



# KILLINGHALL CE PRIMARY SCHOOL

## Behaviour Policy

### **Rationale:**

At Killingshall CE Primary School we want our behaviour policy to ensure that our children grow into caring, self-disciplined and independent learners who acquire skills and knowledge through the development of positive self-esteem. We want them to act upon a personal set of well-founded values and attitudes with an increasing sense of personal responsibility towards, and as members of, the community.

### **Aims:**

We aim to:

- Provide a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Have a consistent approach to behaviour throughout the school by providing clear boundaries and teaching appropriate behaviour.
- Encourage self-discipline so that each child learns to accept responsibility for their own behaviour.
- Ensure that every member of the school community behaves in a considerate, co-operative way towards others.
- Provide additional and different behaviour support and guidance for pupils with specific needs.

### **How we will achieve our aims:**

- We will provide a caring community whose values are built upon mutual trust and respect for all, where children and adults have access to support and advice where needed.
- We will establish clear rules and boundaries. We will have a clear set of rights, expectations and routines for all members of the school community. Additionally each class will agree and display its own rules. Playground rules will be agreed.
- We will ensure that all children understand the rewards and consequences. Wherever possible a problem solving approach will be adopted by children and adults to resolve differences. Consequences may still need to be enforced but the decision is shared and explained.
- The adults in school have an important responsibility to model high standards of behaviour in their dealings with children and with each other as their example has an important influence on the children.
- Where unacceptable behaviour becomes a persistent problem in an individual, which is affecting his/her work or the work of other, then a behaviour log will be kept. We will seek the support and co-operation of parents/carers. We will involve parents for feedback on positive behaviour as well as unacceptable behaviour.

### **Roles:**

#### **Governors are responsible for:**

- Supporting the school to provide a calm, safe, purposeful and happy atmosphere, where everyone feels safe and secure.
- Ensuring that the school has a policy, which is implemented, communicated, published, monitored, evaluated and reviewed.
- Making appropriate resources available for the policy to be fully implemented.

#### **Headteacher and Staff (teaching and non-teaching) are responsible for:**

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Acting as good role models.

- Managing challenging behaviour in accordance with the school policy.
- Keeping parents/carers informed of behaviour issues as they arise.

#### **Parents/carers are responsible for:**

- Ensuring that they support the creation of a safe and secure school.
- Supporting the school policies.
- Working with the school to encourage children to maintain school expectations.
- Acting as good, positive role models.

#### **Pupils are responsible for:**

- Allowing others to learn and play happily without interference.
- Treating others fairly and courteously.
- Listening to others.

#### **Rules, Rewards and Consequences**

We will manage behaviour through the consistent application of rules, rewards and consequences.

As a school we firmly believe that everyone has the following rights:

- A right to learn.
- A right to feel safe.
- A right to respect.

#### **Expectations**

Together we have agreed the following expectations that we believe apply to all members of our school community:

Children are expected to maintain high standards of behaviour at all times. We encourage the development of self-discipline and a set of moral values on which to base their behaviour i.e. honesty, care and respect.

If there are problems with a child's behaviour then these will be dealt with in the first instance by the class teacher. If this is not effective or the behaviour is of a serious nature children will be spoken to by the Headteacher. However we do seek the involvement and support of parents. If school property is damaged as a result of a child's misbehaviour the Governors may seek to recover the cost of repair/replacement from the parents of the child(ren).

Our school is a happy place because we always:

- Treat others as we would expect to be treated
- Are polite and speak respectfully to everyone
- Look after each other
- Listen carefully and follow instructions straight away
- Try to do our best
- Show respect for the school and other people's property

#### **School Routines**

- Children are expected to walk quietly around the school
- Children are expected to walk quietly into the hall, accompanied by their teacher, for assemblies and to sit quietly during the assembly.
- Children should not take out or replace equipment in the P.E. store or Science Cupboard unless an adult is present.
- Children should not be left unaccompanied in any room at any time.

