



KINGFISHER  
PRIMARY SCHOOL

# Behaviour Policy

Date: September 2018  
Review Due: September 2019

Reviewed Annually

Notes: Approved by Chair of Governors

## Expectations of General School Behaviour

- Emphasis and a high expectation will be placed on the polite manners of all children and staff.
- Pupils will respect and celebrate the diversity and cultures of all children and adults within the school.
- Pupils will walk quietly and appropriately.
- Pupils will demonstrate appropriate forms of behaviour when coming to and leaving school.
- Expected behaviour will be discussed with all children on a weekly basis and will be displayed in a prominent position in every classroom.
- Elements of expected behaviour and the sanctions associated with negative behaviour will be discussed during whole school assemblies.
- During break times, children will have the opportunity to develop respect for their peers and school equipment. It is recognised that play is an excellent opportunity to develop team building and social skills.
- During lunchtime children will eat quietly and have respect for everyone in the hall. Before leaving the table they must notify a member of staff by putting up their hand.
- Parent/carers and pupils will be given a copy of the aims from the Behaviour policy at the beginning of each new academic year to remind themselves of everyone's commitments. The school sees parent partnership as vital to reinforce high expectations.
- If it is felt that particular behavioural issues are of a concern, it will be discussed during the weekly PSHCE time or raised on the SLT or Pupil Parliament agenda.

## Positive Reinforcement

In response to the Elton Report “Discipline in Schools, HMSO 1989”, the school wishes to emphasise the fact that it is always better to positively reward good behaviour as opposed to chastising negative behaviour. However, both approaches are a necessity. The school operates the following incentives to promote positive behaviour:

- Every Friday there is a “Wonderful Week” assembly. This is a celebration of any good work, positive attitude and general effort and achievement. Children are nominated and where possible/practical they show their work to the school and receive a certificate of merit.
- Every Friday children are nominated from each class to receive a ‘Wonderful Week Award’ which may be for excellent writing, maths or attendance.
- Every week the class with the highest attendance and punctuality will be celebrated and is awarded with the ‘Attendance or Punctuality Bear’ to look after.
- At the end of each term an assembly will celebrate the pupil/pupils with the best attendance.
- The Diamond System operates within the school. Every day all children begin with their name in the centre of the diamond. Throughout the day all children can move up the diamond and achieve rewards if they work hard and follow the school values. If children do not make the right choices or are unable to demonstrate the school values then they may move down the diamond which may lead to their name being entered into the Red Book. A daily certificate is issued to all children that reach the top of the Diamond.

- Children who reach the Top of the Diamond 4 or more times in a week will also get a mention in the school newsletter.
- House Points are given as a positive reward for good behaviour and good work. A cup is rewarded every term with the most points. House points can be awarded for individual work, and also representing the school.
- Support is available at lunch time for those children who find it hard to play or find the playground a difficult place to be.
- During the school day all staff will be looking for opportunities to praise children who are making good choices so that this can be celebrated and they can be moved up the Diamond.
- Moving children UP the Diamond should be high focus during every school day.

## Inappropriate Behaviours

BEHAVIOUR	ADULT ACTION	SANCTIONS
<b>LEVEL 1</b>		
<ul style="list-style-type: none"> <li>• Fidgeting/fiddling</li> <li>• Interrupting.</li> <li>• Ignoring instructions.</li> <li>• Silly noises.</li> </ul>	<ul style="list-style-type: none"> <li>• Positive reinforcement of good behaviour.</li> <li>• Eye contact/frowns.</li> <li>• Firm reminders.</li> <li>• Close supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Verbal warning</li> <li>• Move down the Diamond system.</li> </ul>
<b>LEVEL 2</b>		
<ul style="list-style-type: none"> <li>• Persistent level 1 behaviour.</li> <li>• Lack of response to adult instruction.</li> <li>• Preventing others from working.</li> <li>• Rude or off hand comments.</li> <li>• Throwing objects.</li> <li>• Unsafe behaviour.</li> <li>• Leaving the classroom without permission.</li> </ul>	<ul style="list-style-type: none"> <li>• SLT informed.</li> <li>• Incident form completed</li> <li>• Pastoral support action plan.</li> <li>• Home school support chart.</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Exit to partner class for a <b>set period of time.</b></li> <li>• Red book entry</li> <li>• Parents informed by class teacher.</li> </ul>
<b>LEVEL 3</b>		
<ul style="list-style-type: none"> <li>• Persistent level 2 behaviour.</li> <li>• Repeated challenge to authority.</li> <li>• Deliberately harming another child.</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Parent informed by class teacher.</li> <li>• PSP plan reviewed and revised as appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Exit to phase leader <b>for set period of time.</b></li> <li>• Internal logged exclusion.</li> </ul>



