KINGS MEADOW PRIMARY SCHOOL

Behaviour Policy

At Kings Meadow we endeavour, at all times, to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere within a quality-learning environment. It is our aim to develop in all children the desire to learn and the ability to apply their knowledge. At the same time, we want to help each child to attain the self-esteem and confidence necessary for a full and happy life. Through active learning experiences, and subsequent understanding, we wish to cultivate in all children not only an appreciation of the need to learn, but also a pride in their work, respect for their surroundings and good relationships with others at home and at school.

Aims

1. To clarify to all members of the school community what is meant by good behaviour.
2. To maximise the impact which the school can make to encourage good behaviour.
3. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
4. To ensure that all staff use a wide range of rewards to motivate pupils.
5. To encourage a positive learning environment where effort, hard work and good behaviour are recognised and rewarded.
6. To ensure that pupils, teachers and parents have a clear understanding of the consequences of misbehaviour.
7. To ensure that all non-teaching staff feel that they have an important part to play in encouraging good behaviour.
8. To encourage pupils to co-operate with one another and enjoy positive relationships with all school staff.

Arrangements and Procedures

Whole School

Written rules are kept to a minimum.

'Our Golden Promises' are prominently displayed in the hall, in each classroom and in the main corridor. All children are expected to comply with them.

'Golden Promises'

Be Kind
Work Hard
Try my Best

Behavioural expectations are set out for parents in the Home-School Agreement which is issued on each child's admission to the school.

Classroom

We adhere to the principle that '*prevention is better than cure.*' Well-organised teaching teams and classrooms with appropriately differentiated and stimulating activities promote appropriate standards of behaviour.

Ground rules for each classroom are established with children at the beginning of the new school year. These are reinforced and evaluated regularly and link with the whole school code for behaviour as expressed in 'The Golden Promises.' The number of class rules and precise wording depends on the age of the children and the outcomes of discussion with them. Rules are phrased in a positive way, adhering to the principle of ***'what we do'*** rather than ***'what we don't do'***.

Classroom routines are established annually and are reinforced and evaluated regularly with the children. These include routines for instances of wet playtime or wet lunchtime when the children are required to stay within the classroom and are under the supervision of a teacher or teaching assistant.

Within each classroom we use a 'Golden Ladder of Success' as our main behaviour management system. This is linked to '**Golden Time**' which is an allotted 30 minutes of independent choose time on a Friday afternoon. Each day all children begin on the middle rung of the ladder. For excellent behaviour, or other achievements, they can go up or sadly, for negative reasons, they can go down. Anyone who is on the lowest rung at the end of the day loses five minutes of 'Golden Time' and anyone on the top rung at the end of the day receives a 'Privilege Card'. Each teacher / class has the flexibility to decide on their classes privilege choices. It is essential that all adults within the class team adhere to the system and are consistent and fair.

During the handling of disputes, time is taken to listen to all parties involved in order to gain an accurate picture of what has happened and to ensure each child feels listened to. Any incidents need to be dealt with as soon as possible to avoid the development of further issues.

Rewards

At all times we aim to use positive reinforcement and praise as an effective means of:

- teaching and reinforcing appropriate patterns of behaviour;
- nurturing harmonious classroom relationships;
- boosting self-confidence and as a consequence promoting effective learning.

Wherever possible descriptive praise is used to avoid overuse of meaningless clichés e.g. "Thank you for sitting quietly and waiting your turn," rather than "good boy / girl." We also use positive requests for the behaviour we want to see, e.g. "Walk" rather than "Don't run" / "Good listening thank-you" rather than "Don't shout out". These subtle language choices all work to embed our highly positive climate for learning.

We operate a system of collecting crowns for following the school promises and values. Children are rewarded with Bronze, Silver and Gold certificates throughout the year. If a child collects 100 crowns within the Autumn term they receive a certificate and a prize. For 200 crowns by the end of the Spring term they get Silver and for 300 crowns by the end of the Summer term they get Gold. We also have Platinum and Diamond awards for children who complete the scheme.

Other stickers, stamps, certificates, etc. are used to reward the achievements of individual pupils. Headteacher awards and certificates are also presented regularly. Many of these instances are for behaviour related achievement.

Daily Rewards

Verbal praise, crowns, stickers and stamps are used to reward appropriate behaviour and work. Some classes have daily awards such as a medal or trophy for a child or group who have worked hard and or behaved well throughout the day.

