



## **BEHAVIOUR POLICY**

### **Written statement of behaviour principles**

At King's Meadow School, we have agreed these general principles in relation to behaviour in our school:

- We expect all members of our school to be kind and motivated reflecting our school ethos.
- Every member of our school community deserves to feel safe, respected and able to work in a calm and orderly environment.
- Pupils will be supported to understand how to behave appropriately and offered strategies and support to allow them to achieve this.
- We will not tolerate discrimination or abuse under any circumstances.
- Adults within our school are expected to set an excellent example at all times.
- Staff will be supported to apply the policy fairly and consistently at all times.
- We are an inclusive school and will only use exclusions, suspensions and removals as a last resort.
- All pupils will be treated with respect, regardless of their own conduct.
- We will use rewards and sanctions fairly and consistently.
- We understand that some pupils need extra support to manage their behaviour and strive to meet individual needs.
- We seek to give every child a sense of personal responsibility for their own actions.
- We value the important role that families play in our school and work to build positive partnerships with parents/carers.
- We will work with partners and outside agencies to enhance the support on offer in school.
- We will share our behaviour policy widely so that the whole school community understands what we are trying to achieve and how we intend to do this.

### **Purpose of the Policy**

To promote the development of positive and respectful relationships between all members of our School Community. Our community includes the headteacher, teachers, support staff, governors children and their parents.

Highlight government guidance and legislation that is relevant to behaviour management.

Describe the roles and responsibilities of the school community in relation to behaviour management.

Set out how we expect pupils to behave, explain our systems for rewards and sanctions and explain how we record behaviour.

Describe the different types of guidance and support we give pupils to help them manage their own behaviour.

### **Legislation, Statutory Requirements and Statutory Guidance**

This policy is based on legislation and advice from the Department for Education (DfE) on:

[Behaviour in schools: advice for headteachers and school staff 2022](#)

[Keeping Children Safe in Education 2022](#)

The school recognises its duties relating to the Equality Act 2010; we understand and will ensure that our policies and practices relating to behaviour management are fair, non-discriminatory and do not put individuals or groups of people at a disadvantage.

### **Bullying**

In our school, we perceive bullying to be: a continuous pattern of behaviour by one person or a group, which is designed to hurt, injure, embarrass, upset or intimidate. (*See King's Meadow School 'Policy on Anti-bullying'*)

### **Rights, Roles and Responsibilities**

We believe that everyone at King's Meadow has rights. It is our responsibility to respect the rights of others. These rights and responsibilities are made explicit and protected by fair rules.

Everyone has personal responsibility for their own behaviour. The ultimate aim is self-discipline. The rules are written in a positive way, are owned by adults and children and are fair and consistent.

### **Rights and Responsibilities of Children**

<b>RIGHTS: I have a right to.....</b>	<b>RESPONSIBILITIES: I have a responsibility to ...</b>
Be safe and feel safe.	Help others to feel safe and secure in the classroom and playground.
Be treated with respect and fairness and as a social equal by other children and adults, regardless of religious, cultural, racial or sexual differences.	Treat others with respect and consideration at all times.
Communicate and be listened to.	Listen to others, value their contributions and respect their opinions.
Move around the school.	Move safely and calmly using the agreed guidelines.
Learn without interruption.	Allow others to learn without causing distractions.
Use and share equipment in the school environment.	Use equipment safely and to share with others. Respect and care for all belongings, resources and the school environment.

## Rights and Responsibilities of all Staff and Adult Helpers

<b>RIGHTS: I have the right to.....</b>	<b>RESPONSIBILITIES: I have a responsibility to....</b>
Work in a safe and supportive environment.	Promote a safe supportive environment for others.
Be treated with respect and courtesy by all in the school community.	Treat others with respect and consideration.
Teach without interruption.	Provide a quality curriculum programme which is accessible to all children.
Have my belongings, and the property of the school, respected.	Support other staff in school.
Have the opportunity for professional development.	Take, organise and plan my own professional development.
A positive relationship with the children and staff of our school.	Promote a positive relationship with all children and adults.

