



KPS Good Behaviour Policy

Date effective: September 2022

Review: September 2024

We are a caring community whose values are built on mutual trust and respect for all. It is vitally important that every member of our school community feels valued and respected, and that each person is treated fairly and well. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in an environment where everyone feels happy, safe and secure.

EXPECTATIONS FOR OUR CHILDREN

We love our school because it is a happy, safe place to learn, with adults that really help us to achieve our very best. It is important that every one of us helps to keep up our high standards!

- When we come into school, we are quiet and calm in the corridors and cloakrooms.
- We look after everyone and everything.
- We always use good manners (e.g., saying please and thank you, letting others pass, holding the door open, not interrupting, arriving on time, speaking politely).
- We listen by activating our 'Shining Listening' skill, looking at the person who is talking, track the speaker, sit upright with nothing in our hands.
- We follow instructions as soon as we are asked.
- We follow class routines quickly and independently.
- Our uniform is smart and tidy. We make sure we have our long hair tied back, only wear appropriate jewellery (a watch and stud earrings) and no nail varnish.
- We are kind to everyone.
- We are organised and prepared for all lessons and make sure we always have our homework in on time and our PE kit in school.

We have five simple rules. This is an easy way for us to remember our rules for a happy and safe school!

The Kellington Way	SILVER- What we might see
Be kind to EVERYONE	We hold doors open. We use good manners - please and thank you. We speak kindly to each other. We help each other. We let children play our games. We say nice things - compliments/words of encouragement.
Be respectful to EVERYONE and EVERYTHING	We put litter in the bin. We pick up litter. We use school resources appropriately. We put resources back from where we got them. We use calm quiet voices when moving around school. If we disagree with someone we talk to them and explain our viewpoints politely.
Listen carefully to EVERYONE	We look at the person who is speaking. We remain quiet when someone else is speaking. We do not interrupt others when they are speaking. We do good sitting. We follow instructions. We stop when we are asked to 'shine' (strategy for gaining attention – everyone to stop, raise hand and look at the person leading the 'shine').
Keep EVERYONE safe	We walk inside the building. We play with equipment in the correct way. We stay within the correct area of the playground. We move around the school calmly and quietly, allowing others space and time to do the same. We demonstrate our behaviour so others feel safe when near and around us. We use kind hands and feet. We use safe touch.
Try as hard as you can at EVERYTHING	We produce high quality work. We follow the presentation guidelines. We look smart - correct uniform, hair tied back. We wear the correct uniform for PE. We enter competitions. We persevere when things get tricky. We are good role models. We make mistakes and this is ok! We know it is part of our learning.

PRAISING AND CELEBRATING GOOD BEHAVIOUR (REWARDS)

The school rewards good behaviour because we believe that this will develop an ethos of kindness and cooperation. Praise is the biggest and most sincere form of reward we can give. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

- ★ Moving to gold on the zone board-by going above and beyond silver expectations. Gold sticker to be collected from the leadership team at 12pm or 3.15pm.
- ★ House points – one token awarded for following the rules and adults to explain what the child has done well.
- ★ Specific verbal praise - explaining what the child/class has done well.
- ★ Regular celebrations such as claps, thumbs up, pats on back, high 5, silent cheers, drumrolls.
- ★ Stopping the class to celebrate a child's work or idea.
- ★ Stickers – regular!
- ★ Weekly 'star of the week' assembly/Termly 'superstar' assembly.
- ★ Class treats for targets achieved.
- ★ Winning team treats.
- ★ Phone calls home to share good news or speak to parents at the end of the school day.
- ★ Postcards home – sent in the post.

USING THE ZONE BOARDS

The Zone board is used to "Shine a Light" on behaviour that does not meet expectations, encourage children to make the right choice and to praise them for addressing any behaviours that were the wrong choice.

PRINCIPLES AND GOOD PRACTICE

- All children start the morning and afternoon session on **SILVER** (even if they have reached gold in the morning session).
- Only adults move the children on the board.
- If required, school rules will be revisited at the beginning of the day e.g. If the behaviour in class needs improving upon from the day before.
- If there is a specific class issue the adults may choose to focus on one of the school rules which the children are struggling with and the children would potentially move to gold for displaying behaviour which goes above and beyond, relating to that particular rule.
- Staff need to be proactive in addressing behaviour that does not meet expectations and find out what they can do to support the child - If a child is moved down the zone board the adults need to make a change to facilitate the child's change in behaviour.
- Children move down the board one zone at a time unless it is an extreme behaviour.