In addition to these daily rewards, whole class crowns can be issued to classes who are following the Golden Promises. Staff can issue a crown for a class who impresses them, for example during playtime, walking through school, in the dinner hall, assembly, P.E., dance, music, etc. Children can also be rewarded for displaying one of the values (friendship, respect, achievement or determination). These crowns are collected on a class chart. Each class decides on a whole class reward / treat when they reach the desired number of crowns. This is at each individual teachers' discretion but should be voted on by the class so that they really value achieving it. When the target is reached the children receive their reward and then the process begins again. To have maximum impact the children should receive at least one reward per half-term. These achievements are shared in Celebration Assemblies.

Weekly / Other Rewards

Routinely on Wednesday mornings (x3 per half-term) we hold special Celebration Assemblies where we come together as a school community to celebrate the successes of selected children and classes. This provides a regular opportunity to acknowledge and reward positive behaviour and underpins our positive ethos.

During assembly, class teachers present three children from their class with special crowns to acknowledge achievement of one of the 'Golden Promises'. The crowns are awarded for 'Being Kind', 'Working Hard' and 'Trying My Best'.

Each week children can be nominated for Playground Pal of the week. This award was developed by the School Council and is given to a child who has demonstrated a caring attitude to others on the playground. Any child nominated receives 5 crowns and the trophy goes to one of the nominated children. This may be through a random draw or at the Headteacher's discretion.

Good attendance is encouraged by the presentation of 'Hugo' our Attendance Bear in assembly each week. The class who has had the bear the most during the school year receives a treat in the last week of the school year.

Sanctions

Teachers have flexibility when employing sanctions, but any strategies used should be within the following guidelines:

- be firm not aggressive;
- criticise behaviour not the child;
- use private rather than public reprimands;
- be fair and consistent.

Inappropriate behaviour may be tactically ignored when it is considered to be the best option, e.g., cases of persistent attention seeking.

Sanctions used include:

- The look!
- A verbal warning;
- 'Time out' away from the group, but in classroom working alone to prevent disruption;
- Loss of privileges e.g. playtime minutes, etc.;
- Loss of whole playtime. Children may be supervised in class or sent to the Head or Deputy to be monitored in The Link;
- Visit to the Deputy Head;

- Letter home;
- Visit to the Head;
- Parents brought in to discuss behaviour;
- Suspension / exclusion.

Where possible any withdrawal of privilege should be related to the misdemeanour and should not involve withdrawal from any aspect of the curriculum unless on grounds of safety, e.g. dangerous behaviour at the swimming baths.

When imposing a sanction it is important to deal with the individuals or groups of children as opposed to the whole class. If it is necessary to withdraw a privilege from a large group of children or whole class, it is important to make it clear to children who are manifesting appropriate standards of behaviour that they are not to blame for the inappropriate actions of others.
Cases of bullying, serious disrespect or the use of racist or homophobic language are treated very seriously. Wherever necessary, parents will be involved. All bullying, serious disrespect or racist or homophobic incidents and outcomes are recorded on CPOMS and are forwarded to the Headteacher to action.

Lunchtime Supervision

Teaching assistants and welfare staff supervise children over lunchtime and are required to follow the same guidelines when employing rewards and sanctions in order to promote appropriate standards of behaviour. To assist in this process, a member of the Leadership team is available each lunch time to oversee behaviour management and safety.

At lunchtime a range of play equipment and other quiet activities, e.g. Chess, drawing, reading are provided for the children to use and play leaders are trained to support the games and to seek out any child who needs someone to talk to or play with.

Managing Challenging Behaviour

The above guidelines and procedures are satisfactory for dealing with the majority of children in the majority of cases. However, for a small number of children, or on specific occasions, further strategies may be required.

It may be necessary to develop Individual Behaviour Plans (IBPs) for specific children. This may involve devising a system of individual targets and a very specific set of rewards. It is again important to stress that all procedures should be based on the positive.

The classroom development of rules and routines may need to be more structured and require more discussion and reinforcement. This may need to take place on a daily / hourly basis.

Some children may manifest extreme behaviour, which puts themselves or others at risk of harm or injury. In this case physical control may be necessary, please refer to the 'Safer Handling Policy'. Children who need repeated physical intervention will be provided with a Positive Intervention Plan.

If any of the above interventions are deemed necessary, parents / carers will be informed and involved in the production and review of specific plans. They will also be notified if any safer handling of their child has been necessary within the school day.

Reviewed: September 2025

Reference: DfE Behaviour in Schools Guidance Sept 22.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf