Kirkbymoorside Community Primary School

Behaviour Policy
2021-2022

Policy Review Timescale	Annually
Review Body	Head of School/ Executive Head Teacher
Date	November 2021
Review Date	November 2022

This policy aims to:
- Provide a consistent approach to behaviour management;
- Define what we consider to be unacceptable behaviour, including bullying;
- Outline how children are expected to behave;
- Summarise the roles and responsibilities of different people at Kirkbymoorside CP School with regards to behaviour management;
- Outline rewards and consequences.

Kirkbymoorside Community Primary School

A fundamental aim of Kirkbymoorside CP School is that every member of the school community is made to feel safe, valued and respected and for all persons to be treated fairly. We are a restorative school and aim to give the children skills to resolve conflict.

We believe that the key to behaviour management is **relationships** and we work hard to build positive relationships with children based on mutual respect.

Kirkbymoorside CP School does not tolerate bullying of any kind and such incidents, although rare, are treated very seriously.

As a staff team, we recognise the impact we have on the ethos and climate of our school. In order to promote positive behaviour, we will:

- Care about our children and always act in their best interests;
- Promote and provide positive role models for children;
- Ensure our school is happy and safe to allow effective learning to take place;
- Appreciate and praise right choices and achievements;
- Provide encouragement and pastoral support to all children;
- Provide learning experiences that are engaging with appropriate support and challenge;
- Ensure that all children are aware of the behavioural rules:
  Be Ready;
  Be Respectful;
  Be Safe

Legislation and Statutory Requirements:

This policy is based on advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the [special educational needs and disability (SEND) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education (Independent School Standards) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an antibullying strategy.

- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with the Funding Agreement and Articles of Association.

Links with other Policies:

This behaviour policy is linked to the following policies:

- Complaints policy
- Child Protection and Safeguarding policy
- Anti Bullying policy
- Confidentiality policy.

Bullying:

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful;
- Repeated, often over a period of time;
- Difficult to defend against Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of the School's approach to preventing and addressing bullying are set out in the Anti-bullying Policy.

Roles and Responsibilities:

The Local Primary Committee: is responsible for monitoring this Behaviour policy's effectiveness and holding the Executive Head teacher/Head of School to account for its implementation.

The Head of School: References to 'the Head of School' includes the Executive Head Teacher.

The Head of School will ensure that the school environment encourages positive behaviour and that staff deal effectively with behavioural issues, and will monitor how

staff implement this policy to ensure rewards and consequences are applied consistently.

Staff:
- Recognise the impact they have on the ethos and climate of the School. All adults will be positive role models for children;
- Behaviour will embody the School's values of equality and respect;
- Will use consistent language choices – and regularly refer to children being ready, respectful and safe, in order to positively reinforce behaviour as well as remind children about the School's expectations;
- Adults will avoid shouting and will speak to children with kindness and respect;
- Relationships between staff and children are positive because staff invest time and energy into building connections with children;
- Leaders support teachers and teaching assistants to support children with challenging behaviour by offering support in classes to allow the member of staff to support the child who is struggling;
- All staff care deeply about children in their care. The School Leaders also care deeply about all staff and will endeavour to offer support to enable them to support the children.

In order to promote positive behaviour, Kirkbymoorside School will:
- Care about the children and always act in their best interests;
- Ensure the School is happy and safe to allow effective learning to take place;
- Reward and praise right choices and achievements, reinforcing Ready, Respectful, Safe language;
- Provide encouragement and pastoral support to all children;
- Provide learning experiences that are engaging with appropriate support and challenge;

Parents: Are expected to:

- Support their child in adhering to the Behaviour Blueprint (Appendix 1);
- Inform the School of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

Children are expected to:

- Be Ready
- Be Respectful
- Be Safe

Our Positive Approach

We aim to promote and reward positive behaviour. We do this by:

- Class incentives: Lego Blocks collected which result in class golden time
- Rewarding in public – using verbal and non-verbal praise to individuals, groups or classes;
- Continually reinforcing our expectations for all children to: **Be Ready, Be Respectful and Be Safe;**
- Senior Leaders explicitly celebrating achievements with individuals, groups and classes;
- Verbal praise;
- Smiles and positive non-verbal communication;
- Good work celebrated in Friday Celebration Assembly;
- Sharing work with the Head teacher or a senior leader;
- Positive feedback to parents (phone call, email or postcard);
- Personalised reward systems based on individual needs and using children's interests as incentives;

Praise in Public. Reprimand in private

Children can earn 'Lego Blocks' for their class for numerous reasons, these may include:

- Politeness
- Kindness to others
- Courtesy
- Good attitude to learning
- Homework completion to a good standard
- Excellent presentation
- Good work.

Low Level Disruption

Our aim is to enable all children to learn to the best of their ability and not allow low level disruption to prevent this. According to the 'Below the Radar' report published by OFSTED, low level disruption may include:

- Swinging on a chair
- Repeatedly tapping pencil
- Shouting out
- Making unnecessary noise
- Work avoidance
- Inappropriate verbal responses
- Anything which interferes with the 'flow' of the lesson

Serious Incidents

In our view, a 'serious incident' is defined as one of the following:

- Swearing
- Deliberate and malicious physical violence towards another person
- Stealing
- Deliberate and provocative racist comments
- Refusal to co-operate with a member of staff
- Running away
- Rudeness or Insolence to a member of staff
- Deliberate damage to property
- Sexual harassment
- Bullying

Our approach to consequences/sanctions

S1	Reminder of expectations. A specific verbal warning stating where the child has made a wrong choice and what the expectations of the teacher are. Thinking time/reflection time. Restorative discussion.
S2	Missed playtime or part of playtime.
S3	Discussion with Senior leader and then the Head. Parents are informed and involved in consequence.
S4	Formal monitoring of behaviour for an agreed period of time
S5	Educated out of class.
S6	Educated off site at another school within the Trust for an agreed amount of time

We believe that consequences are important to help children understand when they have made a wrong choice, reflect on that and make better choices in the future. Therefore, at each stage restorative discussions will take place to support the child.

