



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 that our code of behaviour 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/carers working in partnership throughout.

Aims of the policy

- To encourage a calm, purposeful and happy atmosphere within the school.
- To have a whole school policy supported and followed by the whole community; parents, teachers, children and governors based on our shared school values.
- To encourage good behaviour by providing a range of rewards and make boundaries of acceptable behaviour clear.
- To use rules, rewards and consequences consistently taking into account the individual needs of children.
- To teach through the curriculum positive values and attitudes, self-respect and respect for other people and property.
- To foster positive caring attitudes towards everyone and encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure the safety of all children and staff.

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 also have their own classroom charter that is agreed at the beginning of every school year by the children and displayed in the classroom. In this way, every child in the school knows the standard of behaviour that we expect.





Encouraging Good Behaviour

At Kimberworth Community Primary School, emphasis is placed on rewarding the positive rather than punishing the negative. Our reward system is used 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 help 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. **Once a reward is given it is not taken away.**

We praise and reward children in a variety of ways:

- An approving look, smile or nod to encourage.
- Acknowledgement by positive, specific and public verbal praise.
- Positive feedback to parents/carers via phone calls, Dojo messages or texts.
- Special stickers
These are given as a reward for excellent work, learning behaviour or effort of an individual
- House Points -Big Cat Tokens
Excellent behaviour will be recognised through House Points. Children are split into Houses from Year 1. House Points (tokens) will be given to children as a reward for demonstrating the school rules. Tokens will be collected in boxes within each class which will be emptied by the house captains and vice captains and transferred to the main team box on the House Team display. The winning House at the end of each half term will choose and receive a reward.
- A merit assembly is held every week for Foundation 2 to Y6 when one member of each class receives a Head Teacher's award for attainment in an area of the curriculum and one a merit certificate as a reward for demonstrating the school rules and values. Parents are invited to attend these assemblies. The certificates are displayed on the merit wall in the school hall and then sent home. The children are recognised on the weekly newsletter.

Star of the Day/Week

Star of the Day is used in the Foundation Stage. The class team will select one child to receive this award, giving an explanation of why the child has been successful that day.

In KS1 a star of the week is chosen by the class team. The teacher tells the child and the rest of the group why the child has been chosen. The child will receive a special sticker and takes home a certificate so that parents and carers are aware their child has been chosen.

In KS2 individual children nominate a child and give reasons why they should be chosen. The class vote to decide which child should gain the reward.





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 within each class at an appropriate time where the child can explain to their peers what they have done and what they have achieved.

Unacceptable Behaviour

There is no place for violence, bullying, harassment (racial, sexual, homophobic or other), vandalism, and 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.'

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 aim of sanctions or consequences is to discourage future misbehaviour. The use 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. A whole class should never be punished, as sanctions are for individuals.

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, neither will exclusion be from PE, art etc. These subjects are every child's entitlement.

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.

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.

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

From Year 1 to Year 6 all children start the day on the green section of the consequence ladder positioned within each class (clouds in FS).

If a child exhibits one of the agreed low-level behaviours then a verbal reminder will be given. Should this behaviour continue then the child's peg will be moved down to the yellow section of the ladder. If the child modifies their behaviour as agreed then their peg can be moved back to the green area. Should a child continue with the unacceptable behaviour or demonstrate an agreed high level behaviour then they will move to the red section of the ladder. A child once on this section cannot be moved back up the ladder as a more formal consequence will be given.

Children in KS1 if moved onto the yellow section of the ladder will miss 5 minutes of playtime or lunchtime, 10 minutes for children in KS2.

If moved onto the red section of the ladder children in KS1 will miss 15 minutes of their playtime or lunchtime, 20 minutes for children in KS2.

If a child exhibits inappropriate behaviour we help them to reflect on the incident by:

- Checking that the child understands what he or she has done that is unacceptable.
- 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.

If a child has these consequences 3 times in a week the class teacher will contact their parents and ask them to meet to discuss how to improve the behaviour. If there is no improvement a member of SLT will contact the parents again. If the behaviour continued the Headteacher would then meet with the parents and child.

Time out or working in another class - On arrival to the new class, the teacher will make a quick point of asking why the child is there and remind the child that they will have to think about how to put things right (dependent upon age/maturity).





Internal exclusion - for violent behaviour (verbal or physical).

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. If a child is placed on an internal exclusion then their parents/carers will be invited in to meet with the class teacher and the SENDCO or Inclusion Officer if deemed appropriate.

Exclusion - For extreme behaviour, when all other options have been exhausted.

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.

Support for Individual Children

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.

Staff who work with particular children who have been identified as requiring an individual behaviour 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.

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.

Positive Handling

Occasionally a child may have to be restrained for their own safety and that of their peers following 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 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.





DINNER TIME

The school meals supervisory assistants (S.M.S.A.s) have an important role to play in supporting the behaviour policy. Strategies for dealing with different types of behaviours have been put in place.

Rewards

SMSAs can reward children who are demonstrating good behaviour in line with our policy through:

- An approving look, smile or nod to encourage.
- Acknowledgement by positive, specific and public verbal praise.
- Positive feedback to staff

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 book filled in with details of incidents to be followed up in school.
- In extreme situations, a member of SLT or the Inclusion Team can be contacted for support.

