



Federation of Kymbrook & Thurleigh Primary Schools

Positive Behaviour Policy

Excellence – Enjoyment – Enrichment – Equality

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KT Federation Positive Behaviour Policy

This Positive Behaviour Policy is underpinned by our Federation Values of Respect, Independence, Determination, Working Together, Bravery and Kindness.

Across the Federation, we strive to provide a positive environment that promotes excellent social interaction and learning behaviours. We understand that at times, children will need support to make the right choices at school and need to develop an understanding of how their behaviour may affect themselves and others, therefore taking responsibility for their actions. This policy is the responsibility of all staff to lead by example and implement consistently across the Federation

Federation Values

Staff should refer to the Federation Values, which outline our expectations for the children to follow, E.g. "Are you showing the school value of...?"

Respect:

Are children being polite, listening to others, being considerate, showing good manners?

Independence:

Are children being inventive, creative, showing originality and imagination with a positive working attitude?

Determination:

Are children trying hard with a positive learning approach?

Working Together:

Are children being helpful, encouraging, tolerant, supportive of one another and working as a team?

Bravery:

Are children open-minded, trying new things and showing positivity towards their learning?

Kindness:

Are children thinking of others, being understanding, generous and displaying friendship values?

We have a clear structure for rewards and sanctions:

Rewards

- Each classroom across the Federation displays a visual prompt system for use by all children and staff
- Use of positive praise
- Encouragement of peer to peer and whole class praise
- Positive verbal and written feedback for work
- Weekly Celebrations Assembly where work, behaviour, attitudes, values and achievements, in and out of school, are commended
- Sharing good work and behaviour with parent/carers
- Headteacher/Assistant Headteacher rewards
- Use of the curriculum e.g. PSHE, RE and British Values
- Use of individual pupil or class reward systems may be used when necessary, stickers, stamps etc

Sanctions:

We treat all children as individuals with an understanding of personal need and circumstances, but generally, the following five-tiered approach will be used:

- 1) First reminder - Children will be reminded of expectations through use of Values
E.g. "Are you displaying the school value of...?"
- 2) Second reminder
- 3) Third reminder – Time out with reflection *
- 4) Sent to Headteacher/Assistant Headteacher
- 5) Parents/carers are informed

N.B.

- Break-time/lunchtime incidents are reported to class teacher
- An adult must always supervise children during 'time out'.
*Neutral ground – e.g. time out in another space, such as the library or a visit to another class teacher – time out to cool down, complete work. (Work may need to be completed during break-time)

Further Sanctions/Actions:

- If a child's behaviour endangers the safety of others the class teacher may need to remove the child or class from the situation
- All members of staff are aware of the regulations regarding the use of force to control or restrain children. Members of staff in our school will only intervene physically to prevent injury to a child, or if a child is in danger of hurting themselves, another child or member of staff.
- As a school, we will consult the Borough Exclusion Policy should there be the need for Exclusion

Anti-Bullying

The Federation has a zero tolerance of bullying of any description. (See Appendix 1 for definitions for bullying and peer on peer abuse as outlined in KCSIE 2021)

As a Federation we use the following to prevent bullying:

- We encourage children to follow the school values
- Hold specifically timetables events, such as themed days/weeks that highlight anti-bullying, including online anti-bullying events i.e. Anti-Bullying Week, Safer Internet Day
- We promote positive relationships, through assemblies and activities in our PSHE and RSE curriculum
- Through a promotion of British Values and through discussions/work done with School Council

Any reports of bullying by pupils, parents or staff will be treated seriously and investigated thoroughly by the Federation SLT, and by following the structure for rewards and sanctions within this policy.

Roles and Responsibilities

It is the responsibility of the Headteacher/Assistant Headteachers to:

- Ensure this Positive Behaviour Policy is used consistently by all staff
- Report to governors when requested
- Keep records of all reported serious incidents of misbehaviour
- Ensure that the health, safety, and welfare of all children in the school is maintained at all times.
- The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

It is the role of the Parent/Carer to:

- Work collaboratively with the school so children receive consistent messages about how to behave at home and at school and discuss the school ethos and Values where necessary.
- Support the school where reasonable sanctions to rectify behaviour have been implemented.
- If the parents have any concern about the way their child has been treated, they should initially contact the Class teacher. If there is still some concern, parents should contact the Headteacher or Assistant Headteacher.
- If the situation is not resolved, then parents can contact the School Governors. If parents feel the situation is still of concern, a formal grievance or appeal process can be implemented.

It is the role of the Governors to:

- Review with the Headteacher/Assistant Headteacher if the policy is working effectively.
- Reviews this policy every two years, unless new Government regulations recommendations a change in policy.
- Monitor the rate of exclusions and to ensure that the school policy is administered fairly and consistently.

Appendix 1

Behaviour that will be challenged - Children may or may not require sanctions.

- Answering back or wilful silence
- Swearing to themselves
- Not doing as asked: not stopping, not coming, deliberately walking away or ignoring an adult
- Calling out/not putting hand up or following usual classroom practice, inappropriate chatting in class, disturbing others around them, not listening in class
- Not getting on with work, refusing to complete work, refusing to join in with an activity
- Dropping litter
- Not letting others play, being unkind - teasing, gossiping
- Temper tantrums, sulking
- Pushing in lines
- Running in school
- Not remembering manners Defacing their own or others work

Behaviour that is not acceptable where children will require sanctions immediately:

- Peer on peer abuse of any description
- Bullying (including cyberbullying).
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence and sexual harassment, including sexual jokes, comments and online remarks.
- Sharing of nudes and semi-nudes (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.
- 'Upskirting' - which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Wilful and deliberate actions to hurt themselves
- Abuse relating to gender, sexuality, race or disability/SEN
- Abuse relating to body size, weight, hair, glasses etc
- Swearing at another person
- Stealing
- Destroying property/vandalism
- Disruption of learning (screaming, tantrum etc)
- Leaving the school premises or care of the teacher on a school trip

Lies – relating to any of the above.

Appendix 2

Fixed Term and Permanent Exclusions

- Only the Headteacher has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.
- If the Headteacher excludes a child, she/he informs the parents immediately, giving reason for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal.
- The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed term exclusions.
- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The Governing Body would form a Discipline Committee, if necessary, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation made by the parents and Local Authority, and considers whether the child should be reinstated.
- If the Governors appeals Panel decides that a child should be reinstated, the Head Teacher must comply with this ruling