

## Kingsbridge Community Primary School

### Relationships and Behaviour Policy

Excellent behaviour is everyone's responsibility. Children at Kingsbridge Primary School behave exceptionally well and this happens because we have high-expectations and know our children. We care and we want to understand each child's unique experiences that have led them to behave in certain ways. We know that if a child knows how to behave socially, then this will, in turn, support them to succeed in the future. This policy is informed by our school values of Community, Aspiration, Respect and Equity. As a Rights Respecting School, we support the United Nations on the Rights of the Child:

*Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.*

*Article 28 - Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.*

We have a consistent approach to behaviour in which all adults have high expectations, nurture relationships with children and model expected behaviours. All adults take the time and make the effort to foster good relationships with all children. We expect children to behave in a **Safe, Kind and Responsible** manner at all times. Where children are finding this difficult, we educate and support them to succeed.

We believe that the benefits of good behaviour are that:

Children:

- learn what excellent behaviour means
- learn to care for others
- feel happy and safe
- learn to be good friends
- develop self-confidence
- do as well as possible in their work

Staff:

- teach effectively without disruptions
- meet the needs of all children
- work positively with parents and carers

Parents and carers:

- feel confident that their children are being taught in a safe and secure environment

We aim to create a stimulating and caring environment where all children, irrespective of race, gender or disability learn:

- to be **safe** – to care for themselves and others, to behave in a way that means everyone feels secure at our school, to think carefully before acting

- to be **kind** – to value others and their similarities and differences, to empathise with and respect others’ feelings, to care for and co-operate with others, and to enjoy and respect their achievements whatever their gender, attainment, colour, religion or culture;
- to be **responsible** – develop a feeling of shared responsibility by learning to care for their school environment, to be responsible for their own actions and take pride in their achievements, and to develop an understanding of, and concern for, the world around them.

As a school, we work to achieve these aims by:

- planning a broad and balanced curriculum which will develop to the full, each child’s intellectual, physical, spiritual, moral, social and cultural development;
- structuring activities and routines to enable children to behave in a positive and appropriate manner for their age and stage of development;
- providing clearly-defined and consistent boundaries which are carefully explained to the children;
- acting as role-models by demonstrating the positive behaviour we wish to encourage among the children;
- providing a supportive environment where excellent behaviour is encouraged, noticed and celebrated.

### In the Classroom

Thoughtful classroom organisation encourages positive and appropriate behaviour. The display policy is followed rigorously and classrooms are tidy and calm places. Children and adults are able to focus on learning without disruption. Behaviour for learning is exceptional. Children think carefully about their learning and work hard to achieve their best. We know it is necessary to define, both by example and explanation, what constitutes appropriate behaviour.

The adults are expected to:

- Model excellent behaviour at all times
- Follow the pedagogical principles outlined in the teaching and learning policy with precision
- Recognise excellent behaviour
- Form good relationships with the children they teach by showing them “deliberate bothered-ness” (remembering important information about them, asking questions about their lives *e.g. How was your beach trip on Saturday?*)
- Consistently follow the behaviour routines expected
- Adapt lessons to suit the needs of the children in their class

The children will be expected to:

- ask permission to leave the room
- stay seated during learning time
- engage in class discussions and be prepared to share their thoughts
- follow the hand signals used by the adults in the room (Team Stop, partner talk, 123 transitions)

## **Around the School**

Children are expected to feel an ownership and responsibility for the school as a whole – by participation in whole-school events, working in and taking responsibility for areas of the school and seeing their learning displayed throughout the school.

Children are expected to behave in a positive and appropriate manner in shared areas such as the corridors, hall and library. This means moving around the school quietly and calmly so that others are not disturbed or distracted and, especially, for their own and others' safety. Children using any area of the school are expected to leave it tidy and in a suitable condition for others to use. This is also consistently modelled by adults.

Key expectations:

- Children are encouraged to hold doors open for others to pass through and politely greet visitors
- Children are encouraged to pick up fallen articles of clothing as they pass rather than walk over them
- On entering the Hall, the teacher should stop at the doors and wait for all children to be silent. At this point they will be led into the hall in a straight, quiet line;
- During assembly times, children are encouraged to enter and leave the hall in a quiet and calm manner and listen carefully and respond appropriately during these sessions

At lunchtimes, children are encouraged and supported by the lunchtime staff (MTAs) to behave in a quiet and controlled manner and to remain seated while eating.

## **Behaviour Management**

Our aim is to create an exceptional learning experience for every child.

### Procedures

#### Rewards

All staff will notice good behaviour and praise children accordingly.

All classes will have a recognition board upon which staff and children will notice good behaviour and our school values.

Teachers will use their recognition board to nominate their class for the weekly Star Class Award.

During the year the teacher must spot some 'excellence' in every child in the class at least once and reward him/her with a gold leaf that represents one of our values to be presented in celebration assembly as well as joining our Fabulous Fourteen.

#### Classroom Expectations

Expectations need to be expressed in positive terms ('We will ....') not negative ('Don't...') and will be agreed as a class. This charter is then signed by all adults and children in the class.

#### Dealing with unacceptable behaviour

All adults will follow the process as set out in this policy.

