



Kimberley Primary and Nursery School

Behaviour & Relationship Policy & Principles

September 2024 - 2025

Promoting positive behaviour within an environment of mutual respect and positive relationships.

Our philosophy actively encourages good behaviour, and we aim to *'accentuate the positive and eliminate the negatives.'*

The Governing body of Kimberley Primary School, strongly believe that all members of our school community should be able to learn and achieve their full potential in a positive, safe, secure and orderly environment.

We value the strong relationships that exist throughout the school, which leads to the mutual respect that encourages good behaviour. The development of good relationships between staff and students is essential and we recognise the importance the role and approach of the adult takes in ensuring a positive approach to behaviour management.

We have high expectations of everyone and we will actively promote equality of value whether race, gender, age, sexuality, religion or disability.

This behaviour policy is based on our belief in, and respect for, the value and contribution of all members of our community and their right to succeed.

We aim to:

- Provide a positive, happy and safe environment in which children can grow and develop into caring citizens
- Work in close partnership with parents and carers
- Develop a positive self-image underpinned by respect for others
- Give all children access to a broad and exciting curriculum which fosters spiritual, moral, physical, social and intellectual development and environmental awareness
- Value punctuality and regular attendance

Within this positive philosophy we have three essential school rules which are used by all members of the school community. These rules are displayed around school and in every classroom.

Kind
Prepared
Safe

Alongside these pivotal rules, staff have collaboratively decided on a set of values which will be taught explicitly to all pupils across the school to enhance their readiness for life beyond school. To do this we teach the children that KPS pupils are GREAT. (Gracious, Resilient, Empathetic, Ambitious & Thoughtful/Tolerant)

Kimberley Primary School is also a Silver Awarded Unicef Rights Respecting School meaning that pupils are taught the rights of themselves and others from first entering the school and the consistent approach and understanding of these further promotes the teaching of pupils to make positive behaviour choices.

As a school community we believe we **all** have a responsibility to promote good behaviour and characteristics so that our pupils leave our school with a clear knowledge of how they can be a kind and caring person and a great citizen.

The role of adults in school

- Show, understand and demonstrate the school's beliefs about behaviour and share a duty to reinforce them and be a good role model
- Refer to '**Kind, Prepared, Safe**'
- Model positive behaviour and build relationships
- Plan lessons that engage and challenge all learners
- Be calm and give 'take up time' when going through consequences steps. Prevent before sanctions.
- Manage behaviour in a positive way, using positive language and actions
- Use PIP and RIP (Praise in public, reprimand in private)
- Follow up every time, retain ownership
- Never ignore poor behaviour
- Celebrate and reward good behaviour and attendance (see list of rewards).
- Follow our sanctions system for dealing with inappropriate behaviour. Record sanctions on My Concerns.
- Be aware of systems which give additional support when a child experiences difficulties in developing or sustaining appropriate behaviour e.g. IEP behaviour action plans, behaviour charts, setting of personal targets, involvement from outside agencies – EP, SFSS, SBAP, safe handling policies

The role of children

- Know our whole school rules and follow them at all times
- Understand what good behaviour means
- Care about and respect themselves, others and their school
- Recognise their own success and be proud of their achievements
- Learn the value of friendship

The role of parents

- Celebrate their child's achievements and show an interest in school life
- Feel comfortable to come into school and work with the school on modelling and developing good behaviour and discussing specific issues.
- Ensure children arrive at school at the correct time and are collected promptly wherever possible.
- Ensure children have all the necessary equipment to be prepared for the school day
- Attend Parents evening's, sign the home/school agreement and use the Home/school planner as appropriate.

Rewards

We recognise and reward learners who go 'over and above' our standards.

