

Kirby Muxloe Primary School



Behaviour Policy

Status: Statutory

Date adopted by governing body: October 2021

Date for review: Autumn 2024

KMPS Behaviour Aims

All staff at Kirby Muxloe Primary school should work to ensure a calm, orderly and enjoyable environment where everyone feels respected, safe and able to work to reach their potential.

School Rules & Expectations

At KMPS, we have 3 main rules. These should be displayed prominently in each classroom and in other places around the school.

- 1) Be Respectful
- 2) Be Independent
- 3) Be Thoughtful and Caring

These summarise the day to day behaviours that we expect to see

1) Be Respectful	2) Be Independent	3) Be Thoughtful and Caring
<ul style="list-style-type: none"> • Listen silently to staff when they are talking, not speaking over others • Look after property and equipment belonging to the school and other pupils - never damage things deliberately! • Always respect and listen to other people's viewpoints even if they differ from your own • Wear the correct school uniform as stated in the uniform policy 	<ul style="list-style-type: none"> • Listen to/follow instructions from staff first time • Line up quickly and quietly without prompting • Organise yourself and your belongings without fuss • Learn/remember specific rules for different times of the day (classroom/ assembly/ break times/ Lunch Hall etc.) 	<ul style="list-style-type: none"> • Make sure that you do not stop other children from learning, through your actions or noise levels • Move around the school building calmly and very quietly - never run or shout indoors! • Always be kind and helpful whenever you can

Day to Day Behaviour Management Strategies

Staff will receive training and further guidance on how to implement these consistently

Teach and Model Good Behaviour

Good behaviour won't just happen, it must be explicitly taught, reinforced and modelled by all staff. This should be done by:

- Class teachers regularly reminding pupils of the school rules and behaviours as well as any class specific extra expectations. This will sometimes be as part of PSHE lessons.
- Class teachers discussing what these mean and how pupils can meet and follow them.
- All staff insisting that these rules and expectations are followed at all times (calm consistency is key to ensuring an excellent behaviour culture).
- All staff must model these behaviours as appropriate.
- All staff must follow the rewards and sanctions lists consistently and without favour.

Rewards & Incentives

Children should have their adherence to the rules and wider good behaviour recognised and rewarded as regularly as possible. This might include:

- Verbal praise, stickers, showcasing work and behaviour
- Phone calls home, sharing of work with parents/carers or SLT
- House points and/or informal class rewards as well as more formal rewards shown below:

Something Fantastic	Half Term Hero	Sue Gammon Award	Special Headteacher
Given weekly to 2 pupils by each class teacher for great work/ behaviour	Given half termly to 2 pupils by each class teacher for great work/ behaviour	Given half termly to 1 child in each phase for outstanding citizenship	Teachers nominate a child for exceptional work/ behaviour

KMPS has a traditional house system, with all children being part of either Phoenix, Unicorn, Griffin or Dragon houses. Children can earn points for their houses for work or behaviour and these are added up each week, leading to a half termly and overall annual cup being awarded to the winning house. Each house has two Year 6 house captains who lead and represent their houses.

Sanctions

The school's first approach will always be to encourage good behaviour. Sometimes, children do not follow the rules and behaviour as set out and sanctions are required to reinforce them.

Teachers (including student teachers) and other paid staff will investigate alleged misconduct by talking to children before disciplining (where it has not been directly observed by the staff member concerned). Parents will not necessarily be informed of this. School staff will be expected to discipline and talk to children whose behaviour is unacceptable, both in school or elsewhere when under the charge of the teacher, including on school visits.

Teachers can also confiscate items from children. These items will be given back at the end of the day unless they are deemed a risk to health and safety where they will be given to and discussed with the parent/carer.

In line with the DFE document, 'Searching, Screening, Confiscation: advice for schools' (DFE-00034-2014 updated September 2016)

'Headteachers and staff authorised by them have the statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item'.

Sanction Stages

Resets at the end of the morning/ end of the day

Stage 1	General reminders
Stage 2	Individual warning
Stage 3	Time out in classroom (or in specific area of the playground if playtime)
Stage 4	Time out of class with another member of staff/ class (or in specific area of the playground if playtime for 2nd time out)
Stage 5	Sent to Phase Leaders
Stage 6	Sent to Deputy Head Teacher or Head Teacher

In some circumstances such as a first incident of bullying, use of inappropriate language (or one off instances of more serious incidents) a child may move straight to stage 5 without going through the stages.

In circumstances such as repeated bullying, extremely violent behaviour and continued and sustained inappropriate language a child may go straight to stage 6.

Management of Repeated/Extreme Behaviours or Children with Additional Needs

Repeated Low/ Medium Level Negative Behaviours

Where a pattern of negative behaviour is identified, the class teacher should discuss their concerns with the pupil's parents/carers. This may lead to additional monitoring/ communication such as weekly check in or an individual behaviour plan. This should be short term with an agreed end date.

