

Kemsing Primary School

Behaviour Policy



KEMSING
PRIMARY SCHOOL

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Behaviour Policy

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Behaviour Policy

DfE guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN Policy, PSHE Policy, Child Protection Policy and the Policy for Teaching and Learning to establish the general ethos of the School.

1. General Statement

Kemsing Primary School is committed to providing a nurturing, inspirational and vibrant learning environment for all where everyone feels safe. Everyone in the school community is valued and grow to be successful citizens and lifelong learners. We are at the heart of our village community where relationships are based on honesty, trust and respect. There is a strong sense of belonging and identity.

Our school values of kindness, trust, determination, positivity, creativity and teamwork are the starting point for all conversations about conduct, rules, rewards and sanctions. They were devised through consultation with children and staff. Images to represent each value were designed by the children and they are on display in all classrooms. These values are modelled by staff in their interactions with all members of the school community and children are expected to demonstrate awareness and understanding of these values at all times.

Children should be able to regard the school as a place where there is a caring atmosphere and where they feel safe. Should they have anxieties over work, relationships with peers or other concerns, they should feel that they are able to approach a member of staff to express their concerns.

Assemblies and class discussions are themed to teach and reinforce our values and rules. Good behaviour receives positive reinforcement. We use a Buddy System which includes each Year 6 child paired with a Year R child and each Year 5 child paired with a Year 1 child. This system helps promote the Year 5 and 6 children as role models and provides them with additional opportunities to practise the school values and rules. Aspects which contribute towards a good and nurturing atmosphere in the school include:

- Mutual respect for adults, children, the school and the property of others
- The requirement to wear appropriate school uniform
- High expectations regarding presentation of work
- Shared pride in work achieved
- General tidiness of the classroom and school generally

2. Vision for Behaviour (Our intent for Behaviour and Attitude Development)

To ensure that everyone enjoys their time in school a consistent framework for behaviour must be adopted and understood by all adults and children. We know all behaviour is a form of communication and the main objectives for this behaviour framework are:

- To ensure a secure and relaxed environment for everyone, rooted in forgiveness and a detailed understanding of the school's vision and values.
- To encourage positive attitudes towards work, relationship building and understanding of ourselves as people who are growing, learning, facing challenges and achieving.

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Aims:

- Through overt and continual teaching of the Growth Mindset and Nurture School philosophies, all children are given the opportunity to increase self-esteem and self-discipline.
- To provide a caring, supportive and stable environment where all children work cooperatively.
- To nurture respect for and understanding of race, religions and the different ways of life present within the United Kingdom and across the globe.
- To create and maintain a community rooted in our values of **kindness, trust and teamwork** which enable all pupils to display exemplary moral values and principles.

As a community we strive to provide:

- A purposeful, nurturing and positive learning environment rooted in high expectations in all areas of school life.
- An understanding and acceptance of individual need and the whole child.
- A drive towards positive behaviour and attitudes through entirely positive practices that support pupils to ask for (and receive) forgiveness.
- An understanding that as members of the same community, we all have an important part to play in ensuring that our school remains a positive place to be.
- An understanding of the need to nurture independent thinking.
- A shared language around feelings to promote resilience and learning is used by all staff, visible in all classrooms and are in a form chosen by the pupils.

The role of all staff:

- To maintain total responsibility for the whole class or teaching group within the school environment and on school visits.
- To share responsibility for the corporate behaviour of the whole school with the rest of the staff.
- To maintain a code of discipline rooted in mutual respect, staff to staff, staff to pupils, pupils to pupils and to apply rewards or sanctions appropriate to the situation using this policy as the basis for all sanctions.
- To maintain a consistent approach to expectations, keeping our **school** vision and values at the core of all rewards and sanctions along with the six principles of nurture.
- To always encourage positive behaviour for learning.
- To know all behaviour is communication and to respond accordingly.

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3. Equal Opportunities

As a Rights Respecting School, we aim to ensure equality of opportunity for all children. An attitude of mutual respect is essential amongst adults and children whatever their gender, race, colour, religion, physical characteristics, or background.