#### **Class Rules**

Each class draws up a good behaviour charter at the beginning of each school year. This should reflect the shared ethos of the school and be written in a positive format. It is expected that classroom rules will incorporate all or aspects of the following:

- To follow instructions straight away
- To keep unhelpful hands, feet, objects and comments to yourself
- To keep your voice quiet unless told otherwise
- To let others work without your interruption
- To only use acceptable language
- To put things in their proper place

The class charter is then displayed in the classroom, signed by every child and adult in the class.

### **Playground Rules (see playtime procedures document)**

- Children must always play where they can be seen.
- At the beginning of the day the bell will be rung to indicate that children should enter school.
- At the end of break times the bell rings and the children stop where they are. The bell is rung again and children line up in class lines. Staff come out and escort the children back into school.
- On wet days, and when the field is very wet, only the playground is used at break-times.
- During snowy weather children should bring a change of shoes to be worn in school.
- Toys, especially expensive, fragile or electronic, should not be brought into school for playtime as they can be easily broken or lost. Play equipment is available at playtimes.

### **Beyond the Classroom**

We recognise that this behaviour policy must support the management of behaviour at lunchtimes, playtimes and during extra curricular activities. The policy is therefore provided to and discussed with all staff.

Midday supervisors, who are all also teaching assistants in school, are made aware of and understand the reward and consequences system. Concerns regarding children's behaviour at lunchtime will be brought to the class teachers' attention. Midday supervisors are also able to use rewards and consequences from those detailed below.

Children attend extra curricular activities on a voluntary basis. The school expectations and rules still apply. Where inappropriate behaviour occurs then their entitlement to attend will be reviewed in consultation with parents.

### **Rewards**

The purpose of a reward system is to reinforce appropriate behaviour and recognise quality work, as well as encouraging the development of self-esteem in all areas of a child's life. In order to support and reinforce the type of behaviour that reflects the ethos of Killinghall CE Primary School we have drawn up a clear system of rewards. All members of staff use this throughout the school.

These systems include:

- Verbal praise
- Claas Dojo points, Team points, special mention books, certificates
- Sending child to another teacher to share their success
- Sending child to Headteacher to share their success
- A word, letter or telephone call to parents
- Nominations for 'values awards'
- Celebration of success in Assembly

We will ensure that all children attending Killinghall CE Primary School have a clear understanding of the rewards that we use. In addition class teachers may establish reward systems within their own class.

### **Consequences**

In the event of unacceptable behaviour we recognise that consistency of approach is required. We use a range of appropriate strategies which include:

- Discussion and reasoning
- Hierarchy of expectations
- Hierarchy of Behaviour & Consequences
- Time out for reflection/calming down
- Sanctions such as loss of playtime/lunchtime, 'playground pass'
- Loss of privileges e.g. duties, monitors etc.
- Behaviour monitoring sheets
- Negotiated targets and rewards
- Referral to Headteacher
- Parental involvement

The Headteacher reserves the right to override these consequences in cases of extreme behaviour.



## KILLINGHALL CE PRIMARY SCHOOL – Appendix a

### Staff Guidelines for Behaviour Management

#### Challenging Behaviour

The shared view of staff and governors is that certain types of behaviour are unacceptable – for example, bad language, verbal abuse, shouting, bad manners, aggressive behaviour, bullying, disrespectful behaviour and racism.

In the event that an example of this kind of behaviour should occur we recognise that consistency of approach is required. It has been agreed that the following guidelines are appropriate:

- We will make sure that the child and others are safe, removing the child from the situation if necessary.
- We make use of time out to allow the child to calm down. We will use behaviour sheets to allow the child to reflect on their actions if appropriate.
- We will talk quietly and calmly with the child, offering advice and support and avoiding an audience if possible.
- We will be prepared to listen to the child and encourage a dialogue with them.
- We will tell the child what we expect of them, referring to class/school/playground rules.
- We will implement our agreed school consequences as appropriate.
- We will record the incident in the appropriate incident book.
- We will discuss the incident with other appropriate adults.

