



Kilburn Junior School

Behaviour Policy 2025

Rationale

We recognise that good behaviour is the result of many contributory factors within a school. We believe that better results will be obtained by a positive approach based on understanding, recognition and reward. A system based solely on sanctions will ultimately fail.

Central to our policy, therefore, is the notion that it applies to everyone in school, adults and children. Expectations and obligations operate for all of us.

We as a school always look for the positive, however, there are occasions where we have to employ strategies to promote and model good behaviour to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation but we are aware that there is a fine balance to be struck between recognising and responding to individual circumstances and seeing to apply 'rules' consistently.

Fundamental to our approach is the idea that children spend most of their time in school working. If that work is interesting, purposeful and well matched to children's abilities it will be a positive influence on their behaviour.

Breaks and lunchtimes give children responsibility for their own time. School will provide a range of lunchtime activities and opportunities for play to broaden their range of choices, and to give some structure to these times.

Policy Aims

1. The creation of a positive, supportive atmosphere in which all those involved in the life of the school - child or adult - possess and exhibit respect for one another's person and belongings and for the fabric and content of the buildings, and take pride in the school, its activities and achievements.
2. The holding of a general concern for the standards of work and behaviour within and beyond the school, and demonstration of that concern.
3. An acceptance by the children of responsibility for their own actions. Including awareness of children's code of conduct.
4. An appreciation by us that fairness and consistency are important in the application of rules, rewards and sanctions.
5. A willingness on the part of all adults connected with the school to take an active part in the promotion of good behaviour.

Promotion of Policy (All adults; teachers, TAs, MDSs, volunteers, governors, parents and children)

1. By making the parents aware of the policy and the code of conduct and seek their co-operation in the implementation process.
2. By talking to the children about school - work, atmosphere, relationships (both with each other and with adults), behaviour, rewards and sanctions - as part of our programme of PSHE
3. By working with the children on issues such as co-operative working and conflict resolution as part of the PSHE programme, giving them help and guidance.
4. By making the children aware of the code of conduct policy by discussing it with them and making copies available throughout the school.
5. By proactively analysing behaviours to prevent escalation and ensuring that work is differentiated to ensure it is appropriate.

Rewards:

1. Great emphasis should be placed on the positive aspects of rewards and praise in preference to sanctions.
2. Praise and reward can be given in public or private, to an individual or to groups.
3. We should reward those in the group who are doing as expected, do it genuinely and regularly.
4. Sharing our praise with parents by website post, certificates, postcard, telephone call, letter or by text
5. Rewards will take the form of Dojo points, certificates and medals being presented at a weekly celebration of success assembly.
6. Pupils' work should be displayed as much as possible including on walls and on the school website
7. The Headteacher should be used, and indeed would welcome the opportunity to praise individuals for pieces of good work brought to his notice.
8. Tangible rewards, at present these include:
Stickers; sticker cards; certificates; Headteacher's awards; framing good work; text/ Certificate of Achievement; Praise Postcard to Parents These can be awarded for a high standard of work, consistent effort, or a special event or situation.

Sanctions:

Sanctions are needed to register disapproval of unacceptable behaviour, but we should also seek to develop some understanding of the reasons for misbehaviour, without condoning it, in order to be discriminating in our use of sanctions and strategies. One such approach is multi element planning. It is important for both adults and children that there are clear procedures and principles in place to ensure consistency and effectiveness. The procedures should be 'Stepped':

When pupil's display inappropriate behaviour during lesson times:

Class teacher initiated:

- **Verbal Warning** – It will be made clear that it is the behaviour and not the child that is unacceptable and this will be discussed with them.
- **Move pupil to another seat**
- **Teacher sanctions** – loss of privileges e.g. loss of playtime, child's name recorded Anti-bullying/ behaviour file.
- **Time out of class in another classroom**
- **Incident recorded on Arbor**

Class & Headteacher initiated:

- **Contacting parents**
- **Child put on report for 5/10 days**
- **Individual Behaviour Plan [MEP]**
- **The exclusion procedures set out by Derbyshire County Council will be followed at all times.**

When pupils display inappropriate behaviour at Playtimes & Lunchtimes:

- **Verbal Warning** – It will be made clear that it is the behaviour and not the child that is unacceptable and this will be discussed with them.
- **Pupil stand with the staff on duty for five minutes.**
- **Class teacher made aware of the incident.**
- **Details recorded on Arbor.**
- **Sent to headteacher**
- **Pupil write a letter to parents to explain their behaviour**

One powerful sanction is the disapproval of the child's peers or teacher, and we should strive to create a climate of opinion in which that sanction will have the greatest effect. Certain sanctions could involve "the punishment fitting the crime", such as the cleaning off of graffiti or the picking up of litter. The use of parents to support sanctions or to

impose home-based ones may be considered necessary. Children should not miss certain lessons, since the curriculum entitlement of the E.R.A. prohibits this - all lessons have an equal value. At times it may be necessary to monitor certain children's behaviour daily. A daily/weekly report sheet may be used for this and parents should be involved. Whilst one hopes for positive results and comments in a report book it should be an accurate reflection of the child's behaviour.

Appendix

What follows is a series of necessary procedures and expected behaviours aimed at helping to bring the above aims to fruition. It is incumbent upon all of us to play our part in promoting, striving for, achieving and sustaining high standards of behaviour, so that they become, and thereafter remain, the norm.

Transition times –break to classroom; end of day to leaving school etc – are often key moments where children may display poor levels of behaviour. It is important that these times are managed well and that supervision, effective routines and maintenance of high expectation are established across the school.

Movement into the School:

1. On arriving at school children should go straight to the playground.
2. When the duty teacher blows the whistle, children should stand still. On the second whistle they should line up and on the third all should be silent.
3. Children should hang their coats in their cloakroom and store their bags. Valuables should be given to the teacher for safe keeping. Lunch boxes should be placed in bags to be taken by monitors to the lunch box store.
4. Staff are responsible for supervising children in the cloakrooms, ensuring that feet are wiped, coats hung up properly, doors closed fully etc., and for carrying out periodic spot checks on cloakroom tidiness.
5. Staff should endeavour to be present in a class area whenever children arrive, so as to promote a settled atmosphere from the very beginning of a session. Such an atmosphere can be further promoted by the provision of activities for the children as they enter the workspace.
6. Children should enter rooms sensibly and safely and go straight to their workplace, unless directed otherwise.
7. Children should be aware of their initial morning task and classroom routines.

Movement within School:

1. Whenever children need to move around the school, they should move in an orderly manner and at a reasonable pace. Classes moving around school should be accompanied by an adult.
2. Children should seek the permission of an adult - normally their own teacher - if they need to move away from their designated work area, since staff are also responsible for keeping the amount of movement within any working area to a minimum.
3. Children should walk carefully up and down any steps, whether indoors or out, not jump.
4. Children failing to adhere to any of these conventions can expect to be sent back to correct the manner of their movement at the very least. They should also have it explained to them what was wrong with the original movement and be reminded of the convention expected - this is a responsibility of all adults working within the school. Children persistently failing to adhere to these conventions can expect to be sanctioned.
5. No one should need to move during quiet reading time unless given specific adult directions.

Playtimes:

1. At least two adults will be on duty at break times.
2. Teaching staff will blow the whistle at 8.55 and the end of each break time. On the first whistle children will stand still and quietly. On the second whistle they will line up on and on the third children will be silent.

Children who fail to do this will be spoken to by duty staff and class teachers will be notified.

3. Children are to play on the main playgrounds, the paved area between the middle and upper units and the paths serving these areas only. The condition of the field for use at any playtime will be determined by the outdoor duty teacher for that playtime and by headteacher/ mid-day supervisors at lunchtime.