Our policy is a commitment to treating children and all stakeholders equally and fairly. We aim to achieve these goals by working together to raise aspirations, self-esteem and personal achievement. Equal opportunities issues are addressed through the curriculum but apply specifically to the following rights:

Article 19: You have the right to be protected from being hurt or badly treated

Article 28: You have the right to education

Article 29: You have the right to education which tries to develop your personality and abilities as much as possible and encourages you to respect other people's rights and values and to respect the environment.

Article 30: You have the right to enjoy your own culture, practise your own religion, and use your own language.

4. The Six Principles of Nurture

The concept of nurture highlights the importance of social environments – who you're with, and not who you're born to – and its significant influence on social emotional skills, wellbeing and behaviour. Children and young people who have a good start in life are shown to have significant advantages over those who have experienced missing or distorted early attachments. They tend to do better at school, attend regularly, form more meaningful friendships and are significantly less likely to offend or experience physical or mental health problems.

The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life.

5. Emotions Zones (Zones of Regulation)

As part of our Nurture school curriculum, pupils were able to choose which form of emotional visuals they would like to use. Pupils decided on using Inside Out characters to explain how they feel. As part of this, we combined with our knowledge of the Zones of Regulation, which is the original framework aimed at developing regulation, prosocial skills, self-care and overall wellness, to create an Emotion Check-In station in each classroom. The Inside Out visuals combined with the Zones of Regulation curriculum enable our pupils to recognise and learn how they are feeling, being able to talk about how we feel on the inside and sorting these feelings into the coloured zones. Once we understand our feelings, zones and symbols, we can learn different tools and strategies to support our wellbeing. This will enable pupils to gain ways to manage big feelings, healthy relationships with others and complete their schoolwork. The simple, common language and visual structure of the Inside Out characters with the Zones of Regulation colours helps to make the complex skill of emotional regulation more concrete for learning and those who support them.

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6. Nurture Nooks

In addition to our Emotion Check-In Stations, each classroom has a calm area called a Nurture Nook. Pupils asked for calm areas to be created as part of a nurture workshop assembly gathering children's ideas and feedback. Each area comprises of soft furnishings and various tools to encourage emotional regulation, focus and/or calm feelings. Simple step by step instructions created around the Inside Out characters and Zones of Regulation aid the children in developing coping skills to regulate their emotions independently. The Nurture Nooks are regularly reviewed and modelled by staff to encourage pupils to feel able and confident to use the areas.

7. Discipline in the Curriculum

All our rules have been devised over a period of time after discussions with the children, to hear their opinions. These discussions often take place during class circle time and at school council meetings. When these rules are given to the children there is an opportunity to talk about them and ensure that they are fully understood and accepted. Rules are displayed in every classroom; some classes may add an extra rule of their own.

School Rules:

- Rule 1 – Be kind with words, hands, feet and objects.
- Rule 2 – Be determined to always do your best.
- Rule 3 – Be a team member by working together.
- Rule 4 – Be positive as a friend and a learner.
- Rule 5 – Be trustworthy in following rules at all time.

Rewards and Sanctions:

All rewards and sanctions used within school must be transparent, easily understood and easily relatable to our whole school vision and values.

Rewards:

- Verbal praise
- The giving of responsibility
- Written comment, stickers or stamps on work
- Work on display or shared with other teachers/pupils, Headteacher
- House points and associated certificates
- Achievement Assembly once a week during which pupils are praised for how well they have embodied the school vision and values and are awarded an achievement certificate
- Class award
- Values Cup (in final Achievement Assembly of each term)
- Headteacher's afternoon tea

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Infant Sanctions:

1. Positive reinforcements will have been exhausted and pupil continuing to refuse to engage or cause disruption.
2. 1:1 conversation will be had with the pupil to establish how they are feeling and a reminder given about rules and consequences. Positive reinforcements then used to encourage the pupil to make the right choice.
3. If the pupil continues to disengage, adults will continue with lesson and pupil will be given time to process. Adults will regularly check-in with the pupil and remind them of positive reinforcements and choices they have.
4. If the pupil is causing significant disruption to the activity or class, they may be asked to have 'time out' away from the other children. During this time, an adult may speak with them about their behavior. We will speak to parents too if this occurs.
5. A CPOMS log for low level/high level behaviour concern and meeting/conversation with parents.

Junior Sanctions:

1. Gentle reminders of the school rules will be given.
2. A verbal warning will be given.
3. A 1:1 discussion with the pupil about how they are feeling, supporting them to identify where they are on the Zones of Regulation.
4. If the behaviour continues to decline, the pupil will be spoken to again about what we can do to help them settle into their learning better. This may involve changing seats, taking a brain break or spending time in another classroom and pupils will be given choices where appropriate.
5. If the behaviour choices do not improve the child will be given 'Time Out' either in another classroom or during break time. Also at this point it will be suggested that the child might like some talk time with a member of staff. It may be appropriate for parents to be spoken to at this point if the child in question has received 'Time Out' more than once in the space of a couple of weeks
6. A CPOMS log for low level/high level behaviour concern and meeting/conversation with parents.

Misbehaviour

We know all behaviour is communication and each child will be dealt with fairly. Any incident will be considered in the light of all related circumstances. What might be considered to be an appropriate sanction for one child might not be appropriate for another. Pupils will have lots of reminders and support to manage all behaviours.

All sanctions will involve some degree of restorative justice where children will be encouraged to consider the impact of their actions upon others, to meet with those affected by their actions and to consider which school rules have been broken and what could be done differently should a similar situation be faced in the future.

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Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Minor incidents with other pupils
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules with no attempt from pupils to try to improve
- Any form of bullying, sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
- Physical behaviour such as interfering with clothes
- Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting – of a level where harm could be caused
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items with intention/knowledge of item. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. All reports that are made will be recorded and stored on CPOMS.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

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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
- Peer on Peer abuse (See Child Protection policy for more information).

Bullying can include:

| TYPE OF BULLYING | DEFINITION |
|--|---|
| Emotional | Being unfriendly, excluding, tormenting |
| Physical | Hitting, kicking, pushing, taking another's belongings, any use of violence |
| Prejudice-based and discriminatory, including: <ul style="list-style-type: none">• Racial• Faith-based• Gendered (sexist)• Homophobic/biphobic• Transphobic• Disability-based | Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality) |
| 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 |

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8. Online Behaviour

Children increasingly conduct their lives in virtual spaces at younger and younger ages. At Kemsing, children are taught how to behave in accordance with the school rules in virtual spaces as well as in face to face situations.

Unacceptable behaviours expressed online are sometimes called online or cyberbullying. This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Significantly, the scope of the Anti-Bullying policy describes that school will investigate incidents that occurred out of school if they have an impact on the emotional wellbeing of pupils:

- “Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools. Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school’s behaviour policy.” (*Kemsing Primary School Anti-Bullying Policy*)

Pupils are not allowed to bring in mobile phones or tablet computers into school. Under exceptional circumstances a child may be authorised to bring a phone into school – in agreement with the class teacher. It will be kept by the Class Teacher for the day.

9. Intervention Strategies and Specialist Support

We recognise that some children need additional support with their behaviour. Any worries about any pupil should be discussed with the special needs co-ordinator (SENCO). A variety of support may be used where a pupil displays challenging inappropriate behaviour. This will be the result of discussions between the class teacher, SENCO and Headteacher. Any outside agency will need information and therefore teachers need to document evidence of behaviour carefully so that it can be collated when required. A Pastoral Support Programme may be written. This will be written in partnership with SENCO, parents, class teacher and pupil. The PSP will target an appropriate referral. Review dates will be set. Behaviour Support - A referral may be made through LIFT (Local Inclusion Forum). A Managed Move with a local primary school may be arranged in discussion with parents. (This would be in line with the Sevenoaks Partnership Protocol for Managed Moves).