Where behaviour is a constant cause for concern the child will be placed on the special educational needs register following consultation with parents/carers. Pastoral plans should reflect specific strategies for dealing with the child.

#### Recording behaviour incidents

Each class has an incident book for recording events. Additionally there are behaviour log/incident sheets to be used for individual children to record events that are outside normal staff intervention. These forms should be completed by the member of staff who witnessed the incident. The events are recorded as follows:

- Time of day, location
- Activity (individual group, whole class, playtime, before/after school)
- What observed
- Action taken

Inappropriate behaviour in the playground must be recorded on a carbon copy sheet and passed to the headteacher.

The Headteacher also has a racial incident book and a behaviour incident book in which to record more extreme events.

#### Training

Staff will have access to training when and where appropriate.



## KILLINGHALL CE PRIMARY SCHOOL – Appendix b

### Expectations - Staff

All staff at Killingham CE Primary School are hard working and dedicated professionals. We work as a team and are committed to providing the highest quality learning and teaching experiences for all of our children. All staff are a model of expected behaviour and the school expectations apply to all adults in school as well as children. Staff are reminded that areas of confidentiality must be respected and at all times they are advocates of the School and their colleagues.

Teaching staff are referred to the **General Teaching Council 'Statement of Professional Values and Practice for Teachers'** and the **'Code of Conduct and Practice for Registered Teachers'**.

Staff have an important responsibility to model high standards of behaviour in their dealings with children and with each other as their example has an important influence on the children.

All staff are responsible for:

- Providing a calm, safe, purposeful and happy atmosphere within school, where everyone feels safe and secure.
- Discussing and consistently reinforcing school expectations.
- Ensuring that they are aware of the Behaviour Policy and that they have the necessary skills to deal with situations as they arise.
- Implementing, communicating, publishing, monitoring, evaluating and reviewing the school policy.
- Ensuring that every opportunity is made to resolve conflicts, should they arise, in a manner that maintains positive relationships.
- Acting as good role models.
- Managing challenging behaviour in accordance with the school policy.
- Keeping parents informed of behaviour issues as they arise.

#### Good Practice

Around the School - all informal contact contributes to standards of behaviour.

In the classroom – create and sustain a positive, supportive environment. Well prepared, stimulating lessons generate good behaviour and earn respect

- All staff are a model of expected behaviour.
- Apply rules firmly, fairly and consistently.
- Set high standards of speech, manner and dress.
- Address the problem – listen, establish the facts, judge only when certain.
- Give regular specific praise and encouragement to children, drawing attention to rules when they are being kept (catch them being good!).
- Give attention to pupils who need it at times when staff choose to and not just when pupils demand it.
- Deal with misbehaviour – ignoring it condones it.
- Praise or reward disruptive pupils as soon as acceptable behaviour is observed.
- Use humour to defuse situations if appropriate.
- Establish a small number of school and classroom rules and discuss these regularly with children to encourage ownership.
- Use positive rather than negative language to communicate expectations and feedback to children.
- Give instructions and guidance in clear understandable language.
- Be reasonable, firm, fair, positive and avoid recrimination.
- Plan for and manage transitions between activities in the classroom and around the school building.
- Plan for differentiation of the curriculum to enable all children to access it and to regularly achieve success.
- Organise classroom space and resources carefully.
- Set realistic, short-term targets for behaviour for individuals who are consistently demonstrating poor behaviour.

## Avoid

- Do not get drawn into conflict.
- Do not use sarcasm or personal criticism.
- Avoid over-reaction to minor instances of poor behaviour.
- Shouting.
- Blanket punishments.

