

Kidsgrove Primary School

BEHAVIOUR POLICY 2018-2019

School Aims and Implementation

Kidsgrove Primary School aims to provide children the opportunity to develop towards their full potential; academically, emotionally and socially:

- Providing the highest standard of education to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promoting an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enabling children to become active, responsible and caring members of the school and wider community.

The school works towards these aims by:

- Promoting high quality learning and attainment.
- Providing a high quality learning entitlement and environment.
- Promoting the School's Core Values alongside fundamental British Values. The school core values are:
 1. We take **responsibility** for our actions and always make sure we do the right thing.
 2. We aim for **excellence** and always have a positive attitude about what we can all achieve.
 3. We show **respect** and always have a regard for ourselves and other people's feelings, wishes and rights.
 4. We seek new **opportunities** for learning and take part in enriching activities each day.
 5. We demonstrate **perseverance** and never give up.
 6. We celebrate **diversity** in our own school as well as in the wider community.
 7. We show **tolerance** of and compassion towards others and always make sure we try to understand and support others.
 8. We are **enthusiastic** about the many opportunities that the school day has to offer.
 9. We show **honesty** and always make sure we are truthful and fair.
 10. We work best as a team and know that we all strive to "Be the Best You".
- Promoting an effective partnership with parents and the wider community.

Our Vision

Our vision is to provide an excellent primary education to ensure that all children regardless of their social, economic or personal circumstances have the opportunity to make the very best educational start, leading to a happy and productive life.

Principles

Children learn best and make significantly more progress in a calm and orderly environment. Our vision of every pupil achieving their potential so that the power of education radically improves their life chances can only be achieved if we have consistently high standards of

behaviour throughout the school. Excellent behaviour underpinning every aspect of school life will ensure that our pupils feel happy, safe and will enable them to develop fully and achieve their best academically, socially and spiritually. We will not tolerate poor behaviour and will challenge any incidents of it in an appropriate manner. Our expectations regarding excellent behaviour and the consequences of unacceptable behaviour are regularly made explicit to staff, parents and pupils and are applied consistently in order to raise standards across the school.

It is crucial that our policy and strategies for managing any incidents of poor behaviour are wide-ranging and adhered to by all. Children learn more successfully with praise, reward and celebration and their self-esteem is enhanced through these. Pupils will have tangible recognition of their excellent behaviour acknowledged and how this impacts upon achievement through a structured system of rewards.

Inclusive Aims and expectations

It is the aim of Kidsgrove Primary School that every member of the school community feels valued and respected and that each person is treated equitably and fairly. We are a caring community, whose values are built on mutual trust and respect for all. Our school behaviour policy is designed to support the way in which all members of the school can live and work together in a supportive and aspirational environment where our values nurture and inspire the potential within every child and where everyone feels happy, safe and secure.

The school has a number of school rules, but the primary aim of our behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn and make demonstrable progress. This policy supports our school community in aiming to allow everyone to work together in an effective and considerate way.

Our aim is to treat all members of our school community fairly and for all to apply this behaviour policy in a consistent way. The school celebrates and rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote excellent behaviour, rather than merely deter anti-social behaviour. We aim to be preventative rather than reactive in our approach to ensure that excellent behaviour is the norm in and around our school.

We recognise that there will be some children in our school population where a modification to our systems and procedures within our Behaviour Policy will be necessary. For example, where a specific need has been identified and where a modified approach is required in order to achieve a positive outcome. The procedures implemented will be personalised according to the needs of the child.

Roles and Responsibilities

The role of the class teacher

It is the responsibility of the class teacher to ensure that the school rules are adhered to in their class, and that their class behaves in a responsible manner during lesson time. The class teachers in our school have the highest expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability and, as far as possible, make outstanding progress. The class teacher treats each child fairly and adopts the classroom code consistently. The teacher treats all children in their class with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents using the traffic light record system. In the first instance, the class teacher deals with incidents him/herself in the normal manner, maybe using a Teaching Assistant to support. However, if misbehaviour continues, the class teacher seeks help and advice from the SLT as appropriate. Multiagency behaviour support services will be involved as required. Just as the class teacher reports to parents/carers about the progress of each child in their class, in line with the whole-school policy, he/she may also contact a parent/carer if there are concerns about the behaviour or welfare of a child.

The role of the senior leadership team

It is the responsibility of the Head of School/SLT to implement the school's Behaviour Policy consistently throughout the school, and to report to Governors, regularly and when requested, on the effectiveness of the policy. It is also the responsibility of the SLT to ensure the health, safety and welfare of all children in the school. The SLT supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Head of School keeps records of all reported serious incidents of misbehaviour. The Head of School has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the Head may recommend the permanent exclusion of a child. Both these actions may involve the school Governors.

The role of other adults

In order to ensure a consistent approach to our Behaviour Policy at Kidsgrove Primary School, we ensure that **all** adults working in school follow the Behaviour Policy. These other adults include Teaching Assistants, Mid-day Supervisors, students, visiting teachers and volunteers.

