



# Behaviour Policy

Reviewed September 2025  
Next review due September 2026

# Kingfisher Primary School Behaviour Policy

## RATIONALE

**We seek to ensure that all our children learn and thrive in an environment completely free from the fear of intimidation by others. Values such as honesty, compassion, respect and tolerance are key to our School.**

As a school, we feel it is important to promote a caring and supportive environment to enable all members of the school community to feel secure, respected and therefore encourage good behaviour in others. We believe that the development of personal qualities and social skills and the fostering of socially acceptable behaviour are an integral aspect of the life of our school supported by curriculum content such as Personal, Social, Health and Citizenship Education. All children will at some point make wrong choices, but it is our intention that through this policy our pupils can be given clear guidelines on how to behave well as well as knowing that they can have hope in being able to learn for the future after any mistakes have been made.

## AIMS

We aim:

- to ensure care and consistency
- to be fair and be seen to be fair
- to treat all with respect
- to have clear expectations and strategies to ensure they are met
- to provide planned activities which motivate all to learn academically and socially.

## Kingfisher Primary School - GOLDEN RULES

The Golden Rules are a teaching and learning tool which need to be constantly re-enforced and highlighted by all members of the school community.

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

## **INCENTIVES TO POSITIVE BEHAVIOUR**

We believe the ideal rewards are the intrinsic rewards offered by:

- good relationships
- a stimulating curriculum
- positive role models.

It is important to have a reward system in place which celebrates all forms of social and academic achievement and effort. We wish to ensure that each child can experience success.

### **The Reward System and the Incentives towards Good Behaviour**

**Non-verbal praise:** a smile, pat on the back, thumbs up, applause

**Verbal praise:** we believe this is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Kingfisher Golden Rules and can be given to and by everyone. It may be private or public.

### **Marking Policy and Display**

Positive comments are used to build on success and children's work is displayed so that it is obvious to any visitor that we are proud of success.

### **Sharing**

In recognition of a particular task or behaviour the pupil may share success with others:

- i the class
- ii the neighbouring class or teacher
- iii an adult chosen by the child
- iv the Head teacher
- v Parents/ wider community

### **Stickers and Team Points**

Across the school, the children work towards gaining House Points or stickers for good work or behaviour. In addition, a weekly Celebration Assembly takes place where individual children

in each class are praised for good work or good behaviour and are awarded the Star of the Week & Reading Star certificate and cup. Each child is a member of one of four houses: Sea King, Lynx, Wessex & Apache, and house points are accrued weekly. A 'House Party' is awarded to the winning house at the end of each academic year. Inter-house sport competitions take place each half-term where the winning house wins a specific trophy for each event.

Behaviour awards are designed to encourage our children to show exceptional levels of behaviour, displays of thoughtfulness and kindness to those in our school community. These acts of kindness are shared within celebration assemblies where the 'Kindness Cup' is awarded to an individual weekly.

## **Discouraging Unacceptable Behaviour and Restorative Justice**

It is important to remember before we resort to our sanctions/ punishments, that we ensure a child who has misbehaved in some way is given the opportunity to make amends and experience forgiveness.

The process should be:

- Understanding of what was wrong
- Understanding feelings of others
- Feeling sorry
- Problem solving to put it right
- Learning for the future

However, there is a need for sanctions if a child breaks established class/ school rules. It is our belief that sanctions consistently and firmly applied will result in clear boundaries and therefore good behaviour promoted.

**NB It is important at all times to criticise and target the behaviour and not the child.**

## **Sanctions - The Three "Strike" Rule**

For unacceptable behaviour, the following sequence will be used.

**Praise** - given to the children who are showing appropriate behaviour at all times.

**Non-verbal** - signal or shake of the head, look etc (the aim being to cause as little disruption as possible to learning. Positive first opportunity to do the right thing)

**Verbal** - a reminder of the Kingfisher Golden Rules and clear discussion about what needs to happen to put the situation right to avoid possible sanctions. (Second opportunity to do the right thing). Name written on board.

**Time out** (Break/Lunchtime) this is the final action that results from poor behaviour following previous reminders. (Third and final opportunity to behave appropriately missed.)

If a child continues to misbehave, she/he will be referred to a senior member of staff/appropriate Phase leader who will decide which of various sanctions should be applied.

