



## **Positive Management of Pupil Behaviour Policy**

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Kirk Merrington Primary School.

### **Principles**

Good behaviour is an essential condition for effective teaching and learning to take place. At Kirk Merrington Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is

- careful and kind
- polite and friendly
- helpful to each other
- quiet and hardworking
- respectful and tolerant.

### **Our Aims For Good Behaviour**

Our aims are:

- ✓ to work consistently and fairly in the positive management of behaviour
- ✓ to help our children develop into caring and thoughtful beings who respect and value the feelings, opinions, beliefs, property and differences of others
- ✓ to encourage staff, children and parents to value good behaviour
- ✓ to develop our children's self discipline
- ✓ to help our children to feel good about themselves and others
- ✓ to encourage our children to co-operate with one another and with adults in the school
- ✓ to create a positive and stimulating learning environment, having high expectations of children's' work
- ✓ to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

### **Our Objectives**

We support positive behaviour and a positive environment through:

- ✓ a consistent approach by the whole school community
- ✓ constructive whole school planning for P.S.H.E. and Citizenship
- ✓ appreciating and following agreed codes of behaviour
- ✓ encouraging our children to see themselves as a member of the school team and recognise their responsibility within this
- ✓ developing the skills of co-operation and discussion

- ✓ encouraging everyone to take care of and have respect for their own and each other's belongings
- ✓ encouraging everyone to take pride in our environment
- ✓ having a positive and consistent approach to playtimes and lunchtimes
- ✓ creating a stimulating classroom environment
- ✓ providing clear and positive learning experiences fairly and consistently
- ✓ offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child
- ✓ ensuring that curriculum issues concerning organisation, methods of teaching and learning, content, differentiation are addressed.

As adults we have a vital part to play as role models.

We do this through:

- ✓ demonstrating good manners
- ✓ practising good behaviour to each other as well as to the children
- ✓ teaching appropriate behaviour and giving feedback when pupils are behaving well
- ✓ showing respect for every child as an individual
- ✓ making every child feel valued
- ✓ not accepting bullying, anti-social behaviour in school, on any level, at any time
- ✓ being aware of vulnerable children
- ✓ being seen to be fair and consistent
- ✓ responding quietly, calmly, consistently and positively
- ✓ criticising the behaviour not the child
- ✓ avoid labelling
- ✓ listening with empathy and tact
- ✓ handling confidential information with sensitivity
- ✓ having regular liaison and update meetings internally and with relevant outside agencies to make our policy effective
- ✓ an awareness of our appearance and the messages it gives

We expect all children to conform to the Rules:

### **DO**

- be gentle
- share
- be kind and helpful
- be honest
- work hard
- look after property
- listen to people
- as you are asked

### **DON'T**

- hurt anyone
- be selfish
- hurt peoples' feelings
- tell lies
- waste time
- waste or damage things
- interrupt or shout out
- ignore

### **Hands and Feet Rule**

In our classrooms, assembly and especially on our playgrounds we encourage children to keep their hands and feet to themselves. This rule discourages punching, kicking, pulling, tripping up and play fighting. This rule is revisited regularly with the children. Failure to keep the rule will result in the child having time out on the school wall, if this continues they will be referred to the Deputy Head or Headteacher.

## **Procedures**

We encourage good patterns of behaviour by using:-

- non verbal signals
- awarding Dojos
- positive verbal comments and praise
- positive comments written in books
- giving children responsibility
- sharing positive aspects with others
- awarding certificates and stickers
- informing parents
- recognition at celebration assembly

When a child forgets a classroom or whole school rule, or breaks it on purpose, sanctions will be used fairly and consistently. It is important to continue to reward and encourage the child for their good behaviour.

- planned ignoring
- non verbal signals
- verbal warning, reminding the child of our aims/rules
- private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- change of position within the learning environment
- separating the child from a group or the class
- loss of privilege
- loss of Dojo
- use of yellow as a visual reminder of warning, followed by red before being referred to another member of staff which maybe any other member of teaching staff.
- time out procedures, missing break time
- contacting parents to discuss ways of helping the child to improve his/her behaviour
- referring the child to the Headteacher with a view to devising an "individual behaviour programme" to help the child learn appropriate social behaviour in school
- a letter to be sent to the parents.

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour. A record is kept of incidents in order to monitor any pattern of issues or any group of children/child being involved on a regular basis.

## **When the procedures do not work**

If the procedures appear to be failing to help a child control his or her behaviour, a meeting is called. This involves the class teacher, Headteacher, child and parents. It may also involve others such as the Special Needs Co-ordinator or Educational Psychologist.

The aim of this meeting is to devise a plan of action to help the child improve his/her behaviour. Behaviour targets will be set and a review date agreed.

## **Exclusion**

In rare cases it may be necessary to exclude a child, for example, if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LEA's procedures are followed. Any child returning to school following an exclusion is helped to behave appropriately.

## **Physical Restraint**

It is important to remember that any restraint should be in line with Durham County Council's guidelines.

## **Monitoring and Evaluation**

This policy will be monitored by the Senior Managers of the school. Its success will be evaluated termly and reported to governors.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

## **Communication**

All staff, both permanent and temporary, including supply staff will receive a copy of the policy. A summary will be published in the school prospectus and will be published on the school website.

**September 2020**  
**Next Review date: September 2021**