

# Kinsale Infant School

## School Behaviour Policy



### Introduction

At Kinsale Infant School, we aim to ensure that every member of our school community feels valued and respected, and that every person is treated fairly. Our school community is built on our six agreed values, which enables our school to be a positive learning environment.

We are people who are:

- Enthusiastic
- Caring
- Ambitious
- Thoughtful
- Respectful
- Friendly

Our behaviour policy is designed to support the way in which all members of the school live and work together.

### Aims

At Kinsale, we aim to:

- Create an environment that is conducive to learning and achievement
- Promote an environment where everyone feels happy, safe and secure
- Promote consideration and respect for others and the environment
- Support pupils to behave in a way that demonstrates self discipline and personal responsibility
- Reinforce appropriate behaviour with praise and rewards
- Ensure pupils understand when their behaviour is unacceptable and inform them of the consequences of their actions
- Secure and encourage the positive support of parents and carers in terms of pupils behaviour
- Develop the pupils Behaviours for Learning (Link to Learning Policy)
- Develop Growth Mindset (JONK – Joy of Not Knowing)

From the Education Act Section 89 guidance:

- (a) promoting, among pupils, self-discipline and proper regard for authority,
- (b) encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- (c) securing that the standard of behaviour of pupils is acceptable
- (d) securing that pupils complete any tasks reasonably assigned to them in connection with their education
- (e) otherwise regulating the conduct of pupils

## Expectations

At the beginning of every school year, the class teacher will discuss the rules within the classroom. These expectations will be positive outcomes, and will be clearly displayed in the classroom for all to see.

In addition to our six values, we have also six agreed Learning Dispositions. Each one is linked to an animal, and these are displayed in the hall and in every classroom:

1. Curious (Cat)
2. Creative (Bird)
3. Resilient (Penguin)
4. Reflective (Owl)
5. Collaborative (Bee)
6. Resourceful (Squirrel)

We expect all members of our school community to actively promote these JONK values and dispositions. Each class has a Learning Pit displayed, and this is incorporated into teaching and learning where possible.

Children who are deemed to have additional needs may follow a behaviour structure which has been formulated to accommodate their individual needs.

All members of staff are expected to follow the school protocol for rewards and sanctions, to ensure consistency of expectation across school.

## Rewards

At Kinsale, we aim to encourage every child to behave well. This is reinforced through praise, encouragement and reward in the following ways:

- Verbal praise and encouragement
- Awarding stickers and certificates
- Recognition in celebration assembly ('Star of the Week' or 'Head teacher's Award')
- Lunchtime stickers / Lunchtime award / Top Banana Award for behaviour
- Golden traffic light recognition for **outstanding** behaviour (golden ticket celebrated in assembly and entered into the weekly prize draw – seat at Golden lunch table awarded)
- Bronze, silver and gold certificates which are earned by positive attitudes to learning and demonstrating our learning dispositions
- Hot Chocolate Monday – celebrating children who display all of our learning dispositions

## Sanctions

At Kinsale, we have set out sanctions which will be followed should behaviour be deemed as unacceptable. We do not accept bullying (including homophobic bullying) and we have a clear outline of our expectations in our 'Anti bullying' policy.

Sanctions used in school:

1. All children begin every day with their peg attached to the green traffic light (The expectation is that they behave appropriately, ensuring that their peg remains on green or moves to gold for exceptional behaviour)
2. Verbal warnings are given if behaviour is not as expected

3. Peg is moved to amber if warnings are not followed or behaviour deteriorates
4. Peg is moved to red if behaviour continues to deteriorate, or physical violence takes place
5. If a child's peg is moved to red, the Head teacher is informed and usually parents are called in to talk about their child's behaviour
6. The Head teacher is the only designated staff member able to exclude a child from school. (DHT in Heads absence). We follow the Norfolk LA guidelines on Exclusions of Pupils (See Policy on Exclusions)

A record is kept in the Head teacher's office of any exclusions or incidents of unacceptable behaviour and bullying incidents. The Governing Body and the Local Authority are informed of any exclusion from school. It is the responsibility of the Governing Body to monitor all exclusions, and to ensure that the school policy is administered fairly and consistently.

Designated staff in school have attended 'Step On' training so they have a clear understanding of the use of control and restraint if it is deemed necessary. We have a policy in school which outlines our procedures 'Use of control and Restraint'.

L Mainwaring  
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Approved by Curriculum Committee:  
Review date: Annually