

**Kingfield Primary School**  
**Behaviour Policy**  
**Summer 2019**



**Committee Responsible:** Children and Learning  
**Status:** Statutory  
**Review Period** Annual  
**Next review date:** Summer 2020

**POLICY - S003**

**Aims**

At Kingfield Primary School.....  
 we include and value everyone  
 we have high expectations  
 we learn through an inspiring curriculum  
 we foster a love for lifelong learning  
 we celebrate success.

We achieve our aims in a nurturing community, through a strong foundation of values, developing positive attitudes to learning and behaviour and by promoting an understanding that rights and responsibilities go hand in hand.

**Rationale**

This Behaviour Policy sets out the rights, responsibilities and rules for everyone in our school community. It also:

- outlines the agreed rules and expectations of each other
- shows how good behaviour is encouraged and rewarded
- explains the consequences of unacceptable behaviour

All of the staff, teaching and non-teaching, at Kingfield School work together and support each other to ensure that this policy is effective. We believe that parental support of this policy is vital to its success and so this policy forms the basis of our home/school agreement. At Kingfield School everyone is treated fairly hence any behaviour which goes against the spirit of our Race and Equal Opportunity policy is challenged and dealt with seriously.

**Rights and responsibilities**

Everyone in our school community has rights and responsibilities to ensure that everyone enjoys the learning to which they are entitled.

<b>Right</b>	<b>Adult's responsibility</b>	<b>Child's responsibility</b>
Every child has the right to a primary education that develops their personality and talents to the full. Article 28, 29	Every adult has the responsibility to provide a curriculum that empowers learners to be the best that they can be.	Every child has the responsibility to attend school, work hard and be the best that they can be.
Every child has the right to be protected from harm. Article 36	Every adult has the responsibility to protect children through being vigilant and maintaining an environment that is physically and emotionally safe for everyone.	Every child has the responsibility to be kind and gentle to others and to keep themselves safe.
Every child has the right to be listened to. Article 12	Every adult has the responsibility to be an active listener and to ensure that children have the skills and opportunities to be heard	Every child has the responsibility to listen to others and to join in.

Every child who makes the wrong choice has the right to receive help. Article 40	Every adult has the responsibility to treat children with fairness and equity and to support them to resolve problems and repair relationships.	Every child has the responsibility to be honest and to accept the consequences of their choices.
Every child has the right to a clean environment. Article 24	Every adult has the responsibility to provide a learning environment that inspires pride and promotes independence.	Every child has the responsibility to treat the environment carefully and to tidy up.
Every person has rights, whatever their race, religion, abilities; whatever they think or say, whatever type of family they come from. Article 2	Every adult has the responsibility to respect and cooperate with others.	Every child has the responsibility to respect and cooperate with others.

### **Responsibilities**

At Kingfield Primary School we believe we are all responsible for our own behaviour and everybody (staff and pupils) can use the School, Classroom and Playground Charters to help remind us. These charters are displayed around the school and tell us our code of expected behaviour that applies in all situations.

We have the right to be happy and the responsibility to be kind to others.

We have the right to be heard and the responsibility to listen to others.

We have the right to equipment and the responsibility to respect it.

We have the right to a clean environment and the responsibility to clear up after ourselves.

The class charters are moral values which extend into every area of school life. They promote a feeling of emotional safety, where the values of caring and citizenship are at the heart of the curriculum.

### **Parents**

Parents are asked to sign a Home School Agreement that outlines the responsibilities of the parent and the school; including those around behaviour. Parents have a clear role in making sure their child is well behaved at school.

### **Rewards**

Together with the children, the staff at Kingfield Primary School chose important Golden Rules for all to follow.

#### **Golden Rules**

**We Respect**

**We take Pride**

**We take Care**

**Be the Best You Can Be**

**If children choose to keep the Golden Rules they are rewarded with:**

- A smile
- Specific, verbal praise from an adult
- Feeling proud of themselves
- Making the adults happy
- A blue card and star in the bucket
- A house point
- Telling another adult they have done the right thing or show them their work
- A special stamp on their work and a Headteacher's Award from Mr Jackson
- A certificate from Mr Jackson presented in assembly and a leaf on the Golden Tree
- A postcard sent home

Class teachers can use further rewards for individuals or groups for specific achievements or improvements in behaviour or learning e.g. marbles in a jar/raffle tickets leading to a class or individual reward, table points, positive

mention in class, Golden Time, certificate in celebration assemblies, sticker charts, visit to the head/deputy/other classes to show good work.

