



KIDMORE END
CHURCH OF ENGLAND PRIMARY

Behaviour Policy

Agreed by: Full Governing Body

Headteacher: Linda Hull

Chair of Governors: Sarah Rodda

Date agreed: 14th January 2019

Date for review: 15th November 2020
[UNDER REVIEW]

Kidmore End School is an inclusive learning community where everyone can realise their unique potential as an independent learner.

What does this look like in our school? Our school is a place where:

- We ask questions and learn from our mistakes
- We are resourceful, responsible and respectful
- We share our gifts and contribute to our community
- Everyone is valued and recognised as a child of God

The Governors and staff of Kidmore End CE School believe that high standards of behaviour lie at the heart of a successful school, and enable children to make the best possible progress in all areas of their learning. At our school, we value everyone as an individual, and believe that unconditional positive regard should frame all our interactions. Everyone is capable of changing and improving, and we are all learners. Our relationships are underpinned by our Christian ethos and the programme of values we explore throughout the year.

When consulted on our school rules in 2014, the children overwhelmingly told us that central to our rules should be the words of Jesus in Luke 6:31 *“Do to others as you would have them do to you.”* We regularly return to this as a guiding principle, in conversations with children and parents, to foster an environment where mutual respect and responsibility is paramount.

Objectives

The objectives of this policy are:

- To ensure an atmosphere of mutual respect between staff and pupils
- To establish a working environment where children feel secure and have unhindered access to the curriculum.
- To establish a consistent whole school approach to behaviour management that is clear to all staff, pupils, governors and parents.
- To clarify the expectations and procedures for behaviour management in our school.
- To enable all members of the community to learn and progress free from discrimination

This policy is underpinned by the Behaviour Policy of the Oxford Diocesan Schools Trust and has been written in accordance with the Education and Inspections Act (2006), DfE guidance on Behaviour and Discipline in Schools (2014), and the Equality Act (2010). It should be read in conjunction with our Safeguarding Children policy and our policy for pupils with special educational needs or disabilities. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and how to use them. Staff should be confident that they have the support of the Headteacher and Governing Body when following this guidance.

EXPECTATIONS OF BEHAVIOUR

We have three expectations of behaviour at Kidmore End CE School:

- **Be safe**
- **Be respectful**
- **Be ready to learn**

These three expectations apply to all aspects of school life, and to all members of our school community. At the beginning of each year, we take time to discuss what these expectations look like in the classroom, and to discuss through assemblies and work with School Council and Buddies, what they look like in the playground, at lunchtime and at After School Club. We ask visiting adults working with children, to base their behaviour expectations around these three ‘rules’.

BEHAVIOUR MANAGEMENT

First Attention to Best Conduct

We use positive behavioural reinforcement at all times i.e. the desired behaviours are praised and rewarded. Positive language is used e.g. 'the children in the back row are listening beautifully' as this creates a good atmosphere where children want to behave well. Behaviour that is 'over and above' the behaviour expectations should be publicly and specifically praised, using any of the strategies below.

- The school is divided into four houses, Jupiter (yellow), Mars (red), Neptune (green) and Saturn (blue). Children may win team points for their house through effort, achievement or behaviour. Each term (6 times per year) the team points are totalled and the winning house has a 'dress as you please' day to reward them for their efforts
- Star of the Week can be awarded to a child for a range of reasons, including excellent behaviour.
- In each class, children who demonstrate aspects of behaviour asked by the teacher will be recognised by having their names on the board.
- Each class has its own visible rewards e.g. marbles in the jar, a piece of a jigsaw puzzle as these visible and tangible rewards act a reminder to the children
- Some children have individual reward systems. These are often implemented after discussion with outside agencies to promote a more positive behaviour pattern.

Relentless Routines

We recognise that we need to explicitly teach the behaviours we wish to see in school, and need to revisit these behaviours regularly, particularly after a transition to a new class. Routines such as lining up at the end of playtime and walking in the corridor need to be reinforced with humour and care. Across our school we use non-verbal cues and quiet countdowns when we expect children to be quiet.

Dealing with problems

Teachers have many excellent strategies of behaviour management. These include:

- Ensuring that the child is suitably placed within the classroom
- Making sure the child understand how and why they have transgressed
- Using the positive relationship with the child to ensure they understand that their behaviour has been inappropriate
- Discussing with the child what other choices they could have made for a better outcome

Where a child is not showing positive behaviour, and particularly where their behaviour is distracting or upsetting other children, the member of staff will deal with the behaviour as privately as possible. They will use similar cues to acknowledge the negative behaviour, remind the child about the rule, describe the behaviour they need to see instead and then give take-up time for the child to respond appropriately.

- If the negative behaviour does not improve or is immediately repeated, pupils may be sent to Mrs Ferguson, Miss Dove or Mrs Hull. For more serious incidents, a restorative conversation will take place when the pupil is calm to explore what has happened, who has been affected and how, and how we can put things right. Parents may be involved in this conversation.
- When poor behaviour is identified, a sanction may be implemented by a member of school staff. These may include:
 - A verbal reprimand
 - Extra work or repeating unsatisfactory work until it meets the required standard
 - Loss of privileges e.g. loss of a prized responsibility
 - Missing break time
 - School based community service such as tidying a classroom or removing graffiti

- Where negative behaviour compromises the safety of other pupils or adults in school, the pupil may be placed away from other pupils for a limited period, with the supervision of a senior member of staff.
- All members of the Senior Leadership Team keep a log of pupils sent to them. This allows us to track patterns of behaviour and take positive action to improve behaviour e.g. at lunchtime or playtimes. Where incidents relate to racism or homophobic bullying these will be recorded and reported to the Governing Body.
- On the rare occasions when pupils show particularly challenging behaviour over a period of time, expert advice will be sought from outside agencies such as the Mulberry Bush or Team Teach trainers.
- In the case of a serious breach or persistent breaches of the behaviour policy, fixed term or permanent exclusion may be used. These will be carried out in line with guidance from Oxfordshire County Council and the Department for Education:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Use of reasonable force

- Staff will always try to calm children down verbally by suitable, language, tone of voice and body language
- Staff will only use reasonable force with children if they believe that by not doing so
 1. the child may be hurt
 2. another person may be hurt
 3. or there is a significant and immediate risk to property
- Incidents of handling pupils will be recorded by the headteacher
- If this becomes frequent (i.e. more than an isolated incident) outside advice will be sought either from the Educational Psychologist or Behavioural Support Teacher. An appropriate number of staff have undertaken Team Teach training to support situations where pupils may need active management.

SUPERVISION THROUGH THE SCHOOL DAY

Pupils' safety and security is vitally important. We therefore ensure good levels of adult supervision at all times, from 8.40 each morning when a teacher is first on duty to supervise the pupils who arrive by bus, until the last child has left the premises or has been delivered to after school club.

- Children may be left in the playground from 8.40 am where they will be supervised by a member of staff
- At 8.45am pupils are invited to go inside, to begin their learning for the day.
- In school children are the responsibility of the class teacher or another adult delegated by the teacher
- At playtimes there will usually be at least three members of staff on duty to supervise the children
- During wet play times the teaching assistants and the teacher on duty remain in the main school building to supervise the children in their classrooms while the other teachers have a break; at the end of playtime when the teachers return to their classes the teaching assistants will have their break.
- At lunchtime there is an experienced team of midday supervisors led by a senior midday supervisor. In addition, there is always a senior member of the teaching staff on the premises who has ultimate responsibility for the children
- At the end of the school day the children are escorted into the playground by a member of staff who ensures that either they are collected by a responsible adult or that they attend after school club or catch the school bus
- If a child is not collected they remain the responsibility of the teacher unless he or she specifically transfers that responsibility to another member of staff

Morning Playtime

- A rota is displayed giving details of whose turn it is to use the adventure playground and the AWP.
- Children may play on the field if the weather is suitable. The decision whether to allow this is made by a senior member of staff. Children are only allowed to play where they are in full view of an adult
- Ball games and other games are allowed on the playground at the staff's discretion
- Children are allowed to use the toilets whenever they want, but are expected to inform a member of staff that they are going inside
- The quiet garden is for children to use at all times
- Children who are unwell will sit outside the office under the supervision of the office staff.
- If first aid is required the pupil will be brought inside and first aid will be administered by office staff.
- At the end of playtime the whistle is blown, the children have to stand still and stop talking.
- When the second whistle is blown, children walk to their line where they stand quietly, facing the front
- When everybody is lining up sensibly their teachers lead them into the building

Lunchtime

- Children having packed lunches eat in the classroom, then go out to play.
- There will be a number of sittings for hot lunch, and KS1 children will usually be first.
- Lunchtime play equipment is available for the children, to be used under the supervision of lunchtime staff
- Rules regarding using the AWP and adventure playground, the use of the field, quiet garden, and going to the toilet are the same as for the morning playtime
- At 1.15 p.m. the whistle is blown by the play leader
- When the children have lined up quietly they are collected by their teachers and led into their classroom

Afternoon Playtime

- This is for infants only
- The adventure playground is for use at the teacher's discretion

Foundation Stage

- For the first few days the children may play in their own Foundation Stage outdoor area; when they are happy and settled they are encouraged to join the other children at lunchtime in the main playground.
- No other year groups are allowed to play in the Foundation Stage Outdoor Learning Area.

Bus Duty

- Teachers take turns to be on 'bus duty'
- The bus register is maintained by the School Secretary who sends it to the teacher on duty. He or she ensures that the children get onto the bus and put their seat belts on, and that their name is ticked off.

COMPLAINTS

Where a parent is not satisfied with the outcome of a disciplinary matter, they should use the agreed complaints procedure. This would usually involve speaking to the child's class teacher first, then the head teacher or another member of SLT. Where a resolution has still not been reached, the parent should write to the Chair of Governors via the school office.

Allegations against staff

Where a child has made an allegation against staff, which is later found to be malicious, this will be regarded as a serious disciplinary matter under the terms of this policy and will be referred to the Pupil Discipline Committee of the Governing Body. See ODST policy on Allegations

REVIEW AND MONITORING

This policy will be reviewed annually during INSET training on the first days of term. It will be reviewed by the Curriculum Committee during the first meeting of the school year.

The governing body will monitor the policy by:

- Receiving updates on the nature and frequency of serious incidents, for example those which involve racism, bullying, where the safety of a child or others has been compromised, or where exclusion has been used as a sanction.
- A designated governor will review the impact of the policy and provision annually during a visit to the school (as part of the Safeguarding Audit).

Linda Hull

December 2018