<ul style="list-style-type: none"> <li>• Repeated rudeness to adults.</li> <li>• Deliberate damage to property.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessment completed.</li> <li>• Head/SLT informed.</li> </ul>	<ul style="list-style-type: none"> <li>• External exclusions.</li> <li>• Parents invited in formally to discuss issues.</li> </ul>
<b>LEVEL 4</b>		
<ul style="list-style-type: none"> <li>• Persistent level 3 behaviour.</li> <li>• Physical harm to adults.</li> <li>• Racist, homophobic or other forms of prejudice.</li> <li>• Bullying</li> <li>• Persistent fighting/intentionally hurting other children.</li> <li>• Extreme violence</li> <li>• Leaving school grounds.</li> <li>• Dangerous behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Immediate notifications to Head/SLT.</li> <li>• Parents informed</li> <li>• Outside agencies informed – SS, police etc. (If needed)</li> </ul>	<ul style="list-style-type: none"> <li>• As above plus</li> <li>• Child exited to Head/SLT.</li> <li>• Parent informed immediately for meeting.</li> <li>• Fixed term exclusion.</li> <li>• Permanent exclusion.</li> <li>• Managed transfer.</li> </ul>

It is up to the professional judgement of the individual to deal with each situation on merit, and staff should seek advice from SLT if they would like clarification. Staff will consider the needs of the child and their personal circumstances behind situations rather than giving blanket consequences in all situations.

## The Red Book

For negative behaviour the name of the pupil and the reason will be entered in the Red Book the Inclusions team will be notified and an incident form completed when appropriate. The class teacher will contact the parent/carer to inform them about the entry in the Red Book and the child will receive a sanction in line with the severity of the behaviour. Each case will be considered on merit. If there is a third entry into the book the Head will invite the parent/carer into school for a meeting with the pupil to look at ways for improvement. The school endeavours to work in partnership with parent/carers prior to this third entry in order to improve behaviour and regards this meeting as a last resort.

Each pupil has a fresh start each day but at the discretion of the HT each case is taken on its merit.

If negative behaviour continues, the pupil may be put on a Pastoral Support Plan or positive behaviour chart. Exclusion may be considered if inappropriate behaviour persists. However, strategies will have been considered and support gained from outside agencies before exclusion is implemented. If it is assessed that the pupil has a long term behaviour

issue then, in line with the SEND Policy, the pupil will be placed on the register at SENS (Special Educational Needs with Support) or EHCP (Educational Health Care plan).

#### Action to be taken – in school

- Values to be displayed.
- Given a verbal warning.
- Move down the diamond if problem behaviour persists (Pupils can move back up the diamond in recognition of improvement.) See positive reinforcement.
- The pupil will be entered in the Red Book if the pupil continues to make the wrong choice, even after sanctions have been given.

#### Action to be taken – in the playground

- Given a verbal warning.
- Isolate, for a designated time and then allowed to resume play.
- All lunch time staff will report all negative behaviour to the class teacher and phase leader and an incident form completed if appropriate.
- It is up to the professional judgement of the individual to deal with each situation on merit.

## Red Book Sanctions

If children are put into the red book they could miss two playtimes or miss play for a week depending on the level of inappropriate behaviour. Each case will be measured on merit.

If behaviour at lunch times or at the end of breaks causes problems then the child may lose their playtimes until such a time they are ready to go back out and join the rest of the school.

All children who lose a break time as part of a sanction will spend time in the Reflection Room, where they will be supported to consider how they can make appropriate behaviour choices.

## Internal Exclusions

If children continually misbehave with no improvements seen, then internal exclusions may be given. If there is a serious incident it may warrant a child being isolated immediately whilst the matter is investigated. If this happens a child will work in a different class for a set time of the school day. Children in KS1 will usually be sent to work in the parallel class and children in the KS2 will be sent to work in the parallel class. If a child has an internal exclusion they will not be able to participate in the play time of that day.

## Exclusions

In the case of exclusion the HT will notify the Chair of Governors and LA of the action to be taken. The parent/carer will be asked to come to school and the pupil will be excluded from the premises immediately. A letter will be sent notifying the parent of the reason for the exclusion and the length of exclusion. Copies will be given to the Chair of Governors and the LA. A date for a review meeting at the end of the exclusion will be set where all

## Attendance and Punctuality

parties will discuss strategies for the way forward. In the absence of the HT the AHT will take on the role.