### **Sanctions**

At Kingfield Primary School we emphasise the choice pupils have to follow or not follow rules and strive to administer sanctions without humiliating pupils. The Headteacher, teachers and teaching assistants have a responsibility to discipline children whose behaviour is unacceptable, who break the school rules, or who fail to follow a reasonable instruction. This is when in school and in certain circumstances, such as on a school visit, outside school. Pupils are always made aware of the exact nature of the unacceptable behaviour and the correct behaviour is always explained. For this reason we emphasise the positive when guiding pupils e.g. sitting still and sitting quietly is what we expect when listening on the carpet not stop talking and do not fidget. We do not expect pupils to guess what behaviour is required of them and all staff model good behaviour. The main mechanism to promote correct behaviour is an emphasis of the positive e.g. marbles in the jar for those lining up quietly etc. however if the pupil does not choose the acceptable behaviour then there are various sanctions available.

Teachers will always have the freedom to use their professional judgement and knowledge of the pupils in individual circumstances.

### **Higher Level Teaching Assistant for Behaviour Support**

- The Higher Level Teaching Assistant (HLTA) provides support to pupils with behavioural needs either 1:1, in a small group setting, or supporting in class where appropriate.
- She promotes positive values, attitudes and good behaviour, dealing promptly with conflict and incidents in line with the Behaviour Policy and encourages pupils to take responsibility for their own behaviour.
- She records progress and achievement in lessons / activities systematically and provides feedback to teachers.
- The HLTA will liaise with appropriate members of staff and keep relevant parents informed of a child's behaviour.
- The HLTA will also support children who may need a short time out in order to refocus and be ready for learning.

### **KS1 and EYFS**

1. Clear verbal warning with correct choice highlighted.
2. Warning – Name moved to cloud and/ or child shown or given a cloud to hold.
3. Name moved to first cloud. Children stay behind in class for some of break or, taken aside for reflection, led by an adult.
4. For school age children, name moved to second cloud. Children stay behind in class for some of break or another time with a reflection led by adult.
5. Name moved to third cloud. Children stay behind in class for some of break or another time with a reflection led by adult.
6. Sent to Behaviour HLTA for the remainder of the session/ an agreed time. Parents spoken to by Behaviour HLTA or Class Teacher.
7. Serious Incidents – Sent to Mr Jackson / SLT member and name put in red book / parents phoned. Depending on behaviour, the child may need to continue with an internal exclusion for a longer period than a day led by Behaviour HLTA. The behaviour may warrant a fixed term external exclusion.

For serious incidents, move straight to 6

### **KS2**

1. A verbal warning with correct choice highlighted
2. 1st tally (Amber) – Five minutes off break
3. 2nd tally (Red) – Missed break and reflection
4. 3rd tally – Sent to Behaviour HLTA for an agreed time / the remainder of the day. Parents spoken to by Behaviour HLTA or Class Teacher
5. Serious Incidents – Sent to Mr Jackson / SLT member and name put in red book / parents phoned. Depending on behaviour, the child may need to continue with an internal exclusion for a longer period than a day led by Behaviour HLTA. The behaviour may warrant a fixed term external exclusion.

For serious incidents, move straight to 6

Any child who is regularly breaking the Golden Rules or being sent to the behaviour HLTA, may need an alternative system to enable them to succeed e.g. an individual sticker chart, more regular praise or more opportunities to build self-esteem in a positive way such as helping younger pupils.

The school has right to determine whether the child should be given an internal / fixed term exclusion based on the circumstances of the behaviour event. Significant behaviour incidents are logged by the members of staff involved using CPOMs and members of SLT are notified. The governing body receives termly reports.

### **Playground behaviour system**

Adults in the playground catch children making the right choices and these children are rewarded with a blue card, which explains what good choice the child made. The blue cards are put into a box and in weekly celebration assembly, the Headteacher picks out 2 cards. These children receive praise for making good choices and then receive a blue certificate to take home. In the playground, if after a verbal warning, a child continues to make the wrong choices, the adult issues them a red card, where they explain which wrong choice the child made. The child then immediately reports to a member of the SLT or the behaviour HLTA. The child will then miss the remainder of break times that day and will fill in a 'Reflection of My Behaviour form.' On a Friday, the Headteacher checks if there is a child with 2 or more red cards. If so, a meeting is carried out to decide on playground targets and the child is given a report card for adults on duty to sign as to whether they have met their targets or not. At the end of the week the behaviour is reviewed and a decision is made as to whether to call home. If the child has 3 sad faces in a week, the parents will be notified and the child will miss morning playtimes the following week.

