

Kirkstall Valley Primary School Good Behaviour Policy



Policy agreed: September 2024

Policy review: September 2025

At Kirkstall Valley Primary School we are committed to promoting good behaviour. This helps all of our children to develop and realise their full potential.

We believe that good behaviour doesn't just happen – it needs to be taught and supported by parents and school as part of the learning process. Good behaviour reflects our sense of identity and worth, and our respect for ourselves and each other.

At Kirkstall Valley Primary School, we believe that children and young people learn best when they are clear about what is expected of them and how they are expected to behave.

What is our Good Behaviour Policy for?

Our Good Behaviour Policy is part of our work to:

- Make sure everyone at Kirkstall Valley Primary School knows what good behaviour is and what is expected of them
- Encourage and reward good behaviour
- Promote positive attitudes amongst everyone at Kirkstall Valley Primary School
- Create a school where everyone feels safe and secure and where everyone knows what part they play in making this happen

Who is this for?

We want everybody at school to follow these rules, including:

- Children
- Teachers
- Support staff
- Parents
- The headteacher
- Governors
- Any visitors

What is good behaviour?

At Kirkstall Valley Primary School, we have three underlying rules of good behaviour. We must be:

- Safe
- Ready
- Respectful

Please see Appendix 4 for examples of what 'safe', 'ready' and 'respectful' look like.

Equal opportunities and inclusion

(See also: Kirkstall Valley Primary School Inclusion Policy)

The good behaviour policy will be adapted to support children with SEND and/or emotionally vulnerable children, wherever needed. This may be informally (such as in the ways staff respond to pupils) or formally through the use of Individual Behaviour Plans and/or reward charts.

Rewards

Always focus on the positive first and foremost. Positive behaviour is rewarded with:

- Verbal feedback
- Smiles
- Stickers
- Thumbs up
- Class dojos
- Own class systems
- Certificates in special assembly each Friday
- Postcards home from teachers (end of half term)
- A phone call from a member of SLT (end of half term)

We regularly help children to reflect on how doing the right thing makes them feel and how they should feel proud of themselves when behaving well. We help them to see that school is a better place for them (and others) when they are following our principles.

Sanctions

Teachers will use a range of verbal and non-verbal cues to remind children of the expectations. If these are not sufficient then:

- A verbal reminder
- A verbal warning
- Five minutes of time given at playtime
- Ten minutes of time given at playtime
- A full break time reflection with a member of the senior leadership team including a text message home
- Internal suspension away from their class
- Fixed term suspension from school (see below)

At all points in this continuum, staff will try to deter a child from a succession of inappropriate choices through a range of strategies, including discussion, reflection, and diversion.

For a clear progression of the implementation of these sanctions, see Appendix 1.

When poor behaviour outside school is brought to our attention we will address it, liaising with parents as appropriate. In particular, any cases of bullying that occur outside school hours will be treated in the same way as bullying inside school.

If a Nursery child is not behaving as expected, they are given reminders and are encouraged to do so with both simple verbal cues and visual prompts. (All staff have these on their lanyards and there are many visual cues around Nursery which are understood by the children and referred to often).

Children modelling good behaviour are praised as a way of encouraging others to do the same. If a Nursery child continues to not behave as expected, sanctions may be:

- Time away from an activity

- Time out on the thinking spot with a timer
- Verbal apologies, with support from an adult if needed
- Parent/carer notified

Suspension

The school reserves the right to issue a fixed term or permanent suspension. This would only be considered in extreme circumstances:

- Violence towards themselves or others
- Repeated disruption of their own and others' education
- Damage to property
- Absconson

In all cases this would be discussed with the headteacher/ senior leaders and parents. The school will follow any statutory guidance and liaise with the Local Authority as required. School will also work with the AIP (Area Inclusion Partnership) to minimise the risk of suspension happening and appropriately support children at risk of suspension.

Record keeping

It is important that we maintain good records of children's behaviour in order to help them to improve and to identify patterns, triggers or other circumstances that are relevant and would help us to safeguard them.

The following records of children's behaviour are kept at school:

- STARS forms for children with ASC (Autistic Spectrum Condition)
- CF50s/CF50as for incidents where health and safety has been compromised (e.g. injuries). These are reported to the local authority
- Children's individual behaviour charts, where applicable
- Home/school communication books, where applicable
- Hate incidents are reported to the local authority and the governing body
- CPOMs (Child Protection Online Management system) to record incidents of poor behaviour/dysregulation

Reflections

When children are asked to give their playtime for a reflection, there will be the opportunity to reflect and discuss the incident and to agree ways to put it right. Children's names will be recorded. It is expected that children learn from these conversations. If children receive three reflections within any three week period, a meeting with parents/carers will be organised to discuss where the child is not meeting expectations and identify any support which may need to be put in place.

Internal Suspensions

Where children are being disruptive to the learning of others, it may be appropriate for learning to be completed outside of the classroom, supervised by a member of the senior leadership team. This may be for a short time, a session or a full day depending on the readiness of the child to return to class and meet the teacher's expectations. A phone call home will always be made in this situation.

Bullying

Adult version

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. It is important to remember that bullying is not a one-off incident, but a pattern of behaviour. There is often a real or perceived imbalance of power between the bully and the person being bullied.

Key Features of Bullying:

- **Repeated:** It happens more than once.
- **Intentional:** The person doing the bullying means to cause harm.
- **Power Imbalance:** One person or group has more power than the other.

Forms of Bullying:

Bullying can take many forms, including:

- **Physical Bullying:**
 - Hitting, kicking, pushing, tripping, or any other physical violence.
 - Taking or damaging someone's belongings.
- **Verbal Bullying:**
 - Name-calling, insults, teasing, and threats.
 - Spreading rumours or gossip.
- **Emotional/Psychological Bullying:**
 - Excluding someone from social groups.
 - Ignoring or isolating someone.
 - Making someone feel humiliated or embarrassed.
 - Manipulating friendships.
- **Cyberbullying:**
 - Using technology (e.g., social media, text messages, emails) to bully.
 - This can include spreading rumours, posting embarrassing photos or videos, and sending threatening messages.
- **Prejudice-Based Bullying:**
 - Bullying motivated by prejudice against someone's race, religion, gender, sexual orientation, disability, or other characteristics.

Important Notes:

- Bullying can happen both in school and outside of school, including online.
- Bullying can have a serious impact on a person's well-being.

- Everyone has a responsibility to help prevent and stop bullying.
- Bullying can also be child on child abuse.

What to Do If You See or Experience Bullying:

If you or someone you know is being bullied, or if you see bullying happening, please tell a trusted adult immediately. This could be a teacher, a teaching assistant, a parent, or any other adult you feel comfortable talking to.

Our School's Commitment:

Kirkstall Valley is committed to providing a safe and supportive environment for all pupils. We take all incidents of bullying seriously and will take appropriate action to address them.

Children's version

What Bullying Looks Like:

- **Doing it Again and Again:** It's not just one mean thing; it happens lots of times.
- **Meaning to be Mean:** The person doing it wants to hurt someone's feelings or hurt them physically.
- **One Person Feels Less Powerful:** The person being mean thinks they're in charge.

Different Ways People Bully:

- **Physical Bullying:**
 - Pushing, hitting, kicking, or tripping someone.
 - Taking or breaking someone's stuff.
- **Verbal Bullying:**
 - Calling people mean names or saying unkind things.
 - Spreading rumours or telling lies about people.
- **Emotional Bullying:**
 - Leaving someone out of games or not letting them play.
 - Ignoring someone or making them feel alone.
 - Making someone feel embarrassed or sad.
 - Making people fall out with their friends.
- **Cyberbullying:**
 - Being mean on phones, tablets, or computers.
 - Sending mean messages, posting embarrassing pictures, or saying mean things online.
- **Being Mean Because of Who Someone Is:**

- Being mean because of someone's skin colour, how they talk, what they believe, or if they have a disability.

Things to Remember:

- Bullying can happen at school, at home, and online.
- Bullying makes people feel really bad.
- It's everyone's job to help stop bullying.

What to Do If You're Being Bullied or See Someone Being Bullied:

Tell a grown-up you trust right away! You can tell a teacher, a teaching assistant, a parent, or any other grown-up you feel safe with.

Our School Promise:

At Kirkstall Valley, we want everyone to feel safe and happy. We won't let bullying happen. We'll always help if someone is being bullied.

Appendix One

Behaviour	Sanction
Unfinished work At any stage, not finishing work to the teacher's satisfaction	Work is finished in own time at teacher's discretion. Failure to rectify this at this point would result in direct move to Stage 5.
Stage 1 Incident Child day-dreaming, looking around, talking (non-disruptive) Talking, distracting others, slow to complete work, arguing with peers, disruption to learning; calling out, not lining up quietly, not adhering to in-school expectations (assembly, lunch hall, moving outside)	<u>Reminder</u> Non Verbal A look, standing near the child, praise children nearby. Verbal Request 'Name' this is a reminder. You are (describe action) thank you for (desired behaviour). Praise of a child with desired behaviour.
Stage 2 Incident (following reminder) Talking, distracting others, slow to complete work, arguing with peers, disruption to learning; calling out, not lining up quietly, not adhering to in-school expectations (assembly, lunch hall, moving outside) Or: Repeat of behaviour seen at Stage 1	<u>Verbal Warning</u> Verbal Request 'Name' this is a warning. You are (describe action) I have recorded a warning against your name. Your name will remain on a warning until the end of this session. 'Name' you have continued to (describe action from Stage 1) I have recorded a warning against your name. Your name will remain on a warning until the end of this session.
Stage 3 Incident (following verbal warning) Any new behaviour such as: Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions, disruption to learning Or: Repeat of Stage 2 incident	<u>5 minutes</u> 5 minutes of next available break/lunch in Hall extension with member of teaching staff Verbal Instruction 'Name' that is 5 minutes. You are (describe action) I have recorded this time against your name.
Stage 4 Incident (following 5 minutes) Any new behaviour such as: Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions, disruption to learning Or: Repeat of Stage 3 incident	<u>10 minutes</u> 10 minutes of next available break in hall extension with member of SLT Verbal Instruction 'Name' that is 10 minutes. You are (describe action) I have recorded this time against your name.

