



The Kingfisher Schools Federation

Behaviour Policy

1. INTRODUCTION

The Kingfisher Schools Federation believes in positive behaviour management based on the good relationships fostered with the school community. We have high expectations and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions.

To summarise, the policy statement rests on four basic principles of behaviour within The Kingfisher Schools Federation:-

1. We recognise there is a clear connection between behaviour and learning. If pupils are well-behaved, teachers can teach more successfully and pupils will succeed more in their learning;
2. As schools, we have a shared responsibility with parents, to prepare our pupils to be good citizens;
3. We have high expectations for behaviour, but recognise the need to identify and reinforce it wherever possible;
4. We believe that showing pupils the value of good behaviour in school is likely to lead to increased self-esteem and greater self-discipline;

2. OBJECTIVES

- To develop a whole school behaviour policy which is supported and followed by the whole school community, teachers, children, parents and governors, based on a sense of community and shared values.
- To foster a caring, family atmosphere in which teaching and learning can take place in a safe and happy environment.



- To teach, through the curriculum, values and attitudes, as well as knowledge and skills.
- This will promote positive behaviour, encourage self-discipline and encourage in children a respect for themselves, for other people and for property.
- To have an expectation that our children and staff will respect and care for each other. Emphasis is placed upon on happy relationships, in particular, care, consideration and co-operation at all levels. We aim to ensure that this extends to the wider community.
- To develop in our children, a sense of self-worth and the ability to listen to and respect other people's opinions, even if they are different from their own.
- To encourage good behaviour, rather than simply punish bad behaviour, by providing a range of rewards for children of all ages and abilities.
- This policy should be read in conjunction with the policy statement on behaviour, adopted by all schools in the Sir John Leman Pyramid of Schools.

3. CODE OF CONDUCT

This code of conduct has been formulated with the well-being and safety of the children in mind, and to enable the school to function efficiently as a place of learning.

- All members of the school community are asked to respect each other.
- All children are expected to show respect for their teachers, other adults and fellow pupils.
- All children are expected to respect their own property and that belonging to other people, and to take care of school books and equipment.
- Children are asked to be well behaved, well-mannered and attentive.
- Children should walk, not run, when moving around the school.
- If a child has a grievance against another child, it should be reported to a teacher and it will be dealt with.
- Physical violence is not acceptable, nor is retaliation. Serious or repeated incidents will lead to exclusion.
- Abusive language will not be tolerated on school premises.
- Children must not bring sharp or dangerous instruments into school, or any items which may cause harm to others.



4. CHILDREN'S RULES

The children devised the Golden Rules, which are reviewed annually:

- We are kind
- We are honest
- We are gentle
- We listen
- We work hard
- We look after property

5. INCENTIVE SCHEME

A major aim of the school policy is to encourage children to practice good behaviour by operating a system of praise and reward. This is for all children.

The Kingfisher Schools Federation Incentive Scheme is based upon Star of the Week and the Kindness Tress, through which children can be rewarded for academic and non-academic achievements, for effort and for being caring, and for all aspects of good work and behaviour.

Individual certificates celebrating achievements will be awarded throughout the year. Each week a child from each class, will be awarded a Certificate as 'Star of the Week' with their photograph being displayed in the school. At the end of each half term certificates will be awarded for attendance.

Incentive stickers are available for everyone. In addition each teacher gives verbal or written praise as often as possible.

At Barnby & North Cove School, good behaviour at lunchtime is rewarded by stickers.

Most children respond to this positive approach where their efforts are seen to be valued, and make considerable efforts to improve their work and where necessary, their behaviour.

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6. SANCTIONS

Sadly, there will be times when some children will behave badly. Children need to discover where the boundaries of acceptable behaviour lie, as this is part of growing up. These boundaries are clearly outlined below.

- Minor breaches of discipline are generally dealt with by the class teacher, in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as sanctions are concerned.
- The school operates a whole school 'Good to be Green' system. All children start in the Green Zone on the Class Chart. If a child misbehaves, they will receive a warning and move down to the Orange Zone of the Class Chart. If poor behaviour continues, or a serious misdemeanour occurs, they will be moved down to the Red Zone of the Class Chart. This will result on the child missing part or all of their playtime, depending upon gravity of the behaviour.
- For minor misbehaviour children may be asked to sit alone, write a letter of apology and take work home to finish.
- If a child moves to the Red Zone, their name will be entered in the class behaviour log.
- Major breaches of discipline are considered to be physical violence, deliberate damage to property, stealing, leaving the school premises without permission, verbal abuse, refusal to work and disruptive behaviour in class.
- This type of behaviour is the responsibility of the Head Teacher or Senior Teacher and will be dealt with severely. This may involve the following, depending upon the severity of the behaviour:
 - A verbal warning by the Head teacher
 - Withdrawal from the class for a period of time
 - A phone call/letter to parents notifying them of the concerns
 - A meeting with parents and a warning given about the next stage, should there be no improvement in behaviour.
 - If severe or recurring, then exclusion procedures are implemented.
 - A case conference with parents and outside agencies.
 - Permanent exclusion after consultation with Governors and the LA.

NB - A very serious incident may result in a child being taken straight home.



7. RESOLVING CONFLICT

Suggested Strategies for Resolving Conflict

- Let others listen with no interruptions;
- Encourage children to maintain eye contact;
- Stress the importance of telling the truth;
- Each child has a turn to say;
- What the other(s) has/have done to upset them;
- How they feel about it;
- How they would like them to behave in future;
- Under adult supervision, the children are encouraged to understand each other's feelings and to make peace and move on;

Parents

- Parents can help by recognising that an effective school behaviour policy requires close partnership between parents, teachers and children;
- By discussing the school rules with their child, emphasising their support of them and assisting when possible with their reinforcement;
- By attending parent's evenings, parents' functions and by developing informal contact with the school;
- By knowing that learning and teaching cannot take place without good behaviour being in place;
- By remembering that staff deal with behaviour problems patiently and positively;
- The school rules are displayed clearly throughout the school and are included in the Home/school Agreement. We value the support and co-operation of parents in building a framework for the social education of all our children;

Care and Control of Children

At all times staff should encourage good behaviour through praise and rewards. No member of staff must physically chastise a child.

However, if a child is presenting staff with challenging behaviour, then a range of de-escalation techniques will be used. These techniques consist of the following:

- Verbal advice and support



- Calm talking
- Distraction
- Step away
- Negotiation
- Physical intervention - i.e. presenting a physical barrier
- Humour
- Reassurance
- Options offered
- Support systems
- Non-threatening body language
- Instruction
- Warning

If at any time there is a risk of injury to the pupil, other pupils or members of staff, damage to property, or good order prejudiced, then positive handling could be used, whenever possible by trained staff.

INCIDENT BOOK

These incidents are those which may give rise to disciplinary or legal action or become a matter of public interest. Incident forms should be used to record all details and are available in the staff room.

- Any incidents involving a child, or anyone employed in school which results in personal injury or damage to property.
- Loss, theft or damage to property
- Use of positive handling techniques
- Any other incidents or matters of a serious nature.

MONITORING & EVALUATION

This policy will be reviewed and updated at regular intervals and when deemed appropriate and necessary.

- The policy will be reviewed as part of the schools monitoring cycle.
- The Head teacher has responsibility for monitoring this policy.
- **This Policy is due for Review in March 2016.**



IMPLEMENTATION

This policy will be formally implemented with effect from September 2014.

This policy was adopted at a Meeting of the full Governing Body on _____.

Mr John Beckett

Chair of Governors

Mrs Ruth Nixon

Head Teacher