



# Behaviour Policy

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Version	Date	Reviewed by	Date of next review	Comments
1.0	Autumn 2016	P&C Ctte	Autumn 2016	
1.1	October 2017	P&C Ctte	Autumn 2018	Typo errors corrected
1.2	October 2018	P&C Ctte	Autumn 2019	'Non academic' awards added
1.3	Autumn 2019	P&C Ctte	Autumn 2020	
1.4	Autumn 2020	P&C Ctte	Autumn 2021	Reference to Physical Intervention & Restraint Policy added
1.5	Autumn 2021	P&C Ctte	Autumn 2022	No amendments

## **AIMS**

At Kingslea we want all our children to feel safe, be kind and grow up to be contribute positively to society. We aim to do this by;

- ◆ by focussing on kindness
- ◆ emphasising the positive,
- ◆ creating the conditions for a caring, orderly community based on mutual respect in which effective learning can take place,
- ◆ enabling children learn to take responsibility for their own actions and therefore developing self-discipline,
- ◆ enabling children to develop a sense of identity, achievement and self-worth,
- ◆ enabling children to develop the ability to co-operate with others,
- ◆ enabling children to develop tolerance and understanding of the needs and opinions of others, and
- ◆ enabling children to develop a greater sense of personal responsibility by giving them responsibilities in a number of ways in school.

We are a school where we would like everyone to be kind to each other. We base a lot of what we do and say around the word 'kindness'. Be it in the classroom, assembly, when praising children or when talking to children about their actions.

We hope to realise our aims through our code of behaviour which is based heavily on praising, rewarding and encouraging children's efforts but which also states clearly the sanctions used when children do not respond to the positive reward structure.

This code of behaviour aims to build upon good practice and needs to be consistently applied by all staff in the school.

We aim to develop increased intrinsic motivation as the children get older, using a system of modelling, praise as well as extrinsic rewards.

## **AGREED SYSTEM OF REWARDS**

One of the elements of our code of behaviour is the recognition that children learn best when they feel motivated and when they know that their efforts are valued. For this reason we have developed a system of rewards which recognises children's achievements in a number of ways. This is set out below.

### **House Points**

Children are awarded house points when they have done something of note. This could be for work or behaviour and can be awarded by any member of the school staff. The child receives a token which they place in our house point box. At the end of each week House Captains add up the points for each house. This weekly total is announced in the whole school assembly on Mondays, with a cup being awarded at the end of term.

### **Star Pupil**

Each week every teacher will select one pupil from their class who have made a special

effort during that period (this could be academic, social, physical etc) and this will be recognised in the 'Star Pupil' assembly and recorded and displayed on a designated board.

### **Sharing Learning**

When a child produces a piece of work that is especially good for them they may be sent to another member of staff or the HT/DHT to show it to them. Work sent to the HT/DHT may be rewarded with a special sticker and often a house point.

### **Headteacher Awards**

For children who demonstrate consistent and sustained performance there is a headteacher's certificate awarded by the headteacher upon recommendation from the class teacher. This certificate is awarded during the last assembly of each term. One certificate per class is awarded each term for the following areas kindness, reading, writing, maths, sport and the arts.

### **Other Systems**

Just because we have agreed to use the reward systems included here does not mean that teachers cannot also use other systems as well, but those will be *in addition* to the school-wide systems and not *instead of*. (eg Mid Day and Caretaker Awards, Class Dojo, postcard home and occasional personal achievement charts/records.)

### **AGREED SYSTEM OF SANCTIONS**

Most of the time, most of our children are kind, thoughtful, polite and well behaved and respond well to the expectations that we have. There may be occasions when some children do not behave as they should, which is when we have to introduce our system of sanctions. Before looking at the sanctions there are some basic principles which underpin them, namely that;

- ◆ adults in the school always try to model and narrate the behaviour they expect of children,
- ◆ any sanction which humiliate children are never used,
- ◆ parents will be informed about poor behaviour involving their children where appropriate,
- ◆ support will be given to children who demonstrate sustained poor or challenging behaviour, for example learning mentor, ELSA, supported playtimes,
- ◆ children who exhibit sustained poor or challenging behaviour may be put on an individual behaviour programme or on a report card after discussion between the class teacher, parents and Inclusion Leader.

Incidents of poor behaviour are logged on CPOMS, with an anonymous summary of incidents shared with governors, on a termly basis.

In most cases where a child has behaved inappropriately a word from the teacher or other supervising adult is usually enough to sort out the problem. However further action is sometimes needed, hence the need for a hierarchy of sanctions as outlined below. Individual needs will be taken into account (e.g. SEN) when applying sanctions and rewards.

## **In the classroom**

First misdemeanour	Remind child of correct behaviour.
Second offence	Disapproval from the teacher, visual reminder of warning.
Third offence	Suitable sanction applied i.e. letter of apology, miss a break, involvement of senior teacher, move to a different classroom etc. Parents informed and CPOMS filled out.
Fourth offence ( <b><i>or sooner if serious enough</i></b> )	Head/ Senior Teacher involved – record in CPOMS folder Parents contacted

## **Elsewhere in the school (usually at break/lunch time)**

As above. Second and third would involve discussion with the child followed by either: time out, involvement of the Senior Mid-Day Supervisor, teacher and HT/DHT as appropriate. Incidents are recorded on CPOMS.

Playtime or lunchtime incidents of misbehaviour which are serious enough will result in parents being notified.

## **Report**

If a child does not respond to our expectations then they may be put on report. Report consists of an initial meeting with parents followed by the child being given up to three targets. The child will then report to the HT/DHT three times a day with their report card filled in, against the targets they have been set. The report card goes home at the end of each day for parents to see and sign.

This policy should be read and used in conjunction with the Physical Intervention & Restraint policy