

# BEHAVIOUR POLICY

<b>LEADER/COORDINATOR</b>	Mrs Hankinson
<b>GROUPS INVOLVED IN DISCUSSION</b>	Headteacher Governors All Staff All Pupils
<b>LINK TO SCHOOL IMPROVEMENT PLAN</b>	2019 - 2020

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## STATEMENT OF PRINCIPLES

At Kirkham and Wesham Primary School we provide a caring, happy and safe learning environment in which all pupils are valued and encouraged to develop confidence and self-discipline.

To enable this we believe it is our responsibility to ensure that our school community is a friendly place, where all individuals are encouraged to work together as a team, showing care, tolerance, honesty and common sense. We would define our school community as including the Governors, staff, pupils and their parents/guardians and immediate families.

We believe that it is our responsibility to help pupils develop a wide range of interpersonal skills, that will assist them as they live and work in the wider world. At the heart of these interpersonal skills, pupils are required to develop an awareness of appropriate behaviour.

In KWPS we aim to provide pupils with good, positive role models and expect all members of the school community to demonstrate our core values;

- Kindness
- Pride
- Honesty
- Respect
- Resilience
- Responsibility

All individuals are aware of the high standards of behaviour expected and adults understand the importance of rewarding positive behaviour.

Through our Behaviour policy we aim to;

- To create a safe and caring environment that has a clear code of conduct.
- To encourage pupils to develop self-discipline and control in a positive manner.
- To enable pupils to develop an awareness of and an ability to choose appropriate forms of behaviour in varying situations.
- To recognise, reward and emphasise positive behaviour.
- To promote a consistent approach towards incidents that may occur.

## CONTEXT

This policy seeks to outline the school stance on behaviour and how the school aims to promote a pleasant atmosphere for all who work here. It provides a clear concise summary of the behaviour that is expected and details possible rewards and sanctions.

This policy is implemented in line with the guidance in our Health & Safety, Safeguarding, Single Equality and Anti-Bullying Policies. It is also referred to in the SEN and Early Years policies.

This policy will be used as a tool in our school self-evaluation process.

This policy is available on the school website or a paper copy may be requested from the school office.

Child friendly versions of the policy have also be written and distributed to all pupils. (See appendices 1 and 2)

## CLASSROOM MANAGEMENT

The school is a community and as such every member of the community plays an important role in maintaining high standards and creating a happy, safe and friendly atmosphere. At KWPS all individuals, whatever their age, are equally valued and respected.

In KWPS we expect all adults, including *Governors*, staff, parents and guardians, to set high standards and to provide pupils with good role models. We recognise that pupils are readily influenced by the adults around them and as such will imitate behaviours exhibited by adults. To assist with this promotion of positive behaviour, it is our responsibility to ensure that pupils see adults maintaining good relationships and addressing each other in polite and courteous ways.

We recognise that the daily responsibility for class behaviour generally lies with the class teacher, and so each class will revise the school rules and expectations at the start of the academic year. These rules will be clearly displayed in the class.

However, responsibility for behaviours does not just lie with the class teacher, as all adults in the school community have a responsibility to ensure that pupils are behaving in a safe and appropriate manner. Therefore when working with a class or small group, adults must always encourage appropriate behaviour to ensure that optimum learning takes place. To assist with minimising opportunities for misbehaviour, lessons should be well paced, focused and should engage pupils.

The pupils of KWPS are also expected to play their role in school and as such are expected to be polite, well behaved and to assist with promoting a pleasant and friendly atmosphere. We expect pupils to work to the best of their abilities at all times and to treat all others with care and respect.

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We believe that pupils work best when given both encouragement and praise. In KWPS we actively support positive encouragement and only reject the negative behaviours of the child, not the child themselves. To support this philosophy we have a team merit system that enables adults to reward good work, effort and helpfulness.

However, we do acknowledge that at times incidents of misbehaviour can occur and when dealing with these any consequences must be issued in a fair and consistent manner. Details of such consequences can be found in the Sanctions section of this document.

If any child is consistently struggling to manage their behaviour, staff may engage the support of the learning mentor. The learning mentor may withdraw a child from their class and work with an individual child or a small group to teach and reinforce positive behaviours.

## **RULES**

In KWPS we recognise the importance of clearly stated expectations and so have adopted a set of school rules. These rules are reviewed annually by both the Headteacher and school council. The Rules are clearly displayed around the school.

