



St Nicholas C of E
Primary School



Kirkby Malzeard C of E
Primary School

The Federation of Kirkby Malzeard C of E and St Nicholas C of E schools.

Behaviour Policy and Procedure

We believe that all our school community should have the aspiration and opportunity to 'Live life in all its fullness' John 10:10 and 'Shine like stars in the sky' Philippians 2:15. To have the courage to act with kindness, patience, love and peace in all the communities they serve in.

The emphasis in our schools is on a positive approach to behaviour management, with high expectations, where a culture of kindness, patience, love and peace is demonstrated at all times by all stakeholders.

In order to achieve this, our behaviour policy applies to **all** areas of school life and should be followed by **all** members of staff, children and visitors. It is consistency in our approach, and the use of modelling this approach at all times, that embeds this message for children. The behaviour blueprint must be adhered to.

Our policy and procedure clearly outlines a proactive approach to supporting good behaviour in school through carefully considered strategies that prevent misbehaviour, deal with misbehaviour and ensure consistency from all staff across the federation.

Our Expectations

All stakeholders in school should demonstrate the following three expectations – 'Our three Bs':

1. Be respectful; behave with kindness, love, patience and peace
2. Be ready
3. Be safe

To support our children in following these rules- 'Our three Bs' we ensure the following:

- Our expectations are simple and easy for all children to follow – 'Our three Bs'
- We develop good relationships where pupils feel valued and supported and know our pupils well in order to remove the barriers to them behaving well.
- We model the desired behaviour at all times

And we follow the five pillars of good practice:

1. **We follow relentless routines**
2. We recognise behaviour we want to encourage – **first attention for best conduct**
3. We encourage emotional literacy and regulation through explicit use of the zones of regulation and have **a script for difficult conversations**
4. **We always undertake a restorative follow up**
5. We ensure there is consistency and coherence from all staff - **consistent and calm adult behaviour**

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive, educational behaviour plans, linked to their additional needs, which will include appropriate rewards to reinforce positive behaviour.

Blueprint for behaviour

Our blueprint for behaviour outlines the expectations and procedures for all stakeholders in school.

It outlines:

1. The relentless routines and the visible consistencies that all adults should follow.
2. The micro scripts/mantras, stepped consequences and restorative questions that help prevent or address misbehaviour
3. The way in which we recognise good behaviour and those who go above and beyond

Celebrating good behaviour:

Good behaviour is recognised and celebrated as first attention for the best conduct in school in the following ways:

1. The recognition board in class – individual recognition

Individual children will be placed on the recognition board when they demonstrate one of the core Christian values. The aim is to work together as a class still and to encourage each other until all the children are on the board.

2. Class dojo for team points – working as a team

Children can be awarded team points for demonstrating one of the following:

- **Being respectful** and demonstrating one of our 4 Christian values by showing love, kindness, patience or peace. (We need to continually articulate that being respectful means demonstrating one of our four values and children should be able to articulate what the four values are).
- **Being ready**
- **Being safe**
- **Class target**

The team in the lead will be announced each week in celebration

3. Over and above

This is recognition for those children that go above and beyond what is expected of them. When a child goes above and beyond this will be celebrated with a post card home from the HT immediately; they will also be awarded a wrist band and will get an invite for hot chocolate at the end of half term.

Preventing or dealing with misbehaviour

The best course of action is to prevent misbehaviour. In these instances, we follow the micro scripts/mantras outlined in the blueprint

If this does not help the child to address the behaviours, we move to the stepped consequences outlined in the behaviour blue print.

If the behaviour continues the child will have to come in their own time, as explained previously, and there will be a restorative conversation outlined on the blueprint. A sanction may need to be introduced.

If a sanction is introduced, it should be addressed in the following manner:

1. A restorative conversation must take place
2. The sanction should relate to the behaviour (such an opportunity to calm down quietly, reflect and say sorry) and should help them 'put right' or recognise that behaviour.
3. The sanction should happen in the child's own time.

Challenging behaviour

If a child presents with behaviour that is more challenging (such as swearing, hitting, derogatory language, attempting to leave school and damaging school property), which cannot be addressed appropriately through the agreed pathway, the adult should seek advice and support from the SLT so they can deal with this together.

Physical attacks/exclusions

Please refer to the NYCC policy attached.

Expectations for Head teacher, the senior leadership team and governors:

- Ensure that this policy is followed at all times with the three expectations and five pillars at its core.
- Be a visible presence around the school.
- Regularly celebrate staff, leaders and learners whose efforts go over and above expectations.
- Encourage use of positive praise
- Monitor the implementation and impact of the policy
- Ensure staff training needs are identified and targeted.
- Support staff in managing children with more complex or challenging behaviours.

Expectations for all adults in school:

- Meet and greet all pupils making them feel safe, welcome and valued.
- Explicitly refer to and model **being respectful; behaving with kindness, patience, love and peace at all times**
- Explicitly refer to and model **being safe and being ready.**
- Model positive behaviours and implement the **visible consistencies** at all times
- Know their children well and develop positive relationships with all pupils.
- Relentlessly work to build mutual respect.
- Demonstrate care and compassion.
- Remain calm.
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others.
- Follow the agreed blue print at all times.
- Never ignore misbehaviour
- Follow behaviour policy at all times and challenge those who aren't.

Pupils must:

- Respect our Behaviour Policy.
- Maintain high standards of personal conduct and accept responsibility for their behaviour.

Parents and Carers must:

- Respect our Behaviour Policy.
- Support their child by agreeing to discuss any issues that arise.
- Celebrate with us their children's successes.

Governors must:

- Approve and review the effectiveness of the Behaviour Policy.
- Support and challenge the Head teacher when making decisions about matters of behaviour