## Rights and Responsibilities of Parents

<b>RIGHTS: I have a right to.....</b>	<b>RESPONSIBILITIES: I have a responsibility to.....</b>
Know that my child is in a safe, supportive environment.	Support the school in promoting safe environment.
Be treated with respect and fairness by all children and adults.	Treat everybody in the school community with respect and consideration.
Be kept informed about my child's behaviour and social progress.	Read school letters and respond appropriately.
Be contacted over social behaviour issues when deemed necessary.	Respect the professional judgement of the teaching staff. Make appointments at appropriate times.
Ensure safety of my child at the end of each day.	Bring and collect my child from the classroom at the agreed times.
Have my child learn to their full potential.	Act as a partner with the school in both the social and learning process.

### The Headteacher

The Headteacher is responsible for:

Reviewing this policy in conjunction with the governing board, giving due consideration to the school's statement of behaviour principles, ensuring that the school environment encourages positive behaviour and ensuring that staff deal effectively with poor behaviour.

The Headteacher, along with SLT Members are responsible for:

Monitoring that the policy is implemented by staff consistently, ensuring that all staff understand the behavioural expectations and the importance of maintaining them. Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

## **The Governing Board**

The governing board is responsible for:

Reviewing and approving the written statement of behaviour principles. Reviewing this behaviour policy in conjunction with the headteacher.

The Headteacher will regularly keep the Governing Body informed and discuss issues as and when they arise, especially with respect to particular pupils.

The Governing Body has access to confidential reports on children causing concern, and are involved in Exclusions where necessary.

## **Exclusions**

See the King's Meadow Primary School Exclusion Policy

## **Promoting Positive Behaviour**

In our school, staff actively promote positive behaviour and good work through verbal encouragement and class based recognition of good work and behaviour. Use of the Going for Gold Reward Chart rewards positive behaviour across the school day and can be used consistently by all staff. Positive behaviour is also rewarded during Fun Time Friday – a half hour session, where children, through good behaviour, are able to choose and participate in a fun activity.

## **Classroom Rules**

At the start of each school year the classroom rules are negotiated by the teacher and the children, having due regard to general school rules, expectations and class organisation. Classroom rules are constantly reviewed throughout the school year. Copies of classroom rules are displayed in each classroom.

## **Going for Gold Reward Chart**

All classes will use the Going for Gold Reward Chart which can be linked to school and classroom rules and enable all members of staff to reward or sanction children across the school.

## **King's Meadow School Guidelines for dealing with unacceptable behaviour**

- Staff must always be fully aware of what has happened when dealing with an incident of unacceptable behaviour. Listening to the child is very important.
- Staff must talk to the children about their actions, why they are unacceptable and why the rules are important.
- Dealing with such behaviour needs to be done sensitively, sometimes discreetly, so that attention is not drawn to a child or situation.
- Children must be given the opportunity to reflect on the behaviour and take appropriate action to make amends. The subsequent behaviour should be praised.
- Children's bags may need to be checked when investigating unacceptable behaviour.
- Some children need directing away from a difficult situation for a period of time and be positively encouraged to another activity, group of children or quiet zone.
- If chosen strategies are proving to be unsuccessful after a reasonable length of time, then the cause of the behaviour needs further investigation. Meetings need to be held with parents to discuss difficulties, which may include behaviour at home, circumstances at home, health questions, such as hearing problems and any other contributory factors. An agreed plan of action needs to be devised with parental support and would include informal and formal monitoring and reporting to parents.

- If there is not a visible improvement, class teachers need to seek advice from the SENCO and a more formal monitoring system would be identified e.g. SEN Record.

## **Reward and Sanctions**

### **Step 1 : Low level misdemeanours– such as:**

- Not following school or classroom expectations as laid out in the class rules.

#### ***Step 1 - Behaviour Management Strategies***

In class, sanctions need to be comparatively mild, having made sure the rules are understood. They must always be used in the context of self-esteem for each adult and child.

