



Kingston Community School

Grace, love & fellowship

Behaviour Policy 2017

Approved			
Review Date			
Signed (Interim Headteacher)		Name	Devinder Riat
Signed (Chair of Local LAB (Local Academy Board))		Name	
Signed (Company Secretary)		Name	

Governors' Written Statement of Behaviour Principles

Under the Education and Inspections Act, 2006 and DfE guidance (Behaviour and Discipline in Schools, 2012), the LAB (Local Academy Board) is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils. The purpose of this statement is to give guidance to the Headteacher in drawing up the behaviour and discipline policy by stating the principles which the LAB (Local Academy Board) expect to be followed. The policy aims to underpin the LAB (Local Academy Board) duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site. It is also held in the school office. This statement and the behaviour policy will be reviewed on a three yearly basis, unless changes at national or local level necessitate an exceptional review.

At Kingston Community School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kingston Community School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

AIM:

To provide a well ordered environment with clear expectations understood by children and their parents and consistently applied by all staff.

Success criteria:

1. Both children and adults feeling safe in our school
2. A calm atmosphere in school, with positive interaction between children, staff and parents.
3. Children able to concentrate in class so as to be able to develop in their education.
4. A clear sense of right and wrong with the acceptance of responsibilities as well as rights.
5. Conflicts resolved reasonably

This policy needs to be read with the following documents:

- Behaviour Management Guidelines for staff
- Information for parents on Behaviour Management Procedures
- Home School agreements
- Code of Behaviour
- Anti-Bullying Policy
- Equality and Diversity Policy
- Complaints Policy

It will be cross referenced to the Equal Opportunities Policy.

Good behaviour is conduct which helps us to provide a safe environment conducive to teaching and learning. Bad behaviour is conduct which prevents this.

Implementation:

Promoting Positive Behaviour:

At Kingston Community School we seek to promote high standards of pupil behaviour through positive action. The environment for learning is the concern and responsibility of everyone within our school. The main task is to support the learning and well-being of all children, both in the classroom and throughout our school. High standards are required from all staff as an example to children.

Children need to develop:

- The ability to accept and abide by rules as a first step towards self-control
- A sense of right and wrong
- The acceptance of responsibilities as well as rights
- Responsibility for the care and safety of others, their property and the environment
- Appropriate behaviour for different situations and occasions
- Communication skills

To achieve this, children need to develop:

- Strategies to deal with conflict or concerns
- Self respect
- Mutual respect
- Honesty
- Tolerance and compassion
- Trust and fairness

Agreed Principles to Promote Positive Behaviour

- Every individual in school valued and respected by both adults and children
- Diversity valued
- High expectations with a consistent response
- Expectations communicated to children clearly
- Encouragement and praise given where ever possible
- Parental support actively encouraged, because while we acknowledge parents have very different views, as a school we have developed a policy to support all children by responding consistently and fairly. To achieve this we need the support of all our parents
- Consultation with pupils encouraged
- A safe, clean physical environment created
- Children know about and can explain Kingston Community's written Code of Behaviour (Kind hands, kind words, etc). This written code displayed in school, discussed within classes and in whole school assemblies so that all children know what it contains
- Staff acting as role models, modelling respectful behaviour to each other and the children

What staff can expect of KCS	What KCS can expect of staff
<ul style="list-style-type: none"> Collegiate, positive atmosphere Respect Honesty Value contributions to and support of leadership Safe, calm environment Clearly defined systems and strategies Strategic Continuing Professional Development Career opportunities Support, monitoring and action planning 	<ul style="list-style-type: none"> Growth Mindset Creativity Willingness to contribute to and support leadership Consistent application of school systems and strategies Dedication to excellence in personalised learning Seek pupils' gifts, talents and particular needs Commitment to learning and problem solving Differentiation Love for children and young people

What parents and carers can expect of KCS	What KCS can expect of parents and carers
<ul style="list-style-type: none"> Safe, calm environment for their children Be welcoming, kind and helpful to parents and carers Seek parents' and carers' input to their children's education Commitment to seeing their children as individuals with innate goodness and worth Praise for their children's hard work, honesty and responsibility Consistent application of clearly defined systems and strategies Value contributions to life of the school Support, monitoring and action planning to help achieve and progress in their children's learning and development 	<ul style="list-style-type: none"> Be kind and helpful to staff and each other Input on their children's gifts, talents and particular needs Support in school systems, strategies and decisions Help their children to be honest and take responsibility for their actions Take responsibility to support their children's learning and behaviour Praise their children's hard work and positive thinking Willingness to contribute to and support leadership of school systems and strategies

Rewards

At Kingston Community School we seek to develop children's internal motivation focusing on making good choices, considering the impact that their behaviour has on others and on themselves. Children need praise and recognition, which will encourage them to make progress and further achieve both academically and socially. Children respond positively to praise and encouragement. At Kingston Community School we have a range of rewards to develop and reward good behaviour.

Sanctions

Children need to know the expectations of their behaviour in a variety of settings and the consequences of failing to meet those expectations. Some behaviours will be acceptable in some circumstances but not in others and these differences need to be made clear to the children. While Kingston Community School focuses on promoting a positive approach to developing behaviour for learning, the school will have zero tolerance for inappropriate behaviour which obstructs others' learning and/or emotional or physical safety. For this reason, the school has a specifically outlined proactive approach to immediately respond to poor behaviour at the lowest levels in order to prevent higher level, more extreme or subversive behaviour affecting the school culture. Sanctions are included for lack of respect and/or responsiveness to adults' instructions.

Exclusion

Our policy on exclusions will follow the DfE guidance in this area and we will be as strategic as possible in working with pupils at risk of exclusion. Early intervention will be our basic principle of preventing exclusions. Additionally, we will closely monitor behaviour incidents and exclusions to avoid disproportionate groups and to identify issues to address, eg not just SEN pupils being excluded.

Our guidelines provide information on how these principles are put into effect, together with details of rewards, sanctions and a hierarchy of situations to support consistent responses.