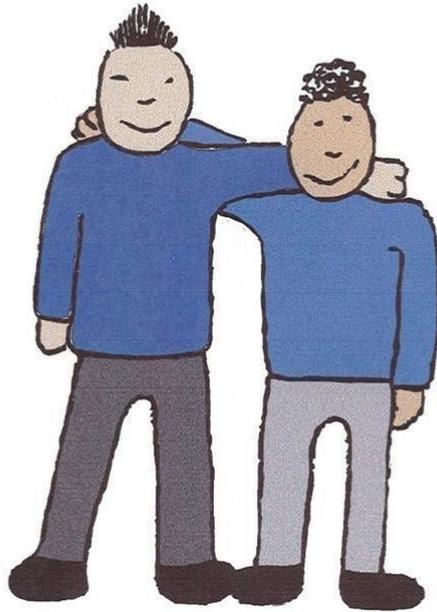


# Kneesall C of E Primary



## Behaviour Policy

Head Teacher Signature:	<i>Onof.</i>
Date Adopted:	February 2025
Review Date:	February 2027

## **Kneesall C of E Primary School Behaviour Policy**

### **Introduction**

Behaviour management is not a discrete, separate element of school life. All behaviours are communications, all in response to a feeling, experience or stimulus. Everything we do, all our words, actions, postures, planning, organisation, and also what we do not do, contributes to behaviour management. Adults have a responsibility to model positive behaviour and interactions, to lead by example and to foster a supportive and effective culture in school. Adults embody the school values of kindness, courage and faith.

Behaviour is:

- Any action that can be seen or heard
- Is observable
- Is measurable

Behaviour is not:

- Your reaction to the situation
- Your interpretation of the situation
- Your expansion of the situation

### **Shared Values and Beliefs about Behaviour**

Our Christian values are Kindness, Courage and Faith. We believe the management of children's behaviour should reflect the Christian values of the school. We choose an approach and procedures which enhance the quality of the adult/child and child/child relationships. This principle guides all our actions and rules. If and when concerns arise, all staff are to follow procedures as outlined in our Staff Handbook. The formation of healthy relationships is one of our main goals and the basis of much good behaviour management and effective learning. We are always aware that all discipline involves values and we continually strive to find better ways of helping our children to learn more satisfying ways of behaving.

Our approach is one of 'Setting children up for success' in both their behaviour, and in their attitudes and approaches to learning. A whole school approach with a focus on the behaviour that we want to see from all pupils in the classroom, playground and around the school is fundamental to this aim.

The school reward system is linked to the development of positive attitudes and approaches to learning. Staff use silent hand signals to promote a calm and respectful work ethos. Calm, caring voices are used to maintain a safe environment for all children.

We believe that:

- pupils who feel safe, valued, cared about and successful tend to respond in a more positive and appropriate way;
- when pupils are given consistent expectations and are treated fairly by all adults, they are able to distinguish between desirable and undesirable behaviour, they begin to feel safe and trust in the predictable environment, enabling them to take risks in their learning; if the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem in which pupils are behaving in an actively positive manner, and teaching and learning is leading to achievement;

We aim:

- to create a warm, caring, calm and orderly atmosphere of belonging in the school that positively promotes learning and a sense of community;
- to achieve consistency of attitude and response by staff which gives a sense of security and safety;
- to promote and encourage the continual development of all staff in the understanding and working with children with social, emotional and behavioural difficulties and review our practice regularly;
- to create a climate of mutual respect between all pupils, staff and visitors and a proper concern and respect for the school environment;
- to create an environment that is safe, physically and emotionally, for everyone in the school;
- to develop a partnership with parents which recognises and respects important factors in the home life and experience of the child, and through ongoing dialogue supports parents to take a proactive and confident role in the management of their children's behaviour and needs.
- to develop self-awareness and organised thinking skills

We believe that effective learning, teaching and an interesting and engaging curriculum enhanced by the teaching a clear programme of RE, structured collective worship and the development of the RSHE, is essential to building resilience among young people.