### **Our School Rules**

1. We sit smartly and listen carefully.
2. We do as we are asked first time.
3. We keep ourselves and others safe.
4. We are kind, polite and respectful.
5. We work hard and try our best.
6. We look after all property and equipment.

In all classes we also expect pupils to demonstrate whole body listening skills during lessons. To reinforce these skills we have Whole Body Listening Rules. These are as follows:

### **Our Whole Body Listening Rules**

1. Brain boxes on
2. Good looking
3. Good sitting
4. Ears listening
5. Hand up to speak
6. One voice

## REWARDS

In KWPS we understand that rewarding children for good behaviour is paramount in creating a happy, calm and hard working environment. When positive behaviour is exhibited on a regular basis a series of instant rewards may be given to reward the child for their behaviour. Rewards include:

- Verbal and non-verbal praise
- Stickers and positive comments on work
- Child of the week award presented during Friday assembly
- Positive visit to other teachers, Key Stage Leader or Headteacher
- Positive meeting with parents/guardians

Classes may also choose to adopt a class reward scheme. For example, a reward ladder, a marble jar or table points.

In years 1 to 6 we reward pupils through our school merit system. Merits may be awarded to pupils for:

- Quality work
- Good manners
- Enthusiasm and effort
- Good behaviour
- Showing initiative
- Helpfulness
- Contributing to class or school life
- Setting a good example
- Participation
- Co-operation

A maximum of 1 merit is awarded at a time and on receiving one, pupils would record it on their personal chart. As a child accumulates merits they may work towards achieving a merit certificate, card or badge. These certificates, cards or badges are awarded after achieving the following amounts:

### Key Stage 1 Awards

- 100 merits - Bronze certificate
- 200 merits - Silver certificate
- 300 merits - Gold certificate
- 400 merits - Platinum certificate

### Lower Key Stage 2 Awards

- 100 merits - Bronze card
- 200 merits - Silver card
- 300 merits - Gold card
- 400 merits - Platinum card

### Upper Key Stage 2 Awards

- 100 merits - Bronze badge
- 200 merits - Silver badge
- 300 merits - Gold badge
- 500 merits - Diamond badge

Each week house Year 6 monitors will visit each class to count merits attained by members of their house. Collected merits are converted to marbles for the team jar (5 merits = 1 marble). At the end of the half term, the house with the most marbles achieves a reward. The reward for the winning house is a non-uniform day.

In Reception we recognise that feedback needs to be more immediate. Therefore, pupils are rewarded with stickers or are moved into the superstar zone on the class chart and are rewarded with a special sticker at the end of the day.

## **SANCTIONS**

In KWPS we recognise that behaviour can be influenced by both environment and expectations. The influence of the classroom and school environment, and the expectation of performance within that environment is a powerful persuasive force in determining an individual's actions. As adults in KWPS, it is our responsibility to minimise environmental factors and to have clearly stated expectations. We also recognise that incidents may occur through mobile phones, social networking websites or on the way to or from school and that these may have repercussions for the orderly running of the school.

### **Sanctions relating to conduct within the school gates**

When dealing with any incident, whether it be positive or negative, adults must ensure that they do so in a calm, supportive and fair way. Adults must also adhere to the incident reporting procedures to ensure a consistent and moderate approach.

However, at times, pupils may exhibit negative behaviours and so a series of sanctions have been identified. Sanctions are as follows:

1. A visual warning or glance.
2. Pupils will be given 2 reminders which will highlight to them the appropriate rule they should be following.
3. If pupils do not alter their behaviour appropriately and are spoken to a 3<sup>rd</sup> time pupils will be likely to face a consequence. Consequences may include: missing some or all of break time; have a period of time on the thinking chair; moving to a quieter place/area to work. A note of the pupil's behaviour is made on the class's weekly behaviour sheet. (see appendix 3) These sheets are collected at the end of the week and monitored but the Key Stage Leaders.

At times a pupils actions may result in them having to miss a period of time at break or lunchtime. If they are required to do this then they should complete a "Thinking about my behaviour" sheet or another appropriate activity (see appendix 4).

When pupils have exhibited negative behaviour that has resulted in them receiving a sanction or being removed from the class, playground or group the class teacher must be informed. If the incident was as a result of exhibiting racist, bullying or defiant behaviour, the pupil will also be spoken to by the Key Stage Leader or Headteacher. (See the Racist Incidents section for more information)

Pupils who have been repeatedly involved in negative behaviour incidents will have all incidents recorded on CPoms.

At KWPS it is our policy to inform parents/guardians of any serious incidents or if pupils are repeatedly demonstrating negative behaviour. We also welcome and encourage parents/guardians to make comments or raise concerns about their child's behaviour.

### **Sanctions relating to conduct outside the school gates**

As mentioned at the start of this section, we recognised that incidents may occur outside the school gates. These incident may occur when the pupil is:

- Taking part in any school-organised or school-related activity
- Travelling to or from school
- Wearing the school uniform
- In some other way identifiable as a pupil at the school.

In such situations we recognise that teachers have a statutory power to discipline pupils for misbehaving outside of school premises. The Headteacher also has a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable.

However, teachers may also discipline for misbehaviour at any time, whether or not the conditions above apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public or could adversely affect the reputation of the school

If such an incident should occur the Headteacher or Key Stage Leader will contact a pupil's parents/guardians to invite them in to discuss the matter further.

## **EXCLUSIONS**

At KWPS recognise that a serious incident may also result in a period of internal exclusion from classroom. In this situation, the pupil would be required to continue with work away from both their peers and the classroom and under adult supervision.

In extreme situations pupils may be externally exclude from school for a fixed period or permanently. The decision to internally, externally or permanently exclude a pupil will be made by the Headteacher and will be in line with the school's behaviour policy, taking into account all the circumstances, the evidence available and the need to balance the interests of the pupil against those of the whole school community.

Parents/guardians have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents/guardians have the right to appeal the decision to an independent review panel.

When an exclusion has occurred the school is under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion. KWPS will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion (although there is no legal duty to do so).

## **PREVENTING BULLYING**

We recognise the serious nature of bullying behaviour. When such an incident occurs staff members should follow the procedures clearly outlined in the Anti-Bullying Policy. These procedures request that staff note any concerns on incidents on the CPOMS system. The Headteacher, Key Stage Leader and class teacher(s) of the victim(s) and perpetrator(s) should be linked to any concerns or incidents noted on CPOMS.

Further details on bullying behaviour incidents can be found in the Anti-Bullying Policy.

## **DISCRIMINATION, HARASSMENT AND VICTIMISATION INCIDENTS**

We recognise the serious nature of racist or discriminatory behaviour and the legal implications involved. As a result, a Key Stage Leader or Headteacher will deal with and record racist and discriminatory incidents immediately.

Further details on racist incidents can be found in the Single Equality Policy.

## **CONFISCATION OF INAPPROPRIATE ITEMS**

At KWPS we understand that, at times, pupils may take items to school that could be deemed as inappropriate. These items may be deemed inappropriate for a variety of reasons, e.g. they could be distracting in class; cause a health and safety concern; be of high value or belong to another family member.

If any member of staff believes that a child has taken an inappropriate object into school they have the power to confiscate, retain or dispose of a pupil's property as a consequence. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

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In certain situations there may be the need for staff to search without consent for 'prohibited items' including:

- a. Knives and weapons
- b. Alcohol
- c. Illegal drugs
- d. Stolen items
- e. Tobacco and cigarette papers
- f. Pornographic images
- g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property
- h. Any other item deemed inappropriate to have in school.

Any confiscated items should be retained by the class teacher or school office until the end of the day when the item will be returned to the pupil's parent/guardian or, if required, handed to the Police.

## **POWER TO USE REASONABLE FORCE**

At KWPS we believe that the safety of all our pupils is paramount and, as staff, we must do the utmost to ensure that we have a safe working environment for all members of our school community. To ensure this safe environment exists, occasionally we may have to use reasonable force to stop a situation escalating or guide a pupil to safety,

The term 'reasonable force' covers the broad range of actions, used by most teachers at some point in their career, that involve a degree of physical contact with pupils. All members of school staff have the power to use reasonable force and this includes people the Headteacher has temporarily put in charges of pupils, such as an unpaid volunteers or parents/guardians accompanying pupils on a school organised visit. Force is usually used either to control or restrain. The definition of 'control' and 'restraint' is as follows:

- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- 'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder. The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- To remove disruptive pupils from the classroom where they have refused to follow an instruction to do so;
- To prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- To prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;



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- To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground;
  - To restrain a pupil at risk of harming themselves through physical outbursts.