## Catch them being good!

There are many opportunities to show children you have noticed their positive behaviour in:

▪ Coming into the room quietly	▪ Bringing all the things they need e.g. PE kit
▪ Being kind	▪ Handing in homework on time
▪ Showing enthusiasm	▪ Being a good audience at a performance
▪ Offering help without being asked	▪ Settling to their work quickly
▪ Staying on task	▪ Asking questions when they are not sure what to do
▪ Telling the truth	▪ Being calm before a stressful time (e.g. a test) or a problem situation (e.g. a disagreement)
▪ Rising to a new challenge	▪ Taking part in a class discussion
▪ Doing extra research outside of school	▪ Walking sensibly
▪ Taking part in school clubs and events	▪ Working cooperatively
▪ Showing a positive attitude	▪ Taking part in a performance in class or for the school
▪ Making their best effort	▪ Putting resources away without being asked
▪ Taking part in a group activity	▪ Working hard at something
▪ Keeping busy when work is completed	▪ Making a new friend
▪ Taking turns	▪ sharing
▪ Working cooperatively with a helper or teaching assistant	▪ Being sensitive to others' feelings
▪ Being a good friend	▪ Befriending a new class member
▪ Being punctual	▪ Learning a new skill
▪ Being a good, active listener in circle time	▪ Using school resources appropriately and carefully
▪ Following directions	▪ Helping someone sort out a problem e.g. an argument
▪ Showing good manners	▪ Showing respect for other people's views in a debate
▪ Listening carefully	▪ Returning school letters, etc. on time
▪ Helping someone	▪ Helping a younger or less able person learn a new skill

There are lots more!

The more you seek out the positive behaviours the more that you will find.



## KILLINGHALL CE PRIMARY SCHOOL

### Whole School Reward System

#### **Killinghall Team Points**

Team Points/Class dojo points are awarded for academic and non-academic good behaviour. The points are collected and rewards given by teachers..

#### **House Points**

We operate a house point reward system throughout the school. The teams are:

- Helter Skelters
- Dodgems
- Big Wheels
- Roller Coasters

Children are allocated to houses by their classteacher. They stay in the same house throughout their time in school.

Whenever a child is awarded a Team Point this also counts as a house point and should be recorded in the usual way in class.

Points are collected at the end of each week and totals are announced in the Monday Assembly. The house point trophy is awarded to the team with the most points at the end of the year.

#### **Special Mentions**

Each Friday there is a Sharing Assembly where children share interesting, special or exceptional pieces of work. Certificates and awards are given including values nominations and role of honour children.

At the close of each half term there is a Special Friday Assembly. Children from each class are nominated for the Headteachers Award which can be awarded for achievements of good work, behaviour or citizenship.

Staff may also have individual reward systems in their classes.

#### **Contact Parents**

- Informal – in the playground at the end of the day, mention positive behaviour/achievements.
- Class special mention notes sent home.
- Good news telephone calls home – useful for parents who are not often seen at school, with whom you are trying to develop a relationship.
- Certificates/special mentions sent home.
- Headteacher postcard home.
- Should you need to contact individual parents if you are concerned about an individual's behaviour always record any telephone conversations in the telephone. Letters should always be written on school headed paper and shown to the Headteacher before sending.



## KILLINGHALL CE PRIMARY SCHOOL - Appendix d

### Consequences

#### Hierarchy of expectations - classroom

- Give the 'look' (privately understood)
- Redirection – 'What are you doing?'
- Warning that will move place
- Move place
- Warning about putting a note in home school book (if in operation)
- Put note in home/school book
- Warning to work outside i.e. another class
- Move to another class

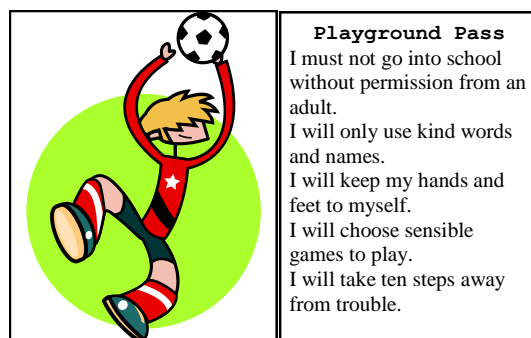
#### 'Playground Pass'

Can be issued by any member of staff.