The parents of a child who frequently misbehaves will be notified by a conversation or a letter signed by the class teacher. The SENCo will be informed and behavioural advice sought if relevant. (Behaviour Plan put in place if appropriate)

### **For Serious incidents/persistent misbehaviour**

Referral to the Phase leader/Deputy/Head teacher.

Fast Track with involvement of the SENCo and outside agencies who will ensure all alternatives solutions have been explored, including off-site direction or managed moves

However, some behaviour may be so serious that a senior member of staff/ and parents are immediately involved. Behaviour such as:

- i bullying
- ii defiance/ use of bad language
- iii damaging school or others' property
- iv assaulting a member of staff - verbal or physical
- v fighting
- vi leaving the school grounds without permission
- vii behaviour which causes an accident/ Health and Safety issue

Where an incident has not been witnessed by an adult, children are asked to explain what has happened from their own perspective; this sometimes may be through a written account. This enables staff to take appropriate action.

At this stage the parents will be contacted as a suspension, or an exclusion may be necessary. Children may be excluded from planned visits due to their behaviour.

The Head teacher may decide upon an internal suspension where the child works away from the class for a day. The child may need to be placed on the following Disciplinary Code:

1. An interview with the child and another member of staff will be held in a one-to-one situation, away from everyone else, which may result in an interview with the class teacher, the parents and the child.
2. A meeting between the Senior Leader and the parents of the child. This may result in a written reporting system which will involve the parents. The length of time for these reports will be negotiable.
3. If all the above measures fail, then the Senior Leader, in consultation

with the Governors, Local Education Authority and outside agencies, will apply a suspension or permanent exclusion.

### **Reasonable adjustments.**

Occasionally some children may be beyond normal incentives and sanctions. Their behaviour may stem from physical or emotional needs which are not being met. They may be very unhappy and have a low self-esteem. In cases like this the SENCo will be involved as well as the Behaviour Support agency. His/her parents will be involved in agreeing the Individual Behaviour Plan, which will be consistent with the principles and practices within this policy.

All responses to behaviour will be proportionate, fair, and consistent. When applying sanctions or considering suspensions, the school will take into account the individual circumstances of each pupil, including any special educational needs or disabilities (SEND), and make reasonable adjustments as required under the Equality Act 2010 and DfE guidance. This ensures that pupils are supported appropriately and that disciplinary measures do not disadvantage those with additional needs

## **SUSPENSION & EXCLUSION ARRANGEMENTS**

Please see Suspension and Exclusion Policy

### **Conclusion**

The Behaviour Policy has been written in order that we can manage the behaviour in school in the best possible way and for the good of all who work in the school whether staff or pupils. If it is to be effective everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

## **APPENDICES**

Procedures:

### Appendix 1 **Daily Routine in wet weather**

All children go to their classrooms in the main building. Class teachers will be in their classrooms by 8.40 am, so that children are supervised.

### Appendix 2 **Procedures for Playtimes**

KS1 & KS2 will line up in the morning at playtimes and lunchtimes, in designated areas.

The designated playground area will be used for football games on a rota basis.

Teachers, Learning Support Assistants and lunchtime staff will collect their children and walk them to classrooms after Breaks. Lunchtime Supervisors will line up and take children to class after lunch.

1 whistle means stand still, the next, line up.

### Appendix 3 **Movement around the school**

When moving around the school, classes will be supervised by an adult.

We expect all children to walk **quietly** along corridors and pathways.

Children will be accompanied by an adult to and from assemblies. (Times agreed)

Children will be encouraged to use the toilet during playtimes. They will also be allowed to use toilets during lesson times if necessary.

### Appendix 4 **Kingfisher Primary School Golden Rules:**

1. We respect each other's right to learn and to do our best.
2. We show care for each other and our school.
3. We move about our school quietly and safely.
4. We always listen and respond politely.
5. We are kind and treat others as we would like to be treated.

## Appendix 5 **SAFETY RULES**

For our safety:

1. We will walk quietly along corridors and on pathways.
2. We will not run inside the building.
3. We will stay on the playground before school, at playtimes and at lunchtime.
4. We will not go into teaching areas without supervision.
5. We will not go into the car park.
6. We will not harm others

Appendix 6 Home School Agreement (see separate document)