



*Kirkstall St Stephen's
C of E (VA) Primary School*

*Behaviour Policy
September 2025
Review date- September 2027*

This school is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment.

Kirkstall St Stephen's Primary School
Behaviour Policy
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Our School Vision:

We are cherished- we aim to create a caring environment where all children and staff feel welcome, supported, valued and respected.

We are challenged- we aim to provide a stimulating and challenging learning environment, where achievements are recognised and it's also safe to fail.

We are children of God- we recognise the value of each and every individual, and aim to encourage everyone's unique spiritual development and potential.

We believe the key to good behaviour is to have high expectations that are applied consistently and fairly throughout the school. The behaviour of the adults in school is a significant factor in creating success for our children. The care and nurture of the children, by staff is vital for the wellbeing and success of our school. We use the Webster Stratton approach which is built upon the foundations of creating positive relationships. We believe that positive adult-pupil relationships built on trust, will foster co-operation and motivation within our children and therefore promote positive outcomes for all.

To do this we aim to:

- Lead by example.
- Foster a consistent approach in dealing with children and parents.
- Create positive relationships with parents and carers encouraging regular communication.

- Get to know children as individuals.
- Have high expectations of the children.
- Meet all individual needs through a creative differentiated curriculum.
- Build confidence and self-esteem.
- Use positive language focussing on the do's rather than don'ts.
- Listen to children.
- Allow children to be independent and make their own choices.
- Immerse children in the language of praise- 'Building up their piggy bank' (see below)

KSS Positive Behaviour Reward System

"Celebrating good behaviour"

Lesson time

Break and Playtimes

Staff to use regular verbal and non-verbal praise and affirmation; are aware of positive body language and refer to and reinforce the school values consistently.

Friday celebration assembly individual awards-Merit and VIP to celebrate pupils demonstrating school values and for their effort and progress.
Whole class awards for spelling and reading attainment and progress, best class attendance, punctuality and tidiest classroom/cloakroom.

Informal celebration of good learning and behaviour by visiting the headteacher or deputy headteacher to demonstrate this and earn reward stickers

'Hot Chocolate Friday' session with the headteacher/deputy headteacher for children in each year group.
Break/lunch staff to award raffle tickets for children who demonstrate good manners and behaviour that week.
Raffle tickets are stored in a box in the hall and a 'prize draw' made each Friday celebration assembly- 8 winners.
Top Table- a selection of children demonstrating good manners and behaviour to sit at a special lunch table each Friday

Use of DOJO points to identify key whole-school bespoke elements This could include good work, good behaviour, good effort and improved behaviour or effort.
Overall DOJO points collated weekly for individual children assigned to one of four houses and then totalled for each house.
House with most points wins the house trophy in the Friday celebration assembly and opportunity to take part in 'Teamopoly' to win extra playtime or a non-school uniform day.

Show Me 5:

We also use the phrase 'show me 5' in school. The children know that the 5 elements are,

- Looking Eyes
- Listening Ears
- Locked Lips (no talking)
- Hands to self /folded arms
- Feet still/ crossed legs

Some of the language varies slightly according to the age and needs of the children, but the outcome is the same. This is our preferred way to get the pupils to sit down nicely and complete the challenge ahead, it avoids the use of negative language which can be detrimental to the learning outcome, e.g. avoid "you're not looking, you're not listening" .

Zones of Regulation:

In class Zones of Regulation are used to allow children to express how they are feeling.



This can help identify triggers to certain behaviours and give teachers the opportunity to intervene and improve the day for the child.

KSS Behaviour Management System

In school/representing the school*

Note: *Representing school

Children are deemed to be representing school in school, whilst in uniform travelling to or from school, or if their behavior has had a detrimental impact on a member of the school community.

Note: SEND

Staff knowledge of the child's behavior needs is important
e.g. A child with SEND who has a behavior contract/BIPRA may have alternative sanctions in place. Parents of the child would be made aware.

Note: Behaviour contracts and/or Behaviour Individual Risk Assessments (BIPRA) will be created for children who demonstrate serious incident behaviours regularly. Parents to be informed.

Minor Incident / Low Level Behaviours

e.g low-level disruption, work refusal, disobedience

1. Verbal and non-verbal reminders about expectations, school rules/values and choices. This is the first warning.

2. Individual targeted verbal and non-verbal reminders about expectations, school rules/values and choices. This is the second warning.

3. Repeat of the action= a time out in minutes related to child's age. This can be in the lesson or at playtime

4. This time out can be repeated immediately if the child repeats the minor incident

5. SEN and EYFS/KS1 children might need to repeat the full process 1-3 Important- restoration conversations with staff members must occur.

Concerning Incident

e.g. a physical or verbal attack on another child, serious lesson disruption or damage to property

1. If the child makes a choice deemed more serious = straight to time out in minutes related to child's age. This can be in the lesson or at playtime as appropriate (the sanction can be the following school day if necessary). Important- restorative conversations with staff members must occur and parents to be informed

2. If a child repeats the concerning choice, or a second concerning incident follows in quick succession, or the staff member deems it serious enough, a member of the Senior Leadership Team (SLT) will be informed. The SLT member will make a judgement call about the sanction and Possible sanctions:

Time out to reflect in another classroom for a set amount of time.
Playtimes to be spent in another yard or in chill-out club for a set amount of time.

Important- restorative conversations with staff members must occur and parents to be informed

Serious incident

E.g. a physical or verbal attack resulting in harm or threat of harm to child/adult
Decision made by SLT
Parents must be informed

Serious Incidents will be escalated immediately to SLT and the sanction will be determined in relation to the level of the incident.
Serious Incidents may result in:

1. Formal Internal exclusion in another classroom or supervised in another area of school (measured in half days)

2. Fixed term external exclusion as determined by Headteacher

3. Permanent exclusion as determined by Headteacher and Governors

Parent Incidents

We ask that parents and carers speak to all staff in a calm and polite manner. If you are speaking to staff in an area with children present we would ask you be mindful of the language being used. Verbal or physical abuse will not be tolerated.

Whole School Restorative Practice

When a child misbehaves we as a school are aware of our need to restore good practice in addition to the initial consequences. We would consider the following options in attempting to restore good behaviour practices in the child:

- Weekly Reward chart/Target chart/positive behaviour plan- this will involve communicating with parents
- Support staff working with the child
- A chance to make amends with any children/staff that they have been disrespectful towards

Issues of prejudice

If a child makes a statement that is deemed by an adult to be purposely in contravention of the school equality policy- the exact statement should be recorded in a book kept in a secure area by the Headteacher- he must be informed of the incident via CPOMs in order to record it. Parents should be informed where appropriate.

Roles and Responsibilities

All Adults:

To:

- Promote and inclusive and collaborative ethos across school
- Deal with any prejudice related incidents across school

- Plan and deliver lessons that address some of the issues discussed above
- Deal with incidents of poor behaviour accurately- recording as per the policy
- To inform appropriate members of staff of any poor behaviour and excellent behaviour
- To follow our steps to deal with behaviour according to our policy

Governors:

The Governors on the Teaching & Learning Committee will monitor the effectiveness of this policy.

Staff & Governors will ensure the policy is adhered to and revised as appropriate.

The Governing body, Headteacher and the Deputy Headteacher will review the needs of the teaching and support staff and provide INSET via external courses and/or in school training.

The needs of the school, pupils and the interests of staff will also be taken into account when planning INSET.