In any situation force used must be 'reasonable in the circumstances', i.e. using no more force that is needed. Staff must also try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil. We also recognise that we have a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs.

In any incident, the decision to use reasonable force is ultimately down to the professional judgement of the staff members concerned and should always depend on individual circumstances.

Any incidents which have resulted in staff using reasonable force must be reported to the Headteacher. The Headteacher will then report incidents to the Chair of Governors. A written record of the incident will then be made and parents/guardians will also be informed as soon as possible.

## **ROLES AND RESPONSIBILITIES**

The Governing Body of KWPS is ultimately responsible for setting the general principles that inform the school's behaviour policy. The Governing Body, in consultation with the Headteacher, school staff, parents/guardians and pupils, have agreed the principles contained in this policy and are aware of their responsibility to promote equality of opportunity and to reduce discrimination under the Equality Act 2010.

The Headteacher has overseen the development of this behaviour policy and ensures that it is publicised in writing to staff, parents/guardians and pupils at least once a year. The Headteacher has also established the standards of behaviour expected of pupils at KWPS, the school rules, sanctions and rewards.

The policy is then implemented by all staff within KWPS who have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Following such incidents staff are expected to report matters on CPoms or weekly behaviour sheet. Staff may only impose sanctions and give rewards that are in line with guidance in this policy.

At KWPS we recognise that the cooperation and support from parents/guardians is of paramount importance if pupils are to act with confidence and self-discipline. Parents/guardians are informed of the school's behaviour policy annually and asked to sign the Home School Agreement which outlines the responsibilities of parents/guardians and school.

## SCHOOL SUPPORT SYSTEMS

The staff at KWPS know that occasionally pupils may consistently exhibit disruptive behaviour and may not respond to the usual range of rewards and sanctions in place. At such times staff may be required to manage the pupil in a more intense manner. This management may include measures such as:

- daily or weekly behaviour charts
- exclusion from the playground
- using a home-school diary
- the opportunity to use "time out" cards
- anger management work
- time with the Learning Mentor

It may also be appropriate for staff to seek advice and guidance from the school SENCO, the Educational Psychologist or specialist teachers.

In these situations we would also ask parents/guardians to support staff when dealing with a pupil's unacceptable behaviour and to attend behaviour update meetings regularly. The school may also be able to signpost parents/guardians to agencies that may be able to support them in managing their child's behaviour.

In extreme situations the behaviour under review may give cause to suspect a child is suffering, or is likely to suffer, considerable harm, in which case the Safeguarding Policy should be consulted.

## EQUAL OPPORTUNITIES

At KWPS, we strongly promote self-respect and respect for all members of our school community irrespective of race, creed or gender. We have a Single Equality Policy which is located in the school office.

Pupils at KWPS are encouraged to work and behave at a level appropriate to them. Pupils with learning or behavioural difficulties are supported and encouraged by teachers and TAs on a daily basis. Any additional support within school and via external agencies will be co-ordinated and organised by the Special Needs Coordinator, in conjunction with the teacher. Further information is available in the school Special Educational Needs Policy.

## MONITORING AND EVALUATION

At KWPS we recognise that the school Behaviour policy is integral to the safe and smooth running of the school. As a result we will review the policy annually to ensure that it is fit for purpose and takes account of any new initiatives or changes to the physical environment of the school.

This annual review will take place in the first term of each academic year.

## COMPLAINTS PROCEDURE

We are aware that occasionally pupils, parents/guardians or staff may not agree with the rewards or sanctions that have been issued following an incident. At such times, we would welcome anyone with concerns to contact the Headteacher to discuss the matter further. The Headteacher will then be able to inform them of the formal complaint procedures of the school.

If the complaint is regarding the actions of the Headteacher, anyone with concerns should contact the school's Chair of Governor's directly. Contact details for the Chair of Governor's may be obtained from the school office.

All complaints will be responded to in a timely manner.

<b>DISCUSSED AND AGREED BY RELEVANT STAFF</b>	Autumn 2019
<b>DISCUSSED AND AGREED BY GOVERNING BODY</b>	Autumn 2019
<b>REVIEW DATE</b>	Autumn 2020