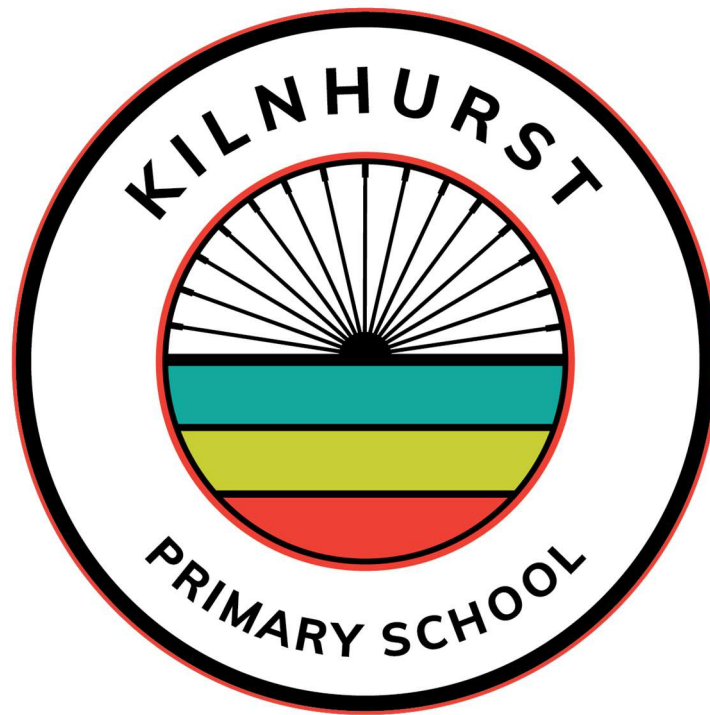




Behaviour and relationships policy

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We welcome cultural and linguistic diversity and oppose racism and intolerance.

The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has 5 main School Expectations (see appendix 1) but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

The school expects every member of the school community to behave in a considerate way towards others.

Fundamental British Values

The school actively encourages its pupils to be good citizens at school, local, national and global level. This includes, regarding behaviour, embracing the Fundamental British Values of Democracy, The Rule of Law, Individual Liberty, Mutual Respect and Tolerance of those of Different Faiths and Beliefs.

How do we deal with racism?

We reject and oppose racist behaviour. Any pupil found behaving in a racist manner will be severely reprimanded and parents/carers contacted. Time will be given to support the victims who will be treated sensitively. The school keeps a record of all racist incidents. The Governing Board/Trust will be informed of any racist incidents.

How do we deal with radicalism/extremism?

We aim to build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. We promote the spiritual, moral, social and cultural development of pupils and, within this, fundamental British values e.g. through assemblies, our curriculum, visits and visitors. We adhere to the Prevent Duty by building on existing local

partnership arrangements. Rotherham Safeguarding Children Partnership (RSCP) are responsible for coordinating what is done by local agencies for the purposes of safeguarding and promoting the welfare of children in their local area. Safeguarding arrangements take into account the policies and procedures of the RSCP. For example, RSCP publish threshold guidance indicating when a pupil or young person might be referred for support. Local authorities are vital to all aspects of Prevent work.

In some priority local authority areas, Home Office fund dedicated Prevent coordinators to work with communities and organisations, including schools. Other partners, in particular the police and also civil society organisations, may be able to provide advice and support to schools on implementing the duty. Effective engagement with parents / the family is also important as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms.

How we deal with Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. Please refer to our 'Anti-Bullying' Policy.

We treat all pupils fairly and apply this behaviour policy in a consistent way. The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation.

This policy is designed to promote high expectations of good behaviour, rather than merely deter anti-social behaviour

Rewards and Sanctions

We praise and reward pupils for good behaviour in a variety of ways:

- Teachers congratulate and praise all pupils
- All members of the teaching staff at Kilnhurst Primary School award pupils stars to acknowledge outstanding effort in their work linked to the success criteria of the lesson.
- Merits will be given out to pupils who demonstrate positive behaviour in and around school
- Bronze, Silver and Gold certificates are awarded to pupils in our Special Mentions Assemblies linked to our star system

- All pupils have the opportunity to participate in Special Mentions Assemblies where they are able to show examples of their best work
- Pupil's success will be shared with parents through Class Dojo
- The school acknowledges all the efforts and achievements of pupils, both in and out of school.
- The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.
- We expect pupils to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we may ask them to redo a task.
- Where a pupil disrupts a class and refuses to co-operate s/he will be given a warning, if the behaviour continues the pupil will be removed from the class for the remainder of the session. The pupil will be expected to complete the set work in a different classroom. If the work is not completed the pupil may miss playtime to complete it or the work may be sent home.
- Children that continuously disrupt the learning for other children may be removed from class for a period of time. This is to avoid exclusion or suspension if possible.
- If a pupil is removed from the classroom the incident will be logged and parents informed.
- If a pupil refuses to leave the classroom, teachers will inform a member of the Senior Leadership Team who will go to the classroom and calmly withdraw the pupil. The pupil will continue their work by themselves, in silence, in an alternative classroom or area in school under the supervision of a member of staff.
- A pupil who persistently disrupts learning may have a behaviour plan created in consultation with parents, educational psychologist, the local SEMH team and any other relevant agencies.
- Should a pupil continue to disrupt learning or refuse to cooperate following a significant number of removals from class, a suspension may take place. Parents/carers, the Chair of Governors and the Local Authority will be informed.
- If a pupil breaks a School Rule then a sanction may include the loss of a break time, a written task or the loss of a privilege.
- The safety of the children is paramount in all situations. If a pupil's behaviour endangers the safety of others, the class teacher stops the activity and prevents the pupil from taking part for the rest of that

- session.
- Any serious incidents will be recorded by the class teacher and discussed with the parent/carer of the pupil in question.
- An incident log will also be used to record low level disruption or behaviours that occur regularly.
- Parents will be invited to a meeting regarding the concerns over their child's behaviour if 3 or more incidents are logged within a half term.
- Foundation Stage use 'Thinking Time' for children to take time out to think about what they have done wrong.
- Any very serious incident including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a suspension.

In severe cases if suspensions do not help the pupils, a permanent exclusion can be enforced. Any sanctions will be imposed consistently and fairly by all members of staff in line with this policy.

School should consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. The SENDco will have a vital role to play in seeking the advice and support from the appropriate agencies.

The School Rules will be visible around the school environment. This ensures every pupil in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher will discuss these with individuals, groups or the whole class at an appropriate time during PHSE sessions.

Educational Visits

If a pupil's behaviour is identified as posing a risk to safety during the planning stage of an educational school trip, the pupil could be given targets to improve his/her behaviour to be able to participate. Every effort will be made to assist and encourage the pupil to achieve these goals.

The decision not to take a pupil on a school visit due to their behaviour will not be used as a punishment and before considering exclusion from the visit, the school will:

- Carry out a formal risk assessment of allowing the pupil to attend
- Consider whether safety risks would still be unmanageable after all reasonable control measures had been
- considered

- Consider alternative options such as changing the timing so that more staff would be available to attend or
- asking a parent to accompany the pupil
- Consider allowing the pupil to participate in certain aspects of the trip only.

A pupil will be excluded from a school visit if his/her behaviour presents "a significant, unmanageable and unacceptable risk" to the health, safety and welfare of that pupil or others on the trip, including the adult leaders. In these circumstances the school will make provision for any pupils prevented from taking part.

The Role of the Class Teacher and Teaching Assistants

It is the responsibility of the Class Teacher and Teaching Assistants to ensure that the school rules are enforced in their class and that their class always behaves in a responsible manner following the procedures set out in this behaviour policy.

The Class Teachers and Teaching Assistants in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The Class Teacher and Teaching Assistants treat each pupil fairly and enforce the School Rules consistently.

The teacher and Teaching Assistant treat all children in their class with respect and understanding.

If a pupil misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from a member of the Middle Leadership Team followed by the Deputy Headteacher and finally the Headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each pupil. The class teacher may, for example, discuss the needs of a pupil with the education social worker or LA behaviour support service. The class teacher reports to parents about the progress of each pupil in their class, in line with the whole-school policy. The class teacher

may also contact a parent if there are concerns about the behaviour or welfare of a pupil.

The Role of the Pupils

The pupils will be involved in creating the School Rules and will be given the opportunity to promote these rules through the School Council, Anti-Bullying Krew, Road Safety Officers and regular assemblies. Pupils will be expected to report any incidents of unacceptable behaviour to a member of staff. Acknowledging acceptable and unacceptable behaviour consistently and appropriately ensures that pupils learn how to behave quickly and effectively. The table below was developed alongside the pupils during assembly on 14.9.21 and formed the basis of the 'School Rules' this is reviewed with the pupils annually in an assembly.

