



Kilby St Mary's C of E (Aided) Primary School

Behaviour Policy & Guidelines

Date:	May, 2024
Signed:	
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Section	Content
1	Aims & Values
2	Curriculum
3	School Vision & Christian Values
4	School Rules
5	Praise & Rewards
6	Sanctions
7	Suspensions & Permanent Exclusions
8	Additional Behavioural Support
9	Behaviour Outside The Classroom
10	Roles & Responsibilities
11	Bullying
12	Positive Handling
13	Confiscation
14	Sexual Harassment & Violence
15	Logging Incidents/ Behaviour Records
16	Monitoring
17	Links To Other Policies
18	Appendices

1. Aims & Values

This policy has been written to ensure that every school member feels valued and respected and is treated fairly. The aim is to ensure that all stakeholders and visitors are clear about the school expectations and procedures around behaviour. Good behaviour is modelled, managed, and taught to children in a warm and caring manner. We aim to ensure behaviour in our school reflects our Christian ethos and provides an effective platform for high quality learning.

2. Curriculum

Good behaviour and making positive choices is taught explicitly through subjects such as Religious Education and Personal, Social and Health Education, but is also part of the everyday at Kilby St Mary's in every engagement we have with each other within our community.

3. School Vision & Christian Values

Together we are learning to live life in its fullest. (John 10:10).

At Kilby St Mary's we care for all children, unconditionally. The image of Jesus as the Good Shepherd (John 10:11) resonates with our school community because all members of our school family are valued and respected. Each child is individually known, enabling us to ensure that every child achieves their very best.

Our Christian values are the bedrock of everything that we do at Kilby St Mary's and are lived out daily by all members of the school community. These are: *Friendship *Forgiveness *Honesty *Respect *Hope *Perseverance

4. School Rules

Our school rules are displayed in every classroom on a 'Behaviour/Notices' board, taught explicitly at the start of the year, reviewed termly with the class and referred to constantly when discussing behaviour:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard

- We look after property

5. Praise & Rewards

Praise is given as part of the inclusive, positive culture at the school to anyone who is following the school rules or demonstrating one of our Christian Values

Each class will organise its own rewards system that is age appropriate. There will be an element of individual rewards, such as points, merits, stars, stamps, stickers etc, as well as a whole class reward system, such as 'marbles in a jar', 'rocket to 100 stars' etc. Class teachers will keep their systems in place for the academic year and communicate to parents at Meet The Teacher.

Other rewards that can be awarded:

- Headteacher award
- Christian Values award
- Achievement certificates
- Notes home
- Star of the day/week award
- Phone calls home

6. Sanctions

Our system of sanctions is based on restorative justice practices and is linked to our school rules and Christian Values, allowing learners to reflect on their choices and guide them to make better choices in future. The system is used by all adults in the school and applies in all learning environments, including off-site (e.g. on a school trip). Should an individual not follow our school rules and values, the following system is used:

1. A verbal warning.
2. A written warning. This is recorded by the adult.
3. A restorative conversation with the adult about the behaviour and, if appropriate, how it might have affected others. This will take place during break time or lunch time.
4. Sent to the Headteacher for a further restorative conversation, during break or lunch time.
5. Parents informed of poor behaviour choices.

This ladder approach will always be reset after a morning or afternoon session, allowing children to make a 'fresh start'. Serious incidents may require a jump straight to Stage 4 or 5.

Our rewards and sanctions systems will be displayed in every classroom on a 'Behaviour/Notices' board. However, there will **NOT** be a list of names with rewards or sanctions for individual children displayed. We believe that this can often be demeaning and demotivational and we have a duty of care to look after all pupils' emotional well-being.

Outside of the classroom, all supervising staff have 'Incident Slips' and have been trained on how to complete these. Once completed, they should be handed to the class teacher, who will add the incident to their Behaviour Log.

7. Suspension and Permanent Exclusions

The school will use suspension and permanent exclusions in response to serious incidents or persistent dangerous behaviour. The decision to make any exclusions will be made by the Headteacher. Our exclusions policy is in line with the regulations set out by the DFE in September 2022 and the Local Authority information.

