

Kellington Primary School



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**Title of Policy: Good Behaviour
Policy. (Including Anti- Bullying)**

**Date
Reviewed
Oct 2020**

**Person Responsible:
SLT/HT**

Frequency of Review: Annually



Kellington Primary School- Good Behaviour Policy

Shared Expectations

At Kellington Primary School we have high expectations of the children and their conduct and therefore we support children to make the right choices in relation to their behaviour. We acknowledge that behaviour is a reaction to a need and that it always has a cause. It is therefore important that we provide the help and support to find the cause of the behaviour and thus support children to behave appropriately.

It is essential that there is a partnership between Kellington Primary School and our parents so that the same high expectations are in place at home as in school by actively fostering good behaviour using rewards, having clear boundaries and simple rules.

Our policy clearly defines the use of the Zone Board in helping and supporting the children to make the right choice. Our school rules are an integral part of the school day and they are a reference point in any dealings related to behaviour.

- **Tell the truth**
- **Be polite**
- **Work hard**
- **Show respect**
- **Take responsibility**

The children have ownership of these rules and by following them allows us to have a safe and happy school.

Creating a environment for good behaviour

We can take positive steps to encourage good behaviour by:

- Creating a pleasant, relaxed but purposeful atmosphere in the classroom, where children are respected, show respect in return, and have a clear expectations.
- Establishing a strong class identity and team spirit. This can be done through a variety of strategies: class name, star of the week, class rewards, etc.
- Emphasising and building on success and developing self-confidence. We aim to develop self-esteem by showing children that we value their efforts and achievements.
- Encouraging independence. Allowing the children to make some decisions for themselves from an early age, and gradually allowing them to take more responsibility for their own actions, enables them to become more independent and shows them that we trust them and value their contributions.
- Showing the children that we take pride in the school and value their contributions - we can only expect the children to care for, and have respect for their surroundings if we set a good example. We can do this by ensuring that we



arrange the classrooms in an orderly way, with well organised and easily accessible materials and that displays around school are of a high quality.

- Providing carefully planned activities which are interesting, stimulating and appropriately differentiated and which cater for different individual learning styles.
- Always showing consistency of approach and teaching children to respect adults and peers. Children are more likely to choose the right behaviour if the expectations are clearly understood and consistently and fairly applied by every adult in school.
- Opportunities are maximised to foster good relationships and emphasise the importance of courtesy, thoughtfulness, honesty, kindness and loyalty. These attitudes are modelled and reinforced by all adults.

Expectations of behaviour

It is important that the children receive the same messages from all members of staff, and that rules, standards and consequences are consistently applied. All staff - teaching, non-teaching and those working in our school on a temporary basis – use the same procedure when children misbehave. Expectations relate to all parts of the school day, including after-school clubs and off-site visits, all activities in which children are involved, including lessons, playtimes, assemblies, lunch, clubs, etc and all areas of the school, or place in which the children are being taught or supervised.

We expect the children to:

- Tell the truth
- Be polite
- Work hard
- Show respect
- Take responsibility

We expect the school staff to:

- Show respect to everyone
- Be courteous, consistent and fair
- Be on time
- Listen to children's explanations for behaviour
- Recognise and praise good work and behaviour
- Show a consistency of approach

We expect Kellington Primary School parents to:

- Support the school Good Behaviour Policy and the values it expresses
- Be courteous and show respect to everyone when in school
- Make every effort to attend parents' evenings
- Work with the class teacher if issues are identified.
- Send the children to school on time, in appropriate clothing
- Ensure that set homework is carried out
- Always ring or write to explain absences



We expect Governors to :

- Support the Headteacher and school in carrying out these guidelines
- Monitor the effectiveness of their implementation
- Review the policy.

The Kellington Rules are displayed in each class and around school and are discussed, reinforced and referred to regularly:

- **Tell the truth**
- **Be polite**
- **Work hard**
- **Show respect**
- **Take responsibility**

Each class has its own class name which helps create a sense of belonging, inclusion and being part of a team.

Praising and celebrating good behaviour (Rewards)

The school rewards good behaviour, as it believes that this develops an ethos of kindness and co-operation. Praise is the biggest and most sincere form of reward that can be given. Our aim is to promote good behaviour rather than merely deter anti-social behaviour.