Outside agencies include:

- Advisory Teaching Service
- Educational Psychologist
- Behaviour Support Service
- Teacher for Hearing Impaired
- Teacher for Visually Impaired
- Speech Therapist
- Physiotherapist
- Pre-School Advisor
- School Doctor
- Social Service

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10. Exclusion

In the unlikely event of behaviour which would be serious enough for a child to be excluded, we adhere to the DfE guidance on exclusion.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/641418/20170831_Exclusion_Stat_guidance_Web_version.pdf

Government legislation changed in September 2007, increasing parental responsibility to supervise the child during the first five days of any exclusion. In exceptional circumstances, the LA will issue a penalty notice if the child is seen to be in a public place during this time, without reasonable justification. SM CEP and Kent are committed to a preventative agenda and advice will always be sort from the PRU at an early stage.

11. Physical Control

It is recognised that there are circumstances in which physical control may have to be used to prevent a pupil causing personal injury to themselves or others. Restraint should be an act of care and control.

Physical control should only be necessary after all other strategies have been used. Every effort will be made to secure the presence of other staff before applying restraint. Any physical restraint used will be judged to be reasonable, proportionate and necessary.

Please refer to the Department For Education guidance on the Use of Force by Staff to Control or Restrain Pupils. The documents is titled 'Use of Reasonable Force' (July 2013)

Staff will be trained in 'Team Teach' where appropriate. All incidents are recorded in our bound and numbered book and read by a member of our SLT.

12. Searching, Screening and Confiscation

Confiscation, searches and screening is conducted in line with the DFE's latest guidance on searching, screening and confiscation. Searching a child will only be carried out if a member of staff believes there is a serious risk or harm to that child if the search is not carried out. The search will only involve outer clothing, pockets, bags, or desks. It will be completed by a member of staff who has been authorised to do so by the Executive Headteacher or the Executive Headteacher himself. The staff member will explain why the search is taking place, explain what it entails e.g I will ask you to turn out your pockets' The designated DSL will be informed immediately. The parents will be informed as soon as reasonably practicable.

Please refer to the Department for Education guidance on Searching, Screening and Confiscation at school. (July 2022.)

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13. Positive Behaviour Outside the Classroom

We expect all pupils to be supported to display appropriate and safe behaviour during playtime, lunchtime and when moving around the school premises.

We recognise that children will require the opportunity to let off steam during these unstructured times. The adults supervising will need to ensure that they support children to do so in a positive fashion, using positive reinforcement strategies.

We recognise that children of every age need to be taught how to play effectively. Staff on duty must recognise this and ensure that they are using these unstructured times as learning opportunities and time to build on relationships between staff-pupil and pupil-pupil.

When giving a child a warning, the member of staff must direct the pupil back to the school rules, vision and values and help them to see how they need to change.

1. **Praise the children who are displaying appropriate behaviour**

This sometimes distracts other children from misbehaving, as much of human behaviour is often attention seeking. Sometimes, ignoring the negative and focusing upon the constructive is highly effective.

2. **Have a calm conversation with pupil, explaining which rule they have broken.** They choose how they will continue to behave. Giving them a choice encourages them to take more responsibility for their behaviour.

3. **Ask the child to move from the main group**

Remove the child from the activity and give alternatives. Share success criteria for going back to the original activity (e.g. calm, slow breathing).

4. **Let the child know you will report their behaviour to their class teacher**

The behaviour will be reported and may be recorded on CPOMS as a low level/high level behaviour concern. The class teacher will reinforce expected behaviour if necessary.

5. **Set up a Behaviour Book (If poor behaviour persists)**

If there are no improvements, **a letter will be sent home** explaining what has happened and asking the parents/carers to come in and discuss the problem with a view to working it out. A reward system that can be reinforced at home might be agreed.

6. **Referral to SLT**

Pupils asked to leave the playground/classroom. SLT and Class Teacher will be informed. Pupils will have 1:1 conversation with a member of the SLT/Class Teacher, explaining what had happened. A discussion will be had about how to put things right. All conversations should be held at times of the school day that do not impact learning time. Parents will be informed where necessary.

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14. Behaviour on School Visits

We are proud of the reputation our pupils have built when out on school visits. We expect high standards of behaviour from all children to ensure all can enjoy the activity and be safe.

