

**KIRK SMEATON CHURCH OF ENGLAND PRIMARY SCHOOL
POSITIVE BEHAVIOUR POLICY STATEMENT**



Policy updated Sept 23

Purpose of the Policy.

- To encourage a calm, purposeful and happy atmosphere within school;
- To foster positive caring attitudes towards everyone, regardless of culture, origin, sex, disability or ability and to acknowledge and value achievement (linked to the school's legal duties to the Equality Act 2010 in relation to managing the behaviour of pupils with SEN and/or safeguarding);
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement;
- To make boundaries of acceptable behaviour clear and to ensure safety;
- To raise awareness about appropriate behaviour.



Leadership and management

All staff working within Kirk Smeaton CE Primary School are responsible for reporting and supporting children with both positive and negative choices. The Headteacher and SENCO will be made aware of trends of patterned behaviour and severe behaviour through CPOMS. Behaviours are reported to the governing body on a termly basis. Guidance on the behavior policy is included in the schools induction to all staff. Behaviour updates are given to staff within staff meetings, INSET training and emails.

The schools behaviour strategy

At all ages and stages we encourage children to take responsibility for their own behaviour, we use the SHINE rules posters in all classrooms to share how we expect everyone to behave in order for us to have a purposeful school for everyone. After a child has shown a negative behaviour, we look past it and start again on a positive as we recognise that positive reinforcement often brings out the best in everyone.

Celebration of positive behaviour choices

- Inclusion in the weekly 'celebration' assembly;
- We give out credits/dojos and provide children with a range of enjoyable activities e.g. extra playtime;
- We make clear our expectations of good behaviour through discussion, collective worship and the SHINE rules that are displayed throughout the school;
- We discourage unsociable behaviour by promoting mutual respect;
- We put emphasis on encouraging and motivating pupils;
- We encourage children to take responsibility for their own actions and behaviour;
- We model desired behaviour and set by example;
- We praise good behaviour and tell the children for what they are being praised;
- We give positive feedback;
- We show respect for all individuals including their culture and background;
- We create a safe place to be;
- We have clear and consistent use of rules and sanctions;
- We give children the opportunities to talk about their feelings (often in circle time);
- Positive feedback is given to parents.



If an incident has occurred we will discuss it with all the children involved asking them to be reflective, reviewing the shine rules (appendix 2) at all times. Where possible, we encourage children to try to resolve disagreement themselves.

Strategy for resolving conflict (child on child):

- The children listen to each other with no interruptions;
- They are encouraged to maintain eye - contact;
- Each child has a turn to say:
 - What the other(s) has/have done to upset them;

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- How they feel about it;
- How they would like them to behave in future.
- No-one is allowed to interrupt or argue;
- They go on taking turns until everyone has finished;
- The adult is there as mediator, and to help the children resolve their differences. S/he makes sure that the turns are taken, that children stick to the three steps, that they listen to each other and maintain eye-contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Consequences of negative choices

EYFS children have an area in the class where they sit if they need time to reflect on the choices they have made based on the shine rules. Children will usually have time out for up to 3 minutes.

KS1 and KS2 children have a traffic light system, they start on green (positive behavior choices), they drop to amber and then to red if poor choices are made.

Teachers will make a judgement if they need to let parents know about the incident.

In KS2, homework is monitored weekly and if learning is persistently missed, parents are informed and children may complete work during playtime.

If a child regularly behaves inappropriately, we need to look for patterns and this is shared with the headteacher and SENCO:

- Does the child always misbehave? If not, why not?
- What activities is the child engaged in when behaviour is acceptable/unacceptable?
- Are there key times for poor behaviour e.g. in the cloakroom? Can these be avoided?
- Are tasks given to the child meaningful?
- Is the level of challenge appropriate; not too hard so the child feels over-whelmed or confused or not too easy so that they become bored?
- Does the child receive positive feedback leading to a growing sense of confidence and high self-esteem?
- Does the child feel safe and secure both physically and emotionally?

If behaviour is persistent and it is felt that the child is not reflecting on their choices the teacher will record this on CPOMS and parents will be notified either by email, face to face or a phone call. If a child is consistently failing to follow the rules, then this needs to be monitored by the class teacher and to be discussed with the headteacher, SENCO and parents to look at what support is needed for the child. In a meeting we will discuss current issues for the child and family, extended family support and changes and friendships. Sometimes we will use the CAF form to look for other factors that may be affecting the child and referrals to external services such as early help and SEN referrals may be completed.

The child may be placed on a report card if we need to monitor daily behaviour patterns and these are shared with parents daily. The pastoral support worker may support the child individually or in a small group to deliver an intervention linked to the child's area of need.

Behaviour outside of school

Saunctions may be given if a child has misbehaved outside of school, this will be with agreement of the Headteacher and parents will be informed.

Class exclusion

This is when a child has persistently failed to follow the rules. The child will be excluded from class and educated in an isolated space. The period of exclusion will depend on circumstances (i.e. the severity and number of incidents) this could be as short as one hour or as long as one day. The isolated space is within school and there is appropriate adult supervision of the child. Parents will be informed.

Suspension from school

Temporary suspension from school is used when the Headteacher deems an incident, or a series of incidents looked at together, are sufficiently serious to merit this course of action. This decision is not taken lightly and the Local Authority guidance will be followed. Please see the suspension and exclusion guidance.

Next steps

‘Let God’s love shine as we care for each other and learn together.’