### **Exclusion**

Children who cannot follow the rules or guidance from adults pose a safety risk to themselves and other pupils, hence in some instances children may not be allowed to leave the building during school time e.g. for swimming and school trips. Some behaviour is so serious and / or presents such a safety risk that it may result in a fixed-term or permanent exclusion. A decision to exclude a child will be taken in response to serious or persistent breaches of the school's behaviour policy and if allowing the child to remain in school would seriously harm the education or welfare of the child or others in the school. Exclusion is always a last resort and it is the headteacher who decides to exclude a child, in line with the school behaviour policy, the evidence available and the need to balance the interests of the child against those of the whole school community.

Fixed term exclusions are for a few days at a time although the Headteacher does have the right to exclude for up to 45 days in one academic year; a permanent exclusion would result in a pupil being taken off roll and is only ever used as a last resort.

Parent/Carers will be notified immediately of an exclusion. In most situations they will be notified by telephone followed by a letter. Whilst the child is excluded, his/her welfare remains the responsibility of the parent/carer and the child is not allowed onto the school site. Work will be set to complete at home, for the duration of exclusion period. Parent/Carers have the right to make representations to the Governing Body concerning the exclusion. The parent/carer will be given the name, address and phone number of the person to contact in the letter sent by the Headteacher.

The school will complete a risk assessment for any child who presents challenging behaviour and / or who may be at risk of a fixed-term or permanent exclusion. This will support the school in ensuring the safety of the child and others and is coordinated by the behaviour HLTA and shared with parents and staff as appropriate. This will outline additional support that the child may need and how the school will work to meet their needs fully.

### **Off Rolling**

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as, "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

### **Use of reasonable force**

All school staff are aware of, and have received training on, the Surrey Policy and guidelines 'Touch and the use of restrictive physical intervention when working with children and young people.' We adhere to these guidelines as well as the powers of teachers and other staff to use reasonable force, as set out in Section 93 of the Education and Inspections Act 2006. Section 93 enables school staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence, (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- causing personal injury to, or damage to the property of, any person (including the pupil himself) or
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

### **Bullying**

Bullying is not acceptable in our school and we take a number of measures to prevent it happening, through Learning 4 Life lessons, our values and assemblies. If it occurs, we deal with incidents promptly and effectively. The school takes all reported incidents seriously and each case is dealt with according to the needs of the children involved. Please refer to our Anti-Bullying Policy.

### **Complaints**

It is intended that by adopting this policy and keeping parents informed we will avoid the need for complaints. Should a parent wish to make a complaint they are asked to follow the school Complaints Procedures which is based on Surrey Policy.

See Appendix 1 for additional resources

**Date of consultation and agreement by the Governing Body:**

**Review: Autumn 2020**

## Appendix 1

### Serious behaviours:

Laughing, tutting, rolling eyes or smirking when a member of staff is talking  
Swearing at adult / child  
Physical violence towards an adult  
Violence towards a child  
Bullying  
Leaving class in temper unless part of behaviour strategy  
Throwing objects with intent to cause disruption  
Persistent refusal to comply  
Inappropriate sexual behaviour  
Directed racism and homophobic abuse  
Throwing furniture  
Deliberate vandalism

### Associated resources:

\*Kingfield Primary School Positive Touch Policy

\*Kingfield Primary School Inclusion Policy

\*Behaviour and Discipline in Schools - DFE 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/393770/Behaviour and Discipline in Schools - A guide for headteachers and school staff 080115.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/393770/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_school_staff_080115.pdf)

\*Use of reasonable force- DFE 2013

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/355362/use of reasonable force.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/355362/use_of_reasonable_force.pdf)

\*Touch and the use of restrictive physical intervention when working with children and young people – Policy and guidance for surrey staff

[http://www.surreycc.gov.uk/data/assets/pdf\\_file/0009/263790/Policy-and-guidance-for-Surrey-staff.pdf](http://www.surreycc.gov.uk/data/assets/pdf_file/0009/263790/Policy-and-guidance-for-Surrey-staff.pdf)

\*A Brief guide to school complaints for parents

[http://www.surreycc.gov.uk/data/assets/pdf\\_file/0020/278012/A-brief-guide-to-school-complaints.pdf](http://www.surreycc.gov.uk/data/assets/pdf_file/0020/278012/A-brief-guide-to-school-complaints.pdf)