



Kilham Church of England (V.C) Primary School  
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Headteacher: Mr S. England

## Policy Front Sheet

### Policy: Behaviour Policy

Adopted: October 2016

Review Date: October 2018

See also: explanation letter to parents and Governor's Statement of Behaviour Principles.

Linked Policies: Anti-bullying policy, Handling policy,

Statutory Status: Statutory policy, HT free to determine review and frequency, HT approval needed only.

#### **Legal Status**

In February 2014, the DfE updated its statutory guidance on schools' behaviour policies. A key point is the requirement for headteachers, proprietors and governing bodies to ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

The law says that, in maintained schools, the headteacher must set out measures in the behaviour policy which aim to; promote good behaviour, self-discipline and respect; prevent bullying; and ensure that pupils complete assigned work. The school's behaviour policy must be published on its website and be included in the home-school agreement.

It is vital that the behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied.

The DfE guidance notes that the behaviour policy should set out the disciplinary action that will be taken against pupils who are found to have made malicious accusations against school staff.

Also, the policy should acknowledge the school's legal duties under the Equality Act 2010 and in respect to pupils with special educational needs (SEN).



## Introduction

Our school's key values place "**learning**", "**caring**" and "**friendship**" at the heart of our school. Our mission statement as a Church of England school and our aims also state the importance of Christian values of **peace**, **forgiveness**, **trust** and **truth** in our work with children and the school community.

Our positive behaviour policy has been designed to use these values as a starting point, to encourage good behaviour that builds *self-esteem*, *self-discipline* and *respect* with a focus on promoting good relationships. All our procedures are designed to support our children as they grow, learn to care for and respect themselves and other people and live together in the community.

## **The aims of our behaviour policy are:**

- To offer a framework of **simple rules** that pupils understand, set in the context of the Christian character of our school.
- To offer incentives to motivate children and acknowledge those children who live out the school's Christian values.
- To offer teachers and support staff a framework to support children who might need help and guidance and to ensure a positive learning environment is maintained.
- To support the implementation of the school's Child Protection/Safeguarding and Anti-Bullying policies.
- To use our distinctively Christian ethos as a Church of England school to support the spiritual, moral, social and cultural development of all learners.

All daily routines of the school and its schemes of work will contribute to the achievement of the above aims. Plans for collective worship, schemes of work in PSHCE (Personal, Social, Health and Citizenship Education), SEAL (Social & Emotional Aspects of Learning) and Religious Education, along with classroom activities such as Circle Time all contribute to this aspect of the school's work.

## Rules

At Kilham CE Primary School, we have 6 simple 'golden rules', which are universal, based upon Christian values, easy to remember and are appropriate for children of all ages. These are based upon Jenny Mosley's successful 'positive press circle time' and a variety of resources are available to help promote them within school.

The rules are:

1. **We are gentle**
2. **We are kind and helpful**
3. **We listen**
4. **We are honest**
5. **We work hard**
6. **We look after property**

These will be displayed in every classroom, be regularly referred to by all staff during lessons, collective worship and in discussions with children. There are also similar 'golden rules' which can be used for the dining hall/dinner time and the playground/playtime. Wherever possible, the Christian nature of our golden rules will be identified - opportunities will be sought to compare the golden rules to the teachings and life of Jesus and the content of the Bible – for example, learning of the 'The 10 Commandments, or the golden rule of being kind and helpful may be mentioned when teaching the story of 'The Good Samaritan'.