Can be for 1 day or up to 1 week.

Is given with the following instructions:

- The pass must be collected from the member of staff at the beginning of each playtime. (This is an opportunity to reinforce expectations).
- The child gives the pass to the member of staff on duty.
- At the end of play if the child has had a good break then they collect the pass and return it to the member of staff who gave them it. (An opportunity for positive reinforcement).
- If they have not had a good break the duty staff will give the card to the member of staff explaining what happened.
- The member of staff will then follow this up with the child.



#### Hierarchy of expectations – Whole School

See 'Behaviour & Consequences' sheet on following page:

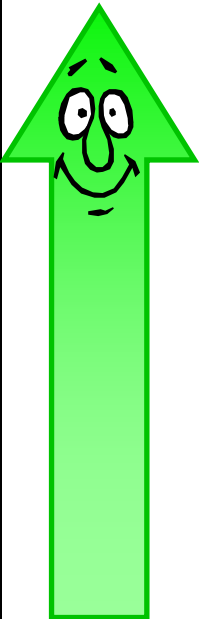


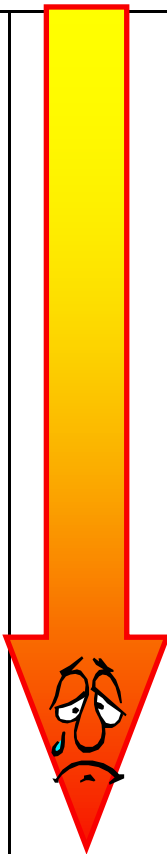
## Behaviours and Consequences at Killinghall Primary School

Hierarchy Stage	Consequence	Types of behaviour
Reminder of the rule	<ul style="list-style-type: none"> <li>▪ Refocus behaviour we want to see.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Talking whilst adult or other children are.</li> <li>▪ Fidgeting.</li> <li>▪ Touching others.</li> <li>▪ Running in class/corridors.</li> <li>▪ Calling out.</li> <li>▪ Wearing of jewellery.</li> </ul>
Warning	<ul style="list-style-type: none"> <li>▪ Make clear what the warning is for.</li> <li>▪ Refocus behaviour we want to see.</li> <li>▪ Letter sent home about PE/swimming kit.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated behaviour from the stage above.</li> <li>▪ Not sitting in their place.</li> <li>▪ Shouting across the room.</li> <li>▪ Ignoring instructions.</li> <li>▪ Doodling on fronts of books.</li> <li>▪ Ridiculing others work.</li> <li>▪ Not bringing in PE/swimming kit.</li> </ul>
<b>Stage 1</b>		<b>Examples of behaviour that will result in Stage 1 Consequences</b>
Time out in class	<ul style="list-style-type: none"> <li>▪ Time out in class away from the other children.</li> <li>▪ Making up time at break/lunchtime in the class room a maximum of 5 minutes.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated behaviour from the stage above.</li> <li>▪ Arguing with other pupils.</li> <li>▪ Refusal to communicate.</li> </ul>
<b>Recording method:</b> Class behaviour log	<ul style="list-style-type: none"> <li>▪ Practising behaviour required.</li> <li>▪ Asking pupil to repair the situation which may require a meaningful apology.</li> </ul>	
<b>Stage 2</b>		<b>Examples of behaviour that will result in Stage 2 Consequences</b>
Time out in another class.	<ul style="list-style-type: none"> <li>▪ Time out in another class.</li> <li>▪ Missing playtime in the dining hall - complete behaviour sheets/work</li> <li>▪ Missing activity if behaviour is a health and safety issue e.g. swimming (in another class – parents informed).</li> <li>▪ Class teacher informs parent/carer of concerns.</li> <li>▪ Loss of privilege e.g. duties, monitor etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated behaviour from stage 1.</li> <li>▪ Deliberately moving furniture.</li> <li>▪ Walking out of the class.</li> <li>▪ Hurting other children.</li> <li>▪ Swearing.</li> <li>▪ Rudeness to adults.</li> <li>▪ Back chat.</li> <li>▪ Defacing others work.</li> <li>▪ Deliberately breaking equipment.</li> <li>▪ Spitting.</li> <li>▪ When swimming, repeatedly not following instructions.</li> <li>▪ Not walking safely along the road on trips.</li> </ul>
<b>Recording method:</b> Class behaviour log		

