

Kinsale Infant School

School Behaviour Policy

(including Covid-19 amendments)



Introduction

At Kinsale Infant School, we aim to ensure that every member of our school community feels valued and respected, and that every person is treated fairly. Our school community is built on our six agreed values, which enables our school to be a positive learning environment.

We are people who are:

- Enthusiastic
- Caring
- Ambitious
- Thoughtful
- Respectful
- Friendly

Our behaviour policy is designed to support the way in which all members of the school live and work together.

Aims

At Kinsale, we aim to:

- Create an environment that is conducive to learning and achievement
- Promote an environment where everyone feels happy, safe and secure
- Promote consideration and respect for others and the environment
- Support pupils to behave in a way that demonstrates self discipline and personal responsibility
- Reinforce appropriate behaviour with praise and rewards
- Ensure pupils understand when their behaviour is unacceptable and inform them of the consequences of their actions
- Secure and encourage the positive support of parents and carers in terms of pupils behaviour
- Develop the pupils Behaviours for Learning (Link to Learning Policy)
- Develop Growth Mindset (JONK – Joy of Not Knowing)

From the Education Act Section 89 guidance:

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- (c) securing that the standard of behaviour of pupils is acceptable
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education
- (e) otherwise regulating the conduct of pupils

Expectations

At the beginning of every school year, the class teacher will discuss the rules within the classroom. These expectations will be positive outcomes, and will be clearly displayed in the classroom for all to see.

In addition to our six values, we have also six agreed Learning Dispositions. Each one is linked to an animal, and these are displayed in the hall and in every classroom:

1. Curious (Cat)
2. Creative (Bird)
3. Resilient (Penguin)
4. Reflective (Owl)
5. Collaborative (Bee)
6. Resourceful (Squirrel)

We expect all members of our school community to actively promote these JONK values and dispositions. Each class has a Learning Pit displayed, and this is incorporated into teaching and learning where possible.

Children who are deemed to have additional needs may follow a behaviour structure which has been formulated to accommodate their individual needs.

All members of staff are expected to follow the school protocol for rewards and sanctions, to ensure consistency of expectation across school.

Rewards

At Kinsale, we aim to encourage every child to behave well. This is reinforced through praise, encouragement and reward in the following ways:

- Verbal praise and encouragement
- Awarding stickers and certificates
- Recognition in celebration assembly ('Star of the Week' or 'Head teacher's Award')
- Lunchtime stickers / Lunchtime award / Top Banana Award for behaviour
- Golden traffic light recognition for behaviour (golden ticket celebrated in assembly and entered into the weekly prize draw – seat at Golden lunch table awarded)
- **Bronze, silver and gold certificates** which are earned by positive attitudes to learning and demonstrating our learning dispositions
- **Hot Chocolate Friday** – celebrating children who display all of our learning dispositions

Covid-19: Some of these rewards will not be used during the early stages of school re-opening during Covid-19.

Some (such as certificates given in assemblies) will be awarded in a different way when assemblies not taking place as a whole school.

Sanctions

At Kinsale, we have set out sanctions which will be followed should behaviour be deemed as unacceptable. We do not accept bullying (including homophobic bullying) and we have a clear outline of our expectations in our 'Anti bullying' policy.

Sanctions used in school:

1. All children begin every day with their peg attached to the green traffic light

(The expectation is that they behave appropriately, ensuring that their peg remains on green or moves to gold for exceptional behaviour)

2. Verbal warnings are given if behaviour is not as expected
3. Peg is moved to amber if warnings are not followed or behaviour deteriorates
4. Peg is moved to red if behaviour continues to deteriorate, or physical violence takes place
5. If a child's peg is moved to red, the Head teacher is informed and usually parents are called in to talk about their child's behaviour
6. The Head teacher is the only designated staff member able to exclude a child from school. (DHT in Heads absence). We follow the Norfolk LA guidelines on Exclusions of Pupils (See Policy on Exclusions)

Covid-19: Pegs will continue to be used in the individual 'bubbles'.

A record is kept in the Head teacher's office of any exclusions or incidents of unacceptable behaviour and bullying incidents. The Governing Body and the Local Authority are informed of any exclusion from school. It is the responsibility of the Governing Body to monitor all exclusions, and to ensure that the school policy is administered fairly and consistently.

Designated staff in school have attended 'Step On' training so they have a clear understanding of the use of control and restraint if it is deemed necessary. We have a policy in school which outlines our procedures 'Use of control and Restraint'.

Covid-19 Review of Behaviour Policy

- How will you adapt the physical environment and the social and emotional environment to support the return to school for individual pupils?

Major adaptations made to physical environment (see RA). Social and emotional environment adapted through planning which focuses on health and wellbeing, and a large focus on PSHE when the children start to return. Senco directly involved if any SEND children return and require specific support / planning in place.

- How will you adapt your curriculum to meet the needs of individual pupils?

Curriculum has been totally adapted to focus on health and wellbeing of pupils (refer to planning file created by B Clennell on this area).

- How will changes to school routines and expectations be shared, modelled and supported? How will these approaches be adapted for younger pupils and those with additional needs?

All staff thoroughly trained (1st / 2nd June) on all changes and adaptations being made. Communicate to parents through letters, emails and phone calls. Verbal explanations will be given to pupils on return (eg structure of the school day, wearing of PPE etc). Video made for children to show the physical changes in school. Senco involved should any SEND pupils choose to return.

- How will hygiene expectations be taught and modelled, especially to younger pupils and those with additional needs?

All staff trained in this area on 1st / 2nd June. Children will be reminded verbally by all staff and posters will be displayed to support this. Parents are asked to remind children also. (See RA)

- How will the needs of pupils who need physical and activity breaks be provided?

This will only be relevant if those pupils returned. If this happens, class teacher and Senco will be involved.

- How will expectations for not sharing equipment be communicated? How will this be communicated for younger children and those with additional needs?

Parents informed in letter communication. Children will be reminded frequently by class staff. All staff well trained on 1st / 2nd June.

- How will decisions around the provision for individual pupils with SEND be balanced alongside other support principles within the Equality Act?
N/A at this stage in the planning process.

L Robinson

June 2020 – In light of Covid-19

Approved by Curriculum Committee: **To be done on 25.6.20 at FGB**

Review date: Annually

(This policy review is to be read in conjunction with NCC ‘Guidance to Support Positive Behaviour’ document)