



# **The Kite Primary Federation**

## **Behaviour Policy**

**Accepted- September 2017**

**Review - September 2019**



## OUR FEDERATION VISION

Together we will flourish and thrive,  
building on our Christian and local community,  
for the good of all.

Those who trust in the Lord will find new strength. They  
will soar high on wings like eagles. Isaiah 40v.31



Our Federation Values are reflected within this  
behaviour policy as it is through all of our chosen values that  
children will be shown the high standards of behaviour  
through positive modelling as they learn to respect and love  
each other and when things go wrong they learn the right  
way to behaviour through honesty, forgiveness and  
generosity.



## **Context**

The schools collaborating in the Kite Primary Federation promote a calm, purposeful atmosphere where children feel secure and confident about how they will be treated by their peers and the adults who work alongside them.

Our schools are completely inclusive and take a variety of approaches that match to the varying needs of our children. We recognise that at times children's behaviour is a result of particular needs that require additional adult support. Our responses are informed by our good knowledge of the children and a respect for individuals. At all times adults are required to show compassion and a willingness to listen and respond. For those children with a specific diagnosis directly relating to their behaviour we will seek advice to guide practice in school.

## **Aims**

To ensure that adults work alongside children to encourage and reward behaviour that supports effective learning for all.

To communicate effectively so that children, parents/carers, staff and visitors are confident in their understanding of the school's approach and expectations in relation to behaviour.

To build a fair and transparent system that is used consistently by all adults and one in which children are keen to participate.

To support everyone to show high levels of respect and courtesy for all children and adults and through this effectively promote desired behaviours.



## Rewards and Sanctions

The schools set clear boundaries for the children and implement the “Good To Be Green” approach in all classrooms. This scheme ensures that all children understand and are recognised for appropriate behaviour. We take a celebratory approach and the whole school comes together for a weekly celebration assembly to share in each other’s achievements and successes.

### Dojo points

- Across each half term children collect Dojo points; These can be collected for a variety of reasons but the emphasis is on rewarding children who persevere, are supportive to their peers, take care of resources, show kindness and respect to others and make a positive contribution to the class and school.
- Children receive certificates to mark 10 stickers (bronze), 25 stickers (silver) and 35 stickers (gold).
- Children awarded 10 dojo points are rewarded with the option of being able to change their avatar.
- Children awarded silver are also rewarded by having a chair during collective worship for that week.
- Children reaching gold receive a good to be green pencil and a chosen reward, e.g. extra play time, use of ipads etc.
- Those children who have consistently good behaviour are also awarded a certificate at the end of the half term.
- Additional certificates are available to celebrate achievements and friendship.
- Post cards and notelets are sent home to share achievements with parents and carers.

### Classroom Wall Hangers

- These display each child’s name and a good to be green card. This is a clear visual indication to children that their behaviour and efforts have been noticed.
- An amber card is used to show that the child has been warned to adjust their behaviour.
- A red card indicates that behaviour has not improved and sanctions are now used e.g. loss of play time, privileges etc.
- The Head Teacher is informed when children have a red card on the wall hanger.
- In order to reward those children whose behaviour or effort is particularly noted, the teacher can add one of the special reward cards to their name.



## **Individual Plans**

For those children who need additional support to manage their emotions and behaviour, the class teacher will draw up an individual behaviour plan in liaison with the school's Behaviour Lead. Individual plans will be monitored by the Head Teacher. Plans will be evaluated and adjusted accordingly. There has to be a commitment from all staff to ensuring that the child is supported to work within the strategies identified in their plan.

## **Continuity Of Support**

It is important that the understanding and care for children with particular emotional or behavioural needs is maintained at all times. To help with this, adults who are unfamiliar with the needs of our children will be given the "Meet Our Children" guidance to ensure continuity of support and care.

## **External Partners**

### **Bassetlaw Behaviour Partnership**

Where further support is needed or children's behaviour continues to cause concern, the school is able to access specialist advice through the Bassetlaw Behaviour Partnership. Referrals can be made each term to a panel using the referral form available from the Behaviour Lead. The form will need to show parental consent for the process to continue.

## **Children's Responsibilities**

### **The Sports Leaders Approach**

All children in Years 5 & 6 will receive training to be a sports leader in school. This training is interactive and encourages children to think through their approaches and how they can support others to play well, keeping to agreed rules. Each play time, including lunch breaks, there are games run by the designated leaders.



## **Mentor/monitor Roles**

All children have the opportunity to take specific monitor roles in school that encourage them to play a vital role in the day to day running of the school. These include Values Mentors, members of the School Council, being in charge of music during collective worship etc.

## **Partnership with Parents**

Parents are our partners in implementing the behaviour policy. The school brochure outlines the “Good to be Green” approach and details are shared when children join the school. Parents share in their children’s success and are invited to our special work assemblies each half term as well as receiving post cards celebrating achievements. Parents are involved in all decisions for individual behaviour plans as it is recognised that without their support the plan will not be fully effective. Where there are particular concerns parents are able to access advice from school staff, the school nurse and other professionals supporting behaviour in school.

## **The Use of Physical Intervention**

It is anticipated at the Kite Primary Federation that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

Staff in schools have the authority to use reasonable force to prevent a pupil from or continuing to:

- Committing any offence
- Causing personal injury to, or damage to the property of, any person (including the person himself) or
- Prejudicing the good order and discipline at the school, whether during a teaching session or otherwise.

The authority to employ physical interventions when necessary is enshrined in Section 93 of the Education and Inspection Act 2006 and restated in the DfE guidance of January 2016 entitled Behaviour and Discipline in Schools – a guide for Head teachers and School staff.



The necessary use of any physical intervention at our schools is taken very seriously. All appropriate reporting and recording processes will be followed after an incident with parents and carers being informed as soon as is practicable. Staff and senior leaders will ensure that appropriate learning takes place following an incident to ensure all alternative strategies are considered in the hope that we move towards a reduction in physical interventions.

Adopted on: \_\_\_\_\_

Chair: \_\_\_\_\_

To be reviewed September 2020