- Moved down on Going for Gold Reward Chart. Being below Red at the end of the school day will result in the completion of an Incident Form
- Positive reinforcement of good behaviour
- Divert the child e.g. give them a job or message to take
- Give limited choice to the children
- Positive scanning of the room
- Change the tone/volume of voice – assertive, authority
- Provide a positive classroom environment
- Talk with an individual or group
- Reminding children that someone is waiting for them to respond
- Ignore
- Eye contact

### **Step 2 : More serious misdemeanours – such as:**

- Refusing to do what an adult says or refusing to work
- Damaging equipment/other's property
- Damaging own/others' work (including drawing in/on workbooks)
- Misuse of equipment e.g. scissors
- Misusing the toilets
- Swearing
- Throwing things or other dangerous behaviour
- Stealing
- Answering back or rudeness
- Verbal or physical aggression
- Name calling
- Vandalism
- Constant disruption of working atmosphere
- Having no respect for own level of achievement

#### ***Step 2 - Behaviour Management Strategies:***

- An incident form will be completed.
- If a child receives 2 or more incident sheets in one week, they will miss Fun Time Friday. Instead, the child spends time (Fix-it Friday) with the Headteacher or SLT Member, reflecting/discussing the way forward in terms of improving behaviour. Parents/Guardians are sent the incident sheets.
- If a child attends Fix-it Friday more than once in a long term, the child's parents/guardians are invited to meet with the Headteacher to discuss the situation.

One of the following sanctions may also be undertaken:

- Putting the damage right/fix the problem
- Apologising and writing a note of apology
- Repeating unsatisfactory work
- One to one talk (with parents if necessary)
- Loss of privilege

It is vital that teachers complete the incident forms and hand them to the Headteacher or member of SLT. The forms are monitored and discussed as a regular item on the SLT agenda. These communications ensure specific strategies can be put in place and we are treating similar behaviour with same strategies. SENCO involvement will result in the pupil being placed on the SEN register with targets if not already in place.

### **Step 3: Very serious misdemeanours – such as:**

- Racist, sexist or prejudiced remarks or attitudes
- Leaving the school building or premises without permission
- Bullying of any kind
- Malicious allegations against staff

### ***Step 3 - Behaviour Management Strategies***

As with Step 2, an incident form will be completed and given to the Headteacher or member of SLT. An appropriate sanction will be decided upon. Parents/Guardians will be communicated with by the Headteacher to advise them that their child is displaying unacceptable behaviour, what the sanction is and will be advised if behaviour persists. Persistent unacceptable behaviour may result in exclusion.

### **Pupil Support**

The school will strive to meet the needs of individual pupils who struggle to manage their behaviour. Where relevant, the school will work with outside agencies, families and specialist staff to ensure that a tailored approach is devised.

Where a pupil regularly misbehaves, we will ensure that they are assessed to find out if there are any underlying causes. This will be coordinated/monitored by the school's Special Educational Needs Coordinator (SENDCo).

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage.

### **Pupil Transition**

#### **Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

## **Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **Child on Child Abuse**

Child on child abuse can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

The starting point should always be that there is a zero tolerance approach to sexual violence and sexual harassment and it is never acceptable and it will not be tolerated.

It is important not to pass off any sexual violence or sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

Perpetrators may also be victims who are mirroring language and behaviour that they have witnessed and as such could be a safeguarding concern for them too.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

## **Leaving the School Grounds**

Children **are not** allowed to leave the school grounds without permission or without the supervision of an appropriate adult. In the case of a child leaving the school grounds, it will result in the following procedure. If the child is observed leaving the school, staff will keep eyes on the child and parents/police will be called. Staff are not to attempt to follow or chase the child.

## **Monitoring and Evaluating School Behaviour**

The school will collect data on the following:

Behavioural incidents, including removal from the classroom

Attendance, permanent exclusion and suspension

The data will be analysed termly.

Adopted by Full Governing Body on 4<sup>th</sup> May 2023



KING'S MEADOW  
INCIDENT SHEET

CHILD'S NAME :

DATE:

ADULT PRESENT:

DETAILS OF INCIDENT:

SIGNED: