



A school where every child can 

# Kirk Langley CE Primary School

## Behaviour and Physical Intervention Policy

### Record of Policy Amendment / History

Version/ Issue	Date	Author	Reason for Change/Detail
2019	18.3.19	J Stevenson	Update of staffing and reward system
Review 2020	3.3.20	J Stevenson	Update of Governor
Reviewed Autumn 2021	6.9.2021	J Stevenson	Update Senco
Reviewed July 2022	27.6.22	J Stevenson	Website end of year
Reviewed Autumn 2023	4/9/2023	J Stevenson	KCSIE 2023
Reviewed Autumn 2024	25/11/2024	J Stevenson	

Kirk Langley is a Church of England Primary School and our family believe that 'Every Child Can Shine.' Our visions and values, built on the living Gospel of Christ within daily life, are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils in being respectful, confident, thriving citizens.

*Daniel 12:3*

*'Those who have insight will shine brightly like the brightness of the expanse of heaven, and those who lead the many to righteousness, like the stars forever and ever.'*

We aim to provide a thriving, inspiring and stimulating learning environment where children achieve the very best they are capable of because all the staff value their different learning styles. Kirk Langley Church of England Primary School is committed to Christian values where children, parents/carers and our community know us by our actions.

**Within a Christian ethos we aim to:**

- Promote a positive attitude to life-long learning, nurturing the development of self-esteem; leading to aspirational, independent learners that are prepared to be challenged and take risks in a diverse and ever changing world.
- Provide the children with valuable experiences and opportunities, through a broad, balanced and exciting curriculum, where learning is purposeful and engaging.
- Use a variety of teaching strategies and resources effectively and creatively; encouraging each child to progress and attain to the highest possible standards, in relation to their age and ability.
- Strongly believe in the partnership of parental involvement in the education of our pupils.
- Demonstrate and foster respect for ourselves and others within the school, local community and the global community.
- Respect the belief of others and celebrate cultural diversity.
- Encourage spiritual and moral values.
- Explicitly promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs through a 'living' curriculum.
- Value each child as an individual within the school and respect personal beliefs.

The designated teacher is: **Jayne Stevenson (headteacher)** The deputy designated teacher: **W Mayes**

The Designated Link Governor for Safeguarding is : **The Chair of Governors**

The Designated link Governor for Anti- Bullying is: **The Chair of Governors**

The Designated link Governor for Looked after Children (Child in Care) is: **The Chair of Governors**

The Designated Lead(s) for CIC (Looked after children) is: **Mr Mayes SENDco**

The Designated Lead(s) for Anti- Bullying is: **Jayne Stevenson (headteacher)**

### **Why do we need a Behaviour policy?**

The law requires schools to have a written behaviour policy. Ofsted reports that schools are most effective where the behavior policy is applied consistently.

It is a primary aim that every member of our school community feels valued and respected and that each person is treated fairly and well. Our behaviour policy helps us to create a caring, stimulating and secure environment in which staff and pupils can work and play safely and to encourage the involvement of parents/carers in the development of their child.

We aim to enable our pupils to:

- Be healthy.
- Stay safe.
- Enjoy and achieve in their learning.
- Make a positive contribution.
- Achieve economic well-being.
- Access the full range of learning opportunities in a calm, positive environment.
- Achieve through appropriate expectations of work and behaviour with praise, reward and celebration and explicit and consistent consequences.
- Behave appropriately in a wide range of social and educational settings
- Value the rights of the individual.

### **What are the principals of a Behaviour Policy?**

- To raise pupils' self-esteem.
- To promote/develop empathy and respect for self and others.
- To develop in pupils a sense of self discipline and an acceptance of responsibility for their own actions.
- To ensure regular attendance.
- To develop an awareness of and adherence to appropriate behaviour.
- To encourage pupils to value the school environment and its routines.
- To ensure that pupils are confident of their right to be treated fairly.
- To empower staff to determine and request appropriate behaviour from everyone.
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility.
- To ensure that positive behaviour is always recognised.
- To work within a positive, proactive reflective approach to behaviour management.
- To ensure the policy is fully understood and is consistently implemented throughout the school.
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy.
- To ensure the rights and responsibilities of all members of the school community.

## How do we implement our Behaviour policy?

1. School Ethos
2. Expectations of the school community
3. Curriculum
4. School Systems
5. Rewards
6. Sanctions
7. Support Systems for Individual Pupil Need
8. Support Systems for Staff
9. Support Systems for Parents/Carers

## School Ethos

The school has an ethos in which the above principles are respected. Many of these principles will be addressed daily throughout school life in assemblies and modelling good social behaviour from all adults within the school community.

Kirk Langley CE Primary School is a proud Church of England School. As such, we aim to embody core Christian values in all of our children and adults who work in school. We expect all of our school community, including children, staff and governors to be respectful and tolerant of one another, embracing difference and diversity. Through the teachings of Jesus Christ we aim for children to be reflective in their behaviour choices, as well as understanding and showing forgiveness.

Our Golden Rules are displayed on the Playground and within each classroom. The main aim is to reinforce the Dos as positive, appropriate choices. We know the importance of enabling all children to be able to articulate the behaviours that are acceptable and those that are not. This then leads to a change in that behaviour if it is unacceptable. If this change does not follow them loss of Golden Time results. In this sanction children can then reflect of what went wrong and think about how to act differently next time.

Establishing and maintaining high standards of behaviour is not only vital in ensuring that teachers can deliver the curriculum, but also plays a critical role in ensuring that the school is a safe environment for all pupils.

It is essential that all staff are aware of their safeguarding responsibilities, as set out in statutory guidance Part 1 of Keeping children safe in education (KCSIE). 4.

KCSIE is clear that all school staff have a responsibility to provide a safe environment in which pupils can learn. Where circumstances arise that endanger the safety of a pupil or staff member, the school should act swiftly and decisively to remove the threat and reduce the likelihood of its reoccurrence.

**Positive reinforcement** and sanctions are both important and necessary to support the whole-school culture. Our Behaviour practices are centred on what successful behaviour looks. For example, 'pupils are expected to enter their classroom ready to learn. Routines should be used to teach and reinforce the behaviours expected of all pupils. Repeated practices promote the values of the school, positive behavioural norms, and certainty on the consequences of unacceptable behaviour. Any aspect of behaviour expected from pupils should be made into a commonly understood routine, for example, entering class or clearing tables at lunchtime. These routines should be simple for everyone to understand and follow.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. For example, a pupil who has recently experienced a bereavement may need to be pre-emptively excused from a routine to give them time and space away from their peers.

The adjustments needed for those pupils with Special Educational Needs and/or Disability (SEND), whose condition may at times affect their behaviour. Consistent and clear language should be used when acknowledging positive behaviour and addressing inappropriate behaviour.

### Expectations of the school community

Staff and Governors	Pupils	Parents
To lead by example	To respect, support and care for each other both in school and the wider community	To be aware of and support the schools values and expectations
To be consistent in dealing with pupils	To listen to others and respect their opinions	To ensure that pupils come to school regularly, on time with the appropriate equipment
To encourage the aims and values of the school and local community among the pupils	To attend school regularly, on time, ready and equipped to learn and take part in school activities	To keep pupils at home when they are ill and to provide the school with an explanation of the reasons for any absence
To have high expectations of the pupils	To take responsibility for their own actions and behaviour	To take an active and supportive interest in your child's work and progress
To meet the educational, social and behavioural needs of the pupils through an appropriate curriculum and individual support	To do as instructed by all members of staff (teaching and non-teaching) throughout the school day	To provide the school with an emergency contact number
To encourage regular communication between home and school	To be tolerant of others, irrespective of race, gender, religion, age, ability/disability or sexuality.	

### Curriculum

At this school, through our curriculum, we teach pupils the above mentioned principles. PSHE and RHE, taught using a variety of methodologies, addresses our ethos and expectations directly. We subscribe to the PSHE Association which provides relevant resources and progression.

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives which are understood by the pupils and differentiated to meet the needs of a range of abilities. Marking and record keeping can be used both as a supportive activity, providing feed-back to the pupils on their progress and achievements and as a signal that the pupil's efforts are valued and progress matters.

Positive Play is an initiative we fully embrace and our PP Leaders ensure each week children are engaged in Physical Activity with high quality equipment. (see Positive Play Implementation Intent and Impact).

## School systems

This school rewards good behaviour, as it believes that this will develop an ethos of kindness, co-operation and collaboration. We have House Teams that promote individual achievement and team inclusion. This policy is designed to promote and acknowledge good behaviour rather than merely to deter anti-social behaviour.

We praise and reward pupils for positive, appropriate behaviour, social skills and work throughout the school. We follow the Golden Rules and enable children to voice inappropriate behaviour choices and give them a chance to change this. If this is not done loss of Golden Time is a sanction. Each Friday, during Golden Time, loss of this privilege is supervised and reflection encouraged..

Children are awarded team points for appropriate and good behaviour and work. Our remote platform is Class Dojo and in the younger age groups awarding Dojo points is another incentive.

Praise for resilient attitudes to learning and the use of independence are often all children need to feel positive.

As a staff we have agreed, rewarding children in school with sweets and chocolate was not appropriate and could have an adverse impact on learning attitudes.

School Food Trust spokeswoman said: "Whilst we commend a teacher's desire to reward pupils for good behaviour, effort or academic performance, we are concerned about inconsistency of the healthy eating messages if a child is rewarded with sweets in the school environment."

However, there are times, such as Christmas and Easter, when the whole school is given a gift of sweets or chocolates, because of tradition, not as a reward for learning.

Golden Rules:

- Always follow adult instructions
- Always move around school in a sensible way
- Always remember your manners and show respect
- Always keep your hands, feet and bad words to yourself
- Always try your best
- Always keep yourself and others safe.

When a child select inappropriate choices it is essential they articulate the rule not adhered to and its impact on others.

## Sanctions

The use of sanctions will be 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 this breeds resentment.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is sanctioned.

We divide unacceptable behaviour into three broad bands:

**Level 1:** misbehaviour that can be effectively managed within a classroom or lunchtime environment by the teacher, teaching assistant or mid-day supervisor. (this is a result of 1 verbal warning)

**Level 2:** more serious misbehaviour that is not so easily managed within the classroom or lunchtime environment or persistent Level 1 behaviour. This can include lunchtime behaviour that has been reported to the teacher by a mid-day supervisor. Restorative chat with class

teacher and informal involvement of Head teacher (*Individual behaviour management/anger management, use of 'thinking time, loss of some privileges'*)

**Level 3:** very serious misbehaviour or persistent level 2 behaviour. Formal involvement with the Head teacher and parents. Additionally education welfare and/or other outside agencies may become involved. (*Last resort possible short or longer term exclusion*)

### **Support systems for Individual Pupil Need**

If there is a persistent problem the class teacher and the SENCO will draw up an Individual Improvement Programme to support the pupil in partnership with parents. All staff working with the pupil will be informed of this, including mid-day supervisors. This will give a consistent approach throughout the school day. If the problem continues, together we will work with outside agencies to seek solutions to support the pupil. For pupils who are having these difficulties the school will provide targeted pastoral support or mentoring by adults or peers. (*i.e. positive play, circle of friends, peer buddies/mentors*)

### **Support Systems for staff**

School will support all adults working with pupils to ensure they are achieving. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is working together to provide a cohesive approach to supporting individual needs. This will be achieved following the schools safeguarding policy. All staff have copies of this policy in order that behaviour management is consistent throughout the school. Staff having difficulties with an individual, class or group should speak to the member of staff who has responsibility for this area within school.

### **Support Systems for parents/carers**

School has an open door policy where parents and carers are encouraged to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment. A Team Around the Family (TAF) may support the child and family members for example.

### **Monitoring and Review**

Behaviour management will be under constant review throughout the school on a class and individual basis.

This policy document was produced in consultation with the school community (pupil and parent surveys) staff and governors, the Local Authority and the local Healthy School Standards representative.

This document is freely available to the entire school community.

### **Cross reference to other policies**

PSHE and RHE

Child Protection and Safeguarding

Inclusion

Teaching and Learning

Attendance

Confidentiality

External contributors

Bullying

Exclusion  
Race equality