Stage 3		Examples of behaviour that will result in Stage 3 Consequences
<p>Sent to Headteacher</p> <p><b>Recording method:</b> Individual behaviour log sheet.</p> <p>Behaviour monitoring book.</p>	<ul style="list-style-type: none"> <li>▪ Missing playtime – complete behaviour sheets/work</li> <li>▪ If behaviour doesn't improve then onto stage 4.</li> <li>▪ Playground pass for repeated playtime behaviour.</li> <li>▪ Go onto stage four if on behaviour book twice in one year.</li> <li>▪ Missing activity if behaviour, health and safety issue.</li> <li>▪ Class teacher/Headteacher telephone/letter to parents/carer to discuss behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated behaviour from stage 2.</li> <li>▪ Being sent out of class twice in one day.</li> <li>▪ Fighting when provoked.</li> <li>▪ Provoking a child so that there is a fight.</li> <li>▪ Bullying.</li> <li>▪ Dangerous behaviour.</li> <li>▪ Unintentional hitting of staff.</li> <li>▪ Spitting at someone.</li> </ul>
Stage 4		Examples of behaviour that will result in Stage 4 Consequences
<p>Parents called in</p> <p><b>Recording method:</b> Individual behaviour log sheet.</p> <p>Home/school book.</p> <p>Possible IEP/Pastoral Plan</p>	<ul style="list-style-type: none"> <li>▪ Formal meeting with parent/carer</li> <li>▪ Concern form to be completed and shown to parent/carer and put in child's file.</li> <li>▪ Individual report (home/school book) with daily contact with parent/carer.</li> <li>▪ Possible completion of PSS2r form (referral to Behaviour Support Service).</li> <li>▪ Possible drawing up of IEP/Pastoral Care Plan.</li> <li>▪ Exclusion from lunchtime with parent having to take child home.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated behaviour from the stage 3.</li> <li>▪ Unprovoked fighting with another child.</li> <li>▪ Racist abuse.</li> <li>▪ Behaviour not improving after being on behaviour book for two weeks.</li> <li>▪ Coming on behaviour book for the second time in one year.</li> <li>▪ Taking of other people's property.</li> </ul>
Stage 5		Examples of behaviour that will result in Stage 5 Consequences
<p>Exclusion</p> <p><b>Recording method:</b> Individual behaviour log sheet.</p> <p>Recorded in Child's file</p>	<ul style="list-style-type: none"> <li>▪ Fixed term exclusion</li> <li>▪ PSP/Pastoral Care Plan will be drawn up after exclusion</li> </ul>	<ul style="list-style-type: none"> <li>▪ Repeated behaviour from stage 4.</li> <li>▪ A clear understanding of the incident, intent and content must be established.</li> <li>▪ Continued behaviour from Stage 3.</li> <li>▪ Fighting where the child has to be restrained by an adult.</li> <li>▪ Intentional hitting of a member of staff.</li> <li>▪ Intentional dangerous behaviour towards adults and children.</li> </ul>

*Rewards & Consequences to be displayed in classrooms*

<b>REWARDS</b>		5. Contact Parents
		4. Contact Head
		3. Rewards
		2. Team Points
		1. Praise

<b>CONSEQUENCES</b>		1. Warning
		2. Time Out
		3. Loss of Privilege
		4. Contact Head
		5. Contact Parents



## **Methods of Recording**

**Recording sheets:**

- Class/individual incident book
- Home/School book
- CPOMS