Extreme Behaviours

Extreme behaviours should be rare at Kirby Muxloe Primary School, but when encountered will be dealt with seriously. These behaviours may include:

- Significant violence towards another child
- Violence towards a staff member
- Swearing, abusive, aggressive or discriminatory language being used
- Deliberate damage to or misuse of school equipment and/ or IT systems
- Malicious and false allegations against members of staff

Actions that may be taken:

- Removal of the child to a member of SLT (if the child remains agitated and a danger to others, move other children from the scene and call for a member of SLT to come)
- As a last resort (and only when they or another person is potentially at risk) the child may need to be forcefully moved, using positive handling techniques (see below).
- Internal exclusion for a significant portion of the day (this will involve the child working under the supervision of a member of SLT)
- In the most extreme situations an external exclusion may be appropriate
- In all of these situations, parents/carers will be informed

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between children of any age and sex and can involve single children or groups of children. It can take place in school or outside of school. Sexual violence and sexual harassment are both unacceptable and any report will be taken seriously and dealt with on a case by case basis in line with safeguarding and other advice.

From time to time, national guidance will be updated around other extreme behaviours in school and this will be followed, particularly where it links to wider safeguarding responsibilities.

Positive Handling

Physical intervention should be avoided whenever possible and where it is needed it must be in the best interest of the child or vulnerable adult and should be the minimum required. There are times when physical intervention is appropriate but it must be used in ways that maintain the safety and dignity of all concerned as far as possible. Section 550A of The Education Act 2006 under the heading Power to Restrain Pupils allows teachers and authorised staff of a school to use reasonable force in accordance with the following:

- The pupil should be in immediate danger of harming themselves or others, in danger of seriously damaging property
- Staff will conduct a dynamic risk assessment as to whether any PPE is required before engaging in physical interventions.
- Only the very minimum force can be used as necessary to prevent injury or damage
- Every effort should be made to have a second member of staff before positive handling or applying restraint. These staff can act as witnesses or as support
- Whilst moving a child, always speak calmly as a way of reassurance
- Afterwards the move or restraint should be discussed with the pupil (if appropriate) and shared with parents at the earliest opportunity
- Any restraints or positive handling should be recorded in the Bound and Numbered Book, recording who was involved and who witnessed the situation, any holding or calming strategies used, restraint strategies used and how the situation was resolved. This book will be kept in the Head Teacher's office.

Identified staff in school, will receive training in positive handling and restraint methods. The current system of training is accredited by Team Teach. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessary as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.'

Any restraint or positive handling should adhere to the latest school issued positive handling guidance.

Children with Additional Needs

All staff should be aware of children whose special educational needs require a particular approach. It is the class teacher's responsibility to have clear plans for pupils likely to misbehave and ensure staff are aware of them.

GRASPs for behaviour should be shared with everyone working with the child so that a clear and consistent approach is used to make the child feel safe and secure. The inclusion leader will support teachers in putting in place suitable support for pupils with behaviour difficulties.

Bullying

Bullying is any direct, unwanted behaviour among children or adults that involves a real or perceived imbalance of power. The behaviour is repeated, or has the potential to be repeated, over time. Children who are bullied and who bully others may suffer serious or life changing problems because of the clear and systematic focused actions of others. Bullying is wrong in every other way and at every level. Please refer to the schools Bullying Policy for further information and procedures.

Wider Strategies to Secure Good Behaviour

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, teachers hold transition meetings. To ensure behaviour is continually monitored and the right support is put into place, information related to pupil behaviour issues may be transferred to relevant staff (and recorded on the Social Profile) by the end of the summer term. Information on behaviour issues may also be shared with new settings for those pupils transferring to new schools.

Working in Partnership

We believe that pupils do well at school when parents/carers support the work of the school and there is a strong sense of partnership between home and school. Parents/carers can help promote positive behaviours by emphasising the need for good behaviour at school and praising achievement and success. We strongly encourage the wearing of school uniform which we believe builds a strong sense of identity, pride and belonging within our school community.

As a school, we operate an 'open door' policy both for parents and children so that we establish a safe and secure learning environment to share any anxieties and share concerns. Staff are always available to talk to parents/carers about any concerns and also to share and celebrate positive behaviour.

Training and Guidance:

Teachers and staff will be given relevant training and guidance on a regular basis. Further support will be provided along with opportunities to observe other teachers and staff as appropriate.

Monitoring and Evaluation:

The behaviour policy and practice to promote positive behaviour will be monitored and evaluated regularly. These will take place in the form of learning walks or lesson observations to provide individual staff with specific feedback as well as an accurate picture of the whole school.