

# King's Lodge School

## Kindness Learning Success



### Behaviour Policy

This policy has been written to ensure that kindness, learning and success are the focus of our school and that all children and adults feel safe and valued.

### Statement of Intent:

- To ensure that high standards of behaviour are demonstrated in all aspects of school life and enable successful learning to take place in a safe environment.
- To ensure that children and adults throughout the school community understand the behaviour that is expected of them.
- For children to understand that anti-social behaviour is not acceptable, this is to include race, class and gender issues, as well as ability.

### Equal Opportunities

We will enable all children, regardless of lifestyle, race, gender, or ability, (ref the Discrimination/Disability Act 2003) to flourish within a school culture that encourages them to be successful. We will be mindful of resources, equipment and activities that secure this.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response.

### Expectations of behaviour at KLS

Subject to reasonable adjustments (e.g. for those made for pupils whose SEND may affect their behaviour), everyone at King's Lodge School is expected to follow the 7 School Rules:

- Be gentle: do not hurt anybody.
- Be kind and helpful: do not hurt other people's feelings (be respectful).
- Be a good learner: do not waste your own or other people's time.
- Be careful with all property: do not waste or damage things.
- Be a good listener: do not interrupt.
- Be honest: do not cover up the truth.
- Be safe: do not put yourself or others at risk of harm.

All children and adults must show respect for one another leading to a positive atmosphere for successful learning, this is shown through

- Listening carefully to one another.
- Speaking to each other in a polite voice.
- Valuing the opinions of others, polite challenge at the appropriate time is good.
- Caring for property that belongs to the school and others.
- Conducting themselves around the school premises in a safe, calm, sensible and respectful manner.
- Reporting unacceptable behaviour.
- Completing learning and following instructions as requested.

### Reception:

All of these rules apply to all pupils, however we understand that children in Reception often require a different approach to meet the same outcome and therefore we:

- Use knowledge of each child to encourage the best behaviour possible.
- Use individual sanctions suitable for the size of the group and the point of time within the school year.

## Rewards:

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. Whilst it is important to receive praise from teachers, the school also understands that peer praise is effective for creating a positive and fun environment, and value amongst pupils. Praise and rewards will be given consistently and fairly for good choices, behaviour, effort and learning. An explanation will be given alongside the praise/reward so that all the children are clear on what is being rewarded.

Children may receive a variety of rewards:

- Verbal praise by adults and peers,
- House points,
- Given responsible jobs,
- Stamps and/or Stickers,
- Celebration assembly certificates,
- Children from Year 1 -6 will have a Golden Time each week to reward good behaviour,
- .Visit to the Head Teacher, Deputy Head Teacher and subject leader to show good work.

## Sanctions:

When behaviour is not of the expected standard sanctions will include:

- Verbal warning.
- Minutes taken off class Golden Time.
- 5 minutes time out to consider the impact the inappropriate behaviour has had on learning for the individual and their peers.
- A visit to the deputy head teacher and/or head teacher.

Sometimes there are situations/behaviours that require some thing different:

- Loss of some or all of outside break times.
- Loss of some or all of outside lunch break.

**Physical acts of aggression are unacceptable at any time and we ask children not to retaliate as this then becomes more difficult to get to the bottom of, but to ALWAYS inform an adult.**

Other behaviours may be considered too extreme to follow this behaviour policy and the following actions may be taken with no previous sanctions having taken place:

- Internal exclusion for a period of or parts of a whole day
  - School exclusion for 1 or more days, notifiable to the Local Authority
- PARENTS WILL BE INFORMED IF EITHER OF THESE TAKE PLACE OR ARE GOING TO TAKE PLACE**

The staff and children will regularly discuss the rules, rewards and sanctions with their classes so that all children are every clear on the expectations and consequences. A poster (Appendix 1) will be displayed in the classroom and routines will be established that aid children to adhere to these expectations. Staff will explain the rationale behind the routine to help pupils understand why it is needed, as well as the sanctions that will be imposed if a pupil does not adhere to the routine and staff will ensure that the routine remains consistent and is practised throughout the year to create a more productive and enjoyable environment: if it changes, this will be clearly explained and established in the same way.

## **Use of Force or Restraint**

There are some difficult to manage behaviours which may require the use force or control to restrain a pupil. The school follows 'The Use of reasonable force in school' guidance (DFE 2012).

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence (or for a pupil under the age of criminal responsibility, behaving in a way that would be an offence)
- Causing personal injury or damage to property: or
- Prejudicing good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or elsewhere.

The staff to which this applies are:

- Any member of staff at the school
- Any other person who the Head has authorised to have control or charge of pupils (including unpaid or parent) volunteers
- Does not include any pupils

Before any physical intervention is considered every effort will be made to resolve the situation, using de-escalation strategies, to ensure acceptable behaviour from a child. If force or restraint is necessary, at least two adults will be involved (and both or at least one should be 'Team Teach' trained – an accredited training in positive handling strategies for children's services). During Covid-19 pandemic, any member of staff undertaking physical restraint must be wearing PPE.

Physical intervention may involve staff in any of the following:

- Physically interposing between pupils
- Blocking a pupil's path
- Holding
- Leading a pupil by the hand or arm
- Shepherding a pupil away by placing a hand in the centre of the back
- Using more restrictive holds in extreme circumstances
- Recording & Reporting: As per Section 246 of the Apprenticeships, Skills, Children & Learning (ASCL)

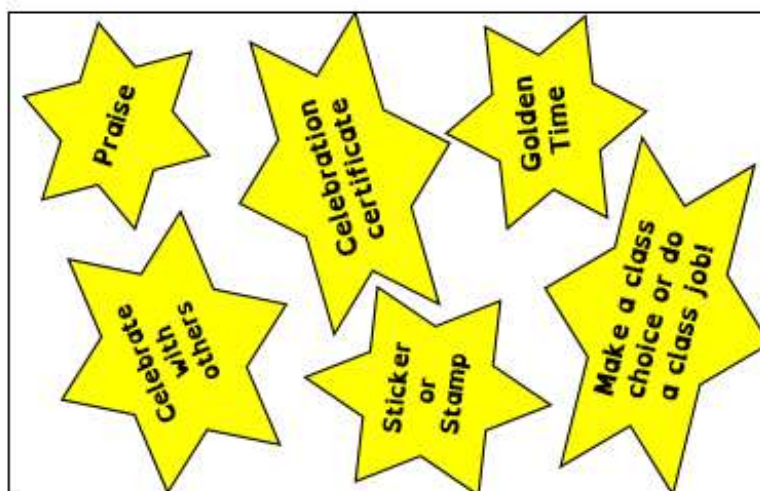
## **Monitoring and review**

This policy will be reviewed by the head teacher, governors and staff on an annual basis, who will make any necessary changes.

This policy will be made available for Ofsted inspections and reviewed by the chief inspector, upon request. The next scheduled review date for this policy is September 2023.

## King's Lodge School – Kindness, Learning, Success

### Rewards



### School Rules

- Be **gentle**: do not hurt anybody.
- Be **kind** and helpful: do not hurt other people's feelings (be respectful).
- Be a good **learner**: do not waste your own or other people's time.
- Be **careful** with all property: do not waste or damage things.
- Be a good **listener**: do not interrupt.
- Be **honest**: do not cover up the truth.
- Be **safe**: do not put yourself or others at risk of harm.

### Consequences

Reminder	→
Warning	→
Minute off Golden Time	→
Time out to reflect on behaviour choices	→
Spoken to by Deputy or Head teacher	→
Class teacher informs parent	