- Lots of praise –regular claps, thumbs up, silent cheer, drumroll, stop them to hear someone else’s idea, making sure everyone gets the warm smile, giving children special jobs.
- Stickers and stamps
- House points

Also:

Messages/phone calls home
Shining Star (Weekly award)
Super Star (Termly)
House treat (half termly)
Gold award/sticker
Class rewards

Consequences for poor behaviour

For children who do not follow the rules the following sanctions apply

- Knowing look
- Verbal reminder or
- Moved in the Zone Board (see appendix A for more information)
- Verbal or letter of apology
- Seen by Headteacher (written record)
- Headteacher speaks to/ meets with parents (written record)



- Action plan/target setting with parents and staff team involved with that child (written record- behaviour plan and risk assessment as appropriate) . Intervention and provision adapted as required.
- Involvement of other agencies as required (Written record)
- Exclusion (formal written record)

Bullying

Bullying is action taken by one or more children with the deliberate intention of hurting another child, either physically or emotionally, usually over repeated instances. Bullying is wrong and can have a strong negative impact on individual children. We therefore do all we can to prevent it, by continually promoting a kind and friendly ethos. We make it clear that we consider bullying as unacceptable.

What the school will do to promote a Bully- Free community

Create a caring and nurturing ethos which will be reflected in every aspect of school life. In addition to this being a fundamental foundation of school life, we address anti-bullying through assemblies, a rigorous P.S.H.E. (Personal, Social, and Health Education) programme, Religious Education and by example.

- Staff will always model appropriate behaviour towards one another and to the children. This behaviour will respect the individual regardless of age, sex, ethnic origin and background. Human rights are equal and everyone in the school is of equal value.
- Take bullying seriously.
- Remind children of their responsibility in helping to keep everyone safe and the importance of reporting any incidences of bullying.
- Remind children of their right to be happy and safe at school.
- Create a culture where children feel they can freely speak to every member of staff.

What should a child being bullied do?

- Say "Please stop, I don't like it."
This is to give the bully a chance to stop, recognise that they are bullying and correct their own behaviour.
- If it does not stop, try not to retaliate.
- Recognise that 'it's strong to tell'
- Walk towards a member of staff.
- Seek help.

What should any child who witnesses bullying do?

- Tell their class teacher or another member of staff in whom they have confidence
- Be truthful and only report facts not guesses.
- Recognise that telling is trying to help someone else – not only the bullied, but also the bully (bullies are not happy people).



What should parents /carers do?

- Keep calm.
- See the class teacher or Headteacher.
- Discuss the facts with the member of staff.
- Have an open mind.
- Give the member of staff time to investigate.
- Discuss with the member of staff the findings.
- Agree a strategy for preventing a recurrence.
- Reinforce with their child that they must tell the appointed member of staff if it happens again.
- If there is any further occurrence, contact school: it could be that the school is unaware because the child has not divulged the information again.

When a report of bullying is received the following procedure will be followed.

- Firstly, the class teacher will be informed (if the report did not go to the teacher) so that the child is safe from any potential bullying. This may include special provision at breaks until the full picture is known.
- All other staff will be informed where necessary, to ensure that the child is supported appropriately.
- The views of all children involved will be sought.
- Reports will be gathered from as many other sources as possible.
- When a full picture is known the children will be supported and advised about ways forward.
- When this full picture is sought, it may be determined that there has been no incident of bullying, but a conflict or fall out. This will still be taken seriously and resolved appropriately.
- If bullying is identified the children will be given advice on how to deal with such incidents and a way forward will be discussed with them. This will include consequences for other children involved and advice on how to re-establish a working relationship with others involved.
- Appropriate strategies are put in place for any further intervention needed and for clearly monitoring the situation.
- Parents/carers will be informed and involved if there is evidence of bullying.
- Whoever correctly informed the school of the bullying will be praised and thanked.

The school's commitment to addressing bullying

The school guarantees that everything possible will be done to ensure:

- all incidents are to be recorded;
- children are taken seriously;
- children are protected from the bully;
- children are helped to deal with and given skills to prevent a recurrence;
- children are told the result of any investigation and what appropriate action has been taken;
- children are given several specific points of contact and told they should speak to these people immediately if there is a recurrence of the bullying behaviour;



- witnesses are reminded to come forward in confidence. They will be reassured that they should not fear confidentially speaking to any staff or the Headteacher if they know someone is being bullied;
- reports of bullying are dealt with immediately.

Dealing with the potential bully

- They will be asked about the reports and their point of view considered.
- Efforts will be made to find out why they were doing it.
- The effects of their actions will be discussed.
- Questions will be asked such as:

Did they realise the effects of what they were doing?

Did they realise they were bullying?

What must they do now?

- Clarification will be made of what is acceptable and unacceptable behaviour.
- The child who bullied will be informed of the monitoring of his/her future conduct.
- The child who bullied will consider how he/she can rectify the situation and ensure this situation does not occur again with any child.
- Parents/carers will be informed and involved if there is evidence of bullying
- A longer-term resolution strategy may be put in place.

Reoccurrence

If there is a reoccurrence of bullying, the issue will be discussed with the parents/carers of the child who was bullying.

There could be need for a specific strategy

Review

Checks will be made that the bullying has stopped. An entry will be put in the school diary to speak with the children involved individually to continue to offer support and guidance as appropriate.

