



# **Keresforth Primary School Behaviour Policy**

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## **Introduction**

Children at Keresforth Primary School will be given the opportunities to become successful in acquiring values and attitudes conducive to the well being of the individuals, the school and the wider community.

Self-respect, open-mindedness and acceptance of differences, justice and fairness are the qualities which are fostered across the whole of the Primary curriculum.

Every Child Matters outcomes are enshrined in all KPS does and this policy is related to Safeguarding and Child Protection Policy.

Rewards and sanctions then should be applied as a natural consequence of certain behaviour and pupils should be encouraged to understand and accept the reasons for codes of acceptable behaviour e.g. through PSHCE activities. Teachers should be seen to be acting consistently and fairly towards all children.

All punishment should be accompanied by a reason for such action. We should take every opportunity to reward success, however small.

## **Aim**

Our aim is to maintain a school which promotes and fosters an atmosphere of calm, purposeful activity: a place where individuals are cared for, valued and accepted in a supportive and secure setting.

School rules are designed for the safety and well being of everyone within the school community.

Maintaining good behaviour in school relies on: -

- Staff developing and maintaining good relationships with children and each other by showing and expecting respect; by encouraging children to be polite by setting good examples: by being approachable.

## **Whole School Rules**

- **Treat others as we would like to be treated ourselves.**

## **Lunchtime Rules**

**In addition to the whole school rule, these rules will help our lunchtimes to be safe and happy.**

- Always be polite to lunchtime supervisors and cooks.
- Always be kind to other children.
- Be polite at the door when coming in.
- Always walk inside school.
- Use the toilets properly and sensibly.
- Wash our hands before collecting food.
- Always do as the lunchtime supervisors and cooks ask – **with a smile**.
- Look out for anyone who looks lonely or needs help.

**If you don't obey the rules, the lunchtime supervisors and cooks will**

1. Politely remind you of the rules.
2. Ask you to stay with them.
3. Send you to the staffroom.
4. Report you to the Deputy Head.

**If you obey the rules the dinner ladies and cooks can**

1. Give you a special sticker.
2. Put your name in the merit book.
3. Receive a special mention award.

## **Classroom Rules**

- The children help to decide on the kind of things they want to see happen/not happen in their own classroom.
- They are also expected to take some responsibility for ensuring their success.
- Classroom rules may also deal with issues affecting day-to-day classroom arrangements and form the basis for good classroom management.

## **School Council**

Pupils have the opportunity to bring concerns to their representative and these can be discussed in a class setting initially with the expectation that some action will be taken.

## **Anti-bullying**

The school does not tolerate any forms of bullying. The Anti Bullying Policy sets out details of how bullying is dealt with.

## **Rewarding good/appropriate behaviour**

Rewarding success is perhaps the most appropriate way of maintaining good behaviour and may encompass any or all of the following.

- Non-verbal and verbal gestures
- Written remarks appropriate for each child's work
- Recognition of whole class behaviour and work
- Giving team points

## **Special mentions**

- A weekly event, formally recorded in a book, names displayed and presentation of sticker in special mentions assembly. This is for all achievements including behaviour. Good attendance is also recognised and rewarded in this assembly.

## **Class Assemblies**

A rota system of assemblies where classes have opportunities to share and celebrate their achievements, including behaviour and conduct.

## **Team Points**

The pupils are grouped into 4 teams and staff award points to individuals and a tally is kept in each class. The accrual of points is mentioned in assembly each week and a trophy with the appropriate team colour ribbons is displayed in the hall. The points can be to reward behaviour as well as other achievements.

Merit stickers are used for a variety of tasks, behaviour and conduct.

Certificates, stickers etc are also awarded by lunch time staff.

## **Alternative reward system**

Individual staff members may wish to use these alternative reward systems at their own discretion.

- Star charts
- Points systems

- Rewarding with responsibility
- Any other

## **Leavers Assembly**

This is an end of year event to celebrate Y6 achievements during their time at KPS. There are a number of trophies awarded for achievement, including an Ambassador's award.

