



Kirk Merrington Primary School

Behaviour Policy

This policy is the statement of principles, aims and strategies for the positive management of behaviour at Kirk Merrington Primary School.

Principles

Good behaviour is an essential condition for effective teaching and learning to take place. At Kirk Merrington Primary School, we believe that pupils and staff have the right to work in an environment that is safe, friendly, peaceful and fair. Good behaviour must be carefully developed and supported. High self-esteem promotes good behaviour, effective learning and positive relationships. The best results, in terms of promoting good behaviour, arise from emphasising potential, rewarding success and giving praise for effort and achievement, rather than focusing on shortcomings and failure. Through the example of the adults who care for them at school, through well-planned and stimulating learning opportunities, we believe that children will accept learning challenges and develop self-discipline. It is the responsibility of parents to share with the school in helping their children to behave well.

We believe good behaviour means that everyone in school is:

- ❖ careful and kind
- ❖ polite and friendly
- ❖ helpful to each other
- ❖ quiet and hardworking
- ❖ respectful and tolerant.

Our Aims for Good Behaviour

Our aims are:

- ✚ to work consistently and fairly in the positive management of behaviour
- ✚ to help our children develop into caring and thoughtful individuals who respect and value the feelings, opinions, beliefs, property and differences of others
- ✚ to encourage staff, children and parents to value good behaviour
- ✚ to develop our children's self discipline
- ✚ to help our children to feel good about themselves and others
- ✚ to encourage our children to co-operate with one another and with adults in the school
- ✚ to create a positive and stimulating learning environment, having high expectations of children's' work
- ✚ to work alongside parents to encourage our children to develop socially, personally, academically, morally and spiritually in preparation for a positive role in society.

Our Objectives

We support positive behaviour and a positive environment through:

- ✚ a consistent approach by the whole school community
- ✚ constructive whole school planning for P.S.H.E.
- ✚ appreciating and following agreed codes of behaviour
- ✚ encouraging our children to see themselves as a member of the school team and
 - recognise their responsibility within this
- ✚ developing the skills of co-operation and discussion
- ✚ encouraging everyone to take care of and have respect for their own and each
 - other's belongings
- ✚ encouraging everyone to take pride in our environment
- ✚ having a positive and consistent approach to playtimes and lunchtimes

- + creating a stimulating classroom environment
- + providing clear and positive learning experiences fairly and consistently
- + offering a broad and balanced curriculum that is well prepared, planned and stimulating to each child

As adults we have a vital part to play as role models.

We do this through:

- + demonstrating good manners
- + practising good behaviour towards each other as well as to the children
- + teaching appropriate behaviour and giving feedback when pupils are behaving well
- + showing respect for every child as an individual
- + making every child feel valued
- + not accepting bullying, anti-social behaviour in school, on any level, at any time
- + being aware of vulnerable children
- + being seen to be fair and consistent
- + responding quietly, calmly, consistently and positively
- + criticising the behaviour not the child
- + avoiding labelling
- + listening with empathy and tact
- + handling confidential information with sensitivity
- + having regular liaison and update meetings internally (and with relevant outside agencies) to make our policy effective
- + an awareness of our appearance and the messages it gives

We expect all children to conform to the Rules:

DO

- be gentle
- share
- be kind and helpful
- be honest
- work hard
- look after property
- listen to people
- do as you are asked

DON'T

- hurt anyone
- be selfish
- hurt peoples' feelings
- tell lies
- waste time
- waste or damage things
- interrupt or shout out
- ignore

Means of promoting and encouraging good behaviour

We encourage good patterns of behaviour by using: -

- ❖ non-verbal signals
- ❖ awarding Dojos
- ❖ positive verbal comments and praise
- ❖ positive comments written in books
- ❖ giving children responsibility
- ❖ sharing positive aspects with others
- ❖ awarding certificates and stickers
- ❖ informing parents
- ❖ recognition at celebration assembly

Procedures for dealing with inappropriate behaviour

Staff may use a range of strategies when rules are not being followed:

- ❖ planned ignoring
- ❖ non-verbal signals
- ❖ verbal warning, reminding the child of our aims/rules
- ❖ private discussion about why the behaviour is unacceptable and giving the consequences of further poor behaviour
- ❖ change of position within the learning environment
- ❖ separating the child from a group or the class
- ❖ loss of privilege e.g. breaktimes, visits, missed minutes of celebrations
- ❖ loss of Dojos

Sanctions are applied fairly and consistently.