The role of the pupils

Pupils are given every opportunity to take responsibility and make a full contribution to maintaining excellent behaviour throughout the school. They will have a proactive role to play both through the School Council and as assistant play leaders and buddies. At the beginning of every academic year, pupils will work with their class teacher to establish a set of class rules. The pupils know and are taught what is expected of them, are aware of the school's Home School Agreement. Pupils should feel safe and secure at all times and know the procedures to follow if they are aware of or subjected to any form of bullying, as detailed in our Anti-Bullying Policy.

The role of the parents/carers

The support of parents/carers is fundamental to the success of this policy. We will work hard to establish and maintain close relationships with parents and carers so that a feeling of joint responsibility is developed. We will explain the school rules in the information on the website, and we expect parents/carers to read these and support them. We expect parents/carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We aim to build a supportive dialogue between the home and the school, and we inform parents/carers both of their child's achievements and if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions, parents/carers should support the actions of the school. If parents/carers have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Principal. If these discussions cannot resolve the problem, a formal complaint or appeal process can be followed.

The role of the Governors

The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The Head of School has the day-to-day authority to implement the school behaviour policy.

Rewards

At Kidsgrove Primary School, we believe that it is extremely important to encourage and reward positive choices and good work. A structured system of rewards will celebrate, on a regular basis, the excellent behaviour of pupils and pupils will be reminded of how excellent behaviour impacts upon achievement. Rewards for good behaviour are designed to support and reinforce positive actions and attitudes. These will include:

- Positive look/verbal praise
- Sharing work with the class
- Praise through the wow comment in the marking
- Stickers
- Work on display in classroom and around school
- Direct praise to parents at the end of the day or through praise postcards home.
- Sharing work with another teacher or with the Head of School
- Certificates in weekly Celebration Assembly
- End of term/end of year assemblies, including the Head of School Pride Awards
- The school merit system with prizes linked to the traffic lights each day on green
- Half termly green letters sent home

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately and sensitively to each individual situation. Generally the sanctions are as follows:

- Verbal warning issued to the child with a focus on the behaviour that IS expected. Adults do not shout at pupils.
- Move to yellow which is a formal warning (At the end of the lesson the child may move back to green from yellow only).
- Move to amber has a consequence of missing 5 minutes of the next break time to reflect on the behaviour.
- Move to red has a consequence of missing a break time to reflect on the behaviour and parents are informed via an enveloped red letter. A verbal discussion will also take place between parent and teacher when red letter is handed over. In KS2 the missed break is called "Time Out" and takes place over a lunchtime.
- Some pupils may move onto a Head of School Report or may require a pastoral support plan or further intervention in the case of two red letters being issued within one week.

Unacceptable behaviour - See Appendix i for version to be displayed in classrooms

The following are considered to be examples of unacceptable behaviour:

- Teasing / unkind behaviour
- Disruptive behaviour
- Poor attitude / work rate
- Failure to do homework
- Bad language
- Damage to property / equipment

The following are considered to be examples of seriously unacceptable behaviour:

- Persistent failure to improve on any of the above examples of unacceptable behaviour
- Bullying (as defined in the Anti-Bullying and Equality and Diversity Policies)
- Verbal abuse / defiance to staff
- Violent behaviour
- Vandalism

The school does not tolerate bullying or racial discrimination or homophobic behaviour of any kind. If we discover that any such incident took place, we will act immediately to stop any further occurrences of such behaviour. While it is difficult to eradicate covert bullying, we do everything in our power to ensure that all children attend school free from fear. (More information on our anti-bullying strategies is contained in our Anti-bullying policy)

Severe consequences of poor behaviour: Fixed-term and permanent exclusions

The decision to exclude a pupil is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of strategies that have been tried without success. Only the Principal has the power to exclude a pupil from school. The Principal may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Principal may also permanently exclude a pupil. It is possible for a fixed term exclusion to be converted into a permanent exclusion, if the circumstances warrant this and after all due processes. If the Principal excludes a pupil, he/she informs the parents immediately, giving reasons for the exclusion and drawing up a conduct agreement to address the specific unacceptable behaviour prior to re-entry. Where the exclusion exceeds half a day, work is set and sent home for completion during the exclusion.

For some pupils, including those with special educational needs, alternative behaviour practices may be required. This may include a sticker chart, points system or "fresh start" each lesson approach in place of the whole class system. Any such provision must be discussed with the Head of School. In some cases, working in isolation, away from other pupils, supervised by an adult may be considered a suitable consequence for poor behaviour and as an alternative to fixed-term exclusion.

