

The policy aims:

- To encourage a calm, purposeful and happy atmosphere within the School.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to dealing with behaviours throughout the school with parent/carer involvement and cooperation.
- To make boundaries of acceptable behaviour clear.
- To ensure the safety of all children and staff.
- To raise awareness of appropriate behaviour.

The School rules support our behaviour policy and were agreed following discussions with all staff and pupils.

Our School Rules are:

- Work together to be the best that we can be.
- Look after ourselves and each other.
- Take care of our School.
- Make good choices.
- Tell the truth.





In addition to the School rules, each class/year group also have their own classroom rules/charter that is agreed at the beginning of every school year by the children and displayed in their classroom.

In this way, every child in the School knows the standard of behaviour that we expect.

Encouraging Good Behaviour

Children are valued and given opportunities to succeed in an environment that is physically and emotionally safe, in a calm learning environment that is conducive to positive attitudes for learning as well as positive behaviours.

Self-esteem is developed through ensuring that children experience a sense of their own worth and have respect for each other.

A curriculum is provided that is stimulating, differentiated, rich and diverse that meets the needs of all individuals.

Emphasis is placed on rewarding the positive rather than punishing the negative. A reward system is employed to record excellence and to provide positive encouragement for good behaviour. When giving rewards it is always made clear to the child why they are receiving a reward so that they have a clear understanding of the good behaviour which then informs other children of the desired behaviours. Effective rewards helps a child appreciate how their achievement is helped by their own attitudes. These rewards acknowledge effort, focus attention on relevant behaviour and foster intrinsic motivation.

We praise and reward children in a variety of ways:

- An approving look, smile or nod to encourage.
- Acknowledgement by verbal praise.
- Immediate recognition of children keeping to the School rules rewarded by a "spot" sticker.
- Special responsibilities may be given.
- Positive feedback to parents/carers verbal or written.
- Public praise - positive, specific, verbal feedback.

Special stickers

These are given as a reward for excellent work or effort of an individual or for recognition of some form of considerate behaviour towards others. These will count towards the chart that tallies their achievements. On receipt of 10 stickers, in Key Stage 1, a postcard will be sent to the child's home, addressed to the parents, giving a brief account of their child's achievements. Postcards will also be sent home in EYFS.

In Key Stage 2 these stickers will result in Bronze, Silver, Gold and Platinum awards.

Thumbs up

Further recognition for a child's management of behaviour or attainment will be to receive thumbs up from any member of staff

The class who receive the most thumbs up in each Key Stage will earn Golden Time that week.





Merit assembly

A merit assembly is held every week for Foundation 2 to Year Six when two representatives from each class receive, either a School Values Award for following positive attitudes and behaviours or an Achievement Award for effort and attainment.

These certificates are displayed on "The Golden Wall". The School Value Awards are posted home to parents/carers and the Achievement Award is displayed alongside the child's piece of work in class.

Personal capabilities

This is a strategy being used throughout the School to focus on an aspect of social development either of self or between peers. These statements evidence progression through the year groups. A personal capability statement is focussed on by each class teacher for approximately a half term.

Star of the Day

Star of the Day is used in the Foundation Stage and Year 1. A child is chosen by the class teacher because they have shown respect for others in some way. The teacher tells the child and the rest of the group why the child has been chosen. The child receives a special sticker and take home a certificate so that parents and carers are aware of the reason why their child has been chosen.

Star of the Week

Star of the week is used from Year 2 onwards. In Year 2 - the children give reasons why a child should be chosen and then the class vote to decide which child should gain the reward. This choice is supported by the class teacher.

In Year 3 upwards - individual children nominate a child and give reasons why they should be chosen. The class vote to decide which child should gain the reward.

Golden Time

This is a planned menu of activities offered to all children from Year 1 upwards. The children discuss their preferred activities at the beginning of the half term. A 60 minute session has been selected on a Friday afternoon for Golden Time when the class who have received the most thumbs up can access their chosen activity. All children begin with the same amount of time but minutes of this time can be lost as a consequence of inappropriate behaviour. However, the time can be earned back if the child achieves recognition for appropriate behaviour from staff. Time lost will be in blocks of 5 minutes.