8. Additional Behavioural Support

As a school, we recognise our duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being disadvantaged. We value that all children have a variety of needs within their learning and learning behaviours and that some pupils will need additional support and different approaches. Therefore, when needed we work with a range of outside agencies, medical practitioners and educational psychologists to ensure that reasonable adjustments and personalised plans can be developed so that children can be successful. Children who have additional needs may have an individualised behaviour plan that is followed by all staff and shared with the child's parents/carers.

9. Behaviour Outside the Classroom

Our school rules and Christian Values apply in all learning environments, but we recognise that there may need to be some additional arrangements outside the classroom to ensure pupil safety, as well as promote positive behaviour choices:

Break times: We recognise that break/lunch time and fresh air are a fundamental aspect in creating a positive, safe learning environment. By providing structured playground activities, we encourage children to have experiences which benefit their social, emotional and physical wellbeing. We endeavour to offer opportunities for children to develop social skills, practice sports skills, enjoy free time and be creative. Children will have appropriate activities available in their classroom during any 'wet (indoor) play'.

Duty staff have been trained to monitor different 'zones' during break times and engage in play activities, particularly during the initial stages to 'get the game going'.

Dining Hall: Lunchtime is an important part of the day for children at school to benefit from the social conventions of sharing a meal with others. We encourage children to use indoor voices with those immediately around them and good table manners.

In the Corridors: Children are taught to walk indoors and use indoor voices. When lining up, children are expected to do so quickly and quietly.

Assemblies: Our assemblies are a daily act of collective worship, so children should enter the room in silence, ready to listen and take an active part in the collective worship. It is a reflective and reverent time for all. Children should leave the room in the same manner as they entered.

On Visits: Our school rules and Christian values apply wherever we go. Children are reminded that they are ambassadors for Kilby St Mary's whenever they go off-site with school and should behave accordingly. We always share any feedback we receive from members of the public with the children.

10. Roles & Responsibilities

It is the overall responsibility of the Headteacher to ensure that high standards of behaviour and conduct are maintained on a daily basis. However, it is imperative that all members of the school community play their part in the teaching, learning and maintaining of high standards of behaviour at all times.

The Senior Leadership Team will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Ensure the health, safety and welfare of all staff and children.
- Lead by example in the consistent implementation of the behaviour policy by being a positive role model.
- Ensure all staff receive high quality training, CPD and resources to support the teaching and management of expected standards of behaviour.
- Regularly monitor that the behaviour policy is being implemented with fidelity across the school, with all staff members

- Share information regarding the effectiveness of the behaviour policy with our governors
- Promote the use of warmth alongside high expectations when praising and modelling behaviour strategies, including during assemblies, messages home to parents and positive feedback.
- Support staff in dealing with dangerous pupil behaviour, including coaching, de-briefing after significant events and wellbeing checks.
- Support staff in strategies to be used with persistent disruptive or difficult behaviours, including the development and use of personalised behaviour plans.
- Ensure appropriate and proportionate use of sanctions are implemented in line with this policy.
- Investigate behaviours and trends logged, updating any actions with outcomes in a timely manner.
- Support staff to work closely with parents/carers when a child/children show challenging behaviours.

All teaching and support staff will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted throughout the school.
- Explicitly teach the whole school rules and aspects of positive behaviours through the RE and PSHE curriculum to children using the resources provided.
- Make sure that they are always present in the classroom to supervise children.
- Be positive role models - use appropriate, warm tone of voice, language and volume to model good behaviour to children.
- Ensure that they stay in control in conflict moments to enable them to be proactive instead of reactive.
- Prepare equipment and materials before the lesson begins.
- Plan and deliver/support effective lessons, considering children's starting points and behavioural needs.
- Be proactive and limit the opportunities for students to lose focus or misbehave.
- Use positive praise and reinforcement to encourage good behaviour.
- Celebrate children's successes through positive praise, individual behaviour plans, sending pupils for praise from other staff, certificates and awards.
- Complete the Behaviour Log consistently to ensure all stages have been followed and all behaviours are being monitored
- Work consistently with supervising staff to ensure good behaviour is promoted over lunchtime.
- Work with SLT and SENDCo to create personalised behaviour plans where necessary.
- Work with SLT for support in developing strategies for children showing challenging behaviours.
- Build strong links with parents, communicating successes and positive feedback as well as concerning behaviours in a timely manner - be sensitive to parents' need for feedback to be given in a confidential manner, away from others.