Each class must have a Recognition board. This can be added to daily and displays recognition of good behaviour and the allocation of rewards. This instant recognition is visible to all and celebrates good and outstanding behaviour. Examples of rewards given include:

- Verbal praise – 'I've noticed...'
- Dojo points & Weekly Champion
- Hot Chocolate/ice pops with Head
- Postcards/ positive post home
- Phone call or communication home
- KPS champions of the week (Academic/Values & Rights) with parents/carers
- Annual individual celebration of behaviour choices with parents/carers

Rainbow Challenge Celebration - A Continuous Reward System.

Every child will take part in the Rainbow Challenge. The aim is to complete the rainbow by the end of the academic year. Each colour of the rainbow requires the children to demonstrate our values with greater effect and consistency. Dojo points will be issued for criteria linked to our values and these are consistent in all classes. At the end of each academic year, every child will be presented with their Rainbow Certificate in a special celebration assembly to which parents & carers are invited to attend. A display in the school hall will show which children have achieved different levels to celebrate their success.

The number of points required for each stage of the rainbow will vary based on phase of school the children access.

House Point System

A house point system will be in place from nursery to Y6. The school has four houses and house points link with the Dojos gained by each pupils. Siblings will be placed in the same house and house groups will be used support cross-year working and events such as Sports day. Points totals will be shared weekly in the celebration assembly with a half termly celebration for the winning house. Pupils will elect a house captain from Year 6 each September.

Sanctions (See Appendix 2)

For the majority of our pupils, the range of strategies promoted via positive praise and reinforcement and assertive discipline techniques is enough to manage their behaviour. On occasion it may be necessary to use alternative strategies to assist a child in achieving our high expectations of behaviour using other strategies including progressive sanctions which are known to everyone and widely agreed.

Pupils given sanctions are not publicly displayed in the classroom however it is important that all staff follow the same routines and strategies when dealing with poor behaviour and that sanctions are recorded for monitoring purposes.

- Reminder
- Caution
- Last chance
- Time out
- Discussion

Reminder - delivered privately. Reminder of expectations 'Kind, Prepared, Safe'. Repeat reminders if necessary.

Caution – clear verbal caution. Remember PIP and RIP. Follow scripted approach on lanyards. Reminder of consequences if behaviour continues.

Time out – this is at the discretion of the teacher and depends on the age of the pupils and the situation being dealt with. Partner classes are in place for 'time out'. Play times can also be used where appropriate. This is a chance for pupils to reflect on behaviour and to reset boundaries.

Discussion – it is vital that this reintegration discussion takes place so the teacher can discuss with the child why they were asked to have time out and to verbally plan the next steps for the child. Staff should follow our whole school scripted conversation approach when discussing behavioural issues with a pupil. All staff members have a copy of the scripted conversation on the back of their lanyards. *It is important that this reparation meeting is used to repair the damage of trust between staff and learners and aid successful reintegrate back into the classroom.*

This time out must be recorded on Arbor as a behaviour sanction (giving details of times, brief outline of the incident and the time out given). If behaviour continues to deteriorate and a number of time out sanctions have been enforced, then a member of SLT should be consulted and a behaviour plan put in place and parents

consulted. The school behaviour lead monitors the behaviour sanctions recorded on Arbor on a half termly basis. Any pupils causing concerns will be discussed with individual teachers and parents and support will be given to initiate a behaviour plan or access specialist support from outside agencies, if necessary.

Sent to a member of SLT - if, despite following our behaviour sanctions, behaviour continues to deteriorate and disrupt the learning of other children within the class, the pupil should be sent to a member of SLT or a member of SLT should be called for. The member of SLT will follow our whole school scripted conversation approach, give time out and then reintegrate back into the classroom when appropriate following a reparation meeting. They will also inform parents if necessary and record the sanction on Arbor as an SLT intervention.

Sent to the Head teacher - In the case of any physically or verbally abusive behaviour the child will be sent to the Head teacher (or the Head teacher will be sent for). The Head teacher will follow our whole school scripted conversation approach give time out and then reintegrate back into the classroom when appropriate. The Head teacher will also inform parents and the sanction will be recorded on Arbor as a Head teacher intervention. In any cases of persistent bad behaviour or serious incidents e.g. bullying, dangerous behaviour, lack of respect for an adult the child will be sent to the Head teacher and the parents will immediately be involved.

In line with DFE guidance and the Physical Intervention policy, trained staff may intervene using reasonable force with pupils when there is a risk to self, others or property, or when there is an issue of discipline or control. The actions that are taken will be in line with government guidelines on the restraint of children
Formal procedures as set out in '*Guidance on exclusions in schools 2012.*'

During intervention in all situations our procedures ensure that:

- *Adult investigation ensures that all sides are heard*
- *Action with individual children follows investigations at an appropriate level.*
- *Where judged a serious breach of our school rules, parents are contacted in person, by phone or via Class Dojo.*

Dependent on the behaviour incident, other sanctions may be used when required which include:

- Working alone
- Missing part or all of playtime
- Class teacher discussing with parents
- Withdrawal of privileges e.g. representing the school at sporting events
- Letter/formal communication with parents from the head teacher with a follow up interview
- Internal exclusion
- Fixed term exclusion

Exclusion

In exceptional instances, the head teacher or senior leader may decide to issue a fixed term exclusion. This would usually (although not exclusively) be used in cases where there is persistent poor behaviour which is impacting on other students' education or well-being and the pupil has not responded to the support and previous sanctions put in place or, where the incident is of a serious physical or verbal nature including violence, physical or verbal abuse as well as bullying and racist incidents.

On the rare occasion that an exclusion would be issued, there are three types of fixed-term exclusion the school may use:

- internal exclusion (where the pupil is removed from their class and educated in another area of the school) for the duration of the internal exclusion - formally recorded, not reportable to LA
- external exclusion which takes place at another EMET primary school with a member of staff that they know. The pupil is not allowed on the school site - formally recorded, reportable to LA.

- formal fixed term exclusion - the pupil is not allowed on school site and is excluded into the care of their parent or carer for the duration of the exclusion. - formally recorded, reportable to LA.

Bullying

The Department for Education and Science says that bullying is '*deliberately hurtful behaviour repeated often over a period of time*'.

At Kimberley Primary School we use 'STOP' to define the act of bullying (several times on purpose).

We stress to children that they must tell the adult on duty who will deal with the situation there and then. It is important that a child knows that their concern has been dealt with as quickly as possible using the restorative justice approach. If it happens that a child only tells their parents at home of any incidents, then we encourage parents to inform the class teacher as soon as possible. We do not tolerate bullying and every incident is investigated and dealt with. All reports are recorded on CPOMS and forwarded to the Head or Deputy Head in their absence and appropriate actions are agreed.

Playtimes

Playtimes are periods of unstructured activity during the school day. It can be one of the happiest times in the school day. It can also be a period of boredom, loneliness and inactivity when inappropriate behaviour and bullying can occur.

We aim to promote positive behaviour during playtimes and lunchtimes. The midday supervisors are important to our whole school approach. They have received training to ensure our approach is consistent, positive and fair. Behaviour is monitored by teaching staff on a regular basis. Situations are followed up by class teachers following reports from adults on duty.

Supporting staff and pupils

Staff provide support to other members of staff, teaching and non-teaching, regarding behaviour issues. Similarly, children are encouraged to behave in a way which reflects the ethos of the school and to support each other wherever possible.

Occasionally, behavioural issues are reflected in Individual Education Plan (IEP) targets or a Behaviour Plan. If necessary, support from other agencies is sought. Advice and strategies from other agencies are implemented to support the child, parents and the staff.

Training

It is expected that all staff, including support staff, will receive training on the management of children's behaviour in school.

Equal opportunities

We aim to help all children to reach their full potential regardless of race or gender.

Adopted by the Governing Body Summer Term 2024 for implementation in September 2024
To be reviewed Summer Term 2025

Appendix 1

Scripted conversations (on lanyards)

Reminder

I've noticed....

I want to remind you...

Caution

I've noticed that you are still...

I want to see the....who...

