

**KILDWICK CE VC PRIMARY SCHOOL**  
*Learning to Live, Living to Love, Loving to Learn*

**Behaviour Policy**

<b>Date Approved: Spring 2021</b>	<b>Next Review: Spring 2022</b>
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**Values Statement linked to our school Vision**

At Kildwick CE VC primary School we value the individuality of all our children. We are committed to giving all our children every opportunity to achieve the highest of standards in all that they do, underpinned by our deeply Christian ethos. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. Their achievements, attitudes and well-being matter and we offer them the opportunity to discover their gifts and talents given to them by God and experience 'life in all its fullness' (John 10:10). This policy helps to ensure that this school promotes the individuality of all our children, irrespective of ethnicity, attainment, age, disability, gender or background.

We believe that it is the right of everyone within the school community to

- Feel and be safe
- Be respected and receive fair treatment
- Be able to learn

At Kildwick School we believe that good behaviour and discipline are essential to successful teaching and learning. We feel it is important to have high expectations of behaviour from all pupils. We expect pupils and staff to behave to others as they would hope to be treated themselves. We value parents as partners in establishing good behaviour and discipline.

**Our Aims**

All staff at Kildwick CE Primary School aim to:

- Provide a safe, purposeful and happy environment.
- Promote self-discipline, courteous behaviour and good manners.
- Encourage and develop in the children in our care a respect and concern for themselves, other people and the environment.
- Value and respect the unique contribution of each child in order to develop self-esteem and self-confidence.
- Develop a clear understanding of behaviours that are acceptable and unacceptable and a clear sense of right and wrong.

- Be consistent in our approach when dealing with a behavioural issue
- Provide a personalised approach to the specific needs of particular pupils

### **Objectives**

- To give guidance to enable the children to develop their relationships, to think and solve problems themselves and to take responsibility and accept the consequences of their actions.
- Throughout the learning process to respect the children as individuals. By treating them with respect we hope they will learn respect.
- To involve parents in a constructive way from an early stage.
- To provide a working environment in school that gives the children clearly defined limits of behaviour that are easily understood by pupils, staff, governors and parents.

Throughout school, a positive approach will be used to encourage good behaviour, built on the Christian Values we promote:

These include:

Peace  
Respect  
Forgiveness  
Courage  
Trust  
Friendship

### **How We Encourage Good Behaviour**

- Our school expects that all adults will set a good example through courtesy, consideration, respect and encouragement.
- We aim to promote active involvement in the many aspects of school life.
- We aim to maintain good channels of communication and provide a welcoming environment.
- The whole school curriculum supports and encourages the spiritual, moral, cultural and physical development of children.
- Children are actively involved in making decisions about their behaviour through class and school discussions. We are aiming for socially acceptable behaviour that will allow the school to function harmoniously. To facilitate this we have agreed a common set of basic school rules, which are displayed throughout the school. In addition each class also has an agreed class charter/rules.

## **Kildwick School Rules**

1. Respect and look after our school
2. Be kind and caring
3. Be polite
4. Be helpful
5. Be sensible and safe

## **Codes of behaviour in and around school**

### **In the classroom**

Children will make good use of their teaching time and remain on task during lessons.  
There will be times when movement is limited.

Children will be prepared to listen carefully to any adult or to another child who may be talking.

Children will be polite and use “excuse me”, “please” and “thank you” when talking to any adult or child.

In the classroom staff will follow the guidance on encouraging positive behaviour and sanctions as outlined.

### **Movement around school**

We expect children to:

- walk around school.
- hold doors open for each other.
- go in and out of school quietly.

### **In the dining hall**

We expect children to:

- use good table manners.
- line up and move around the hall quietly.
- talk quietly to their friends on their own table.

Lunchtime staff will encourage children to follow the guidelines at all times.

### **In the playground**

We expect children to:

- play games fairly.
- share.
- take turns.

- not allow one person to be excluded from a group of children.
- look after someone who is hurt.
- play where they can be seen.
- remain within the school grounds
- report incidents to staff.

### **Rewarding Good Behaviour**

#### **House Points**

Our reward system is based around children gaining house points. House points are

- Allocated to the children's designated Core Value house
- Points awarded for positive behaviour and good learning behaviour
- Each week points are collected by Class Four, which is then announced in Friday Achievement Collective Worship

Our school believes that children should be rewarded on an individual, class and whole school level to promote identified areas of positive behaviour and good citizenship.