The Expected Behaviour of Pupils at Kidsgrove Primary School

In and around the classroom and school

A clean, attractive and well-maintained school contributes to promoting standards of excellent behaviour. It is important therefore to maintain the quality of the environment and to keep general spaces and classrooms neat and tidy at all times. We encourage children to take pride in their school and teach and encourage tidiness. We encourage the proper care of equipment, including putting back equipment when used e.g. play equipment, trays at lunchtime. We encourage the children to take on roles and responsibilities as monitors in order to maintain a litter-free building and site. The staff have a duty to create a supportive and secure environment which encourages pride and a positive attitude towards school life. We recognise that teaching well-prepared, appropriate and stimulating lessons which take into account the different learning styles and needs of the children is fundamental to fostering excellent behaviour. It is particularly important when preparing lessons that staff take into account any Individual Learning Plans and Individual Behaviour Plans of pupils so that their needs are addressed appropriately. This is particularly important due to our wide ranging pupil profile. Staff consult with the school SENCO in order to deploy strategies, sanctions and rewards that are appropriate to the individual needs of each child. We recognise that safe and happy playtimes are essential to pupil and staff wellbeing. Mid-day supervisors follow the Behaviour Policy during lunchtime breaks in order to maintain a consistent approach to managing behaviour. By working hard to foster good playtime behaviour, teachers are free to teach and do not have to spend the beginnings of lessons sorting out playground disputes.

In the dining room

We believe lunchtimes should be social occasions providing opportunities for the children to converse and socialise with their peers. This takes place within defined parameters with high expectations in terms of manners and conduct.

Beyond school

The school acknowledges excellent behaviour and all the efforts and achievements of children, both in and out of school. Such achievements are also celebrated.

Monitoring

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. The Head of School records those incidents where a child is sent to him/her on account of bad behaviour. The Principal keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded. The governors will monitor exclusions and ensure that the school's policy is administered fairly.

Monitoring, Evaluation and Review

The governors will review the impact of this policy every year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

The School Golden Rules

"Be the best you!"

1. **Be ready to learn** - Have the right equipment and have a growth mindset.
2. **Use kind words and actions** - Use your manners and be polite. Respect others.
3. **Listen when others are speaking** - Wait your turn to speak and show that you are listening.
4. **Be honest** - Be truthful and don't tell lies. Be responsible for your own actions.
5. **Share and take turns** - Wait your turn, don't be selfish and learn to work as a group.
6. **Smile** - It costs nothing and will make yourself and everyone feel better.
7. **Do your best** - and be the best you! Work hard and persevere.
8. **Follow instructions from adults immediately** - The first time!
9. **Treat others fairly and with respect** - Do the right thing and others will follow.
10. **Learn from your mistakes** - Success is 98% failure. We learn from our mistakes so don't worry!
11. **Walk, don't run** - Move around school calmly and silently.
12. **Be responsible for your own actions** - Accept the consequences and learn from mistakes.

The Traffic Lights

A - This type of behaviour is unacceptable and will result in a pupil's name being moved along the traffic lights system:

- ❖ Teasing or "winding up" other children
- ❖ Telling fibs
- ❖ Interfering with another person's property
- ❖ Talking while the teacher is talking
- ❖ Ignoring instructions
- ❖ Calling out or shouting
- ❖ Abrupt one word answers to adult enquiries
- ❖ Deliberate lateness to class
- ❖ Poking, pushing or prodding
- ❖ Wasting time
- ❖ Swearing as part of a general conversation
- ❖ Unsociable behaviour at the lunch table
- ❖ Chewing gum or eating sweets
- ❖ Dropping litter
- ❖ Making irritating noises
- ❖ Play fighting/wrestling

B- This type of behaviour is more serious and will result in the pupil's name moving from green to orange without a warning. If the pupil's name is already further along the traffic lights than green then they would move immediately to red.

- ❖ Anti-social, crude behaviour
- ❖ Making unkind remarks about another person's family
- ❖ Spitting
- ❖ Leaving the classroom without permission
- ❖ Making fun of another child's work
- ❖ Misuse of classroom equipment (especially scissors)
- ❖ Throwing or flicking objects in the classroom
- ❖ Misuse of toilet or wash areas
- ❖ Name-calling
- ❖ Telling lies to cause problems

C - This type of behaviour is more serious and will result in moving the pupil's name from green to red without a warning.

- ❖ Writing graffiti on books
- ❖ Answering back or arguing with an adult
- ❖ Refusal to follow instructions
- ❖ Walking away from an adult when spoken to
- ❖ Stone throwing or any dangerous play
- ❖ Spitting at another person
- ❖ Writing graffiti on desks or walls
- ❖ Swearing at another person
- ❖ Threatening or intimidating behaviour

D - This type of behaviour is very serious and would result in the pupil being sent to the Head of School immediately and may result in exclusion from the classroom or the school.

- ❖ Name- calling related to gender, race or appearance
- ❖ Theft
- ❖ Inappropriate touching
- ❖ Leaving the premises without permission
- ❖ Being physically violent - fights or attacks on others
- ❖ Bullying