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## ST KEYNA PRIMARY SCHOOL Behaviour Policy

### Rationale

A school where behaviour is well managed and where all members of the school community work hard to conduct themselves in a self-disciplined and positive manner is a school where children learn to respect themselves and others. In addition, it is a school where highly effective learning becomes possible because poor behaviour is not allowed to become a barrier to learning. By using a Restorative Justice approach to dealing with behaviour incidents we endeavour to teach children self-discipline and encourage them to become responsive and responsible members of society. St Keyna Primary School recognises that a firm, consistent, fair approach to discipline helps children to distinguish between acceptable and unacceptable behaviour and provides a safe, secure environment in which all children are able to learn.

### Aims

We aim to

1. maintain a consistent approach to behaviour management across the school.
2. maintain a positive, welcoming atmosphere based on a strong sense of community and shared values.
3. encourage good behaviour and reduce incidents of bullying.
4. encourage all members of the school community to behave considerately and respectfully towards each other.
5. promote shared values of mutual respect, self-discipline and social responsibility.
6. help children reflect on behaviour choices, take responsibility for their actions and develop the ability to behave thoughtfully
7. provide a discipline system where good behaviour is positively rewarded and where children are aware of the consequences of poor behaviour
8. work in partnership with parents/carers to promote good behaviour in school and the wider community
9. listen to children's views and teach them to listen to others

### Guidelines

1. The whole school community is encouraged to follow the Ammonite Code (Appendix 1) which clearly sets out how we expect everyone to behave. We expect all members of the school community to uphold our values whether on or off the school premises and we always follow up any inappropriate behaviour or bullying which is witnessed or reported off the school site. Teachers may discipline pupils for misbehaviour when the pupil is:
  - taking part in a school organised or school-related activity or
  - travelling to or from school
  - wearing school uniform or
  - in some other way identifiable as a pupil at the school-or 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 a pupil or member of the public or

- could adversely affect the reputation of the school. (DfE Feb 14 Behaviour and Discipline in Schools)

2. There is a clear system of rewards (Appendix 2) which includes class rewards, Dojo points, good work stamps and a whole range of individual rewards that help us to promote a positive approach to behaviour management. These rewards celebrate both positive behaviour and achievement in work.

3. Where children are not following the Ammonite Code and do not show respect for staff, visitors, fellow pupils, buildings and property, the sanctions system (Appendix 3) will be implemented following a restorative justice approach (Appendix 4)

3a. Where a behaviour incident is particularly serious SLT will exercise their judgement as to which colour of the sanction system is most appropriate for the misconduct.

4. Serious incidents are recorded on CPOMS and if physical adult intervention has been essential then a Physical Intervention Record Sheet from our Physical Intervention Policy should be completed.

5. All staff are responsible for ensuring there is positive behaviour in and around the school by acting as role models, responding appropriately and consistently to both appropriate and inappropriate behaviour by maintaining a high profile in the classroom, playground and on school visits.

6. Children will not be left unsupervised at any time. However, children deemed responsible by staff may be granted permission to work on tasks around the school from time to time.

7. General School Rules (Appendix 5), agreed by staff and pupils, are displayed prominently around the school.

8. Each teacher records a summary of monthly individual behaviour on an excel sheet so it can be analysed by the SLT. Children who feature significantly may be subject to further action such as meeting with parents/carers, behaviour plans etc. in order to support improvements in their behaviour.

9. The quality and content of teaching and learning has an effect on behaviour. Teachers bear the responsibility to provide learning opportunities that are differentiated, meaningful, have clear outcomes and provide appropriate levels of challenge and support. Lessons that are fun will help all children to feel involved and motivated. Disruptive behaviour is more likely to arise when pupils are frustrated or when their self-esteem is threatened by failure.

10. All staff will be quick to praise positive behaviour of all children in school: children who are making positive behaviour choices need to be noticed and to feel that they are being successful. Praise and appreciation promotes self-confidence.

11. Staff will guard against labelling or stereotyping children by their behaviour.

12. All staff will maintain high professional standards of conduct no matter how challenging a child's behaviour may be.

13. Attitudes and remarks that are sexist, homophobic, biphobic, transphobic, disparaging towards those of different religion, races or with different skin colour or ridicule of a person's disability (including physical disability, mental illness or special educational needs) will be actively challenged by all staff.

14. Parents/carers will be informed that the school has a duty to report all incidents that are homophobic, biphobic, transphobic, racist or disablist.

15. Parents/carers will be kept informed of concerns regarding their child's behaviour and requested to work with the school to encourage positive behaviour.

16. A child whose behaviour continues to be a regular concern will require differentiated support which will be outlined in Pupil Inclusion Plans and/or Personal Learning Plans.

17. Where there is a high risk of suspension a Pastoral Support Programme may be drawn up and implemented, as well as a review of provision and considering referrals to support the child.

18. The governors recognise that in exceptional circumstances it may become necessary for the Headteacher to suspend a pupil, or permanently exclude. The headteacher will only use suspension and permanent exclusion as a sanction when warranted as part of creating calm, safe, and supportive environments where both pupils and staff can work in safety and are respected. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. The step will be taken with reference to current DfE guidance [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181584/Suspension\\_and\\_permanent\\_exclusion\\_guidance\\_september\\_23.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181584/Suspension_and_permanent_exclusion_guidance_september_23.pdf) and the Local Authority Policy and Principles. The LA, Governors and Social Workers when relevant must be notified of all suspensions.

19. Circle Time sessions will be used as a general forum (without drawing attention to individuals), to address behavioural issues such as behaving unacceptably towards others.

20. The PSHE curriculum is used to explicitly teach children about behaving positively. We also look for opportunities in assemblies and whole-school events to reinforce this. The Friday Celebration Assembly is frequently used to remind the whole school about particular behaviour issues and to monitor whole school standards.

21. There are occasions when outside agencies may be used to develop children's understanding of behaviour and relationships, e.g. Parent Support Advisor, School Nurse.

22. The School Council provides children with a forum to express their views and make suggestions about behaviour and other issues in school.

23. Where a child's behaviour is of concern, a review meeting is held regularly to discuss problems and plan for future support. A member of SLT and a Class Teacher will participate, and children and parents/carers are involved as appropriate.

### **Inclusion**

St Keyna Primary School actively seeks to include all pupils and to remove barriers to learning. The principle of inclusion extends to children who present challenging behaviour and every effort is made to provide support (e.g. through small targets, individual behaviour reward systems, academic and emotional support, bubble time, social skills programmes and our nurture provision) to enable them to develop strategies to manage their behaviour and their ability to participate in the curriculum provision. However, we also recognise that disruptive behaviour affects the learning of all children. Whilst the school's behaviour policy seeks to provide a proactive structure to prevent disruptive behaviour occurring, there will be occasions when pupils may need to be excluded from particular activities for fixed periods. This is set out clearly in the sanctions system (Appendix 3).

St Keyna Primary School recognised that the behaviour policy may need to be flexible to take into account the needs of pupils who are LAC, PLAC, who have an attachment disorder, or who are on the SEND register.

### **Conclusion**

This policy was written as a result of consultation with stakeholders and through in-service days and staff meetings. The policy will be reviewed in January 2025.

If you require this policy in another format e.g. large print, Braille or audio-tape or in another language, please contact the school office.

# THE AMMONITE CODE

We care for ourselves, each other  
and our school.

We are polite to everyone and  
listen to what they have to say.

We work together and follow  
adult's instructions first time.

Our words and actions make school  
a safe, happy and friendly place.

We try our best and help ourselves  
and others to learn.

We have good manners, are  
kind and helpful.

We tell the truth and forgive the  
mistakes of others.

## SCHOOL REWARDS

- Class reward chart; 10 stamps = a class reward afternoon of their choice of activity.
- Certificates
- Star of the day (EYFS & KS1) - received in class
- Student of the week (KS2) - received in class
- Congratulations - Certificate of Merit (awarded in Celebration Assembly)
- Animal Skills Certificates: Dog, Cat, Bee, Dolphin, Tortoise, Unicorn (awarded in Celebration Assembly) and Animal skills display in KS1 classes
- Reading Challenge Certificates (whole school) - received in class
- House Points (Air, Earth, Water & Fire) for the termly Run-a-Mile competition
- Silver and Gold Reward Charts in KS2 classes (gold and silver stickers awarded at end of each day)
- Dojo points



# ST KEYNA PRIMARY SCHOOL

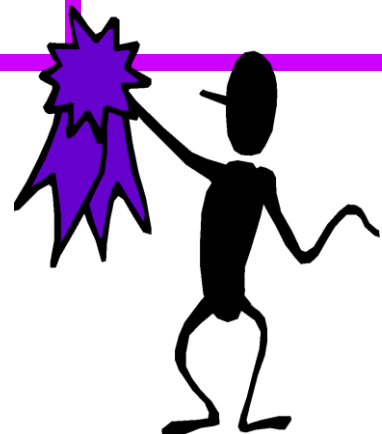
## CLASS REWARD CHART

Collect ten stickers and choose a reward.



What will you choose?

1		2	
3		4	
5		6	
7		8	
9		10	



## APPENDIX 3 SANCTIONS SYSTEM

		Record	Action	Sanction
1	WARNING	NONE	Verbal warning	None
2	BLUE	NONE	Verbal warning 'blue' given and a reminder that if the behaviour continues it will have to result in a Yellow.	None
3	YELLOW 1	Write reason on 'Yellow 1' section of class behaviour record sheet	Teacher to hold a Restorative Justice discussion to help the child learn from their mistake.	Foundation Stage- 5 minutes 'time out' sitting on a chair watched by adult as soon after the event as possible  KS1-5mins 'time out' by Sapphire wall at breaktime / lunchtime. If during the afternoon then sit out of storytime  KS2 - 10mins 'time out' at breaktime /lunchtime in designated indoor space - completing work. If during the afternoon then sanction carried forward to next day.
4	YELLOW 2	Write reason on 'Yellow 2' section of class behaviour record sheet	Teacher to hold a Restorative Justice discussion to help the child learn from their mistake.	Foundation Stage- 5 minutes 'time out' sitting on a chair watched by adult as soon after the event as possible  KS1-5mins 'time out' by Sapphire wall at breaktime / lunchtime. If during the afternoon then sit out of storytime  KS2 - 10mins 'time out' at breaktime /lunchtime in designated indoor space - completing work. If during the afternoon then sanction carried forward to next day.
5	ORANGE	Write reason on 'Orange section' of class behaviour record sheet	Send to Key Stage Leader or Deputy Head escorted by TA/sensible child at breaktime if due to accumulation, or straight away if serious incident.	Pupil reprimanded. Miss another 'time out' and/or complete work and/or write letter of apology at SLT discretion. Class teacher inform parent/carer
6	RED	Write reason on 'Red' section of class behaviour record sheet	Send to Head / Deputy or other member of SLT if not available.	In-school exclusion for the rest of the day or following day as determined by HT or DH. Parents/carers contacted by phone if appropriate & follow-up letter issued.

## Restorative Questions

### **To respond to challenging behaviour**

What happened?

What were you thinking about at the time?

Who has been affected by what you did and how?

How do you think (the other person) felt when you did that?

What do you think you need to do to make things right?

**Should there be any consequences? Have you broken the Ammonite Code?**

What have you learnt to help you make the right choices next time?



## 5: GENERAL SCHOOL RULES



# Always follow the St Keyna Ammonite Code

## Before and after school

- No ball games.
- No using school play equipment.
- No riding bikes or scooters in the grounds.

## During the school day

- Walk sensibly in and around the building.
- Speak quietly and politely to everyone.
- Only use the computers with permission.
- Don't bring toys or footballs to school.

## At lunchtime

- Line up quietly and sensibly for lunch.
- Use your manners, eat politely, talk quietly.
- Listen carefully and follow dinner staff's instructions first time.

## On the playground

- When it is time to tidy up the last person to use the equipment must put it away.
- Don't play fight.