Stage 5 Incident (following 10 minutes or more serious behaviour – see below) Any new behaviour such as: Rudeness to staff, throwing small equipment, continual talking, refusal to follow instructions, disruption to learning Or: Repeat of Stage 4 incident Or any of the following behaviour: Swearing directly at an adult; refusal to come in from playtime/lunchtime; leaving the classroom; hate incidents, damage to property; verbal aggression towards an adult or child. Or there have been several successive sessions where a stage has had to be taken. Or work has not been finished to teacher's satisfaction following opportunity to rectify this.	Break time/Lunchtime detention Whole break or after-food lunch time to be spent with SLT in HT's office. Text sent home to parents. Verbal Instruction 'Name' that is your break. You are (describe action) I have recorded this against your name.
Stage 6 Incident Any of the following behaviour: Physical or verbal violence to an adult or child; leaving the school grounds.	Brought to HT/DHT at time of incident. Internal exclusion with work in HT office or DHT classroom for the remainder of that session followed by Stage 5 the following day. Call to parents to inform and arrange meeting. HT to decide on any ongoing sanction such as fixed-term or permanent exclusion.

Appendix Two
Positive Behaviour Rewards

Ongoing Reward System Within Class	Dojos awarded for: - Participation; home learning; good manners; high quality work produced; help in class; coaching others; displaying attitudes and behaviour consistent with any of our 12 values; Class rewards to reflect class values, targets or the above - Various – class dependent
Ongoing Reward System Around School and beyond	Dojos awarded by all staff and visitors for: Good manners; positive behaviour; positive contribution to the life of the school and/or the environment; being a good ambassador for the school in our community; displaying attitudes and behaviour consistent with any of our 12 values; positive involvement with any of our three forums.
Special Assembly	- Special certificates awarded to children in each class for a variety of reasons - Tiger and trophy awarded for good lunchtime behaviour to a KS1 and KS2 class
Postcards	Postcards to be sent home to at least four children per half-term per class. Awarded for exceptional work, attitude or behaviour during each half-term
SLT involvement	- Award of praise and stickers for good work – anytime! - Phone calls home – list per half term of 4 children per class who should receive a phone call from the headteacher or deputy to praise exceptional behaviour

Appendix Three



Kirkstall Valley Primary School

Positive Behaviour Blueprint

At Kirkstall Valley, we are:



Safe



Ready



Respectful

Important things you will see:

1. We may greet each other with a warm welcome each morning
2. We walk safely around school
3. We use our voices appropriately

How we do things at KVPS:

1. We show that we are ready by sitting appropriately and actively listening to the person who is speaking
2. We praise and celebrate expected behaviour. We reward and honour over-and-above behaviour
3. We always remind when behaviour does not meet expectations. We sanction and restoratively address behaviour which needs further improvement

To get behaviour back on track, grown ups may use the following language:

"I notice that you are which is not safe/ready/respectful"

"I expect you to" or "I expect to see....."

"Thank you for listening"

Restorative questions grown-ups may use:

"Tell me what happened " or "Tell me what you were thinking."

"Who was affected?" or "Who might feel upset by what has happened?"

"How were they affected?" or "Why might they feel upset?"



Appendix 4 – Examples of Positive Behaviour

Being 'safe' includes:

- Walking around school
- Holding doors for others
- Passing out equipment with care
- Not putting ourselves at risk by climbing on surfaces or objects we are not allowed to
- Not play fighting
- Helping our friends to keep safe (tying a shoelace for example)
- Keeping our environment tidy
- Listening to instructions so we know how to keep safe
- Following instructions
- Using safety equipment where appropriate
- Keeping healthy by eating well and staying hydrated

Being 'ready' includes:

- Being on time to school
- Being prompt into our lessons and getting straight on with our DO NOWs
- Showing we are ready (SLANT sitting)
- Listening
- Having the correct equipment (such as PE kit)
- Being ready to start learning as soon as the teacher tell us to
- Having done any homework needed
- Being quick when we need to leave the classroom
- Being ready to answer a question
- Lining up quietly
- Having information with usernames and passwords on to hand

Being 'respectful' includes:

- Using respectful language
- Talking with an appropriate tone
- Listening when a grown up or pupil is talking
- Challenging the views of others politely
- Sitting silently in assembly unless we are answering a question
- Putting our hands up to show we would like to speak
- Smiling!
- Saying 'good-morning' or asking how someone is
- Finishing the work which has been set
- Following instructions first time no matter who has given them
- Manners!