In the Foundation Stage there will be a whole class focus on an aspect of behaviour or on a behaviour to be improved. These whole class behaviours will be rewarded by the staff.

Relaxation music will be playing as children enter their classrooms at the end of play time and dinner time. For five minutes children will take part in relaxation in order to be ready to learn at the start of the next session.





Acknowledgement is given to all efforts and achievements of children, both in and out of the School. Children's achievements out of the School are recognised in photographs demonstrating their successes. In the half termly newsletters sent home the achievements of children out of the School are recognised.

Attention is given to success i.e. we "catch" children showing appropriate behaviour and reward this. **Once a reward is given it is not taken away.**

There should be clear and consistent use of rules, rewards and consequences by all staff.

Definitions of Behaviour Levels

The whole-School staff have defined low, medium and high level behaviours as:

LOW - Irritating

MEDIUM - Disrupting

HIGH - Endangering

More information on these behaviours can be found in Appendix 2

Most behaviours start at low-level and need to be dealt with immediately before they escalate.

Unacceptable Behaviour

There is no place for violence, bullying, harassment (racial, sexual, homophobic or other), vandalism, rudeness to adults, bad language or any other impolite behaviour within our School community. Such behaviour will always be actively discouraged. It is recognised that, as stated in the Elton Report, 'Schools that put too much faith in punishments to deter bad behaviour are likely to be disappointed... This does not mean that punishments are not necessary. Schools need to establish a healthy balance between rewards and sanctions.'

It is understood that children sometimes have difficulty finding the right behaviour and understanding the consequences of their inappropriate behaviour. This difficulty, if frequent, may result in the child being placed on the SEND register and a Behaviour Plan initiated. Persistent, serious, inappropriate and disruptive behaviour will result in a referral to an outside agency. (EPS - Educational Psychology Service or BSS - Behaviour Support Service).

The imposition of a consequence will not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.

Inappropriate behaviour will be dealt with in a firm no-nonsense way but should be consistent with the School expectation that all people will be treated with respect. **Members of our School's community will not be shouted at.** It should be clear from the adult's words and actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the member of staff in future and a child's self-esteem and dignity is maintained.





The severity of a sanction will be kept to a minimum in the majority of cases. The aim of sanctions or consequences is to discourage future misbehaviour. The real power of established consequences is the child having a clear picture of the dependable and inevitable progression through a hierarchy of known consequences.

If a child exhibits inappropriate behaviour we:

- Check that the child understands what he or she has done that is unacceptable.
- Establish she/he knows the behaviour was inappropriate.
- Explain the effect that behaviour has on others.
- Examine strategies to avoid the same situation in the future.
- Encourage the child to think of or offer alternative strategies.

Reading or **extra** work such as writing or maths will never be given as a consequence for inappropriate behaviour as this promotes a negative image of school work, quite the opposite of the School's aim. Neither will exclusion be from PE, art etc. These subjects are every child's entitlement. For children on Internal Exclusion, work sent for that child to complete should be as close to the work in class as possible, but may have to be substituted, as appropriate, with more straightforward written work.

Minor infringements of the School or class rules will be dealt with by the adult responsible for the child at the time. It is de-skilling and disempowering for class teachers and midday supervisors to refer minor incidences of inappropriate behaviour to a senior member of staff.

Positive Handling

Occasionally a child may have to be restrained for their own safety and that of their peers. The following statements should be read in conjunction with the School's policy on Positive handling.

All staff with responsibility for our children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour. Staff will view the use of force to control or restrain of a child as a **last resort and be absolutely necessary** for the purposes of maintaining a safe environment. If the child is behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation. We will always aim to ensure minimal risk of injury to the child and staff.

Staff understand the importance of listening to and respecting children in order to create an environment that is calm and supportive, without invading a child's personal space, especially when dealing with a child who may have social, emotional and behavioural needs, as this may increase their aggression.

A clear oral warning is given to the child that force may have to be used.