Children will:

- Ensure that the high expectations of behaviour and conduct are consistently promoted around school.
- Always follow the school rules
- Accept responsibility for their actions and the impact this has on others.
- Accept feedback from adults, including sanctions for their actions, modelling of correct behaviour and use this to make better choices in the future.

Parents will:

- Support the high expectations of behaviour and conduct at Kilby St Mary's Primary School and this policy.
- Work closely with school to communicate concerns and to share successes for their child.
- Inform the school of any events or changes which may impact on their child's behaviour.
- Attend meetings to discuss behaviour and conduct for their child when requested.
- Discuss the expectations of behaviour and conduct with their child, emphasising their support.
- Recognise that high quality teaching and learning is not able to take place unless good behaviour is in place.
- Be assured that all staff will respond to behaviour concerns appropriately following the schools' policies and procedures.

Governing body will:

- Carry out their statutory duty relating to exclusions and disciplinary issues.
- Review the frequency of significant behaviour incidents.
- Give support to school leaders in implementing policy documents, monitoring implementation and effectiveness.

11. Bullying

Bullying is defined as the repetitive harming of one person or group by another person or group. It is deliberately hurtful, repeated and over a period of time. (STOP- Several Times On Purpose) There are different types of bullying.

- Emotional: for example, leaving you out or hiding your things, this can be done through a third person who may spread rumours about you or get someone else to give nasty messages.
- Physical: for example, punching or kicking you.
- Verbal: for example, calling you names or being sarcastic.
- Cyber: for example, sending you nasty texts or emails.

Please see our anti-bullying policy for more information.

12. Positive Handling

All members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, from committing an offence or using disorder. The use of positive handling as a means of reasonable force is not taken lightly. Any use of positive handling methods must be:

- Carried out by trained members of staff*.
- Always as a last resort
- Be applied using the minimum amount of force, for the minimum amount of time.
- Be applied in a way which ensures the safety and dignity of all involved.
- Be recorded in the Behaviour Log (and bound book as appropriate) and reported to parents.
- A full de-brief of the event will be held by SLT with any members of staff involved.
- A full de-brief of the event will be held with the child involved.
- Training updates will be held termly for members of staff with current positive handling training.

*In an emergency situation all staff have the power to use reasonable force to prevent pupils from hurting themselves or others.

13. Confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline; these items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Screening and searching pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation. Prohibited items include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Cigarettes, cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including pupils).

14. Sexual Harassment and Violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, never ignored and are investigated thoroughly. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case base

Sanctions for sexual harassment and violence may include:

- Phone call to parents
- Remove to SLT
- Internal exclusion
- Suspension
- Permanent exclusion

The school has procedures in place to respond to any allegations or concerns about a child's safety or wellbeing. These include clear processes for:

- Responding to a report by investigating thoroughly
- Carrying out risk assessment, where appropriate, to help determine whether to manage the incident internally, refer to early help, refer to children's social care, report to the police. Please refer to our child protection and safeguarding policy for more information.

15. Logging Incidents/ Behaviour Records

All behaviour (Stage 3 and above) will be logged on each class's Behaviour Log (Excel document on our Shared Drive). This does not need to be done immediately but should be done by the end of that day and should be recorded by the person who dealt with the incident.

16. Monitoring

Analysis of behaviour logs monitoring, including 'hot spots' of place and time, will be reported to the Governing body in the Headteacher's report. This policy will be reviewed in line with the policy schedule/ sooner if required.

