



KSM Behaviour Policy

Kington St. Michael C.E. Primary School

Policy agreed (date):	20th May 2024
Policy published (including on website):	20th May 2024
Next review (date):	20th May 2025
Reviewed by:	Governing Board

Aims

- KSM Behaviour Policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure, is able to learn and reach their full potential. It supports the overall aims and values of our school. The welfare of our pupils is paramount.
- Our Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way with mutual respect.
- At KSM we treat all children fairly and apply our Behaviour Policy in a consistent way, whilst bearing in mind the differing needs of all individuals.
- This policy also aims to develop and support pupils to manage their attitudes and learning behaviours through support and encouragement
- This policy aims to help children grow in a safe, secure and learning environment, and to become positive, responsible and increasingly independent members of our school community, who take responsibility for their own actions.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. There is a clear code of conduct for the use of all at KSM.
- This Behaviour Policy applies to pupils at school or taking part in any school organised or school related activity off the school site.



- The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

KSM Philosophy

At KSM, we recognise and value the importance of good, positive behaviours. Behaviour that enables all children to learn and teachers to teach in a safe and happy environment. To achieve this, we believe that **everyone** is responsible for working together through a consistent approach.

In developing our KSM Behaviour Policy, we have acknowledged the ideas of circle time, assertive discipline, emotional literacy, and equal opportunities. We use the ideas from these strategies in the continuing development of our Behaviour Policy. KSM Behaviour Policy is a working document and therefore will be monitored, reviewed and updated as appropriate. We welcome feedback and discussion.

Developing good relationships

Our ability to behave and learn well is affected by how we feel about ourselves, our self-esteem. Our feelings of worth or self-esteem develop from relationships with each other. Children model themselves on adults they see and work with within the school; therefore, it is vital that we are aware of the need to build up the quality of relationships both adult-to-adult; and adult to child, to set the best possible example to our children.

In all relationships, adults need to:

- smile, show warmth
- know the name of the person we are communicating with - and use it
- listen carefully
- give positive attention
- show basic courtesies
- ask questions gently
- make sure we do not interrupt
- ensure that we do not 'put down' the other person
- be spontaneous and honest
- share feelings
- act where necessary
- be seen to be fair



Policy into Practice

KSM Golden Rules

The KSM Golden Rules underpin our whole KSM Behaviour Policy. The KSM Golden Rules are appropriate at all times and in all places. The Golden Rules are discussed regularly with all of our children so that they understand them and appreciate the need for them. The Golden Rules are on display throughout the school, as a constant reminder to everyone within the school.

Classroom rules and routines

The class teacher will establish classroom rules and routines specific to their class. Our rules are developed with the class and displayed as a reminder to everyone within the class what our behaviour expectations are.

School rules and routines

Specific rules and routines are established for certain places and certain activities to retain focus and maintain safety. These places are:

- ★ In assembly
- ★ Walking around the school
- ★ In the playground and at playtimes
- ★ In the toilets
- ★ In the wild area
- ★ On the school bus
- ★ In after school clubs
- ★ In classrooms
- ★ In specific lessons e.g. PE, cooking, DT
- ★ On school trips, visits and sporting events

Sanctions and Rewards at KSM

Rewards:

Rewards are given to pupils to recognise and reinforce expected behaviours. These can be awarded to an individual, group, class or to the whole school. Appropriate rewards may be: House Points, Golden Time, verbal praise, non-verbal praise, stickers, extra responsibilities, sharing work with the headteacher, sharing achievements with parents through a phone call, email, a certificate to take home, a Marvellous Me commendation to parents, Celebration Assemblies (whole school recognition for achievement) and recognition in the school newsletter.



Sanctions:

When the rules are broken, there must be appropriate sanctions that are fair and consistent. We feel that the child must recognise their inappropriate behaviour but also realise that they have a choice. They can choose to behave differently, in a positive way. We have devised a hierarchy of sanctions. The child will only progress through the hierarchy should they choose to continue their unacceptable behaviour. The last resort is suspension from school on a temporary or permanent basis following Wiltshire's policy on suspensions and exclusion. If a child breaks a Golden Rule, they are given a warning and a chance to repair the situation and put things right. This may be an apology, stopping what they are doing and doing the right thing. The child has three chances to turn their behaviour around. If the child continues to break the Golden Rules, they may lose 5 minutes of their special Golden Time.

Unacceptable Behaviour

There is no place for violence, bullying, harassment (racial, sexual or any other sort), vandalism, rudeness or bad language in KSM School and these are always discouraged and dealt with robustly by the school staff. Persons observing or experiencing bullying, harassment or vandalism are encouraged to tell a trusted adult to access help and support to resolve problems of this type. At KSM school pupils and adults are encouraged to 'tell tell tell'

Individual Behaviour Plan (I.B.P.)

We recognise that some children may have additional needs. These may be a specific behaviour need, which may need addressing and supporting on a more individual basis. It is essential that the class teacher monitors pupils' behaviour to ascertain the need for an Individual Behaviour Plan.

The Individual Behaviour Plan lists strategies of support and potential triggers to help the child manage and regulate their behaviour. The plan is developed between the school, child and parents. (See SEND Policy). The I.B.P is a joint commitment involving all those concerned. It is a tool to support the child and to help them to learn and develop strategies to manage their behaviour. If the difficulties continue, it may be necessary to involve outside agencies such as the Educational Psychologist and Wiltshire Behaviour Support Team in order to access additional, appropriate support for the pupil.



Bullying

Bullying in any format is not tolerated at KSM. If anyone perceives themselves to be bullied it will be dealt with immediately and sensitively. All children at KSM are encouraged to share their worries with a trusted adult. We ask all adults to discuss any worries disclosed to them or any inappropriate incidents they have seen or had reported to them with the head teacher or DDSL immediately. The concerns and disclosures are dealt with sensitively and confidentially. The school's Anti-Bullying Policy is co-written with the School Council and shared with all children regularly. Anti-bullying advice is taught to all children across the school. All instances of bullying are recorded and discussed with Governors.

Summary of KSM Rules and Routines

The School Council, pupils and staff developed the following rules and routines. They apply to both staff and children.

Whole school assemblies

- Enter the hall silently and respectfully
- Sit in designated class areas
- Listen politely to those conducting the assembly
- Put hand up before speaking
- When directed, leave the assembly quietly

Moving around the school environment

- Walk around the school sensibly; no running inside
- Move quietly around the school as others will be working.
- Open doors for others

Playtimes

- Stay on the playground unless a member of staff directs otherwise
- Remember to be quiet in the Quiet Area
- Do not climb on anything other than the designated play trail
- When the whistle sounds, stop and listen
- Always play sensibly and be kind to others



Help others if you see anyone upset or hurt

At the end of playtime, walk to the class line when asked and line up quietly

On site rules (applicable to all persons always when on school grounds)

Do not climb on anything within the school grounds (other than play trail)

Do not use any school equipment unless supervised by an adult

Do not ride any personal bikes, scooters etc. within school grounds

Treat property and others with respect

Do not enter school grounds when the school is closed

Working with parents and carers

At Kington St Michael CE Primary School, we keep all parents and carers well informed about daily school life. We do this through many ways such as sharing policies on the school website, publishing regular newsletters, information within the school prospectus, holding parents' evenings as well as formal and informal discussions. If we are working with a child who has specific behaviour needs, we endeavour to devise strategies to support the child, which can be applied both in school and at home. It is a collaborative process, a partnership with school working closely with parents and carers to support the child. Parents and teachers meet regularly to review progress.

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents to read these and support them.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head Teacher and then the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.



The role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body supports the Head Teacher in carrying out these guidelines. The Head Teacher has the day-to-day authority to implement the school behaviour policy, but Governors may give advice to the Head Teacher about particular disciplinary issues. The Head Teacher must take this into account when making decisions about matters of behaviour.

Violence, aggression and physical restraint

For aggressive and violent behaviour, in which a child deliberately, maliciously targets or attacks another person or object with the perceived intention to cause harm, there needs to be a separate procedure.

In line with L.A. and government guidelines, the school operates a Violence and Aggression Policy.

At Kington St Michael CE Primary School, the aim is always to work with children and parents in a positive and constructive way. The school, however, recognises the need to inform parents about actions that might need to be taken if a child were involved in a serious incident, for example:

- attacks and hurts another child or a member of staff
- leaves the school premises without permission in school day
- put themselves in such a position as to cause themselves harm
- damages property

If situations such as these arose, staff would intervene, talk and reason with the child about their actions and the possible outcomes from their actions. It may be necessary in some situations, such as if the child is in immediate danger of hurting them self, another child or a member of staff to apply reasonable restraint e.g. Holding a child's hand or arm, blocking a pupil's path. Physical restraint would only be used as an absolute last resort to prevent a serious incident from happening. Parents would be informed of the incident.

Members of staff have received Team Teach training and they would physically restrain a child if necessary. All instances when Team Teach is used are recorded.

If restraint is required or if violent, behaviour is witnessed:

- The child will be removed from the environment e.g. classroom or playground. It may be necessary to remove other children from the locality of where the incident is occurring.



- Physical restraint may be used if necessary. This will need two adults following the team teach procedures.
 - to ensure the safety of the child
 - to ensure the safety of the other children
 - to ensure the safety of any adults involved.
- The head teacher or person in charge will attend the situation to ascertain what has happened and evaluate the situation.
- The head teacher or teacher in charge, will telephone the parents or carers of the child, explain what has taken place and request that the child to be collected immediately. This is considered a suspension, and appropriate procedures and paperwork are completed in line with our school Suspension and Exclusion Policy.

Following a serious incident, everyone concerned needs post incident support including time to reflect and discuss why it occurred and what could be done differently to avoid a similar incident from occurring again. It is a stressful situation for all involved. If it is not possible for the child to go home following an incident the child can go to a quiet space within the school to calm and regulate. Two members of staff will supervise the child at all times. The person in charge of the child who was involved in the incident will complete a KSM Work-related violence and abuse reporting form as soon as possible after the incident. Supporting evidence should be included.

Following a suspension, when the pupil returns to school, the head teacher will meet with the child and parents or carers before the child returns to class to discuss support that might be needed.

Monitoring

The Head Teacher monitors the effectiveness of this policy on a regular basis. She also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school records all incidents of misbehaviour on CPOMS. The Head Teacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.



Review

The Governing Body reviews this policy every two years. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

Our Golden Rules

To be honest

To be kind and gentle

To be helpful

To be polite

To respect property

To listen

To always do your best

To be happy at KSM!