Behaviour we encourage	Behaviour that is unacceptable
• Respect for other people, their views and their work. • Attentiveness. • A sense of right and wrong. • Self-respect. • Respect for the environment, look after things. • Working co-operatively and being helpful. • Honesty and trust. • Fairness. • Self-discipline. • Politeness and good manners. • Setting a good example. • Being kind.	• Violence and aggression, hurting others. • Hurting other people's feelings. • Threatening behaviour including bullying. • Dishonesty. • Deliberate disobedience. • Not listening • Discrimination. • Racial harassment. • Lack of respect, being rude. • Using unacceptable language. • Deliberately damaging property. • Disrupting teaching and learning. • Taking things that do not belong to us.

The pupils will be involved in the development and review of the behaviour policy.

The Role of the Headteacher

It is the responsibility of the Headteacher to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the

Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility of giving suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a pupil though this outcome will be discussed with the Executive Performance and Inclusion Team. Both these actions are reported to the school governors immediately.

The Role of the Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and school.

We explain the school rules and the expectations of behaviour in the home school agreement, and we expect parents to read these and support them. We expect parents to support their pupil's learning, and to cooperate with the school, as set out in the home-school agreement. We build supportive links between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour.

If the school has to use reasonable sanctions to reprimand a pupil, parents should support the actions of the school. If parents have any concern about the way that their pupil has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher or a member of the Senior Leadership Team. If these discussions cannot resolve the problem, the complaints procedure can be requested and followed.

The Headteacher and Governing Board are fully committed to the improvement of our school. We welcome feedback from parents/carers and will always try to resolve any concerns as quickly as possible.

Sometimes, however, parents or carers pursuing complaints or other issues treat staff and others in a way that is unacceptable. Whilst we recognise that some complaints may relate to serious and distressing incidents, we

will not accept threatening or harassing behaviour towards any members of the school community, further information can be found in the school policy on unreasonably persistent complainants or harassment of staff.

The Role of Governing Board

The Governing Board has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Suspensions and Permanent Exclusions

Please refer to the KPS Suspension and Exclusion Policy.

The power to discipline beyond the school gate.

Any bad behaviour when the pupil is:

- taking part in any school-organised or school-related activity or travelling to or from school
- wearing school uniform
- in some other way identifiable as a pupil at the school.
- misbehaviour at any time, whether or not the conditions above apply, that: could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public could adversely affect the reputation of the school.

This will be reported to parents or to the police or local anti-social behaviour coordinator where deemed appropriate.

Screening and searching pupils

Where it is deemed necessary for school staff to search and confiscate, we follow the DfE guidance Searching, Screening and Confiscation Jan 2018.

www.gov.uk/government/publications/searching-screening-and-confiscation

The power to use reasonable force or make other physical contact

Staff at Kilnhurst Primary School will undergo positive handling training by a recognised organisation every three years. See positive handling policy.

Pastoral care for school staff accused of misconduct

Kilnhurst Primary School will not automatically suspend a member of staff who has been accused of misconduct, pending an investigation. The Governing Board should instruct the Headteacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. School staff have the right to ask the Headteacher to arrange for counselling via the Local Authority.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis. They also report to the Governing Board on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps records of any inappropriate behaviour displayed by the children and monitors this regularly.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

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

Review

The Governing Board 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 Board receives

recommendations on how the policy might be improved.

Policy created in line with the 'Behaviour and Discipline in Schools' Advice for Headteachers and school

staff document (January 2016)

Appendix 1

School Rules



Appendix 2

Stars can be awarded by the class teacher or teaching assistant.

Stars will be awarded for excellent effort and improvement demonstrated in their schoolwork linked to objectives and success criteria set:

- One full card of 12 stars = BRONZE
- Complete Bronze and one full card of 16 stars = SILVER
- Complete Bronze and Silver and one full card of 20 stars = GOLD
- All children who receive their GOLD award will receive a medal in assembly



Merits (sticker or stamp) will be awarded by the adults in school for good behaviour, trying hard and setting a good example to others both inside and outside the classroom linked to our School Rules. 8 merits will equal one star on their chart.

