



**Kibworth CE**  
Primary School

A place of discovery and friendship

# KIBWORTH C OF E PRIMARY SCHOOL BEHAVIOUR POLICY

## Aim of Policy

This policy has been written to ensure that all people individual with behaviour in our school both children and adults are clear about the school expectations and procedures. We aim to ensure behaviour in our school reflects our Christian ethos and provides an effective platform for high quality learning.

## Curriculum

We recognise that the quality and range of the curriculum is a significant determinant of pupil's behaviour.

The curriculum will be delivered using a wide variety of teaching methods and styles appropriate to individual children and classes. There is a taught structured programme called SEAL which helps children to develop their understanding of behaviour and its impact on the school and wider community. This is an inclusive approach where children tackle a concept at the same time across the school at an age appropriate level.

By providing an interesting and exciting place to learn we expect children to respond and engage with learning. Children at all levels will be involved in the development of classroom and area specific codes. Throughout all the learning modules that children undertake in a school there will be other opportunities for children to demonstrate positive behaviour and relationships staff will endeavour to highlight these areas throughout their teaching.

## Ethos and Atmosphere

We believe that Kibworth Primary School is a friendly place which celebrates a caring Christian ethos where everyone is treated with respect and people's positive contributions valued. All visitors and newcomers are welcome.

We recognise that the climate of the school is central to establishing good behaviour. All adults act as positive role models and have high expectations of behaviour standards. We will always encourage and support everyone to follow our school rules. The Headteacher will lead the school to monitor and review this policy continually with all adults working at the school.

All adults at Kibworth Primary School recognise that some children may need support in attaining expected behaviours in school and will work with children on specific plans or programmes which will allow them to integrate effectively in school.

## **The role of the adult**

Adults are most important in establishing acceptable and expected behaviours. Children's behaviour is every adult's responsibility who work within school especially issues which arise from playtimes and should not just be the responsibility of those supervising these times.

The class teacher has to be a consistent and positive role model with high personal and professional expectations. All adults working within the school should introduce and maintaining agreed set of rules with consistency across the school day.

All adults will encourage and build effective partnerships with children and families. Where difficult behaviour is being managed adults working within school will regularly update parents/carers about the progress their child is making in addition to the usual meetings with parents. We will also inform parents of particularly good behaviour children show.

## **Code of Conduct**

Our code of conduct focused on keeping our school in **SHAPE**.

- ✓ We will take actions to keep ourselves **Safe**
- ✓ We take responsibility for making our environment **Happy**
- ✓ We will be engage with learning and be individuals who are **Attentive**
- ✓ We believe that it is always important to be **Polite**
- ✓ We will tackle all situations and activities with **Enthusiasm**

### **Rewards and Sanctions**

These outcomes merit recognition;

- Special achievement
- Effort
- Improvement
- Consistency in;
  - Attainment
  - Achievement
  - Effort
  - Behaviour
  - Kindness

Consistently high or exceptional outcomes are celebrated in assemblies (see below).

Behaviour should not be linked to academic achievements when rewards and sanctions are being considered.

These issues must be referred to the Headteacher;

- Racism
- Physically marking or hurting another child
- Damaging clothes or property
- Stealing
- Serious verbal abuse
- Serious aggressive behaviour
- Defiance and/or insolence to members of staff
- Persistent disruptive behaviour

If a child's behaviour threatens the safety of others or has become temporarily beyond the control of a staff member then the Headteacher must be sent for using the identity badge system (send a child with your identity badge to the office who will then ensure the Headteacher is sent to facilitate. Identity badges should be worn at all times.

### **Standard Rewards**

- 1: Verbal, saying *'well done'*
- 2: Sticker / House point
- 3: Sharing your achievement with other classes
- 4: 'Quick Note' home - sharing your achievement with your family

5: Achievement certificates

### **Standard Sanctions**

- 1: Verbal warning, 1<sup>st</sup> mark
- 2: Time out - 5 minutes (within classroom) supervised by staff
- 3: Time out - 10 minutes (within classroom) supervised by staff
- 4: Miss break time
- 5: Report to Headteacher and communicate with parents.  
(Letters home must be approved by the Headteacher)

A list of supportive strategies to develop positive behaviour around the school is attached as an appendix. These are particularly important for supporting differentiated sanctions for those children who may be recognised as having, or are displaying features of, mental health issues e.g. EBD, ADHD, ODD (see appendix).

### **Exclusion**

If there is no marked improvement in a child's behaviour, after persistent efforts by the school, the Headteacher may initiate exclusion proceedings (the Headteacher only has the authority to exclude a child).

Initially exclusion would be for a fixed term.

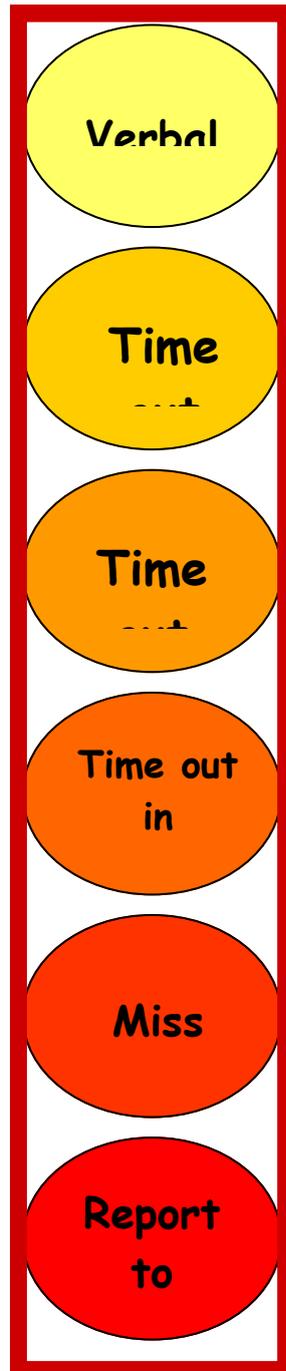
Ultimately the child may be permanently excluded from the school if, for example, their behaviour presents a persistent threat or danger to others, or if a specific action is of a sufficiently serious nature. This may be if a serious injury is caused to another or if serious vandalism occurs.