## Incentives:

- The main reward system in place will be the '**Achievement Record**' sticker card system which runs throughout school. Stickers are given for living out the school's Christian values as well as for general achievement and appreciation of good conduct. For example;
  - **Learning** – effort, presentation, handwriting, making progress, achievement through class work, positive attitude towards homework etc...
  - **Friendship** – being a good friend, including others in games etc.
  - **Caring** – showing compassion, being kind and helpful etc.
  - **Peacefulness** – resolving conflict appropriately, being calm around school etc.
  - **Respect** – showing respect for people and property
  - **Trust** – being trustworthy, reliable and honest etc.
  - **Attendance and punctuality** – showing good attitude towards 'early morning starter' work and being in the classroom punctually and ready to learn.
- Each card has room for 25 stickers – the first 25 counts as a 'Bronze' award, the second becomes 'Silver', third become 'Gold' and on completion of 4 cards, a 'Platinum' award is given. For each milestone a small prize is awarded in achievement assembly. These prizes will be decided by the school council.
- The school's values are on display all around school, made visible to all members of the school community, and the relevant stickers are available to all school staff. The idea is that children will hopefully become very proud of their achievement record and they will be kept in a safe place in the classroom, being readily available for when awards are given.
- School has a weekly 'Achievement Assembly' when the following awards are presented:
  - Bronze, Silver, Gold etc. awards from the achievement record system will be celebrated – ideally during an achievement assembly attended by parents (monthly).
  - *Star of the Week VIP's* (VIP stands for '**Values in Practice**') are chosen by each class teacher and awarded to children in recognition of a consistent and/or extra effort to live out the school's Christian values.
  - *It is anticipated that there would be 2 VIP's from each class each week.*
  - **VIP's** are given certificates to take home. Their photo is also placed on the hall display 'Wall of Fame'.
  - The second time a child is chosen to be a VIP; a star is placed on their photo on the 'Wall of Fame'.
  - The third time a child is identified as a VIP; a small prize is given (e.g. a VIP badge).
  - Individual effort and achievement is recognized by the presentation of other awards, such as the '**Handwriting Pen Licence**', '**Writing Superstar**', '**RM Maths**', sporting certificates etc.
  - Children are encouraged to share personal achievements outside school by bringing awards and certificates to school to show.
- Teachers can also devise **age appropriate individual/group/class reward systems** to further promote our behaviour expectations – this might involve 'class charters', 'We learn best...' displays, stamps, stickers, taking work to show other members of staff etc.
- Most importantly, all staff have a collective responsibility to contribute to our positive approach to developing self-esteem and self-respect by **verbally praising** examples of good behaviour.
- Individual/group success/good behaviour can also be acknowledged through the use of '**Headteacher's Awards**' – these can be added to a child's achievement record.

## **Consequences and sanctions**

Behaviour at Kilham CE Primary School, particularly classroom behaviour and ‘behaviour for learning’ is generally very good. However, we have to be realistic in that there is a need for sanctions; to register the disapproval of unacceptable behaviour, to teach children that making the wrong behaviour choice has a consequence, and to protect the security and stability of the school community.

**All staff should always listen to each child’s point of view before implementing sanctions.**

**There is a graduated series of consequences if a child is not keeping to the ‘Golden Rules’:**

<b>Non Verbal</b>	<i>At this point a child might be off-task but not disrupting the learning of others - daydreaming, fiddling, looking out the window, doodling, etc. A look, standing near the child, reminding whole class of class rules, rewarding those following rules, praise children next to them etc.</i>
<b>Verbal Reminder</b>	<i>At this point a child might be talking, distracting others, being slow to complete work, swinging on chair, making non-verbal signals across room, arguing with others over equipment etc.</i> The child is verbally reminded of appropriate ‘on-task’ behaviour for the current activity, including reference to the golden rules and any class system where appropriate.
<b>Warning</b>	If there is a continuation of this offence during the lesson, or attitude towards the current task does not improve as a result of a ‘verbal reminder’, a warning is given: <i>“(Name) that’s a warning for your actions, you need to follow the golden rules and show the desired behaviour. “If you choose not to (desired behaviour), you are choosing to lose 5 minutes of playtime, if you choose to (desired behaviour), you are choosing to keep your playtime. Make the right choice. Thank you.”</i> Reward another child. The child displaying inappropriate behaviour may also be asked to move to work in isolation, within the classroom.
<b>Lose 5 minutes of playtime</b>	If there is no improvement in attitude or task-performance after the reminder and warning – i.e. current behaviour continues, or displays behaviour which leads to a major disruption of teaching and learning (such as being rude to staff, refusing to follow instructions or throwing equipment) the following sanction is applied: <i>“(Name) you’ve lost 5 minutes of your playtime for (action); you need to show (the desired behaviour). If you choose not to (desired behaviour) you’re choosing to lose all of your playtime, if you choose to (desired behaviour), you’re choosing to keep most of your playtime. Make the right choice. Thank you.”</i> Child spends 5 minutes of playtime as ‘reflection time’ before going out to play, either in classroom (including a conversation with class teacher) or in main corridor.
<b>Lose all of playtime – incident recorded in behaviour log</b>	If there is no improvement in attitude, task-performance or displayed behaviour following all preceding warnings and sanctions, the following sanction is applied: <i>“(Name) you’ve lost your playtime for (action); you need to (desired behaviour).</i> Child spends playtime as ‘reflection time’ either in classroom (including a conversation with class teacher) or in main corridor with conversation with the headteacher or senior member of staff. During the playtime, a description of the incident will be entered into the school behaviour log.(The behaviour log is a historical record of events deemed serious enough for recording and will be shared with parents as appropriate.)

<b>Phone Call Home</b>	If a child's behaviour, attitude or task-performance leads to losing all of a playtime twice in a half term, or lesser sanctions have been needed on a frequent basis, then the teacher/headteacher will contact the child's parents asking them to come into school immediately to discuss their behaviour.
	A phone call home from the Head will also immediately happen if a child is heard racist or homophobic name calling another child, showing deliberate physical violence towards another child in the classroom, upturning furniture or leaving the school grounds.
<b>Isolation</b>	A child may spend time in isolation at the discretion of the class teacher or Headteacher.
<b>Behaviour Record Timetable</b>	If a child's behaviour has not improved as a result of the above consequences or it becomes clear that more frequent monitoring is needed, a 'Behaviour Record Timetable' will be used, which is signed by the class teacher after every session and break time to keep an ongoing record of behaviour. This will be monitored by the headteacher. Alternatively, it may be more appropriate (especially with younger children) to use a home/school book for daily communication with parents.
<b>Persistent misbehaviour</b>	Persistent misbehaviour (repeatedly acting in a way that disrupts learning, damages property or upsets others) will always be referred to the Headteacher: Issues which require further action beyond the above consequences could lead to sanctions such as withdrawal of privileges, the loss of a prized responsibility, lost playtimes or tasks, such as a letter of apology, designed to draw the attention of the child misbehaving to the nature and negative impact of their chosen behaviour. Parents would be informed at this stage.
<b>Senior members of staff/advice/support</b>	Senior members of staff will be involved as appropriate to support or reinforce the actions of colleagues. In the first instance, advice & support will be sought from the appropriate class teacher. Further support and guidance will be supplied by Miss Nellar, as trained Emotional Literacy Support Assistant (ELSA).
<b>Stopping an activity</b>	The safety and safeguarding of children's welfare is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
<b>Unacceptable standard of work</b>	If, in completing a task, a child produces an unacceptable standard of work, we may ask them to redo a task. This might be during a playtime, lunchtime or sent to complete at home. A child will also be expected to complete any tasks or activities missed as a result of unacceptable behaviour.
<b>Outside agencies</b>	Some children will use positive behaviour management systems advised by outside agencies, such as Educational Psychology & Behaviour Support. Advice and support may be sought from the school's assigned behaviour support advisory teacher or educational psychologist as appropriate, in line with SEND Policy.
<b>'Reflection Time'</b>	The most suitable place for reflection time is under the school badge in the main corridor. The above strategy of 'reflection time' and discussion will be our first response to support the keeping of our golden rules; "we are honest" and "we look after property".

<b>Specific advice for break times and lunchtimes</b>	
<b>All staff</b> will follow this sequence of consequences as necessary if they feel a child's behaviour is impacting on the happiness of others at break times:	
<ul style="list-style-type: none"> <li>• Verbal reminder of the Golden Rules</li> <li>• Discuss expected behaviour and current choices being made with the child</li> </ul>	Not recorded
<ul style="list-style-type: none"> <li>• As above but with a short period of reflection time to calm down before going out to play/carrying on playing</li> </ul>	Not recorded
<ul style="list-style-type: none"> <li>• Reflection time – child sent inside for remainder of break-time followed by discussion with class teacher or Head/SLT</li> </ul>	Recorded in behaviour log
<ul style="list-style-type: none"> <li>• <b>Any display or threat of violent behaviour</b> will result in a child immediately missing the remainder of that playtime and/or miss subsequent playtimes if further reflection time is thought to be needed. It is very important to us that the children view all forms of violence (or threatened violence) at school as unacceptable.</li> <li>• Likewise, if a child threatens, hurts or bullies another pupil, the class teacher reports the incident to the Headteacher, who will record in the incident in the behaviour log.</li> <li>• If violent/threatening behaviour develops any further than an 'isolated incident', or shows any signs of being directed towards adults/staff, communication with parents will be sought.</li> <li>• All children will be encouraged to speak to their teacher, Headteacher, members of the support team, parents or friends if they are experiencing problems with another member of the school community.</li> </ul>	Recorded in behaviour log

**Exclusion:** In very extreme circumstances, where behaviour is dangerous or involves a threat to another child or member of staff, the Headteacher may exclude a child from school either for a fixed period or permanently. We do not wish to exclude any child from school, but sometimes this may be necessary. School complies with the current DFE exclusion guidance.

- If an incident is deemed serious enough to involve fixed term exclusion, the Headteacher will endeavour to contact the parents on the day of the incident.
- In extreme cases parents may be asked to remove the child from school at lunchtime for a period: this will be dealt with as a fixed-term exclusion.
- A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.
- Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.
- Parents must meet with the Headteacher on the day that the child returns to school to ensure such events don't reoccur.
- Fixed term ('temporary') exclusions involve the child being asked to remain at home for a defined period. During this period responsibility for the child passes to the parents. The Headteacher informs the Governing Body about any fixed-term exclusions beyond five days in any one term.
- Permanent exclusions: The decision to exclude a child permanently is a serious one and governors should be kept fully informed as the process goes on. Permanent exclusion is not normally considered unless there have been a number of fixed term exclusions first but in extreme cases a permanent exclusion may be appropriate. The Headteacher informs the Governing Body about any permanent exclusion. The Governing Body cannot either exclude a child or extend the exclusion period made by the Headteacher.

### **Application of the behaviour policy in EYFS (Reception and Nursery)**

Whilst the principles of this positive behaviour policy are applied throughout school, realistically there needs to be a consideration of appropriate strategies for children in EYFS. The vast majority of minor incidents in EYFS can be dealt with verbally. However, there is still a need to show disapproval of unacceptable behaviour, particularly regarding physical contact and general unkindness. The most useful strategy in these situations is the use of a short 'time out' (3/4 minutes max.) This might involve moving to a quiet area/chair. The 'time out' concludes with a short conversation about the behaviour before the child continues with class activities. This helps us to teach young children that making the wrong behaviour choice has a consequence. Communication with parents will be sought if deemed necessary, and other formal strategies from this policy will be adapted and used if necessary, such as support from other agencies. At all times in EYFS, it is important to be very careful with tone/volume of voices used.

### **Communication and working with parents**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action with the headteacher, class teacher and child to encourage positive behaviour as necessary.

### **Forgiveness**

Following any incident of unacceptable behaviour, it is important to allow the child the opportunity to carry on with their day as normally as possible, within the realms of possibility and in the spirit of **'making a fresh start'** and **'forgiveness'**. It is also important that pupils start with a 'clean slate' for each morning session and afternoon session. Our approach will be one of 'sorting the problem and moving on', not holding grudges, allowing opportunities for an apology to be made if appropriate.

### **DfE Guidance**

The following extracts from the Department for Education's 'Behaviour and discipline in schools – advice for headteachers and school staff' (Last update: January 2016) apply to this policy and our approach to behaviour at Kilham School (more details below):

- Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. If a member of staff ever needs to intervene physically they will follow the school's Handling Policy.
- This behaviour policy acknowledges the school's legal duties under the Equality Act 2010, in respect of safeguarding and in respect of pupils with special educational needs (SEN).

- Schools should consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the schools' safeguarding policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school should consider whether a multi-agency assessment is necessary.
- Teachers have the power to confiscate inappropriate items (see below)

### **Confiscation of inappropriate items**

There are two sets of legal provision which enable school staff to confiscate items from pupils:

- The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of, any confiscated items. The legislation does not describe what must be done with the confiscated item.
- Power to search without consent for "prohibited items" including - Knives and weapons - Alcohol - Stolen items - Fireworks - Pornographic images - Illegal drugs - Any article that has been or is likely to be used to commit an offence, cause injury or damage to property. - Any item banned by the school rules which has been identified in the rules as an item which may be searched for. Weapons and knives and extreme or child pornography must always be handed over to the police.

### **Malicious Allegations**

Allegations of abuse will be taken seriously, and Kilham CE Primary will deal with allegations quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported.

### **Training**

Training will be provided for members of school staff in relevant aspects of care and control designed to support the behaviour policy and the maintenance of a positive learning environment. This might include the use of basic physical intervention or restraint techniques when necessary, by staff that have completed appropriate training. (Please see Handling/Physical Restraint Policy for more information)

### **Complaints**

All complaints about misbehaviour by any member of the school community will be thoroughly investigated at the appropriate level. The guidelines in the school's Complaints Procedure will be followed as necessary.

### **Conclusion**

The consistent application of this policy by all members of the school community will make a positive contribution to the achievement of the school's Christian vision and values and contribute to the fulfilment of the school's curricular aims and intended outcomes, by helping to maintain a safe and happy learning environment.

S England  
September 2016