A Reflection strategy can be used by all teachers at their discretion. A log should be kept by the class teacher to see if there is any pattern emerging. This log should be kept up to date and be available as evidence at any time. The HT and/or Assistant SENCO will review these logs on a weekly basis.

## Bullying/Racism/Sexism/Homophobia

Bullying/racism/sexism and homophobic incidents are serious forms of misbehaviour within the school. They are totally unacceptable forms of behaviour which will be dealt with firmly and decisively. Any incidents of bullying, racism, sexism or homophobia that are upheld, will result in an internal exclusion as a minimum.

What pupils should do if they feel they are a victim – whether this is physical or verbal (psychological) – **IS TO TELL SOMEONE.**

If it is not drawn to the attention of the teacher, phase leader or HT, it can go on unabated, and in fact, will probably build up in its intensity – often resulting in the pupil trying by any means not to attend school. It can lead to untold misery, fear and unhappiness for the pupil.

All staff will act positively when notified. Such complaints cannot be ignored and pupils must be encouraged to “tell”.

When pupils tell their parent/carer of any instances the parent/carer must be encouraged to come and report the matter directly to the class teacher or Home School Support Worker. All reported instances will be relayed to the HT who will then instigate action and report back to the parent/carer as soon as the matter is resolved. The school will keep a record of all reported incidences.

## Parent Partnership

The role of the parent/carer is vital to the success of positive changes to behaviour. The school will inform the parent/carer of concerns at the initial stages and develop a working relationship where the pupil recognises a united message of zero tolerance. The school will support the parent/carer with strategies from outside agencies and operate open forms of communication. Parent/carers will be invited to celebrate positive forms of behaviour at every opportunity and will be informed formally/informally of success.

All forms of behavioural documentation will be kept as a record.

## Expectations of Parents/Carers Own Behaviour in and around school

In line with the Medway Code of Practice and DSS 10/11 56 Health & Safety Summary; aggressive and confrontational behaviour by parents/carers is not acceptable. The Local Authority poster referring to aggressive behaviour is clearly displayed around the school. All staff have been issued with the relevant Local Authority guidelines/information along with risk assessments.

## Attendance and Punctuality

In the event of a parent/carer displaying any form of aggressive or confrontational behaviour the Head Teacher/Assistant Head Teacher will act to resolve the matter. At no time is it the responsibility of the person at the receiving end to accept such behaviour. Any such incidents must be reported to either the Head Teacher / Assistant Head Teacher who will decide what action is to be undertaken.

Aggressive behaviour can be in any or a contribution of the following:-

- Swearing
- Confrontational
- Threatening
- Blackmail
- Physical contact
- Sexist
- Homophobic
- Bullying
- Aggression

Initially, the Head Teacher or Assistant Head Teacher will endeavour to diffuse the situation. The following will happen:-

- The adult will be asked to leave.
- If the adult is not cooperative the Police will be called.
- A letter summing up the occasion of confrontation will always be sent as a record and a copy placed on the child's file and brought to the attention of relevant staff. At no time is this a reflection upon the child.
- In severe cases on repeated occasions, the Head Teacher will discuss with the Chair of Governors banning the parent/carer from the school site for an indefinite period.
- Medway Human Resources will be informed of any aggressive behaviour to any member of staff.

In the case of disputes between parents/carers the above action will be implemented for either or both parties. If appropriate, the police/community police will be asked to mediate between both parties.

Kingfisher Primary School recognises that disruptive/aggressive behaviour is adopted by a minority and would like to thank those other parents/carers for their continued support. However, Kingfisher Primary School has zero tolerance of any negative behaviour by either child or adult and will apply the steps within his policy.

## Kingfisher Primary School Behaviour Plan

STEP 1 - Reminder about expected behaviour.

STEP 2 - Warning and further reminder.

STEP 3 - Move down the Diamond - praise children when they are doing the right thing and move them back up if possible.

Step 5 - Entry into Red Book. Class teacher contacts parents.

STEP 6 - If behaviour continues and there are 3 entries in Red Book – The Assistant Head or phase leader will discuss behaviour with parents and child to decide on next action.

STEP 7 - Pastoral Support Plan will be set up with parents/carers and any other agencies if negative behaviour continues. Targets will be set.

STEP 8 - If no improvement in behaviour a form of exclusion may be enforced.