



Kirton Primary School

Policy for the Management and Promotion of Good Behaviour and Attitudes

Kirton Primary School has high expectations for children's behaviour. Successful relationships between staff and children are paramount; we believe that positive relationships lead to positive behaviours.

Staff will be supported by the Senior Leadership Team and the SENDCo in managing the children's behaviour.

We aim:

- to provide a calm and orderly environment with clear routines and expectations;
- for staff to manage behaviour in a fair and consistent manner;
- to notice positive behaviour and use specific praise for individuals to help them grow in their attitude, understanding and skill
- to provide a positive culture in which the staff care for and know the children well;
- for behaviour not to disrupt learning or the day-to-day life of our school;
- for children to demonstrate good manners and respect for each other and staff;
- for children to feel safe and form positive relationships with staff; and
- for children to learn about the consequences of their behaviour and to reflect on their actions;
- for children to enjoy coming to school;
- for children to be resilient, confident and self-assured learners;
- for children to be proud of their successes and achievements;
- for children to be committed to their learning, are resilient to setbacks and take pride in their achievements.

A Positive Approach at Kirton Primary School

As adults we will:

- create a positive climate with realistic expectations;
- emphasise the importance of being valued as an individual within the group;
- promote respect through honesty and courtesy;
- provide a caring and effective learning environment;
- encourage relationships based on kindness, respect and understanding of the needs of others;
- ensure fair treatment for all regardless of age, gender, race, ability and disability;
- demonstrate appreciation of the efforts and contribution of all.

The Curriculum and Learning

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Lessons have a clear intent that is understood by the children, and scaffolding is used to meet the needs of all children. Marking and record keeping is used both as a supportive activity, providing feedback to the children on their progress and achievements, and that their efforts are valued and progress matters. Discrete lessons are taught in personal, social, health and economic education (PSHE) and relationships and sex education (RSE).

Rules and Procedures

Rules and procedures will:

- be kept to a minimum;
- be positively stated, telling the children what to do rather than what not to do;
- actively encourage everyone involved to take part in their development;
- have a clear rationale, made explicit to all;
- be consistently applied and enforced;
- promote the idea that every member of the school has responsibilities towards the whole.

Rewards

Our emphasis is for rewards to reinforce good behaviour and positive attitudes as rewards have a motivational role, helping children to see that good behaviour and attitudes are valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. Rates of praise for behaviour are as high as for work. Strategies for reinforcing good behaviour include: verbal approval by the teacher; the teacher sharing the instance with other children; house points awarded; stickers given; children sharing the instance with other staff members, and giving stickers (see [Appendix A](#) for full list of rewards). Recognition of house points and Star of the Week rewards are presented publicly during assembly.

Sanctions

The use of sanctions is characterised by certain features:

- it must be clear why the sanction is being applied;
- it must be made clear what changes in behaviour are required to avoid future sanctions;
- group sanctions should be avoided as it is unfair and can breed resentment;
- there is a clear distinction between minor and major offences;
- sanctions are for the behaviour and not the child.

Sanctions range from expressions of disapproval, through withdrawal of privileges, to referral to the Headteacher, communications with parents/carers and, ultimately in the last resort, exclusion (following the LA guidelines) see [Appendix B](#) and [Appendix C](#) for full lists of sanctions. Most instances of misbehaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole-school procedures should be reviewed to eliminate these as contributory factors. Some children will need Individual Behaviour Plans and the support of the parents/carers and school staff to achieve these goals. Additional specialist help and advice from the Educational Psychologist or Behaviour Outreach Support Service may also be necessary via the Special Educational Needs Co-ordinator (SENDCo).

If a pupil brings an offensive weapon into school or onto the school grounds, including folding pocket knives, bb guns, or uses an object offensively with the intention of causing physical harm to another member or visitor of the school, this will be viewed as a serious breach of our behaviour policy and is likely to lead to a permanent exclusion, in accordance with the DfE Guidance (Exclusion from Maintained Schools, Academies and Pupil referral units in England, DfE, September 2012).

Pastoral Care

Where the behaviour of a child is giving cause for concern, the child may need the support of Time2Talk. Time2Talk aims to help children to enjoy a positive playtime and school experience by reflecting on the impact of their behaviour, playing games and learning how to interact positively. The class teacher will refer their concerns to the Headteacher to determine whether this would be appropriate (see [Appendix D](#)).

Communication and Parental Partnership

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern, it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. The school will communicate policy and expectations to parents. Where behaviour is causing concern, parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.