## **UNACCEPTABLE BEHAVIOUR**

**Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. (Section 90 and 91 Of The Education and Inspections Act 2006)**

**Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher.**

**Teachers have the power to impose detention outside school hours. (DfE behaviour and Discipline in Schools – Jan 2016)**

Children will be expected to follow the school rules and to ensure all work, including homework, is completed to an acceptable standard.

Day to day incidents can be dealt with quickly and effectively by the class teacher. These will be recorded in the CPOMs system, where appropriate. A consistent approach is understood to be important by all staff and it is only when there are occasions of persistent inappropriate behaviour that the matter needs a more structured procedure.

This document sets out this procedure.

When the accepted methods of handling the reward and punishment strategies within the classroom are not working then: -

1. Refer to the Deputy Head in the first instance
2. It may become necessary to take steps to inform the parents of the school's concerns.

The procedure for involvement of parents/guardians should follow this pattern.

- a. Informal contact with parents by telephone or in person to raise concern of failure of the child to behave in an appropriate manner.
- b. After a period of a fortnight where no improvement has occurred then parents will be formally notified and strategies will be put in place.
- c. After a further two weeks parents will be invited in to school to discuss the matter with the class teacher. The next stages of the procedure will be explained. This will consist of the child receiving a home-school book/report to be sent home for the parent's comments and signature. It is expected that both school and home will work together both on rewards and the withdrawal of privileges.
- d. After a period of a month with no evident improvement then parents will be notified and SLT informed. At this stage the child will continue with a home-school book/report to be sent home for the parent's comments and signature. It is expected that both school and home will work together both on rewards and the withdrawal of privileges.
- e. If there is still no improvement an EHA referral may be carried out in preparation for referral to appropriate agencies.
- f. In order to ensure that the school and parents work together then the LA and school may consider Parenting Contracts.

During this period support for the pupil will be given in a variety of ways that will be matched to the needs of the pupil.

It is anticipated that we will rarely get to this stage but if it occurs then each case will be dealt with, with the full involvement of the Governors, LA and other agencies. Exclusion/partial timetable will be considered.

N.B.

1. In extreme cases of aggression and disruption, where the safety and well being of pupils and staff cannot be guaranteed and when other pupils learning entitlement is affected, then parents will be informed immediately and fixed term exclusion will occur if needed. The LA procedures will be followed.
2. If the above continues then permanent exclusion will be considered. Prior to 1 and 2 it is expected that in most cases relevant support will have been sought and advice applied.

## Early Intervention Strategies –

- Home-school book/reports.
- Sticker charts, cards etc., and appropriate rewards tailored to suit individual.
- Withdrawal of privileges (at school and home).
- Mentoring and reporting to a member of staff at certain point during each day.
- Sitting in designated place
- Removal from class/group for ‘time out’ when deemed necessary.

Training needs: Training for staff is arranged as and when required.

### **Team Teach:**

Several staff members are trained in Team Teach. They are able to use strategies to help de-escalate conflict. These staff can physically move children if they are disrupting the learning or endangering the safety of others. If such techniques are required to be used, parents and SLT will be informed immediately.

### **Child on Child Abuse – sexting/cyberbullying/sexual assaults/sexual harassment**

This will always be taken seriously and acted upon. It will not be dismissed as ‘banter’ or ‘part of growing up’.

Victims will be listened to and issues will be dealt with consistently. Advice will be sought from relevant agencies if required. Parents will be contacted.

Staff understand that even if there are no reports it does not mean that it is not happening. Staff know to report any concerns to the safeguarding team.

School will follow the updated guidance;

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

**Monitoring:**

- The Deputy Head / Head will keep a track of any patterns in behaviour recorded in CPOMS.
- Small social and emotional groups will include identified pupils' records and assessments kept and acted upon.
- Pupils and parents are surveyed regularly regarding behaviour and the results are considered and acted upon.
- Ofsted judgements
- Comments from visits, visitors etc.