I understand that...but

This is your last chance to...

We cant go on like this

Reconciliation/Re-entry

What happened?

What were you thinking?

How did this make people/you feel?

Who else has been affected?

What should we do to put it right?

How can we do things differently in the future?

Useful phrases

Be that as it may...this is what we do here at KPS.

I need you to...

I understand you are upset/finding this difficult...

You might be right...

Thank you for...

I expect you to...

I'll have a think about it and let you know later.

We'll speak I'm/you/we're calmer

Appendix 2

LEVEL 1 – C1/C2	LEVEL 2 C1/C2	LEVEL 3 - SLT	LEVEL 4 - HEAD TEACHER
<ul style="list-style-type: none"> ✓ Swinging on chairs despite reminders to stop ✓ Wearing inappropriate clothing in school despite being reminded, e.g. hats inside ✓ Wandering around the classroom ✓ Irritating noises ✓ Chewing gum, eating sweets or snacks ✓ Inappropriate fidgeting/ rummaging ✓ Dropping litter ✓ Calling out or shouting ✓ Persistently bringing in toys to school without permission ✓ Talking over or interrupting others in class despite reminders ✓ Play fighting ✓ Talking in assembly ✓ Not doing as asked first time ✓ Not supporting team activities in the classroom, e.g. tidy up time despite being asked ✓ Chatting to others at inappropriate times or about inappropriate subjects ✓ Lateness into class during the day ✓ Wasting resources or not looking after resources <p><i>NB: Many of these behaviours will be dealt with informally at first. Consequences will apply for repeated examples of these.</i></p>	<ul style="list-style-type: none"> ✓ Making fun of another child's work or efforts ✓ Telling lies ✓ Interfering with another person's property or taking things ✓ Purposeful antisocial, crude behaviour (passing wind, spitting [not directly at somebody] and belching) ✓ Name calling ✓ Responding abruptly or rudely towards requests from adults ✓ Swearing as part of general conversation ✓ Not engaging in their work or having a poor attitude to learning ✓ Dangerous play ✓ Unsafe behaviour in the corridors and around the site, e.g. running ✓ Unhelpful, uncooperative behaviour, e.g. being obstructive in activities ✓ Poking, pushing, pinching or prodding ✓ Misuse of toilets and wash areas ✓ Teasing or deliberately 'winding up' other children ✓ Continued and persistent Level 1 behaviour 	<ul style="list-style-type: none"> ✓ Writing graffiti or defacing walls, desks, books or work ✓ Refusing to do work ✓ Answering back or arguing with an adult ✓ Throwing or flicking objects in the classroom or out of the window (without directly aiming at others) ✓ Making insulting remarks about another person's family members ✓ Disruptive behaviour including inciting disruptive behaviour of others ✓ Clear breach of school values despite reminders ✓ Deliberately unkind behaviour which leads to others feeling isolated or upset 	LEVEL 5 – HEAD TEACHER (Possible Exclusion)
			<ul style="list-style-type: none"> ✓ Making inappropriate comments related to gender, sexual orientation or appearance ✓ Refusal to follow important safety instructions including running out of class/school Swearing <u>at</u> another person ✓ Threatening or intimidating behaviour ✓ Vandalism of school site ✓ Age-inappropriate sexualised touching of self - to cause offence or embarrassment to others ✓ Stealing (a serious case may lead to Level 5) ✓ Stone-throwing ✓ Refusing to go to the Head Teacher or designated person ✓ Spitting at/on someone ✓ Bullying (<u>repeated</u> and persistent, threatening, intimidating or harming behaviour) ✓ Racist, homophobic or discriminatory behaviour (if the behaviour is with intent) ✓ Age-inappropriate sexualised touching of others ✓ Physically violent behaviour (fights or attacks on others) including biting ✓ Throwing furniture or equipment across the classroom (including aiming items towards somebody) ✓ Persistent and continual disruption

			of learning (attributed by an escalation of any other level of behaviour)
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