When behaviour is deemed as a significant concern either through a continuation of incidents or suspensions, parents/carers will be invited to meet with the Headteacher and teachers to discuss possible strategies for improvement and external support may be sourced. Half termly meetings will be arranged to ensure that progress is made. The school may use risk assessments, escalation plans, alternative provisions if required.

If permanent exclusion is being considered then the Local Authority guidance will be followed.

Linked policies

Anti bullying policy

Exclusion and suspension policy

SEN and Safeguarding policies

Behaviour Rewards and Sanctions

Achievers celebration



Positive reinforcement - comment on the children who are doing what is expected. Regularly praise good behaviour, reward with credits/dojos and stickers.



Tone of voice, facial expression, placement of teacher, mention **the behaviour**, praise the children either side or group complying, (lowest sanction).



A quiet word with the child.



Mention the child's name. Add name to the board.



Ask the child to move. Removal of playtime/other activities.



Removal of playtime, work in isolation, work another class. Inform parents.



Send the child to headteacher/senior teacher - record behaviour and inform parents.

If an act of violence occurs, the aggressor **MUST** be removed from the situation and immediately sent to a senior teacher/HT. ACCRAS form must be filled in.

BEHAVIOUR	SANCTIONS
AGGRAVATIONS (not exhaustive)	Stages
<ul style="list-style-type: none"> • Wandering around the class • Calling out • Interrupting teacher when talking to whole class • Interrupting other pupils • Talking with other pupils • Silly noises • Pushing in line • Dallying • Not responding to teacher's requests to work. • Being more disruptive, deliberately creating a disturbance. • General refusal to do anything. • Ignoring minor instructions, • Cheek, off-hand comments. • Minor challenge to authority • Swearing- depending on severity and number of incidents • Annoying other children. • Deliberately throwing small objects with intention of breaking them • Harming someone. • Child on child abuse • Damaging school / pupil's property. • Leaving class without permission. • Repeated refusal to do set tasks. • Continued or more serious cheek / challenge to authority. • Harmful / offensive name calling. • Bullying. • Repeatedly leaving classroom without permission. • Fighting and intentional physical harm to other children. • Throwing large dangerous objects. • Serious challenge to authority. • Verbal abuse to any staff. • Vandalism • Stealing • Persistent bullying. • Running out of school. • Extreme danger or violence. • Very serious challenge to authority • Violent physical abuse to any staff. 	<ul style="list-style-type: none"> • Eye contact • Read the shine rules • Minimal use of words • Frowns • Verbal/visual reminders • Time out of class / playtime • Change of seating • Record behavior. • Reminder to the child • Removal of playtime. <hr/> <ul style="list-style-type: none"> • Separation from the rest of the class group. • Writing a letter of apology or written task. • Child to stand apart from class group and then sit down when they feel ready to do so. • Completing unfinished work at playtime. • Teacher to discuss behaviour with parents. • Loss of privileges. • Headteacher involvement • The child goes on report (appendix 1) • Possible involvement of outside agencies <hr/> <ul style="list-style-type: none"> • Exclusion from class. • Contact with parents by class teacher • Record rewards/ sanctions on a personalised monitoring sheet. • Parental involvement • Target plan for need. • Report to governors <hr/> <ul style="list-style-type: none"> • Fixed term suspension • Criminal damage may be shared with the police
<p>Banned items</p> <ul style="list-style-type: none"> • Phone unless permission is given (all phones will remain off in school time). • Other devices that connect to the internet/watches. • Weapons • Drugs • Alcohol • Cigarettes/Vapes • Animals • Money unless necessary for school events • Toys unless requested by staff • Jewellery • Anything of value (unless staff are aware and consent has been given). 	<ul style="list-style-type: none"> • Parent involvement. • Search and confiscate.

Appendix 1

Monitoring				
Name		Date-week commencing		
Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Session 1	Session 1	Session 1	Session 1
Break	Break	Break	Break	Break
Session 2	Session 2	Session 2	Session 2	Session 2
Dinner	Dinner	Dinner	Dinner	Dinner
pm	pm	pm	pm	pm
Comments;	Comments;	Comments;	Comments;	Comments;

‘Let God’s love shine as we care for each other and learn together.’

Kirk Smeaton CE Primary

How are you going to let God's love shine today?



Safe

- Wash hands regularly and thoroughly.
- Respect personal space.
- Move quietly around school safely as directed, following adult instructions at all times.
- Use tissues for coughs and sneezes, throw them in the bin and thoroughly wash your hands. 'Catch it, bin it, Kill it'
- Avoid touching your mouth, nose and eyes.
- Be safe online and be respectful when posting comments.

Healthy

- Understand that it is ok to feel different, share your emotions.
- Talk to an adult if you are worried or sad about anything.
- Tell an adult if you are not feeling well.
- Believe in yourself, be confident & be brave- you can achieve anything!

Independent

- Try your best at all times and ask an adult if you need support.
- Take responsibility for your own safety and that of others.
- Use your equipment only.
- Be on time. Remember your planner, water bottle and PE kit.

Nurturing

- Be tolerant and understanding of other peoples feelings.
- Be kind, respectful and considerate to all. Remember to put your hand up.
- Show love and helpfulness to others.
- Allow others to work without distracting them.

Equal

- Show patience and tolerance to everyone. Listen to everyone's opinion.
- Celebrate your happy moments and congratulate others on their happy moments.
- Wear the correct uniform.
- Wait your turn when talking to others and playing.

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