Pupils displaying unacceptable behaviour, including running on the grass; through puddles or going into areas deemed out of bounds will take time out with the staff on duty to reflect on their behaviour. The class teacher will be notified.

- Children remaining inside are the responsibility of staff giving such permission. No child should be inside without such permission. Names of the children will be written on a whiteboard – this will be displayed in a designated place in each classroom. To use the toilet or re-enter the building children should seek such permission from the duty adults.
- At wet break times staff in each unit will make supervisory arrangements and children should not be left unsupervised.
- Adults will attempt to sort out any conflict at break times. It may be necessary to pass information about such incidents to the class teacher/Headteacher and other staff as it may form part of a pattern of behaviour that is being monitored (*see recording procedures*)
- Older and stronger children should treat their younger and weaker counterparts with respect and care, not use their age or strength to gain advantage over them.
- All teachers will see pupils out of school at the end of the day at the school gate

Lunchtime:

- At lunchtime the children will enter and exit the school hall through the door onto the playground.
- The children will eat their lunch in a sensible, well-mannered way.
- The children will be courteous, polite and well-mannered to all lunch time staff.
- The children are not permitted inside at lunch times unless under the supervision of an adult.
- Midday supervisors will patrol the playing areas to ensure the safety of pupils.
- Children behaving inappropriately will be spoken to by staff on duty.
- If poor behaviour continues, a member of the SLT will be notified, who will speak to the perpetrator and escort them inside if necessary- the child's class teacher will be notified and the incident logged on the school's Arbor Behaviour Log.
- The teacher on duty will blow the whistle to mark the end of playtime and the children will stand still before lining up.

Speaking and Listening:

- We should all listen carefully and politely to any speaker without interrupting, be they adult or child, and should expect similar treatment when we speak ourselves.
- We should respect the fact that everyone has a right to their opinions and to express them in a reasonable manner at an appropriate time, and we should expect similar treatment when expressing our own opinions.
- We should all try to understand the viewpoints of others, particularly when they conflict with our own.
- We should speak politely to everyone at all times and should expect them to speak politely to us at all times.
- We should accept that we each have a responsibility for helping to create and maintain a good working atmosphere by speaking quietly whenever speech is necessary.
- We should question with courtesy things said by others that we don't understand.
- Children should be expected to follow requests or instructions from an adult without question.
- In group situations children should respond to teachers, and each other, in an appropriate way.
- Children should work sensibly with their classmates without deliberately distracting or annoying them.
- In group situations children should respond to school staff/adult volunteers in an appropriate way which should be clearly communicated; hands up, thumbs up, chorused answers.

Belongings:

- We should recognise that property ownership is a privilege, and one which we should not abuse by mistreating our own belongings.
- We should be sensitive to the feelings of others over our treatment of any belongings of theirs which we might be permitted to use.
- We should show respect for the belongings of others by leaving these alone unless we are invited to handle them.
- Discourage swapping of possessions

Tidiness:

- We should recognise the need and the desirability to keep our school clean and tidy.
- PE bags are kept in the classroom cupboard. Lunch boxes are kept in the lunch box store.
- We should tuck our chairs under their tables whenever we leave them, unless it is the end of the day, in which case they belong on top of the table.

4. We should display respect for school equipment and materials by looking after them whilst we are using them and by returning them to their proper place once we have finished using them.
5. We should clean any art, craft or science equipment which has become dirty whilst we have been using it before returning it to its proper place.
6. We should leave nothing behind when packing away, unless specifically told to do so, and should only pack away when instructed to do so by an adult.
7. We should try to be neat with all our written work and to keep the contents of our trays tidy, too.