Individuals are rewarded for demonstrating acts of positive behaviour and these are encouraged through the use of verbal feedback, gestures, special stamps, certificates, privilege time and sticker awards systems.

Class teachers, classroom support assistants and midday supervisors are encouraged to value children's efforts regularly.

In the Friday good work Collective Worship, three certificates and awards are given to individuals in each class. The awards are made for good work, showing positive aspects of our core values, good behaviour or for any other achievement.

### **Misbehaviour**

There will be occasions when action is needed to rectify/respond to misbehaviour. The severity of response will be dependent on the seriousness of the misbehaviour, the individual child, frequency of the misbehaviour and the circumstances involved.

To work satisfactorily, sanctions must reflect a clear distinction between minor and more serious behaviour. In all cases, it is considered important that the child is aware of the reason their behaviour is considered unacceptable and encouraged to reflect on how their behaviour affects others. They are also encouraged to determine for themselves how they can put matters right.

### **Sanctions for Minor Incidents**

There is a range of sanctions to be used at the teacher's discretion:

- Misbehaviour ignored but attention is drawn to another child who is behaving well
- A 'telling' glance
- A verbal reminder/rebuke
- A quiet word to one side to point out acceptable behaviour and suggestions on how to improve it
- The child seated away from other children within the classroom
- Child to correct a wrong doing (e.g. tidy up mess)
- Class reminded of expectation
- Child sent to different class for short period of time
- Work to be completed during break time with teacher supervision
- Kept in at playtime with the teacher or made to accompany adult on playtime duty
- Referral to head teacher or other member of the senior leadership team where this is considered appropriate to prevent a reoccurrence.

#### **Formal Sanctions For Persistent Trivial Behaviour Or Serious Acts Of Misbehaviour**

- Headteacher informed of concerns
- Discussion takes place between the Headteacher and child concerned
- Parents are informed of concerns by telephone or in writing if contact by telephone has not been possible
- Arrangements are made for meeting with parents
- Pupil's behaviour at lunchtime - parents are informed of possible exclusion at lunchtimes if problems continue.
- Exclusion from school. North Yorkshire procedures and guidelines will be followed if this course of action is taken.

The following acts of misbehaviour are seen as totally unacceptable and will be dealt with accordingly:

1. Violence (physical)
  - peers
  - adults
2. Violence (verbal)
  - peers
  - adults
3. Stealing
4. Actions which may cause damage to others
5. Constant disruption to class/teachers
6. Racist/homophobic/sexist comments
7. Truancy
8. Damage to pupils'/school property
9. Bullying

Liaison with outside agencies may be necessary in some cases. This will involve consultations with the EMS for behavioural difficulties, educational psychologists etc.

## **Special Educational Needs and Duties under the Equality Act 2010**

As an inclusive school we have children who come to the school with special educational needs. We respect and love these children in the same way as any other, even if their special educational needs lead to poor or inappropriate behaviour. Kildwick School also recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater for the needs of individual children.

While we will not accept poor or inappropriate behaviour, we will make reasonable adjustments in order to cater for children's individual needs.

Where necessary, agreed individual strategies will be implemented to support positive behaviour. This may include individual behaviour plans, risk assessment, extra support, home school report cards.

Where necessary support and advice will also be sought from specialist teachers, educational psychologists, medical practitioners and/or others to identify or support specific needs.

### **Bullying**

Kildwick School does not tolerate bullying of any kind. A separate policy exists which details actions to be taken in the event of bullying taking place or being alleged.

### **Restrictive Physical Intervention**

All members of staff are aware of the regulations regarding the use of restraint in school and have received training in relation to this. A separate policy exists in relation to this.

### **Managing Behaviour outside school**

Whilst we have no legal responsibility to address the behaviour of our children outside school, any issues which affect their welfare may become our concern. In such circumstances Kildwick School will endeavour to work with parents and other professionals, including the police if necessary, to address the issues to the benefit of the children and their parents. These circumstances may include:

- Disputes which begin in school and continue outside school on an evening or weekend
- Bullying
- Complaints from the local community about the behaviour of children who attend our school

## **Records**

The school uses an electronic system (CPOMs) to record incidents of behaviour. This allows patterns of behaviour to be identified and monitored, as well as allowing monitoring of behaviour generally by the headteacher. Governors receive a regular update on this through the headteacher's report.