Staff intervening with a child will seek assistance from other members of staff as early as possible, since single-handed intervention increases the risks of injury to both parties and does not provide a witness.





All incidents that result in non-routine interventions will be recorded in detail in the School's serious incident records and additionally all incidents of restraint will be recorded sequentially in a bound and numbered pages book.

A child who is identified as likely to require the use of force to control or restrain as part of their behaviour management will require an Individual Behaviour Management Plan which may be additional to their Individual Education Plan. This is drawn up in response to the risk posed by the child's behaviour and is shared with all staff, parents/carers and the child, if appropriate.

The Head Teacher will be informed at the earliest possible opportunity of any incidents where the use of force to control or restrain was used. The Head Teacher (or his/her nominee) will initiate the recording process if not already underway and review each incident to ensure that any necessary lessons are learned.

All teaching staff are, by the nature of their roles, authorised to use the use of force to control or restrain as appropriate. Support staff will require specific authorisation, either temporarily or permanently. The Head Teacher or someone deputising for her when she is absent can only give this authorisation. Authorised staff will be notified formally.

Staff who work with particular children who have been identified as requiring an Individual Behaviour Management Plan may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded and the parents/carers informed the same day. In the case of serious incident, such as racial abuse or bullying, the unacceptability of the behaviour and attitudes will be made clear immediately, but by means of explanations rather than personal blame.

Consequences in the Foundation Stage through to Year Six

- A non-verbal response e.g. eye contact is often sufficient to remind a child to decide whether his/her behaviour is appropriate.
- A verbal warning will be given to a child following an incident of inappropriate behaviour. The behaviour will be discussed with the child and an explanation requested or given as to why the behaviour was inappropriate.
- A reminder will then be given of the verbal warning if the behaviour continues. This will focus on making sure that the child understands what the expected behaviour is and that it is his/her choice. The result of continuing the inappropriate behaviour would be to move onto the series of "consequences".
- The child will be given a final reminder and this then results in their peg moving on the class behaviour chart.



The Behaviour Chart

The chart will feature planet earth, three clouds and a rainbow cloud (Paradise Island). The children start on the earth. This moves down to a thinking cloud (Yellow cloud) with a thoughtful face, an orange consequence cloud with a concerned face and a final red, serious consequence cloud with a sad face. Above the earth, there should be the rainbow cloud (Paradise Island).

The following structure should be followed by every member of staff in the school.

Use normal strategies:

E.g. Polite requests, warnings (no more than three), repositioning, separating etc.

Give a final warning:

Use the agreed phrase, 'This is your final warning. Do you understand?'

Children should be fully aware of what this means and the possible consequences of continuing with the behaviour.

Final reminder:

Cloud 1 will result in moving to the yellow cloud, which is a thinking cloud, where the child will consider their behaviour and decide to make it more positive. This may include an agreed time-out to help them make a calm choice. If the child is given time out a yellow form must be completed.

Cloud 2 the orange cloud is a consequence cloud. This might involve a loss of break time, Golden Time, or time-out in another class, for example. It could also involve other personal consequences. It is a result of disruptive behavior. The child will have to make up wasted time in another way e.g. loss of break, loss of Golden Time. This works best if agreed in advance with the child, "You are choosing to do this now or do this at break time."

A blue form must be completed.

Cloud 3 the red cloud is a serious consequence cloud. This is used if the behaviour is dangerous (to the child or others) or has been repeated for some time that session (for example continued defiance, despite encouragement and support). This may result in having to work in another class, or may even result in 'internal exclusion' (where the child will work away from other children and lose all their Golden Time) or, as a last result or due to extreme behaviour, a fixed-term exclusion. Parents will be informed, where appropriate, about behaviours resulting in a peg being moved to the red cloud.

For **Paradise Island**, children can be moved here if they are always behaving well. This results in an instant reward of a Paradise Island. This reward cannot be taken away, even if the peg moves to a consequence cloud.

A whole class should never be punished, as sanctions are for individuals.





When Golden Time is lost the child has to sit out for that period of time, whilst the rest of the class access their activities.

Children can earn back Golden Time by making appropriate choices but only 5 minutes at a time.

There will be the possibility of a "fresh start" for the system every morning or session depending on the age of the child and their change in behaviour/attitude.

More serious offences must be dealt with in a more formal way:

- Blue forms - not all behaviours require a blue form but the forms **MUST** be filled in by the person who witnessed the incident.
- Logging incidents (Behaviour log).
- Removal from class for longer periods of time (internal exclusion).
When a child has been removed from class then they should be ignored by staff. The inclusion team will handle the situation. The class teacher will need to provide work for children on internal external exclusion.
- Withdrawal of a major privilege, e.g. football, provided this does not contravene DDA regulations.

If the behaviours continue then a more formal letter would be written to the parents/carers requesting that they come into the School to discuss the problems with the Head Teacher, Deputy Head Teacher, Class Teacher, SENCO or Inclusion Officer. Different strategies would be discussed and put into place to support the child, which may include additional consequences on the ladder. This may inform a Behaviour Support Plan or the involvement of other agencies.

Some children may have identified social emotional behaviour difficulties (SEBD). These children are placed on the Special Educational Needs and/or Disability register (S.E.N.D) in consultation with parents/carers and will have an individual education plans (I.E.P.) with set targets to achieve within a time scale. In order to provide evidence for agencies about inappropriate behaviours of some children behaviour logs should be kept by staff.

Extremely dangerous or violent behaviour, very serious challenges to authority or verbal or physical abuse to any member of staff could lead to the implementation of formal procedures. The Head Teacher would inform parents/carers and discuss the incident as it may be necessary to exclude the child from the School for a fixed period of time if the behaviours are so severe that there is a danger that the child will injure him/herself or other children. This may even lead to permanent exclusion.

Children should be given the opportunity to start each new day with a clean sheet, but repeated days of poor behaviour should be recorded so that action can be taken to investigate any problems which the child may be encountering.

DINNER TIME

The school meals supervisory assistants (S.M.S.A.s) have an important role to play in supporting the behaviour policy. It is at dinner time that inappropriate behaviours are often more evident. Strategies for dealing with different types of behaviours have been put in place.





Rewards

Any child who has been kind, thoughtful, helpful, polite, co-operative and supportive of other children is to be awarded a thumbs up ticket. The ticket will be placed in the box in the classroom and collected up on a Friday.

Consequences

Children who behave inappropriately e.g. rough play, swearing, etc. will be:

- Asked by the SMSA why the behaviour is inappropriate and then the child told to find another activity to do and given a verbal warning.
- Asked to walk with the SMSA, if the behaviour still continues.
- A lunchtime behaviour form filled in with details of incidents to be followed up in school.
- Asked to sit out at the side of the hall.
- In extreme situations, a member of SMT or the Inclusion Team can be contacted for support.

The Head Teacher is required to ensure good discipline at all times during the school day. If inappropriate behaviours continue, despite warnings it may become necessary to ask the parent/carer to take the child away from the School premises during the midday break. This will be for a stated period of time e.g. a week. If the child is in receipt of free school meals then this will be provided before they leave the School premises. This is a serious consequence and will need to be recorded as an external exclusion.

If the offence is serious e.g. bullying or hurting another child then a verbal warning is not appropriate and the child should be moved to the later stages of this code.

CONFLICT RESOLUTION

Children will come into conflict with each other from time to time and they should be encouraged to take responsibility for resolving such conflicts. This means that adults should teach the children the strategies to enable this to occur. Time should be taken to model these and support the children in carrying them out and reaching a successful conclusion.

These could include:

- listen with no interruptions
- maintain eye contact
- each child has a turn to say :-





What the other/s has/have done to upset them

How they feel about it

How they would like them to behave in the future

(To support children in listening to each other a sand timer will be used as a visual prompt.)

No one is allowed to interrupt or argue and they take turns until everyone has finished. The adult is the mediator to facilitate the discussion and to ensure that they maintain eye contact and listen to each other.

School Council

Members of the School Council are able to bring any concerns of behaviours, play ground areas that are not safe or suggestions for improvements to play times to the attention of the Head Teacher who will discuss the issues. A decision will be taken by the Council of the appropriate way forward and action will be taken.

The policy will be effective if everyone recognises their responsibilities:

Children responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To be thoughtful, courteous, honest and treat others with respect.
- To be friendly and co-operate with other children.
- To take care of themselves, property and the environment in and out of the School.
- To carry out the instructions of the School staff.

These responsibilities are expressed in the home-school agreement.

Staff responsibilities are:

Staff may find themselves in situations, in which children tell them information about home. People outside the School community may ask staff questions about children in the School and their behaviour. At all times staff should be aware that **all information is confidential** and they should follow the School's Code of Conduct.

All staff should ensure that the School rules are followed and that all members of the class behave in a responsible manner at all times.

In support of this all staff should:-

- Treat all children fairly and with respect.
- Raise children's self esteem, develop their full potential and recognise that each child is an individual with different needs.
- Provide a challenging, interesting and relevant curriculum that is well planned and resourced and meets the individual needs of all children.





- Create a safe, pleasant and calm learning environment, which is conducive to positive learning as well as good behaviour.
- Teach behaviour as other aspects of the curriculum are taught.
- Use rules and consequences clearly and consistently, explaining why children are being asked to do something, always listening to their explanations of an action and focusing on the behaviour not the child.
- Offer a framework for PSHE and Citizenship. To use SEAL to support the development of children's behaviour.
- Implement all the School's strategies e.g. P4C, PCs and Thinking Groups to promote cooperation and listening skills.
- Be a good role model taking every opportunity to keep caring and respect as a high profile whilst dealing with misdemeanors in a calm but firm way - shouting is unacceptable.
- Form a good relationship with parents/carers so that all children can see that the key adults in their lives share a common aim.

The Head Teachers responsibilities are:

(In accordance with Government legislation)

- To implement the school's behaviour policy consistently throughout the School, and to report to governors, when requested on the effectiveness of the policy.
- To ensure the health, safety and welfare of all children in school.
- To support the staff in implementing the policy.
- To make sure records are kept of all reported serious incidents of misbehaviour.
- To be responsible for giving fixed term exclusions for serious acts of misbehaviour and the head teacher may permanently exclude a child for repeated or very serious acts of anti-social behaviour. Both these actions are only taken after governors have been notified.

The Parents/Carers responsibilities:

Staff believe that home is the most dominant influence in a child's life, as it should be, influencing each child's attitude, performance and behaviour. All parents/carers want their child/children to be able to take full advantage of curricular and extra curricular learning offered in the School, therefore, cooperation between parents and staff is essential. While children are at the School staff will be helping them in every way possible and parents/carers support is important and appreciated. Parents/carers should:

- Make their children aware of appropriate behaviour in all situations.
- Have knowledge of the School rules and expectations and support these.
Encourage independence and self-discipline working collaboratively with the School so that there are consistent messages about how a child should behave in both settings.
- Show an interest in what their child does in the School.
- Communicate with the School, in a supportive way about any concerns they may have about the way their child has been treated;
- Support the School in the implementation of this behaviour policy.





The Governors responsibilities

- The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness;
- The Governing Body will support the head teacher in carrying out these guidelines
- The Governing Body can implement a formal grievance procedure if a parent has a concern about the way their child has been treated and discussions cannot resolve the problem;
- Governors may give advice to the head teacher about particular disciplinary matters and the head teacher must take this into account when making decisions about matters of behaviour.

CONCLUSION

The effectiveness of the behaviour management policy will be noted by changes in behaviour throughout the School. Children will have a shared understanding about the rewards and consequences for their behaviours and know that they will be fair. Staff will be consistent in following the policy. Parents will be aware of the expectations of the School regarding good behaviour.

A measure of success for this policy would be no exclusions, good attendance and positive attitudes to learning.

Regular communication between all staff will highlight any problems in the systems in place and these will be discussed and addressed, if necessary.