Exclusion

Exclusions are the last resort and will be for serious unacceptable behaviour towards others or for persistent and deliberate transgressions of school rules which have not been remedied by the strategies above. In cases where the safety of pupils and staff is at risk then exclusion may be the most appropriate strategy. Initial exclusions may be for a period of 1 - 5 days. In such cases parents will be contacted immediately by telephone. Arrangements for the exclusion will be written and given on the same day.



Lunchtimes.

The Midday Supervisors (MSAs) are responsible for the organisation and discipline of children at lunchtimes.

LUNCHTIME CODE OF CONDUCT

Children need to be equally clear about what is expected of them in the playground and indoors during lunchtime the Kellington Rules apply:

- **Tell the truth**
- **Be polite**
- **Work hard**
- **Show respect**
- **Take responsibility**

All children should have a thorough understanding of the following:

- They should play in the designated areas
- They should not come back into school unless permission is given by a teacher, MSA or supervising adult
- When the whistle is blown at the end of lunchtime they should stop moving and talking until the whistle is blown again when they should move to their designated adult to return to class
- They should return to class in a calm and orderly manner

As in the classroom, we reinforce good behaviour wherever possible by praise and positive recognition. In order to promote good behaviour at lunchtimes, the MSAs will also use the following reward systems:

- House points can be given by the MSAs.
- If a child behaves in a way which is over and above expectation, the behaviour is recognised by the MSA and it is passed to the teacher and the child can be moved to 'gold'.

The following sanctions are applied in cases of negative behaviour:

1. Verbal warning and apology to person(s) concerned.
2. "Time out" of play. Five or ten minutes in time-out zone. Inappropriate behaviour is noted on scholar pack and passed to the class teacher at the end of lunchtime.
3. Headteacher will inform/meet with parents if there is a pattern of poor behaviour. (more than 3 incidents)
4. Persistent failure in behaving in the agreed way at lunchtime will result in additional provision being in place at lunchtime. .

As with the all our consequences, each day is a new start for any child.



Kellington School Rules

Tell the truth

Be polite

Work hard

Show respect

Take responsibility





Appendix A

Zone Boards

The Zone board is there to “Shine a Light” on the child’s behaviour, encourage them 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**
- Only members of staff move the children on the board
- If required, class teacher will revise the school rules at the beginning of the day (e.g. if behaviour within the class has generally been poor the day before)
- If there is a specific class issue the class teacher 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 good behaviour relating to that particular rule.
- Staff need to be proactive in addressing poor behaviour- When a child isn’t engaged work they might move down the board due to their poor behaviour. However when they **STILL** don’t engage in the lesson do you move them down the board again? Not unless you have done something to change that situation. Think about why haven’t they engaged? Is it their position in class, distractions, not knowing how to, your teaching style, lack of support/resources- ***The teacher needs to make a change to facilitate the child’s change in behaviour.***

Gold Zone

- Children move up to the gold level by delivering on behaviour or it could be work related e.g. trying your hardest
- Moving up should elicit a reward- a token, sticker etc to acknowledge their achievement
- This should be really difficult to get to and you may only have 3 or 4 children there in a session/by the end of the day, otherwise it can lose its impact and no longer be seen as an achievement.
- If they moved to gold in the morning they would move back to the start point for the afternoon session.



Moving down the board

- If a child displays a behaviour that breaks one of the 5 rules you would move them down the board initially to blue.
- The child needs to know why they are being moved down the board (not a in a damning statement) and they **need to know** how they can get back to Silver. This is done by the class teacher explaining to the child what behaviour they expect to see for the child to move back up.
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 don't shout out for the rest of our discussion then I'll move your name back to silver.'
- Children move down the board one zone at a time unless it is an extreme behaviour.
- If a child continues to disobey the rule then they would move down to the purple zone. This is where a consequence would be enacted if the child failed to address their behaviour. However, again, an explanation of how to rectify the behaviour needs to be given.
- Consequences for their behaviour should be carried out ASAP. Consequences for the afternoon session should be carried out at the earliest opportunity the following day.
- **The red zone** is for instances where the child can no longer be in the classroom. This might be the result of constant refusal or it might also be an instance where the child is in danger of hurting themselves or someone else and it is unsafe for them to be in the classroom. If at all possible the child should be found an appropriate place to work (a quiet place outside the classroom or going to a different classroom). Again the child should be clear of the behaviour that is unacceptable and how to rectify their behaviour.

Moving back up the Zone board

- If a child listens to the teacher's advice and does not display the poor behaviour again then they move back up the board. This change in behaviour needs to be acknowledged. e.g." Well done for listening properly. I can now move you back up the board."
- If a child has lost playtime for a poor choice before play it is likely that after playtime you would move them back to silver. However if the child is still being disruptive and displaying behaviour that do not suggest they have corrected the behaviour then they might not automatically go back to silver until they start to listen to the teacher's advice and make the steps back to silver.