17. Links to Other Policies

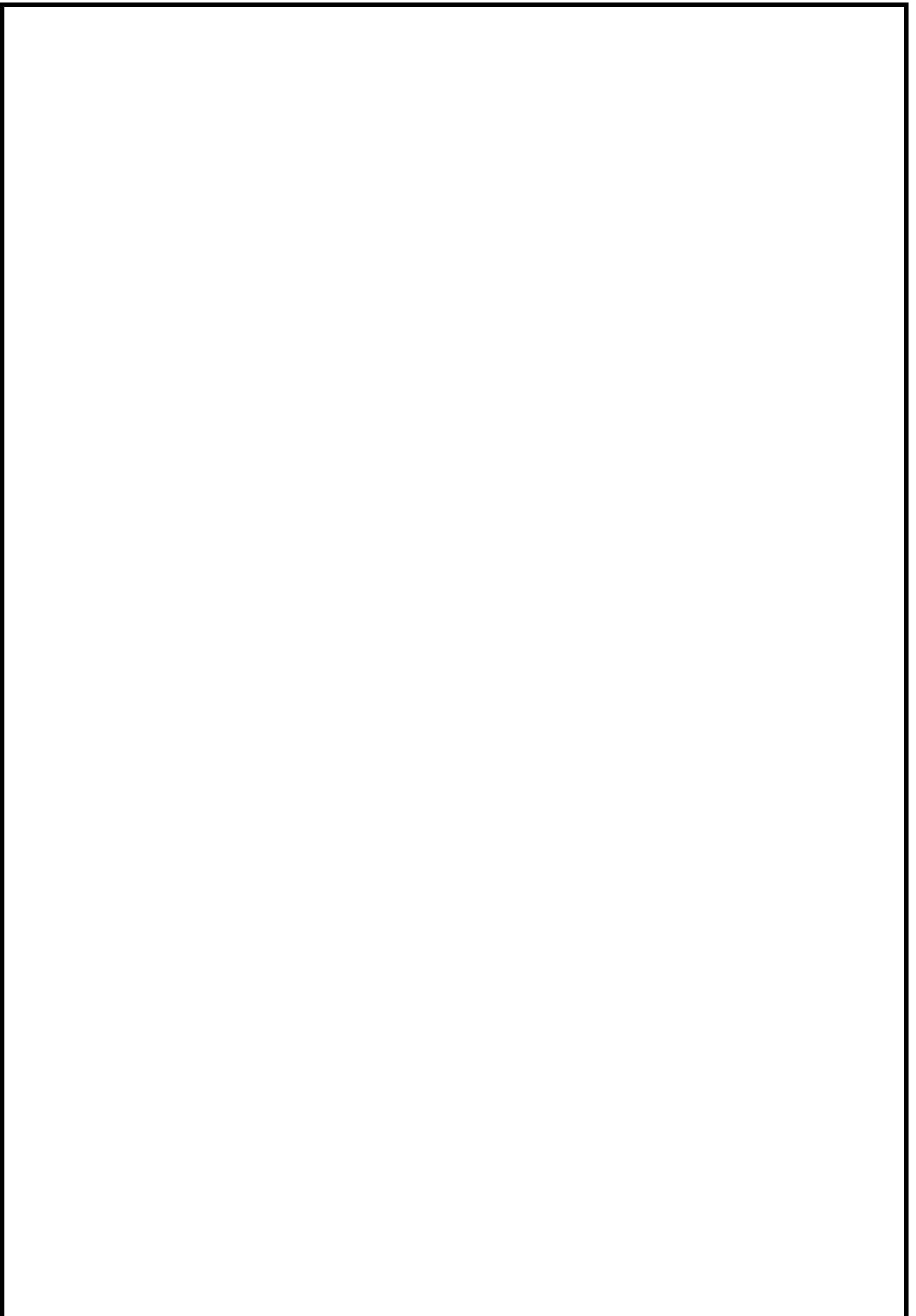
- Anti-bullying policy
- PSHE Policy
- RE policy
- SENDCo Policy

18 Appendices

- School Rules Poster
- Example of Rewards poster
- Example of Sanctions poster



Golden Rules



Rowan

Rewards

- Stickers on work – work above and beyond.
- Notes Home – specific above & beyond act.
- Phone Calls Home – Superstar Status!
- Headteacher Awards – share your fabulous work with the Headteacher!
- Achievement Certificates – a one-off or consistent achievement all week - every Friday.
- Christian Values Certificates – demonstrating a value -every Friday.
- Marbles In The Jar – whole class demonstrating learning behaviours. Fill the jar, earn a treat!

Rowan

Sanctions

For breaking one or more of the Golden
Rules or Class Charter:

1. Verbal Warning.
2. Written Warning.
3. Restorative Conversation @ break.
4. Sent to Headteacher.
5. Parents/Carers contacted to discuss
behaviour.

Sanctions reset after every morning and
afternoon session.