

Behaviour Policy

Context

Kirtlington CE Primary School has high expectations of its pupils. Our aim is to provide an education that brings out the best in every child that builds on their strengths, enables them to enjoy and extend their own learning and helps them to become motivated and successful. We aim to work with children to support and encourage them to build positive relationships with others and work effectively within a team so that they grow into confident citizens valued for the contribution they make to society.

In working towards this aim we recognise that promoting good behaviour is the responsibility of all stakeholders within the school community and believe that our school values will help to create a culture where the beliefs and attitudes of everyone support the positive behaviours necessary to maintain an effective learning environment.

Aims

Our Behaviour Policy at Kirtlington aims:

- To create a positive climate, placing greatest emphasis on praise and reward and less on criticism and sanctions.
- To create a school community which is safe, purposeful and a happy environment for effective learning, based on high standards, shaStormy values and a clear understanding of the behaviour expected.
- To foster mutual respect and caring attitudes where all achievements are acknowledged and celebrated.
- To help pupils develop responsibility for their own behaviour and grow into self-disciplined young people who show respect for themselves and others.
- To manage pupil's behaviour effectively by a whole school approach to behaviour management which is clearly understood by pupils, parents and all staff.
- To make boundaries of acceptable behaviour clear and ensure children feel safe.
- To promote good behaviour focusing on the individual making 'good choices'.

Principles into Practice

In attempting to achieve these aims we will promote:

- A consistency of approach at all times.
- Fair treatment for all.

- The development of appropriate behaviour by all according to the situation – individual, small group, class, whole school – both in and out of buildings.
- Consideration for others.
- Having regard for the safety of oneself and others.
- Sensitivity to the needs and feeling of others.
- Self control the taking of responsibility and being accountable for one's actions.
- Independence and maturity in children by gradually increasing responsibility and trust.
- High expectations that are realistic of the children's academic and social abilities.

And we will foster good relationships in school:

- Through good models of adult behaviour – inc. teachers, ancillary staff, governors and parents.
- Through judicious use of praise.
- By nurturing self esteem.
- By ensuring children are well motivated by the enthusiasm of their teachers.
- By using creativity, wit and good humour to help pupils enjoy their work.
- By employing a variety of teaching methods to meet the many differing needs of our pupils.
- By actively involving all children in their learning.
- By being aware of children's rights –
 - To be treated fairly
 - To have their problems and complaints listened to.
 - To be allowed to choose some activities.
 - Never to have their time wasted

School Rules

We believe that all children have the right to work and play in a safe, nurturing and purposeful environment and that in order to achieve this all members of the school community need to be clear on the behaviours which are acceptable and expected. To this end our school community has discussed and agreed the following rules – named the ***Dynamite Rules*** by our School Council:

- ✓ **We are fair to everyone and respect people, places and things.**
- ✓ **We always talk politely and listen carefully to what others say.**
- ✓ **We are all here to learn, we value learning and we always try our best.**
- ✓ **We think before we act. We work and play safely.**
- ✓ **We care for everyone's feelings and live by our values.**

These rules will form the basis of all of our discussions with children regarding their behaviour choices, when children will be asked to consider which of the rules they have

violated and how they could have made a different choice and what they now need to do in order the help remedy the situation.

Consequences

The Dynamite Rules are the agreed code of conduct for behaviour within school. We recognize that it is equally important that the consequences of failing to meet this code are consistent throughout school and understood and agreed by the whole school community.



Displayed in all classes are weather symbols, representing three zones of behaviour – Sunny, Cloudy and Stormy and an identified Time Out Zone. Children begin the day in the Sunny zone, but poor behaviour choices can result in them moving into the Cloudy or Stormy zones as described below.

Consequences of poor behaviour choices:

- Children are given a reminder of expected behaviours (this may be a stern look or verbal reminder).
- Children are warned of a move to the Cloudy zone if they continue to make poor behaviour choices.
- Children are moved into the Cloudy zone.
- If poor behaviour continues, children are warned they will be moved to the Stormy zone.
- Children are moved into the Stormy zone.
- Continued poor behaviour means children are moved to the Time Out Zone, where they are asked to reflect on their behaviour for 1 minute for every year of their age.
- If poor behaviour continues following this, children spend time away from their class in a class of the opposite Key Stage.
- Further poor behaviour will result in the child being sent to a member of the SLT.

It is important to note that throughout the process of consequences children are given opportunities to reflect on their behaviour choices, how their behaviour violates the code of conduct presented by the **Dynamite Rules**, and given the opportunity to make better choices and so move back through the various zones of behaviour. Adults should ensure:

- Children are encouraged to view behaviour as a choice. Adults are asked to use the language of choice, *'You can either continue to Or you can choose to If you do choose to continue to then I will have to ask you to If you stop and make the right choice then we can*'

- Low level attention seeking behaviour can be ignored, but if it disrupts learning for others then the consequences should be put in place quickly and with as little attention to the individual as possible.
- Refusal to accept any of the consequences triggers the next stage in the sequence. However children may be given some 'take up time' which means that they are given a specified amount of time to make their choice.
- Some behaviours are serious and skip the first stages of consequences. Any behaviours which are considered to be bullying or verbal abuse including physical injury to children or adults should be brought to the attention of the Headteacher or other designated senior member of staff.

Rewards

We recognise that high standards of behaviour and good relationships are also supported by rewarding positive behaviour and attitudes. Indeed we recognize that many children display positive behaviours and attitudes to learning as a matter of course and we actively seek to acknowledge and reward these children.

Each class has in place their own successful learning rules which are linked to our school values. Children are awarded a successful learner sticker if they are seen to be achieving any of the rules. In addition to this there are teacher's award Learning Achievement certificates and these are presented in our Celebration worship on a Friday. All children who have gained a successful learner sticker in the week are also recognized in the Celebration worship. For work that is deemed to be of a very high standard, the children are rewarded a special Head Teachers sticker and certificate.

Children are also able to achieve house points. There is an agreed reward system in place across the whole school which is displayed in each classroom. House points are totaled up each week and shared through the classes by the teachers. At the end of each term there is a reward for the house team with the most points.

Alongside this, appropriate positive behaviour choices, good work, effort and care and consideration for others will be rewarded in a variety of every day ways:

- Immediate praise by an adult – teacher, classroom assistant, lunchtime supervisor etc.
- Approval by peers or other members of staff – e.g. sharing work
- Instant rewards – stickers, postcards home etc.
- Conferring responsibilities – special helper etc.
- Displaying children's work

Continued Promotion of Good Standards of Behaviour

In order to promote good standards of behaviour throughout the school community, the school will:

- Always work to gain consensus amongst staff, pupils, parents and governors on issues of behaviour, sanctions and rewards.
- Actively seek parental support for maintaining standards by explaining the school policy before children join school and asking them to sign a Home School Agreement.

- Explain the policy of behaviour management, including the concepts of choice, self-discipline and consistent sanctions to pupils and parents, setting out our behavioural standards in the context of maintaining a safe, purposeful and happy environment.
- Use assemblies, circle time, PSHCE and rewards and responsibilities to promote shaStormy values and respect for each other and to celebrate children's positive attitudes to learning and behaviour.
- Undertake regular review of the behaviour policy and provide training, where necessary, for staff in effective behaviour management.

Recording Behaviour and Involvement of Parents

All incidents of a higher order (i.e. if pupils repeatedly upset others, behave in an unsafe way, hurt someone physically or causes damage) are recorded on a Behaviour Record Sheet (Appendix 1) and where appropriate communicated to parents. Copies of these records are kept by the Headteacher and Class teacher and will form the basis of discussions about behaviour with parents.

Parents will be kept informed about matters relating to their child's behaviour through:

- Informal meetings and telephone calls between teacher and parent (e.g. at the end of the school day) and a record of the conversation will be kept.
- Attitude to learning grades 3 times a year (Appendix 2) – presented at parent teacher meetings or via the written school report.
- Scheduled, whole school parent teacher meetings.
- Formal meeting of the teacher, parent and Headteacher

The child may be included at any stage in these meetings, at the discretion of the teacher and with the agreement of the parent.

Parents of children hurt by inappropriate behaviour of another child will also be informed of what happened and the consequences imposed by school.

If poor behaviour is serious enough a pupil may be excluded from school for a fixed period or permanently. The Department for Education documents:

- *Exclusion from maintained schools, academies and pupil referral units in England (June 2012)*
- *School discipline (Pupil exclusions and reviews) (England) Regulations 2012*

set out the criteria for exclusion.

Special Educational Needs and Behavioural Difficulties

In managing behavioural difficulties the school will have regard to the Code of Practice for children with Special Educational Needs, and will strive to ensure that children's special learning needs are identified and met. The school will endeavor to work with parents of those children with additional needs to provide an inclusive and supportive environment.

Support will be sought from external agencies (e.g. Educational Psychology, Educational Social Workers, Behavioural Support Team, Bardwell Outreach etc.) for all children identified as having additional needs resulting in emotional, social and or behavioural difficulties.

Support will involve devising an individual programme including elements such as building self-esteem, behaviour recovery, taking responsibility and being included as part of the school community.

Some children such as those who display extreme behaviour in association with learning disability and/or autistic spectrum disorders or behavioural emotional and social difficulties present different challenges with regard to the use of force (see below).

In such cases a positive handling or behaviour management plan should be developed for the individual pupil in consultation with the pupil, his or her parents the SENCO and the class teacher. The *Proforma for assessing and managing foreseeable risks for children who present challenging behaviours* can be used for this purpose. (Appendix 3)

Any specific strategies or techniques that are agreed should be shared with all staff and acted upon.

The Use of Force to Control or Restrain Children

This school makes use of DfE guidance: *Use of reasonable force in schools (2013)* in the document issued to all staff on induction - *Guidance for Staff on the Use of Force to Control or Restrain Pupils* (Appendix 4). This document includes guidance on: Reducing the likelihood of situations arising where force is required, deciding if force is appropriate, examples of situations where the use of force may be reasonable and using force safely.

All incidents which require the use of force or restraint should be reported to the Headteacher or other designated senior member of staff immediately and a written record kept. Parents must be informed of any incident where force or restraint has been employed in regard to their child.

Bullying

Bullying is a form of unacceptable behaviour, and is dealt with in our anti-bullying policy.

Instances of bullying and notable incidents of poor behaviour will be included in the Head teacher's Reports to the Governing Body.

Appendix 1 The Behaviour Record Sheet
Appendix 2 The Attitude to Learning Report
Appendix 3 The Proforma Risk Assessment
Appendix 4 Guidance on the use of force