



The Kite Primary Federation

Behaviour Policy

Accepted- September 2021

Review - September 2023



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.



Purpose

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship – focused approach to behaviour management. This will allow children across The Kite Primary Federation to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best chance of success.

The Kite Primary Federation is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. It echoes our Federation values with an emphasis on respectful behaviour, a partnership approach to managing poor conduct and successful interventions that support staff and learners.

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 provide a clear, fair and consistent approach to behavior based on nurturing principles and restorative practices
- To foster and nurture strong, healthy relationships
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximized
- To build a fair and transparent system that is used consistently by all adults and one in which children are keen to participate.
- To create a culture of exceptionally good behavior for learning: for community and for life.
- To give staff the tools to enable them to support and equip children with strategies to manage their behavior and build positive relationships with others



At both schools we have high expectations for all pupils: we expect children to be demonstrating our Federation values daily.



This is recognised weekly in Values certificates at Celebration Assembly, positive reinforcement strategies, recognition in classrooms and with Head teacher's awards for going 'above and beyond'.

Expectations of adults

We expect adults to:

- Meet and greet every child in the morning
- Refer to our Federation values
- Model positive behaviours and build relationships
- Plan lessons that engage, challenge and meet the needs of all learners
- Be calm and give children time to reflect and alter their behavior
- Never ignore or walk past learners who are behaving badly.

Senior leaders will stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Positive Strategies

'The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct and making the consistency palpable, audible and highly visible.' Paul Dix

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 playtime, use of iPad 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.

Classroom Plan

	Steps	Actions
1	Redirection/ reminder	A reminder of the rules, delivered privately if possible. Gentle encouragement- a reminder of our values. De-escalate and then praise when possible
2	Last Chance/ Amber card	A verbal caution making the pupil aware of their behaviour and outlining the consequences. Use the phrase ‘Think carefully about your next step’ Offer a positive choice and refer to previous example of good behaviour
3	30 second script Red card	If pupil doesn’t engage – use the 30 second script ‘Stay behind for two minutes after class’
4	Timeout/ Reflection time	This is only needed if the child needs to calm down and compose themselves. Time out might be in the classroom or quiet area
5	Restorative conversation	5 minutes after class – this could be a quick chat or a formal conversation – see Restorative Questions
6	Support step	In more serious circumstances, for example aggressive or threatening behaviour, the support step may be needed. The support may be from another teacher or the Senior Leadership Team.



30 Second Script	Restorative Questions
<p><i>I noticed you are(wandering around the classroom chatting) You are not showing our school value..... (e.g. respect) You have chosen to(stay behind at playtime to catch up with your work) Do you remember when... (you finished all of your writing)</i></p> <p><i>This is who I need to see today. Thank you (for listening)</i></p>	<ol style="list-style-type: none"> 1. <i>What happened?</i> 2. <i>What were you feeling/ thinking at the time?</i> 3. <i>How did this make other people feel?</i> 4. <i>Who has been affected and how?</i> 5. <i>What should we do to put things right?</i> 6. <i>If this happened again how could you do things differently?</i>

Unacceptable behaviour

The children have agreed that certain types of behaviour are unacceptable:

- Physical aggression (kicking, fighting, scratching, spitting)
- Verbal aggression (swearing, threatening, name calling, racist comments, sexist comments.)
- Lack of respect for the property and work of others (breaking, stealing, spoiling)
- Throwing inappropriate objects (stones, crayons, food)
- Kissing
- Hugging/ touching someone who doesn't want it
- Unkind behaviour that excludes others (not letting them play)
- Bullying. (including cyberbullying, prejudice based and discriminatory bullying)
This can involve any of the above behaviours but is persistent in nature.
(Please see separate Anti- Bullying Policy)

Any racist incidents will be reported to the Local Authority.

To help manage behaviour there is a graduated response scale which will be applied in responding to acts of unacceptable behaviour. Each case will be considered individually.

These will include:

- Verbal reprimand
- Withdrawal of privileges
- Referral to the Headteacher
- Parental involvement – verbal for minor offences



- Parental involvement – written for more serious offences/ a meeting within school to discuss the situation and consequences
- Fixed term exclusions (3- 5 days)
- Permanent exclusions

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: September 2021

To be reviewed September 2022