All efforts will be made by the school to prevent exclusions being necessary and parents will be informed of the ultimate consequences by the Headteacher if the need arises.

Reviewed December 2015

Date of next review: September 2016

**A.  
Behaviour Policy  
Appendix**



## **B.**

### **Strategies for improving behaviour;**

Alongside the standard sanctions, which are simple and easy for children to follow, there is also a need for flexibility in dealing with and trying to improve a child's behaviour. The priority is for the child to clearly understand what the consequences of their actions will be. When moving outside of the standard sanctions a child must be individually warned of what the consequence will be if they break the class/school rules again.

This is particularly important for supporting differentiated sanctions for those children who may be recognised as having, or are displaying features of, mental health issues e.g. emotional behavioural difficulties, attention deficit hyperactivity disorder, oppositional defiance disorder, autistic spectrum disorders. These issues are considered a disability within the Disability Discrimination Act unless the difficulty arises from clearly social or domestic circumstances. We therefore consider our responses to children with this in mind creating inclusive responses to their needs.

This is a list of possible consequences teachers may wish to consider when differentiating sanctions to children;

- verbal apology
- written apology
- move to another classroom
- discuss the problem informally with parents at the end of the school day
- Headteacher to talk to parents
- move from class for a day supported by a letter home
- formal interview with parents

In exceptional circumstances when the teacher feels that a child has failed to complete a task of which they are considered to be capable it may be appropriate to make the child complete the work during break time or lunchtime (whilst supervised by the teacher). If it is considered necessary to send the work home this would need to be supported by a letter from the teacher, after discussion with an SMT member. This caution is to prevent work being seen as a punishment rather than to support learning.

These strategies support the behaviour of children who are having difficulties in following the agreed school/class rules. They need to be closely monitored on a regular basis and supported by a behaviour form which should be completed and kept in the child's records and copied to the Headteacher.

- daily report
- behaviour contracts
- reward charts
- home/school book
- regular contact with parents
- home/school contract
- lessons 'traffic lighted'

## C.

### **Promoting positive behaviour;**

Putting the following principles into practice encourages improved behaviour;

#### 1. Flexibility

We try to treat each child as an individual and make our approach to problems an individual one. We try not to make generalisations about behaviours or reactions and we avoid the use of jargon when describing behaviour to children.

#### 2. Voice level and tone

We try to keep our voices' level and tone low and unhurried. This can take the heat out of angry situations and has a calming effect on those concerned.

#### 3. Eye contact

Whenever we are talking with children, or other adults, we try to maintain appropriate eye contact. The effect of this is to reinforce verbal communication heightening awareness of other people's feelings and points of view. Some children may find this difficult, particularly when they are in trouble or upset or when cultural conventions over eye contact may be different from those of others. Forcing eye contact is therefore not encouraged.

#### 4. Privacy

When children are in trouble or angry it may be beneficial to withdraw them away from other children and, when practicable, to a quiet place. The behaviour of many children can become even more extreme when they are kept with others.

#### 5. Honesty

We try to be honest about our own feelings and reactions as we expect the children to be. This can be difficult especially if both parties are feeling angry or injured. We try to use skills of 'active listening' and to give 'I' messages, not 'you' messages.

#### 6. Listening

We try to ask open questions which encourage children to communicate effectively. We also try to listen carefully in order to understand any underlying causes to problems.

## 7. Negotiations

We try to give choices to children in setting targets for improved behaviour. Targets have to be clear and realistic. We also discuss the remedial action which needs to be taken by the child. This dialogue aims to help the child to;

- feel they have been dealt with justly and fairly,
- understand other people's feelings,
- retain a sense of dignity,
- feel positive about future behaviour.

## 8. Praise

We always recognise the attainment and achievement of children through the effective use of constructive praise. This is essential if the children are to develop the self-esteem necessary to become effective independent learners. We always try to greet all children with pleasure and interest, taking naturally the position of encouraging the positive instead of focussing on the negative aspects of the child's behaviour and performance.

## 9. Availability

All children know that when they are in trouble they will get a fair hearing from all adults in school. We expect the children to understand that the adult they wish to speak with may not always be available. However there will always be someone at school who will help them to devise strategies that will enable them to solve their problems.

## 10. Mutual support

Good communication and mutual respect between adults in school is essential. Children need to be given consistent responses from all adults. We strive to create a mutually supportive environment where all agreed policies and decisions are adhered to.

## 11. Parents

We value parental support in solving issues related to their children's behaviour. We recognise that behavioural issues are solved most effectively when a strong partnership between parent, teacher and child is firmly established. Parents will always be kept informed of issues concerning their child and are positively encouraged to participate in the resolution of difficulties. Parents

are always welcome to make an appointment to discuss any issues concerning their child.