1. **Redirection/Reminder** - A reminder of the rules, delivered privately wherever possible. Gentle encouragement, a 'nudge' in the right direction. A reminder of our three simple behaviours – Kind, Safe and Responsible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2. **Last chance** - A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, 'Think carefully about your next step.' Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
3. **30-second script and 2 minutes to engage**- If the pupil still does not engage, use the 30-second script. Give two minutes for the child to engage with this before moving on. Supportive actions may need to be put in place at this point i.e. moving the child to another seat in the class
4. **Time out/Cool off** - This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in another class, in another quiet area of the school or a quiet area in the classroom.
5. **Restorative conversation** -This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teacher may decide work should be taken home to complete ('Pay it Back time').
6. **Support step** - In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT. This will be specified on a personalised Behaviour Plan for certain children identified with behaviour as an additional support need. Serious incidents may require children to complete incident sheets and should be logged on CPOMS.

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### 30 Second Script

I noticed you are...

You are not showing our school behaviour of ... (being kind, being safe, being responsible) You have chosen to ... (stay behind at playtime to catch up with work) Do you remember when you (finished all your writing)? That is who I need to see today. Thank you for listening.

Restorative questions

1. What happened?
2. What were you feeling/thinking at the time?
3. How did this make other people feel?

4. Who has been affected and how?
5. What should we do to put things right?
6. If this happened again, how could you do things differently?

#### Morning and After School Procedures

- At least one member of SLT will be at the gate to meet and greet the children every morning at 8:50 – all teachers should meet their children at the agreed threshold to their classroom and greet them individually by name.
- At the end of the day, teachers will walk their children calmly to the gate. Teachers of children in EYFS and KS1 will ensure that all children go home with a known trusted adult. KS2 children may leave unaccompanied if parents have given permission.

#### Playtime Procedures

- No food is to be opened in the classroom or corridor (except during wet playtime).
- The class teacher must see their class out of the main building at the beginning of playtime.
- Teachers must ensure their children are aware of and considerate towards other children who are still working.
- If it is a 'field day', everyone goes to the designated areas.
- If it is a playground day,
  - EYFS children will play on the playground behind Yr 1 classrooms
  - Yr 1 and Yr 2 will play on the lower playground at lunch time.
  - After their lunch Y2 children may choose either the lower or middle playground to play on. At 1pm Y2 will be taken to the top playground.
- Children are expected to have been to the toilet and had a drink before the bell goes at the end of break.
- Children must not take themselves to the office. At lunchtime, the children may need to be taken to the Head of School or SLT after the sequence of consequences has been worked through. Several MTAs have basic First Aid training. If there is a serious First Aid concern, the child who requires First Aid treatment needs to be brought (not sent) to the reception area and wait there whilst the MTA finds a first-aider.
- Five minutes before the end of lunchtime, teachers must go out to the playground or field so that, when the bell rings for the end of break, children line up quietly in their class

groups. Teachers then remind the children of their expectations and focus on the following session's learning.

- If it is 'wet playtime', teachers should arrange their own supervision of their class.

### Behaviour Plans

If a child's behaviour is consistently unacceptable, or if s/he is volatile, disrespectful or aggressive, parents will be required to attend a meeting with the Head of School/member of SLT, the child and the class teacher. An individual behaviour plan will be set up which will clearly stipulate consequences of behaviours, sanctions and rewards. This plan will remain in force for the child until s/he has had three complete terms during which all behaviour has been deemed appropriate. The Primary Resource Base Coordinator for ESBD might be asked to work with the child on behaviour management.

If the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm the schools' safeguarding policy must be followed.

### Leaving the School Premises

If a child leaves the school premises during the school day, the police are called before then calling the child's parents.

### Uniform, PE Kit and Jewellery

Children are expected to wear school uniform, have appropriate PE kit in school when required and not wear jewellery. If this is not the case, the class teacher will speak to the child and parents. If there is no improvement, the matter will be referred to the Head of School.

### Pupils' conduct outside the school gates *Section 89(5) Education and Inspections Act 2006*

If any non-criminal bad behaviour or bullying occurs off the school premises and is witnessed by a member of staff or reported to the school, the Head of School will decide what action to take. The school may decide to discipline a child for misbehaviour when s/he is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at this school.

The Head of School may also discipline a pupil for misbehaviour at any time which:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

### Confiscation of inappropriate items

A member of staff may confiscate an item from a child if it is distracting the child or other children from his/her learning, or if it is an inappropriate item to be brought to school. Inoffensive items should be returned to the child or his/her parents at the end of the school day. Items that are likely to be used to commit an offence, cause personal injury or damage to property must be handed to the child's parent. Weapons, pornography or illegal drugs are to be handed to the police.

### Crime Related Incidents

Refer to the appended Devon and Cornwall Constabulary Advice (2009); Dealing with Crime Related Incidents in School, Dealing with Knife Related Incidents in School.

### The law

Under Section 91 of the Education and Inspections Act 2006, teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.

To be lawful, the punishment (including detentions) must satisfy the following three conditions:

- 1) The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Head of School;
- 2) The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff; and
- 3) It must not breach any other legislation (for example in respect of disability, Special Educational Needs, race and other equalities and human rights) and it must be reasonable in all the circumstances.

A punishment must be reasonable. In determining whether a punishment is reasonable, section 91 of the Education and Inspections Act 2006 says the penalty must be proportionate in the circumstances and that account must be taken of the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

*This policy was reviewed by the staff on 6<sup>th</sup> September 2023*