Good behaviour is guided by a planned approach to Christian Values and British Values through Collective Worship and RSHE. A behaviour log is kept on CPOMs and is monitored by the Headteacher and Deputy Headteacher.

Repeated low-level incidents result in discussions with the Headteacher or Deputy Headteacher and are monitored. Parental consultations are held if behaviours do not stop or are unusual for that child.

Serious incidents, incidents of bullying and/or racism are logged on the specific record forms. The forms are then filed and reported to the LA where necessary and in the case of racist incidents to the Education Safeguarding Health and Wellbeing service (ESHAW).

### **1, 2, 3 Magic**

We believe in catching children doing the right thing and praising them for it. Sometimes there are incidences of challenging or unwanted behaviour. We follow the principles of 1, 2, 3 Magic and use the same 'script' in all year groups. Through this a child is given reminders about the kind of behaviour that is acceptable and time is given to allow the child to reflect and amend their behaviour. They are given two opportunities to do this before a sanction of thinking time is given.

#### **Example**

A child (Eva) is being unkind with their words towards another child.

Teacher: "Remember that we are kind, polite and respectful. Use kind words please Eva. That's a 'one'."

If Eva then reflects, says sorry and changes her attitude the teacher will thank her publicly for making the right choices.

If Eva continues to be unkind the Teacher will repeat the reminder and ask if they can help. Teacher: "We use kind words Eva. Do you need any help? I don't want you to have thinking time. That's a 'two'."

If the behaviour still continues, the teacher will say.

"Eva – we are kind to our friends. That's a three. You now have five minutes thinking time."

This is then logged on CPOMs and 'thinking time' happens at the next break. The teacher does not need to use a cross or angry voice but just needs to remind the child of the consequences that are in place. Younger children in Foundation, and Year 1 will need to have their thinking time straight away, completing any task that they missed during the consequence later in the day. There will be occasions when thinking time is applied instantly, for instance, if a child hurts another child physically.

## **Supporting Strategies**

Whole school procedures for gaining attention from the children include simple phrases such as 'Magnet Eyes'. If an adult raises one hand in the air, children respond by doing the same action, they stop talking and listen to the adult. This is very effective in large, open spaces or in noisy areas. Other instructions, such as 'quiet please', may be supported by using Makaton signing.

While we recognise the importance and efficacy of rewards, we do not want the pupils to become overly dependent on rewards. We try to move them from extrinsic motivation to intrinsic motivation. However, there is a place for extrinsic reward. Our whole school house points system allows children to be rewarded individually for positive behaviour, with their points contributing to their overall house points score. This is shared and celebrated in our weekly Celebration worships.

In classrooms, teachers can operate their own additional system of rewards which complement the whole system. All classroom systems accentuate the positive and children cannot lose scores they have already gained. Teachers share practices with each other and aim for variety in their approaches.

We appreciate that one of the best rewards for a child is genuine and evaluative praise that makes clear to a child what they have done well (so that they can build on this). We praise children for their achievements. We try to ensure that in all our interactions with pupils the number of positive comments far outweighs any negative comments. We are always alert to praise a child at every opportunity 'catching them doing the right thing'.

## **Promoting Positive Relationships**

A positive relationship with the pupil is at the heart of our behaviour management. It is our view that the planned and skilful promotion by the staff member of positive relationships with the children is the cornerstone of all successful behaviour management.

Through our interactions with each other, we model positive and respectful relationships for the children. Language and listening skills are key elements in this. Where children require additional support with behaviour management, parents and carers are involved at an early stage to ensure that home and school are working in partnership to support the child. We acknowledge that close partnership with parents and carers is key to all success.

## **Keeping Everyone Safe in Their Body and Feelings**

We recognise that the school will only function effectively if both staff and children feel safe.

Anxiety and fear block learning so we strive to create a safe environment free of anxiety. Effective measures and procedures are in use to ensure that safety is part of our daily routine. The school follows all statutory, government and LA guidelines on safeguarding – the wellbeing and safety of all pupils is our highest priority.

We are fully committed to meeting all emotional needs of all children as we know that the health and well-being of all children is our primary aim. We recognise that some pupils' needs are greater and they may need more support than others to become fully integrated them into class. We match provision to the needs of individuals and follow support and guidance from all supporting professionals.

## **Bullying**

Bullying is not acceptable behaviour in our school. All the members of the school community, adults and children, have rights and responsibilities towards each other. The school Anti-Bullying Policy gives clear guidelines on how the school works with children and families to create an anti-bullying culture.

### Equal Opportunities

We believe in equality of opportunity for all pupils, including those who behave appropriately and we make every effort to put it into practice at all times. (See Equal Opportunities Policy).

### Parental Involvement

The school endeavours to make excellent relationships with parents and carers. The school see the parents/carers as essential partners in the task of education and managing behaviour and attempts to positively involve parents/carers in all aspects of their child's learning and behaviour.

### Dealing with difficult behaviour

There are a range of strategies we may use in dealing with difficult behaviour.

#### Key Principles:

- We treat children with respect even when they are not displaying the desired behaviours.
- We ignore inappropriate behaviour when noticing it would cause more disruption or as part of a planned approach. However, this is always followed up at a more appropriate time.
- We focus on those who are behaving and working well and praise and encourage them.
- We use eye contact or signals to express approval and disapproval initially.

- We speak calmly to the pupil who is misbehaving, telling them that the behaviour is not acceptable and needs to stop.
- We describe the effects of the behaviour not the behaviour itself (“when you are making a noise or messing about, the others can’t hear or learn. This is not respectful.”).
- We make adaptations for children with SEND, especially where their SEND may affect their behaviour.
- We support each other by offering help to ensure we work as a team to support a child in crisis.
- If necessary we send for help in good time.
- We allow pupils time to make amends or take time to follow up an instruction. We follow up inappropriate behaviour with a pupil on their own where possible. This approach of speaking to a child individually and not in front of other children is key to supporting the child to make changes to their behaviour.
- We follow the guidelines if restrictive intervention is needed, and only after use of de-escalation techniques.
- We give opportunities for reparation and restitution when all those involved are ready and without increasing delays.
- We model reconciliation and support these processes as appropriate.

Our system of rewards is balanced by sanctions and consequences which are accepted as fair and reasonable for the whole community and which are consistently and sensitively put into practice. Sanctions and consequences may sometimes be needed to deal with serious and repeated misbehaviour. In applying them we also give the opportunity to make reparation and to set targets for desirable behaviour. They are used after other strategies have been tried and found to be ineffective. We make every effort to ensure that the imposition of sanctions and consequences is done in a manner that is ‘antiseptic’ e.g. uncontaminated by our own feelings of hurt and inadequacy or by negative feelings towards the child, and avoid shaming the child, and focuses on behaviour.

Sanctions and consequences include:

- Change position of pupil in the classroom.
- Paired Class - this may sometimes be necessary to safeguard the learning of others but we use it sparingly recognising that Thinking Time is more effective when it is for short periods.
- Thinking Time– an opportunity to make reparation and reflect how better choices could have been made considering consequences of actions etc.

We may be required to use the following on rare occasions:

1. Parent/Carer Consultation

Discussion with the parent/carer can result in agreements about sanctions the parent/carer can impose if the school sanctions are not working. A phone call, letter or meeting can sometimes be very effective.

2. Making Restitution

Children are given the chances to make good, injury or damage. This can sometimes mean apologising by note or card, making up for work not done in playtime, spending time with the victim of their insults or aggression.

3. Referral to Head or Deputy Head

In repeated cases a record of such referrals will be kept.

4. Exclusion for a fixed period /Suspension

We use this extremely rarely. We anticipate difficulties where possible and seek support from BPBP if the child is likely to be suspended multiple times/permanently excluded.

5. Permanent Exclusion

We only invoke this when it is clear that we cannot meet the child's needs and he/she has become a danger to him/herself and to others in the school.