



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, 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 SEAL 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 Learning Mentor or Assistant 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

See attached policy

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 winning team at the end of the year is given 'a treat' e.g. lunch outside, extra play etc. 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

Day to day incidents can be dealt with quickly and effectively by the class teacher. 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 Learning Mentor
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 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 a 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 e.g. a particular chair, in a hoop.
- Removal from class/group for 'time out' when deemed necessary.

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

Monitoring:

- The Learning Mentor will keep a record of incidents and track for patterns in behaviour.
- 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.