Our main classroom system is our traffic light system which is progressive through the school as our expectations increase as the children get older.

All children start on green, they get a verbal warning, then moved to yellow and miss 5 minutes of their break, followed by red where the children lose a Dojo and miss their full breaktime, a second red means being referred to the Headteacher.

Some of our children with additional needs may a personalised system to reflect their needs.

- ✚ a child is instantly referred to the Headteacher for being physical or a serious breach of the rules
- ✚ if a child is sent to the Headteacher on more than one occasion, then the parents are contacted to discuss ways of helping the child to improve his/her behaviour (through Class Dojo or a phone call)
- ✚ the Headteacher may also call a meeting with a view to devising an “individual behaviour plan” to help the child learn appropriate social behaviour in school
- ✚ if the behaviour continues to cause concern then a letter will be sent to the parents.

It is possible for the sanctions to start at any level depending on the nature of the unacceptable behaviour. A record is kept on CPOMS of any serious incidents in order to monitor any pattern of issues or any group of children/child being involved on a regular basis.

Exclusion

In rare cases it may be necessary to exclude a child, for example, if there has been a physical attack on another person. This is only ever considered after all other avenues have been explored. At all times, the LA's procedures are followed. Any child returning to school following an exclusion is helped to behave appropriately.

Physical Restraint

There may be circumstances where de-escalation strategies and preventative strategies have failed and some form of physical restraint may be unavoidable. It is important to remember that this would be a last resort and that any restraint would be in line with Durham County Council's guidelines.

Bullying

Our definition is: **“Behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group, either physically or emotionally.”**

Children are taught to remember **STOP**- Several Times on Purpose.

Children learn that there are different forms of bullying. These include cyber bullying, prejudice-based and discriminatory bullying. This is taught explicitly through PSHE, Computing and in assemblies.

Children must realise that any form of bullying is unacceptable and will not be tolerated. Any such behaviour will be dealt with appropriately by the staff. Staff are alert to situations that may occur both inside and outside the classroom. Children must be aware that it is the responsibility of everyone to report acts of bullying as soon as they arise. They need to be aware that this is not 'telling tales'. To be seen to act is as important as taking action. Silence and secrecy nurture bullying.

We take part in Anti-Bullying Week in the Autumn Term as part of our whole-school approach to our children's social and emotional development. Appropriate age-related strategies for dealing with different aspects of bullying are explored through a variety of approaches across the school. For further information please refer to the school Anti-Bullying Policy for more details.

At Kirk Merrington Primary School we have zero tolerance to any child on child abuse both inside and outside of school and online. All staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

Behaviour in Our Community Matters

- ✚ Children who attend Kirk Merrington Primary School are its ambassadors beyond the school day. As such, we would address inappropriate behaviour outside school if the following applied:
 - ✚ The child was taking part in a school organised or a school related activity
 - ✚ The child was on their way to or from school
 - ✚ The behaviour could have repercussions in school
 - ✚ The behaviour threatened another pupil of the school. Incidents outside school would be investigated fully and normal sanctions would be applied.

Monitoring and Evaluation

This policy will be monitored by the Senior Leaders of the school. Its success will be evaluated termly and reported to governors.

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Equality Duty requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

Communication

All staff receive a copy of the policy. A summary will be published in the school brochure and the full policy will be published on the school website.

September 2025
Next Review date: September 2026