



Behaviour Policy

Kells Lane Primary School



OUR PURPOSE

At Kells Lane Primary School, we strongly believe the seven Nolan Principles of public life are crucial.

We focus on enabling our pupils to value and develop such attributes too.

These are

- Selflessness: putting others' needs before one's own
- Honesty: telling and valuing the truth
- Accountability: taking responsibility for one's actions
- Openness: explaining why one acts as one does
- Integrity: being reliably a good, rounded person
- Objectivity: making decisions based on facts
- Leadership: demonstrating all these to others

We strongly believe that:

- Good behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth.

We expect that all adults in school will follow this policy consistently, support one another and work collaboratively for the benefit of all pupils in our care.

WHY IS GOOD BEHAVIOUR IMPORTANT?

- a. Through our successful promotion of good behaviour we offer our pupils, irrespective of background, the space to learn and grow and develop as active citizens without fear or inhibition knowing that they are equally valued. We expect that all of our pupils will be equally able to aspire to the highest standards of personal behaviour. We understand that some children will need extra support to maintain this consistently. Likewise, no well-behaved child should have his or her education or development blighted by the poor behaviour choices of others.
- b. The simplest basic requirement of good behaviour in our school community is an observance of good manners. We teach manners explicitly at Kells Lane Primary School and expect all members of our community to demonstrate them at all times.
- c. We expect our pupils to show respect to all adults and those in authority over them. While respect may be enhanced by personal knowledge, in our school we expect our pupils to automatically show respect to adults whether they know them or not. No adult may be treated dismissively or rudely at Kells Lane Primary School.
- d. All adults should expect the Headteacher to provide safe and pleasant working conditions: this precludes rude, threatening or abusive behaviour.
- e. In all of this, we wish to work in partnership with parents so that good behaviour taught in the home might be reinforced at school and vice-versa. Though an individual's circumstances may be taken into account, the same rules, expectations and benefits apply to all.



WHOSE RESPONSIBILITY IS GOOD BEHAVIOUR?

- a) The first responsibility for good behaviour lies with the child. While most children have an innate sense of right and wrong, of sharing and fair play some find them harder lessons to learn. We try to ensure that our school runs in such a way that no child can be in any doubt about acceptable standards of behaviour which we try always to explain clearly and uphold consistently.

Pupils have a responsibility to

- **listen and respond properly to adults and to each other,**
- **accept sanctions, and**
- **use appropriate language at all times.**

Pupils have a right

- **to be taught in an environment that is safe and conducive to learning,**
- **to be treated equally, and**
- **not to be bullied, ridiculed or subject to discrimination.**

- b) Parents are a key part of our success at Kells Lane Primary School. We expect parents to support their children as they grow and develop into the good citizens of the future.
- i. We therefore expect parents to support teachers and uphold Kells Lane Primary's discipline and authority as we believe that children need to see unity and know boundaries.
 - ii. In more practical terms we expect parents to ensure that their children are always in school, wearing full uniform and well equipped. We expect parents to support and encourage their child's learning.
 - iii. Sometimes parents find their children's behaviour very hard to manage and we can offer some support with that by directing or referring them to other specialist services.

WHAT IS GOOD BEHAVIOUR?

At Kells Lane Primary School we define good behaviour as that which promotes courtesy, successful learning, a pleasant atmosphere, happiness, security, co-operation and consideration for all. Good behaviour demonstrates respect for other people, the school community and environment.

We believe good behaviour includes:

- Active participation in learning
- Following instructions promptly and without remark
- Contributing to the school community
- Correct uniform

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- Good manners
- Empathy
- Following the classroom rules
- Honesty
- Kindness to others
- Politeness
- Protecting the good reputation of the school
- Protecting the school building
- Punctuality
- Putting the needs of others before one's own
- Respectfulness
- Standing against bullying or disruption
- Taking responsibility for one's actions
- Tolerance and understanding

WHAT IS UNACCEPTABLE BEHAVIOUR?

At Kells Lane Primary School we believe unacceptable behaviour leads to rudeness, disruption of learning, fear, conflict and disrespect. Unacceptable behaviour can be wrong actions or bad choices. Some children deliberately behave badly, others find making appropriate choices more challenging. All need to be taught the acceptable norms of school life so that they may flourish, understand the importance of becoming good citizens, and prosper in life.

We have identified unacceptable behaviour as that which includes:

- abuse to peers or staff
- aggressive behaviour to peers or staff
- answering back
- bullying
- bringing weapons into school
- defiance
- disrespectful attitude
- disrupting learning,
- failure to follow staff instructions
- failure to complete appropriate work
- fighting
- foul language and swearing
- incorrect uniform
- insolence
- intimidating or threatening language or behaviour,
- lying or spreading rumours
- name calling



- racist, sexist and homophobic abuse and abuse aimed at people with disabilities
- theft
- truancy
- vandalism
- violence

INTERVENTION

We try to intervene as early as possible to promote good behaviour and prevent patterns of misbehaviour developing. Where misbehaviour is rooted in poor understanding of expectations or limited understanding of life in a school community we will offer support. Developing good behaviour so that learning can flourish is our prime motivation in school and we will do whatever it takes to break cycles of poor behaviour. We will always seek to intervene to prevent a child's poor behaviour choices or underachievement. We know there are long-term economic and personal effects of underachievement at school.

HOW DO WE MANAGE BEHAVIOUR IN SCHOOL?

We expect good behaviour as the norm at Kells Lane. Our rewards system is extensive and recognises a variety of contributions children can make, such as good progress, kindness towards others, effort and perseverance and attendance.

Our behaviour awards include:

- Praise, thanks and positive feedback
- Recognition in celebration assemblies
- Teacher's and Headteacher's awards
- School awards such as team points and certificates

Where children's behaviour is poor we have a range of sanctions. These include:

- talking privately with the pupil
- counselling and advice
- verbal reprimand
- time out of class
- withdrawal of school privileges (such as spending breaks with peers or representing the school in a sporting event)
- phone calls or letters to parents or carers
- meetings with parents or carers
- meetings with school governors
- referring matters to the phase leader, Deputy Headteacher or Headteacher as appropriate
- referral to external agencies



- fixed-term exclusion
- permanent exclusion

THE HEADTEACHER'S RIGHT TO EXCLUDE

Only the headteacher of Kells Lane Primary School can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The behaviour of a pupil outside school can be considered grounds for an exclusion. The headteacher at Kells Lane Primary School may withdraw an exclusion that has not been reviewed by the governing board.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Kells Lane Primary School will not issue 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off'. This is unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.