



## **Kirton Primary School**

### **Policy for the Management of Behaviour**

The Governing Body and staff support this policy and seek to create an environment in the school which encourages and reinforces positive behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

#### **Aims**

- To create an environment which encourages and reinforces good behaviour
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

#### **Standards of Behaviour**

In seeking to define acceptable standards of behaviour, it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. Thus the school has a central role in the children's social and moral development, just as it does in their academic development.

The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

#### **School Ethos**

All adults encountered by the children at Kirton Primary School have a responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote respect through honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- demonstrate appreciation of the efforts and contribution of all.

#### **The Curriculum and Learning**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Planning for the needs of individual children, the active involvement of children in their own learning, and

structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. Discrete lessons are taught in Personal, Social and Health Education and Social and Emotional Aspects of Learning.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work. Criticism should be a private matter between teacher and child to avoid resentment.

### **Rules and Procedures**

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour. Rules and procedures should:

- be kept to a minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

### **Rewards**

Our emphasis is for rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements; this is as true for adults as for children. Rates of praise for behaviour should be as high as for work. Strategies for reinforcing good behaviour include: verbal approval by the teacher; the teacher sharing the instance with other children; house points awarded; stickers given; children sharing the instance with other staff members, and giving stickers (see [Appendix A](#) for full list of rewards). Recognition of the following rewards is presented publicly during assembly:

- housepoints
- lunchtime awards
- Star of the Week

## Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval is a powerful punishment.

The use of punishment should be characterised by certain features:

- it must be clear why the sanction is being applied;
- it must be made clear what changes in behaviour are required to avoid future punishment;
- group punishment should be avoided as it can breed resentment;
- there should be a clear distinction between minor and major offences;
- it should be the behaviour rather than the person that is punished.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Head of School, Headteacher, communications with parents/carers and, ultimately in the last resort, exclusion (following the LA guidelines) see [Appendix B](#) and [Appendix C](#) for full lists of sanctions. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole-school procedures should be reviewed to eliminate these as contributory factors. Some children will need Individual Behaviour Plans and the support of the parents/carers, teachers and teaching assistants to achieve these goals. Additional specialist help and advice from the Educational Psychologist or Behaviour Outreach Support Service may also be necessary. This possibility should be discussed with the Special Educational Needs Co-ordinator (SENDCo).

If a pupil brings an offensive weapon into school or onto the school grounds, including folding pocket knives, bb guns, or uses an object offensively with the intention of causing physical harm to another member of the school, this will be viewed as a serious breach of our behaviour policy and is likely to lead to a permanent exclusion, in accordance with the DfE Guidance (Exclusion from Maintained Schools, Academies and Pupil referral units in England, DfE, September 2012).

## Pastoral Care

Where children's poor behaviour is becoming persistent or is considered serious, the child may need the support of Time2Talk. Time2Talk is a lunchtime club which helps children who have difficulties with behaviour. Time2Talk aims to help children to enjoy a positive playtime and school experience by working through problems and reflecting on the impact of their behaviour, playing games and learning how to interact positively with others. The class teacher must refer their concerns to the Head of School, who will then decide upon a target to be achieved and a length of time to achieve that target. The target and the child's progress towards it will form the basis of the discussion during the Time2Talk session (see [Appendix D](#) for *Time2Talk Charter*). The Time2Talk team are also responsible for leading a team of Playground Leaders to promote positive play during break and lunchtimes.

## Communication and parental partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Head of School so that strategies can be discussed and agreed before more formal steps are required. A positive partnership with parents is crucial to building trust and

developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.