Stay on Silver to Shine

Moving to Blue - warning that a 5 a day is not being followed

If a child displays a behaviour that goes against one of the 5-a-day they are moved down to blue - **this is a warning.**

The child needs to know why they are being moved to blue and they **need to know** what is expected to get back to silver *e.g., 'Sarah, you shouted out so I'm going to move your name down to blue because we put up our hand to speak, as our school rule is 'listen carefully to everyone'. However, if you can show me that you can listen to what other people, I will move you back to silver.*



Moving back to Silver- meeting the 5-a-day

Pupils are then given opportunities by the adults to move back up to silver in a short period of time within a lesson (no longer than 5 minutes if child has modified their behaviour).

This change in behaviour needs to be acknowledged by the adult. *e.g., "Well done for listening to other people. I can now move you back up the board."*



Moving to Purple – restorative time required

A child may be moved to the 'Purple layer' of the board if their behaviour continues to not meet expectations, or they have not followed the guidance given.

Once again, pupils have to be provided with prompts and support to put things right. Each time a child is moved onto purple, they need to miss 5 minutes of their playtime to speak to the adult who has moved them on the zone board about their behaviour and complete any missed learning. This must be communicated at the time of the move and done as soon as possible.



Moving to Blue – expectations are starting to be met

If the child starts to display the expected behaviour then this should be acknowledged by moving them back to blue. Repeat "Blue" zone step. **Time owed at purple remains.**



Moving to Red

Pupils who demonstrate physical or verbal aggression must be moved to red. Pupils who are still displaying persistent distressed behaviours after accruing 15 minutes of restorative time may be moved to red.

Children should be taken to the Learning Mentor, Assistant headteacher or Headteacher. Children must have work to complete for that period of time. Through discussion with the adult the child must be clear of the behaviour that is unacceptable and how to modify their behaviour on return to the classroom. Adults are to be empathic in understanding the child's needs.

The incident must be recorded on Scholarpack and parents informed, by the adult who moved the children (to red).

Break times and lunchtimes

If pupils demonstrate physical or verbal aggression during break or lunch times, then the supervising adult must talk through the incident with all children involved to ascertain what happened before moving any child to red. Any child moved to red must be taken to the Learning Mentor, Assistant headteacher or Headteacher.

The incident must be recorded on Scholarpack and parents informed, by the adult who moved the children (to red).

NB: Adaptations to the policy are sometimes needed to support our children with special educational needs. These adaptations are made in discussion with the schools SEND Coordinator.

When behaviour is consistently below expected standards, the following actions will be taken:

- All red incidents will be noted on CPOMS by the adult who dealt with the incident and parents will be informed by the class teacher.
- If a child is on red 3 times during a half term, then parents will be asked to meet with Mrs Lawrence or Mrs Houlden (WRITTEN RECORD– CPOMS)
- Behaviour plan/target setting with parents and staff team involved with that child and support from the school's learning mentor which is reviewed every 6 weeks to prevent exclusion (WRITTEN RECORD– CPOMS)
- Involving other agencies – Education Welfare, Behaviour Support, Educational Psychologist, Social Services etc (FORMAL WRITTEN RECORD)
- Suspension (FORMAL WRITTEN RECORD)

In some circumstances, staff may use reasonable force to restrain a pupil. Positive handling restraint principles training is undertaken by the majority of staff on a 3-yearly basis. Staff should only intervene physically, to restrain children to prevent injury to a child or adult, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children and are always a last resort.

ROLES AND RESPONSIBILITIES IN PROMOTING POSITIVE BEHAVIOUR

PROMOTING GOOD BEHAVIOUR IS THE RESPONSIBILITY OF: **EVERYONE!**

The role of the children

The children are expected to follow the rules and model this throughout the day. When behaviour falls below expected standards the children must take the necessary action to return to silver.

The role of all school staff

At KPS the staff act as role models to the pupils and advocates of our Good Behaviour Policy.

It is their responsibility to ensure that 'The Kellington Way' is implemented, and that children behave in a responsible manner, both in the classroom and around school. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and play to the best of their ability. Staff treat all children with respect and understanding. They always give every child the opportunity to express their feelings and explain their point of view.

The role of parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules on the school website, and we expect parents to read these and support them. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

The role of the Leadership Team

The Leadership Team supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Leadership Team keeps records of all reported serious incidents of misbehaviour.

The Executive Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Executive Headteacher may permanently exclude a child. Governors will be informed if either action is taken.

The role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of behaviour, and of reviewing their effectiveness. The governors support the Executive Headteacher in carrying out these guidelines. The Executive Headteacher has the day-to-day authority to implement the school behaviour policy. The Executive Headteacher may seek advice from the Governors about particular issues.

MONITORING AND REVIEW

The policy is monitored regularly by the school leadership team. It is the responsibility of the governing body to monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.