



KIRKBY & GREAT BROUGHTON CHURCH OF ENGLAND
VOLUNTARY AIDED PRIMARY SCHOOL

BEHAVIOUR POLICY

November 2017

Rationale

At Kirkby and Great Broughton CE school we recognise that everyone in our school community is special, deserving emotional and spiritual nurture. Supported by strong Christian values, our agreed behaviour policy ensures that everyone involved with the school knows what is expected, promoting expectations consistently and openly.

Aims

Our aim is to promote positive behaviour which will provide a secure, caring and hard working environment. Central to this aim is the expectation that our children will display high standards of behaviour and treat other people as they would wish to be treated themselves.

Our school behaviour policy is designed to support the way in which all members of our school community can live and work together. It aims to promote an environment which helps children develop into confident, well-motivated and hard working pupils who enjoy school and have a high self-esteem, and who go on to achieve their full potential. We endeavour to achieve this in many ways, but the most important include:

- being genuinely interested and concerned for all the children and staff in our school;
- recognising and praising the many positive qualities our children can show;
- holding the belief that a child's self-image can change in a positive way through seeing and feeling their successes;
- always being willing to take the time to help the children feel better about themselves and to listen seriously to any of their concerns.

We believe the key to having good behaviour is to have high expectations that are applied consistently and fairly throughout the school.

Our school rewards good behaviour as we believe that this will develop an ethos of kindness and co-operation. Our approach is designed to promote good behaviour, rather than merely deter antisocial behaviour.

Children should appreciate that there are certain codes of behaviour which are acceptable and generate approval. This includes:

- Learning what good behaviour means
- Caring for one another
- Learning the value of friendship
- Speaking to all teachers, adults and children with respect
- Listening carefully, following instructions, responding appropriately, waiting patiently for your turn so that everyone can learn
- Taking care of your own and others' property
- Moving quietly around school
- Following playground rules

Expectations of staff

Staff appreciate that their conduct is a role model for children. They provide

- A positive self image
- a sense of humour - humour often diffuses a situation
- consistency in applying rules
- praising publicly, chastising in private where possible thus promoting a positive environment and expectation
- an interesting and stimulating classroom
- an ordered environment
- an ability to refer to the behaviour and not the child
- knowledge that within school problems are a shared responsibility

Lunch/Playtime Behaviour Expectations & Acceptable Conduct Guidance

- **Playground Furniture**
Please reinforce appropriate use of playground furniture. Children should refrain from sitting on table tops and standing on seats and benches.
- **Trim-trail**
Children should be encouraged to use the trim-trail safely, continuously moving around the equipment as it is intended, to practice and consolidate physical and balancing skills.
- **Quiet Area**
Encourage children to respect the quiet nature of this area, favouring calm social activities, a place for conversation drawing board games etc. This area is not to be used as an extension of the active playground.
- **Shared Playground Space**
Children should be encouraged to share the limited space showing awareness for each others enjoyment and safety. Running games should be restricted to within

the netball court markings, thereby providing safe zones either side where children can access the playground marking activities without disruption.

- **Playground Trolley Equipment**

On the occasions when the trolley is operational, children are required to use the equipment on the main playground only leaving a toy free third close to the field for other playground activities. The equipment should not be used in the Quiet Area.

Behaviour Expectations - strategies & management

Rewards

Acceptable behaviour and hard work will always be recognised and rewarded. We praise and reward children for good behaviour in a variety of ways:

- positive verbal feedback
- written feedback following a piece of work
- displaying work throughout the school
- children may be asked to share their work with another member of staff/class
- children will be awarded housepoints and/or reward stickers
- at our celebration assemblies children are given special mentions for good work, behaviour or living out our Christian values of love, friendship and forgiveness

Sanctions

Unfortunately there will be occasions when behaviour is unacceptable. It is vital to help children to understand why this is so. The following strategies are consistently worked through:

- ***Traffic Light Approach to Behaviour Management***

There will be occasions when all children require a 'polite reminder' to adhere to acceptable conduct and behaviour expectations. A word in their ear should be all that is required and will suffice in most cases, however, if the 'polite reminder' does not have the desired effect the whole-school traffic light approach should be implemented.

GREEN - REMINDER

If a second 'reminder' about their conduct is required please record the pupil's name in the green zone informing the pupil that this is occurring.

AMBER - WARNING

The amber zone records the pupil's name if their conduct continues to be unacceptable, the incidents do not need to be related.

If on occasion it is felt that a pupil's behaviour and response to adult intervention lacks sincerity or respect, the pupil's name should be recorded in the amber zone at the first instance.

The pupil should be given a clear explanation of why this action has been taken and made aware of the conduct/behaviour that is unacceptable.

RED - CONSEQUENCE

If a pupil fails to respond to the warnings given and adjust their conduct accordingly, continuing to demonstrate unacceptable behaviour then a consequence will be implemented.

A five-minute consequence should be given to the pupil allowing the opportunity for the pupil to reflect on the situation and its lead up. The pupil's name should be recorded in the red zone and in the class behaviour book.

If the pupil's name appears in the book on three occasions within one week the pupil's parents should be informed.

If a repeat of the red zone action was required within the same session, the pupil should be escorted to a member of the SMT where a further consequence will take effect.

This approach operates for a specific time period with a 'clean sheet' beginning each new session (morning/afternoon)

Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this. If the headteacher excludes a pupil the parents will be informed immediately, giving reasons for the exclusion. The parents can, if they wish, appeal against the decision to the governing body.

The role of parents

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school and we inform parents immediately if we have concerns about their child's welfare or behaviour. We have an open door policy and actively encourage parents to come into school to clarify any issues.

Bullying

The children, staff and adults in school, have the right to expect not to be bullied. We will take immediate action as soon as we are aware that bullying is taking place. This will involve parents, staff, the victim and the bully. A Friendship stop is in place in the playground and all of the children are aware that it is the right thing to do to inform someone with whom they can talk comfortably. Children are encouraged to use Circle Time activities and to raise matters with a trusted adult whenever necessary. Please see our anti-bullying policy.

Adult Behaviour

Our school believes that our children, staff, parents, carers and visitors are entitled to feel safe and protected in school. Adults are expected to behave with courtesy. Behaviour that causes any other person to feel harassed, alarmed or distressed is contrary to the ethos of the school. Our school will not tolerate threatening, abusive or insulting words or behaviour by anyone in school. Physical attacks and threatening behaviour, abusive or insulting language to children, staff or visitors will result in further action being taken. This includes abusive and insulting language used on phones or any written communication

The headteacher has the right to exclude anyone from the school site and they may appeal against that decision using the school's General Complaints Procedure.

Written byStaff.....

Agreed bySIP Committee.....

Review dateSpring Term 2021.....