Usual Procedures:

1. All staff should hold similarly-high expectations of the children and be consistent in those expectations for all children.
2. When misdemeanours occur, we should always try to find out the truth. If more than one child is involved, then the children should be listened to individually.
3. Children need to be helped to understand the consequences of their actions, explanations being adjusted to the child's age and understanding.
4. The child/children should affirm that they have understood the effects of their actions and that they will try to avoid it happening again.
5. If an apology is necessary, it should be given and, be seen to be accepted.
6. If the incident occurs at break time, the class teacher should be made aware of it, in case of any possible later repercussions.
7. Incidents will be recorded on the school's Arbor Behaviour Log

Procedures for Persistent Misdemeanours:

Definition: repeated incidents of poor behaviour, stretching over a period of days, where the child has persistently refused to respond to the teacher's efforts to halt such behaviours.

1. The headteacher, SEND coordinator and senior staff, should be informed at an early stage if a child persistently interferes with learning/listening situations in class. It is essential that expectations are reasonable and suitable for the child and within his/her capabilities. It may be that discussion will be necessary and a variety of strategies put in place to moderate behaviour.
2. A record will be kept in the school Behaviour Log and for serious and repeated incidents on My Concern, including dates, severity, number and types of behaviour, action taken and types of approach tried and the level of success achieved.
3. Parents should be involved if, after consultations with concerned parties, it is felt there is no improvement in the behaviour of the child.
4. Children should be given clear short-term behavioural objectives. These should be noted in a behaviour record book.
5. A record of incidents will be necessary for any meeting with parents, so that real events, times and dates can be outlined. This information will also be important if discussion is necessary with outside agencies - such information must be factual and, where possible, not judgmental.
6. Incidents which are of an extreme nature i.e. assaults on adults or children, persistent verbal or racial abuse, fighting should be referred as soon as possible to the Headteacher who will log the incident and contact parents.
7. Parents are invited to work along their child within lessons, to observe their child's behaviour in classroom context.
8. Parents could be requested to remove their child from school for agreed period in extreme circumstances.
9. The school may arrange for external behavioural support for further strategies if it is felt necessary.

Pupil Behaviour within the Community:

Occasionally in school we find that incidents outside of school impact negatively upon pupil relationships and behaviour within school. These incidents usually happen in the evenings, weekends or holidays.

At these times we try to work closely with parents, and occasionally the local police force, to help mediate, help solve disputes or support families and/or individual children.

We are aware that developments in the use of personal technology, mobile phones etc, has impacted hugely in the way in which we all communicate and structure our relationships and that this is prone to misuse. We are determined to assist parents in educating children in the safe use of this technology.

We are aware that our influence in dealing with disputes outside of school can be limited and that it is dependent upon a willingness of parents to engage with us with an open and balanced mind. When this is the case, we have found that situations have been resolved amicably. We are very keen to ensure that all children feel safe and secure within our school and that the overwhelmingly good behaviour of our pupils that we witness in school is maintained

wherever our pupils find themselves. We are committed to using all our resources to maintain and build upon the excellent behaviour that we have in school and are grateful that the vast majority of our parents recognise the huge role that they have in supporting us towards this end.

Linked policies/documents:

- Home-school agreement
- Anti-Bullying Policy
- Model School Policy for Positive Behaviour Support (including physical intervention)
- Equity scheme: Equality of opportunity
- Health & safety policies

Signed by:

Chair of Governors:



Head Teacher



Date: 05.09.2025

Date: 01.09.2025

Date of Policy approval: Sept 2025 Next review date: Sept 2026

Review		
Changes & recommendations	Reviewed by	Date



Taking Pride in Our School

At Kilburn Junior School we always try to look after each other and to take pride in our school. We want our school to be a happy and welcoming place to everyone who works here and to those people who visit us. We do this by.....

- In class we always support each other's learning.
- We always use school equipment sensibly.
- We always move sensibly and quietly around the school.
- We always speak politely to everyone.
- We all try to keep the school clean and tidy.
- At morning break and at lunchtimes we know how to stay safe and keep others safe.
- We always show consideration to other people.
- When we are out of school we always try to maintain the good reputation of the school.
- We always look after our own and other's possessions.