Serious incidents will be dealt with at the scale most appropriate.

Restorative Practice

'Punishment doesn't teach better behaviour, restorative conversations do.' ('When the Adults Change, Everything Changes', Paul Dix)

At Kirkbymoorside, we actively avoid sanctions or consequences where a child is made to feel shame or humiliation. Children do not improve their behaviour after feeling worse about themselves.

For this reason, practices such as traffic lights on walls and names on boards are not used. Behaviour is improved by building children's self-esteem and helping them to believe that they can make the right choices, they are kind and they are capable of behaving well.

We deal with incidents of disruptive or inappropriate behaviour in a way that avoids shame and punitive responses and punishments. We hope to foster an atmosphere where children have the chance to reflect upon the impact that their behaviour has on other people, including teaching staff.

When an issue arises, the child/children involved will be asked to consider their behaviour, its impact and how they can make the situation better. We aim to discuss wrong choices with the person(s) affected. If a child hurts or upsets another child, they will be asked the following questions:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- Who has been affected by what you did?
- How do you think they feel now?
- What do you think needs to happen next?

The person affected by the behaviour will be asked the following:

- What happened?
- What were you feeling at the time?
- How have you felt since?
- What do you think needs to happen next?

These questions are in line with a restorative practice approach where the questions are neutral and non-judgemental. They require the children to reflect on who has been affected by the behaviour and how they can make it better as well as developing empathy.

Exclusions:

Ryedale Learning Trust is committed to not exclude any child, although Trustees retain the right to permanently exclude a pupil, if support from other services including the LA have not been sufficient.

It is very rare for exclusion to be necessary or seen as the best option for a child.

However, there are times when exclusion is unavoidable. This will always be an absolute last resort.

The Head of the School in conjunction with the Executive Headteacher is the only member of staff who can carry out a Fixed term exclusion.

- Exclusions can be for a fixed term;
- Fixed term exclusions cannot exceed 45 days.

Children can be excluded from the School when:
- There has been a significant and serious breach of the school's Behaviour policy,
- Allowing the child to remain in the School would seriously harm the education or welfare of themselves or others in the School.

Off-Site Behaviour:

Consequences may be applied where a child has misbehaved off-site when representing the School, such as on a school trip or on the bus on the way to or from the School.

Malicious Allegations:

Where a child makes an accusation against a member of staff and that accusation is shown to have been malicious, the head discipline the child in accordance with this policy.

Please refer to Ryedale Learning Trust Safeguarding and Child Protection policy for more information on responding to allegations of abuse.

The Executive Head teacher/Head of School will also consider the pastoral needs of staff accused of misconduct.

Physical Restraint:

In some circumstances, staff may use reasonable force to restrain a child to prevent them:

- Causing disorder;
- Hurting themselves or others;

- Damaging property;

Incidents of physical restraint must:
- Always be used as a last resort;
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Only be carried out by staff who have been trained;
- Be recorded and reported to parents

Monitoring Behaviour

Kirkbymoorside CP School:

All teachers are expected to log significant behavioural incidents. Where behaviour has been logged, parents will be informed. In instances of challenging behaviour, this will be logged on CPOMs, an online monitoring system. The log will be completed by a member of staff and shared with the Head of School or Senior teacher. In instances of very significant behaviour, for example the injury of a person or racial abuse a Major Incident Report Form will be completed. This will be completed with the Head of School and shared with NYCC.

Support for the Child:

The School recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, the approach to challenging behaviour may be differentiated to cater to the needs of the child.

The School's special educational needs co-ordinator will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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

When acute needs are identified in a child, the School will liaise with external agencies such as Early Help, SEMH (social, emotional and mental health) and plan support programmes for that child. They will work with parents to create the plan and review it on a regular basis.

For children who have social, emotional or mental health difficulties extra support will be provided. This is evident in many ways for example; visual time tables, nurture times, personalised reward systems, parental engagement, structured playtimes.

Pupil Transition:

To ensure a smooth transition to the next year, children have transition w with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those children transferring to other schools.

Training:

The staff are provided with training on managing behaviour including proper use of restraint.

Behaviour management will also form part of continuing professional development.

Ryedale Learning Trus
Behaviour Blueprint

Our Rules for Promoting Positive Be

Ready
Respectful
Safe

Recognition and Rewards

- We give genuine verbal praise
- We celebrate and reward achieveme
- We communicate positive messages

Visible Consistencies

All adults will…

- Model behaviours we expect to see
- Have high expectations for all
- Be calm, consistent, kind and fair
- Pay first attention to best conduct
- Relentlessly teach and reinforce routines
- Praise in public, reprimand in private

- Unif
- Posi
- Effec gain
- Posi
- Calr tran

Stepped Interventions and Clear Comr

Reminder
- Clearly state the behaviour expectation once

Response
- Issue an appropriate consequence

Reset & Repair
- Time to reflect and rebuild the relationship