This can be achieved by:

- Outlining expectations before leaving the school site.
- Ensuring any tasks are appropriate.
- Ensuring adequate supervision.
- Giving careful thought to group dynamics.
- Ensuring all adults know what is expected of the children in order that consistency is achieved. If numbers allow, it can be beneficial for the teacher to have NO group allocation so that he/she can solve any problems immediately.
- Positive reinforcements being given throughout the activity.

If a child's behaviour gives cause for concern before or during a visit, this should be discussed with other staff as it may not be appropriate to take them on future visits. Senior Leaders (or the class teacher if SLT are absent) will have final say over whether a pupil is allowed to take part in a school trip/activity or not.

15. Moving around the building

In order to avoid disruption to learning, worship and meetings, Teachers and Teaching Assistants will supervise children walking around the school. Children should walk around the school very quietly in school hours. We recognise that as children come into school and leave at the end of the day, conversation will naturally occur.

Members of the Senior Leadership Team will monitor transition times and praise those who are moving around the school quietly. House points can be given to promote quiet transitions/travel around the school site.

All pupils are expected to stand aside and allow adults to walk past. Pupils in the Key Stage 2 are expected to hold doors open for adults.

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16. Information to Parents

Parents are a key factor in the behavioural development of their children and the Home School Agreement sets out how the parents and school can work together in this process. Parents maintaining a positive approach to all dealings with school will positively impact on children's behaviour. The parent code of conduct on the website further sets out this positive working together. Parents will be kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book will go between school and home each day to help with monitoring the behaviour. It may be that when the behaviour improves the contact book can be reduced to a weekly contribution. The Headteacher will be made aware of any discussions which take place with parents over serious or repeated behavioural concerns. All parent's need to have read and signed the Home/school agreement. Children in KS2 need to sign too.

17. The Role of Pupils

Children at our school should be empowered to affect change and promote positive behaviour through embodying the school vision and values effectively. This message needs to be conveyed to the children, at a level right for them, both within the ethos of the school and the practical tasks with which they are involved. As well as the responsibilities that all children need to be encouraged to be involved in, other specific jobs will be given to some children:

School Council - Representatives from each year group form the school council to represent the views and opinions of the pupils throughout the school. Pupils are elected in September and meet six times a year. They talk about issues that are important to them such as school equipment, school rules, lunchtime or playtime issues and work together to find solutions that work for everyone in school.

Buddy System – Children in Years 5 and Year 6 are paired with children from Year 1 and Reception respectively to promote the KS2 children as role models whilst creating a nurturing, safe environment for the younger children.

Nurture Ninjas – Children from Years 2 to 5 are selected to be Nurture Ninjas. The role of the Nurture Ninja is to assist with the creation of a safe, nurturing school environment. The Nurture Ninjas are visible on the playground during break and lunchtimes to help any peers that are feeling worried or upset. They meet every few weeks to assist with nurture displays and assemblies and plan wellbeing events and fundraising.

Lunchtime – Selected children in KS2 are given responsibilities to help the younger children in the dinner hall and care for equipment on the playground.

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18. Records of Serious Incidents

The Headteacher will keep a record of all serious incidents within the school, together with a record of action taken and any additional follow-up that is deemed necessary.

Low-level and high-level behaviour concerns are recorded on CPOMS.

Serious incidents are defined by situations where the SLT decides it is necessary to involve parents as the incident may/may have significant, serious consequences.

All incidents of bullying and racism will be recorded separately and parents will be informed if their children have been involved in bullying or racist incidents or affected by it in any way. Racist incidents will be reported to the Local Education Authority and Governors. All serious incidents will be recorded on CPOMS.

19. Conclusion

An open, shared, whole school approach to behaviour is essential and is only achievable when pupils are taught to fully embody the school's vision and values. We recognise that it is our role, as educators, to educate the whole child. This includes teaching children how to play, how to make friends, how to forgive and how to ask for forgiveness.

All behaviour is communication and this is at the forefront of all we do.

This policy will be reviewed on an annual basis.

20. Monitoring

In light of this policy the senior leadership team will continually monitor the behaviour throughout the school. Every year the effects of this policy will be evaluated through consultation with all the parties involved, i.e. children, parents, staff and Governors. Agreed changes to this policy will then be incorporated as necessary.