



Kirtlington
C.E. School

Behaviour Policy

Reviewed and approved by: FGB

Policy Reviewed: October 2021

Future Review: October 2022

Introduction

At Kirtlington CE Primary School we are committed to creating an environment within our school which reflects the loving and caring aspects of the Christian faith and principles as set out in our school's ethos and values statement and where each individual is valued equally through our Christian values of truthfulness, justice, respect, humility, compassion, love, perseverance, courage, hope and thankfulness.

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 learners. We have high expectations of all pupils and aim to work with every child 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.

We believe that high standards of behaviour lie at the heart of a successful school and that promoting good behaviour through our school Christian values is the responsibility of all stakeholders within the school community to ensure that our school is an effective learning environment for all pupils.

School Aims

We aim to achieve this by:

- creating a positive climate, placing emphasis on praise and reward for successful learning
- respecting all pupils and staff, regardless of age, gender, race, sexuality, religious beliefs or academic ability
- using our Christian values, collective worship, RE and PSHCE education to foster in all pupils a sense of mutual respect, pride in themselves, their achievements and their school
- using a variety of teaching methods appropriate to each classroom situation, which allow teachers to teach and learners to learn
- the use of effective classroom management techniques, including consistency of high expectations and clear routines
- a whole school approach to positive behaviour which is underpinned by high expectations and where the school rules and values are clearly understood by pupils, parents and all staff
- helping pupils to develop responsibility for their own behaviour and to grow into self-disciplined young people who show respect for themselves and others and are able to make 'good choices'

School Expectations

Our expectation is that children will learn in an environment free from low level disruption. In order to ensure that children are engaged, teachers develop an ethos in the classroom that reinforces positive learning habits. This is done through our Whole School Rules which ensure children are clearly aware of the high expectations of the class and the school.

In order for children to be engaged in lessons we recognise that each class must have an exciting and stimulating curriculum. We aim to develop in our children a 'thirst for knowledge' and a love of learning that inspires them to learn more about subjects independently, in group work and in whole class work. We expect children's high level of engagement and positive attitude to continue at any level whether the child is working one to one, independently, in a group or as part of the whole class.

When given instructions, we expect children to respond quickly and appropriately so that the flow of a lesson is not interrupted. We recognise the importance of developing children's independence in learning and the importance of developing organisational skills. As the children progress through the school, our expectations for them increase so that by the end of Year 6, we expect all children to be able to work independently and have the necessary skills appropriate to them in order for them to be prepared for secondary school.

We expect a consistency of behaviour in lessons regardless of who is taking the class. In addition to this, we expect the same high standards when children are outside the classroom. We instil in our children a pride and expect children to respond with excellent conduct and manners. We expect children to conduct themselves with the same high level of behaviour throughout the day, during all aspects of school life.

Rewards

It is very important that we recognise children's good behaviour and reward it. Our positive Christian ethos emphasises encouragement and a focus on developing high standards of behaviour.

Every week, in celebration worship, certificates are awarded to pupils who through their actions, learning or thinking have successfully displayed any of the school Christian values. Successful learner stickers are awarded for when a child has shown sustained effort or a growth mindset in any aspect of their class work during the day.

House points can be awarded by any member of staff for displaying any of the school Christian values and for good behaviour. Exceptional work or behaviour is brought to the attention of the Headteacher and a special Headteacher's award/ sticker will be awarded and acknowledged in the celebration worship.

Good attendance is celebrated at the end of each term where the highest year group is rewarded with a certificate and each member of the year group is awarded house points. At the end of year, certificates for 100% attendance are awarded.

At the end of year assembly Year 6 children are given a copy of the Bible, emphasising the Christian Foundation and ethos of our school.

Good to be Green Behaviour Strategy - The practice of managing pupil behaviour on a day to day basis is a positive reinforcement using the Good to be Green scheme.

The strategy provides:

- a consistent and fair approach to behaviour management particularly at lunchtime
- clear and visible systems to recognise good behaviour and sanctions for inappropriate behaviour;
- a structure that allows children to take ownership of their behaviour

The scheme works on the principles that:

- each day is a new day; each of the five sessions is a new session
- each class has a clearly visible behaviour chart and each day all children begin on green to demonstrate the expectation that each day will be a positive one
- children know that there are consequences when making inappropriate behaviour choices
- a class record is kept of children who remain green for the entire term
- younger children receive weekly Golden Time if they do not receive a red card
- if they receive a yellow card, then they will immediately miss a portion of their play time or, if in the afternoon, time out of class
- children who do not receive a red card will enjoy a whole class treat for one afternoon at the end of each 6 six terms. All classes decide on an end of term treat.
- children who remain green for the whole term will be presented with a Good to be Green certificate

Every effort will be made to reward good behaviour and praise children. However, where children persistently break the school rules the following sanctions will occur:

Stage 1 (Green card)

Child is given an informal verbal warning.

Stage 2 (Green card)

Child is given a formal verbal warning and their name is written on the board.

Stage 3 (Yellow card)

In years 2-6, the child places a yellow card in the G2BG pocket. A yellow card will result in an immediate consequence (5/10 minutes deducted from break or lunch play). If in the afternoon it will be 5/10 minutes time out of the classroom.

Stage 4 (Yellow card)

If a child has received three yellow cards in a day, this will result in a red card being given. A phone call will be made to their parents by the teacher and the child will be sent to see the Headteacher.

Stage 5 (Red card)

If a child demonstrates behaviour which results in another child or adult being hurt physically or being abused verbally (using bad language) or using language which discriminates, harasses or victimises another person because they have any of the protected characteristics (The Equality Act 2010), then the child will be reported straight to the Headteacher and the child will receive a red card. The child's parent will also be notified. A red card is also given if there is wilful damage to property. They will not take part in the end of term class treat.

Staff will use the Good to be Green Strategy with discretion.

Whole School Rules:

In order for there to be consistently high standards of behaviour across the school, the school council has decided upon the following:

- We are here to learn; we value our learning and have the **courage to persevere** in order to do our best
- We are fair (**justice**) to everyone and **respect** people, places and things.
- We always talk politely, listen carefully to what others say and are **truthful**.
- We think before we act. We work and play safely showing **love** and **friendship** to everyone.
- We care for everyone's feelings, are **thankful** for our school and live by our school and Christian values.

Sanctions

The school rules are the agreed code of conduct for behaviour within our school and failure in being able to follow the school rules at any time will lead to a sanction. It is important that in school both children and adults know and understand what is expected of them. We need the support and involvement of parents in the implementation of our behaviour policy. Good behaviour is a partnership between school and home and the standards set at home and at school should complement each other.

In the first instance, an individual reprimand by a class teacher or appropriate adult will be sufficient if a child is not behaving appropriately. If behaviour persists or if the level of behaviour requires further action, the children will be asked to identify which rule and school Christian value has been not been followed through reflection time out. An apology for actions is sought and where appropriate, children are encouraged to think of a way of making amends for behaviour that has affected others. Children will be supported in thinking about how they could have made a different choice.

Special Educational Needs and Behavioural Difficulties

In managing behavioural difficulties the school does acknowledge its legal duties under the Equality Act 2010, in respect of safeguarding and in respect of the special educational needs (SEN) Code of Practice and will strive to ensure that children's special learning needs are identified and met. The school will endeavour 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. SNA, 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 which may require physical intervention. (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. Any specific strategies or techniques that are agreed will be shared with all staff and acted upon.

In other cases the following steps may be taken:

- Development of behaviour modification strategies with the advice of the Educational Psychologist or SNA/ST as appropriate.
- Removal of significant privileges such as attending school trips.
- In extreme circumstances, out of hours detention with the agreement of the child's parent / carer (Recorded in detention book).
- Exclusion by the Headteacher (or her representative) for a fixed period.
- If a child has shown consistently inappropriate behaviour and / or been excluded within the previous 12 month period, the School reserves the right to exclude the child from school trips (day or residential). The child's behaviour will be considered on an individual basis by a senior teacher.
- Where a child consistently appears to be unable to accept the School's Rules, displaying inappropriate behaviour on a regular basis, a 'managed move' to another school may be considered. Any such move would be considered under the guidance of appropriate LA professionals and with the full co-operation of the receiving school.
- Permanent exclusion of the child if child's behaviour is consistently detrimental to the well being of himself/herself or others in the school and all behaviour modification strategies

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 form 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 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 set out the criteria for exclusion:

- Exclusion from maintained schools, academies and pupil referral units in England

(June 2012)

- School discipline (Pupil exclusions and reviews) (England) Regulations 2012

Physical intervention

Physical intervention by an adult is only ever used by a member of staff as a last resort. If a physical intervention is required it would typically be carried out by a member of staff who has been trained under 'Team Teach' guidelines. Physical intervention is only used when a child poses significant danger to themselves or another member of the school community.

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

All incidents which require the use of force or restraint are reported to the Headteacher or other designated safeguarding member of staff immediately and a written record is kept.

Parents will be informed of any incident where force or restraint has been employed in regard to their child.

Confiscation of inappropriate items

Legally, staff are able to confiscate, retain or dispose of an item from a child so long as it is reasonable in the circumstances. This will also include any 'prohibited' items identified by the school. Parents will be notified if this occurs.

Bullying

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