

KETTLEWELL PRIMARY SCHOOL

Positive Attitude to Learning (Behaviour) Policy

THE IMPORTANCE OF GOOD BEHAVIOUR and POSITIVE ATTITUDES

When behaviour and attendance are good, children are happy. When they are happy, they make good progress. They learn to respect each other and everyone else, which is important in itself, but also leads to greater focus, and therefore greater achievement.

AIMS

All staff, governors and children have high expectations of the standard of behaviour in school and in the community. This includes respect, care, cooperation, consideration and courtesy for all.

At Kettlewell School all children and staff have the right to feel safe and secure in their school environment. The behaviour of everyone should support this.

Good behaviour is encouraged at all times and is not simply expected and accepted - it must be noticed, rewarded and remarked upon. We accept that it is not possible to account for every situation and there will be occasions when the "rule book" cannot apply. In these situations, we will take into account the particular needs of the child before making a decision regarding sanctions or rewards.

Where poor behaviour considered very serious or severe, the school will work in partnership with parents and where necessary outside agencies.

We will:

- encourage a praise culture between staff and pupils
- improve and reward effort and determination to succeed
- reward those pupils who consistently work hard and behave well
- encourage consistency throughout the school

ENCOURAGING GOOD BEHAVIOUR

Adults are open, honest and fair with children and keep their promises. Good behaviour is actively encouraged throughout the curriculum, whole school assemblies and positive partnership with parents.

It is expected that all staff will;

- Establish high expectations for work, attitude and behaviour
- Plan and deliver engaging lessons which include clear, motivating learning objectives and differentiated outcomes
- Use their classroom management skills to diffuse situations calmly and create a positive atmosphere for learning
- Use a full range of rewards and sanctions as set out in this policy
- Display Classroom routines/rules which will be revisited through assemblies
- Be punctual and well prepared.

REWARDS FOR POSITIVE BEHAVIOUR and ATTENDANCE

High standards of behaviour will be celebrated throughout the school and rewarded appropriately

- Stamps (linking to Marking and Feedback policy)
- Remain 'Green' for a full half term = postcard home (see traffic light system below)
- Pupil does a piece of exceptional work = HT postcard home and HT sticker
- KS1/EYFS record in individual home/school communication books
- Particularly good effort shown in a piece of work = Sticker
- Pupils who have shown good work, behaviour, helpfulness etc. = recognition in weekly well done assembly = Sparky and Ginger awarded to KS1 pupils and Endangered animals awarded to KS2, plus certificates.
- Parents invited to Anne Peters award celebration assembly at the end of every term
- Outstanding Attendance awards termly (100% only) = Pupils will be rewarded with a book of their choice
- KS1/EYFS: bringing in something that has wowed family at home = item from prize box
- KS2: 10 sets of correct spellings or shown independent exceptional responsibility = item from prize box
- Termly Governors' prize for outstanding attitude to learning
- Annual Governors' trophy for outstanding attitude to learning

SANCTIONS

- Parents are encouraged to support the school's Positive Attitude to Learning Policy, which is available on request. Where the behaviour of a child causes concern, parents will be made aware and asked to discuss their child's behaviour with a member of staff. The trigger would be repeated incidents of inappropriate or anti-social behaviour.
- Pupils and staff have a clear understanding of which sanctions can and should be used for inappropriate or anti-social behaviour. Teachers are expected to use a degree of professional judgement in deciding if and when to impose a sanction and the severity of that sanction.
- TRAFFIC LIGHT SYSTEM
 - All pupils start on **green** at the beginning of the day.
 - Offence 1 = Verbal warning given
 - Offence 2 = **Amber**. Return to green if/when behaviour improves
 - Offence 3 = **Red**. Sanction imposed (playtime detention).
 - 3 x ambers in a week = Red. Sanction imposed (playtime detention)
 - 2 x reds in a week = Break and lunch detention and child will sit in silence. Parents informed by a member of the Senior Leadership Team.
 - 3 x reds in a half term = Child out of circulation and works away from peers for period of time (half day minimum). Headteacher will inform parents.
 - If homework is not completed on time in KS2 = Miss playtime and complete homework

SEVERE BEHAVIOUR

The following behaviours are those, which will be considered as severe by the school.

- Violent, aggressive or inappropriate behaviour towards another child or an adult.
- Using foul or abusive language towards another child or an adult.
- Persistent refusal to carry out an instruction given by a member of staff.

- Vandalism.
- Racist or sexist remarks
- Any form of bullying
- The above behaviours will be reported immediately to a member of SLT (Headteacher, Associate Headteacher, School Manager) and will almost certainly result in parents being contacted and immediate detention as a minimum, either during play/lunchtime or after school. In some cases the child will work separately from the other children for a period of time – usually at least half a day
- In exceptional cases the severe behaviour may warrant the pupil working in a separate area from their peers for a full day, or fixed term exclusion from school. During this time the school will communicate with the parents and liaise with external agencies to plan for a positive return of the child
- If the actions instituted do not result in an improvement in the child's behaviour then the school will consider permanent exclusion.
- Please see separate NYCC policy regarding exclusion from school

SPECIAL EDUCATIONAL NEEDS and DISABILITIES

- Children who are named on the school's SEND register, as having behavioural difficulties will receive the appropriate reasonable adjustment, differentiated teaching, support and monitoring.
- External agencies, such as the Behaviour Support Service will be used to provide advice on children who are displaying negative behaviours. This advice usually takes the form of target setting, Positive behaviour management strategies for teachers/teaching assistants/parents. The situation will be reviewed regularly in school. Children with a statement of Special Educational Need for Behaviour will be reviewed annually, at a formal meeting, which will be attended by a representative of the Behaviour Support Service and the School Educational Psychologist