



# King David Primary School

## Behaviour Policy

At King David School we seek to create a happy, secure and calm atmosphere in which children are encouraged to respect others and their property and the wider adult environment.

Children are expected to be responsible for their own behaviour and be aware of the effect this can have on others as well as themselves.

### **How these aims are to be achieved**

- As a staff, we work together towards creating a consistent, united and positive approach. We all aim to take responsibility for the behaviour of all the pupils in our school.
- Parents are expected to support the school's aims, reinforce good behaviour at home and liaise with the school to forestall any major problems. They are expected to support the school should any disciplinary action need to be taken involving their child.
- Children are expected to adhere to school rules, which should enable them to develop self-confidence, self-esteem and self-discipline.
- Efforts will be made by the school management to improve areas of the school which give rise to inappropriate behaviour.
- Appropriate behaviour will be taught through the Middot strands of Religious Studies, and in PSCHE elements of Literacy, Science and Circle Time.

### **Rules**

Children are expected to:

- Co-operate with each other.
- Be careful and considerate to others.
- Wear the King David uniform smartly.
- Arrive at school on time.
- Be polite and respectful.
- Treat property with care. Avoid being physically and verbally aggressive.
- Be truthful.
- Listen to one-another.

Staff should, at all times, be aware that they are role models for the children and behave accordingly.

### **Racism, sexism and homophobia**

The school will not tolerate any examples of racism, sexism or homophobia. Pupils or adults will be challenged making any comments of that nature. Unacceptable comments may be said innocently, where children or adults do not realise these might be offensive, or maliciously, when children or adults, whether or not they understand what they are saying, have the intention to cause hurt or express anger through their comment. In either case, it must be made clear to the person making the comment and to anyone else who may have heard it, that this is unacceptable. Steps must be taken to ensure that the person understands how unsuitable the comment is and that it is not repeated.

Suitable sanctions should be used, if the offence is malicious.

Proactive educational activities can be used to reduce the likelihood of racist, sexist or homophobic attitudes, where it is believed that these are a particular threat within a group of children.

The Local Authority monitors racist incidents and a termly report is sent to them.

### **Rewards and sanctions**

A reward system is in place and being implemented by all school staff to reinforce good behaviour shown by the pupils.

If a child does behave badly, there are various sanctions, which will be enforced. In cases of extreme misbehaviour, the more serious consequences may be invoked without passing through the earlier sanctions. In the case of physical aggression resulting in another child being injured, parents will always be informed.

All staff use “the golden rules chart” system whereby children can move up or down the golden chart according to their behaviour. This links to weekly “Golden Time”.

### **Array of sanctions:**

- The child is asked to stop misbehaving.
- Incidents are discussed with the child/children involved. If there are disagreements, the children are encouraged to resolve them amicably themselves.
- The child is reprimanded by the class teacher.
- The pupil loses a playtime.
- The pupil is rebuked by the Headteacher or Deputy.
- The pupil works for a time under the supervision of the Headteacher or Deputy.
- The parents are informed and they are asked to deal with the immediate situation.
- In Y6 extreme cases of bad behaviour by children with specific responsibilities, may result in these responsibilities being removed.
- Individual Behaviour Policies will be devised for persistent, unacceptable behaviour.
- The services of the Educational Psychologist and / or the Child Guidance Service are requested.
- The child is excluded from the school.

### **Lunchtime procedures**

In order to minimise bad behaviour at lunchtimes, supervisors will be able to write a report in a book at the time of the incident, along with the child’s explanation. Sanctions will be applied as appropriate (e.g. time out; child sent into school). The book will be monitored each week by senior staff. Persistent offenders will be sent to the Headteacher and parents may be asked to attend a meeting to discuss the situation.

### **Special Needs**

It must be noted that children on the Special Needs register may need to be considered individually.

### **Equal Opportunities**

Good behaviour is expected from all pupils at all times, regardless of difference of age, race, religion, gender, colour and special need.

### **Health and Safety**

Staff are aware that the health and safety of pupils and staff is paramount and the appropriate restraint techniques will be used if necessary. Appropriate staff are trained in restraint.

The school internal communication system is available to notify senior or other members of staff of any potential dangerous incident.

### **Monitoring and Effectiveness of the Policy**

This policy will be reviewed on a regular basis with due regard to DFES guidelines and any inset training delivered.

## **Rewards**

The school operates a House system. All children from Reception up to Y6 are in one of five Houses: the Bears, the Giraffes, the Tigers, the Eagles and the Dolphins. Siblings are in the same House. Pupils can earn Housepoints for good work or sensible and helpful behaviour.

Each class also operates their own reward systems, suitable for the particular age, as follows:

## **Nursery**

Verbal praise, frequently, at as many opportunities as possible.  
Stickers for good behaviour (especially as relevant to each child).  
Choosing a story or doing a job as a reward.  
Occasionally giving a “lion” badge when a child has been kind and helpful.  
Certificates.  
Gold Book for kindness and thoughtfulness.  
Middot awards  
Golden book

## **Reception**

Housepoints.  
Individual stickers.  
Individual star chart – when 10 stars are earned, each member of the group receives a small prize.  
Frequent verbal praise is given.  
Golden chart  
Middot awards  
Golden book

## **Y1**

Housepoints.  
Golden chart  
Middot awards  
Golden book

## **Y2**

Housepoints.  
Table points – winning table win a weekly prize.  
Golden chart  
Middot awards  
Golden book

## **Y3**

Housepoints.  
Golden chart  
Middot awards  
Golden book

## **Y4**

Housepoints.  
Table points – star table at the end of each week get a prize.  
Golden chart  
Middot awards  
Golden book

## **Y5**

Housepoints.  
Table points – winning table win a weekly prize.  
Golden chart  
Middot awards  
Golden book

## **Y6**

Middot awards  
Golden book

## **Special Needs**

Housepoints.  
Frequent stickers, certificates for specific achievements, continual verbal praise and encouragement.

**Lunchtimes**

The lunchtime supervisors commend two children each week for Middot Awards, for good behaviour during lunchtimes. The children are chosen from classes on a rota basis.