



Kirton Primary School Behaviour and Attitudes Policy

Introduction

At Kirton Primary School, we believe that excellent behaviour and positive attitudes are the foundation of effective learning, strong relationships and personal success. Our policy is rooted in respect, kindness and responsibility. We aim to create a safe, calm and purposeful environment in which all children can thrive, both academically and socially.

The policy draws on best practice and reflects our core values.

Aims

- To promote a positive school culture where every child feels valued, included and motivated to achieve.
- To foster self-discipline, resilience, and a strong sense of personal responsibility.
- To establish consistent expectations and routines across the school.
- To ensure all pupils develop respectful relationships with adults, peers, and the wider community.
- To use restorative practices to resolve conflict and support behaviour change.

Core Values

Our school values underpin all aspects of behaviour and attitudes:

- Kindness – we care for others, the school and the place we live.
- Perseverance – we try our best all of the time.
- Self-Belief – we know we can achieve anything.
- Respect – we have good manners and value everyone in our community.

These values are embedded in our curriculum through teaching, assemblies and daily interactions.

Expectations

We expect all members of our school community to be:

- Ready – prepared to learn, focused and attentive
- Respectful – to themselves, others and the environment
- Safe – through actions, words and choices

Adults in our school commit to:

- Being calm, consistent and fair

- Being relentlessly bothered
- Meeting and greeting pupils positively
- Recognising effort and achievement
- Giving first attention to the best conduct
- Addressing issues with dignity and respect
- Using adaptive strategies to meet the needs of every child

Rewards

At Kirton Primary School, we place great importance on promoting intrinsic rewards so that children feel a genuine sense of pride in making positive choices. Staff regularly use specific praise to recognise and celebrate when children are doing the right thing, with a focus on 'catching' them making great choices throughout the day. This helps build self-belief and the understanding that doing the right thing is rewarding.

When children go 'Above and Beyond' our expectations, we use additional rewards to highlight their exceptional efforts and achievements. This may be recognised through:

- Stickers, house points or purple bands
- Star of the Week or Core Values Award
- Parent conversations and postcards

Sanctions

When behaviour does not meet expectations, staff follow a clear, consistent process:

1. Reminder of the rule and the expectation e.g. "You are talking which means you are not ready to learn. Please show me you are ready by facing me without talking."
2. Warning of a consequence if behaviour continues. I have reminded you of the rule. If you continue, you will be moved to another table."
3. Sanction in place:
 - Be moved to another table
 - Miss part of your next break or lunchtime
 - Complete work in another classroom
 - Restorative conversation with a member of staff
 - Spend a period of time in reflection
 - Removal of privileges, i.e. after-school club

For behaviour that is more serious or persistent, we will follow 'The Lincolnshire Ladder of Behavioural Intervention'. The following sanctions may also be used:

- The SENCO will be consulted whenever behaviour concerns involve a pupil with identified or suspected SEND.
- Individual Pastoral Support Plans may be developed in collaboration with staff, parents/carers, and where appropriate, the pupil.
- Internal suspension
- Involvement of Behaviour Outreach Support Service as appropriate

- Fixed term suspension
- Permanent exclusion

These behaviours may include, but are not limited to:

- A serious breach of the school's values, rules or policies.
- A risk of harm to the education or welfare of the pupil or others in the school.
- Physical or verbal assault against a pupil, member of staff or others in the school.
- Serious damage to school property
- Theft
- Weapons in school
- Persistent disruptive behaviour
- Persistent bullying
- Indecent behaviour
- Unacceptable behaviour which has previously been reported internally and/or externally and for which school sanctions and other interventions have not been successful in modifying the student's behaviour.

Restorative Practice

We prioritise helping pupils understand the impact of their behaviour. Restorative conversations may include:

- What happened?
- What were you thinking or feeling?
- Who has been affected?
- What needs to happen to put it right?
- How do you feel now?
- What could you do differently next time?

Reasonable Adjustments

Where appropriate, we may:

- Adapt routines, expectations or instructions to suit a pupil's learning or communication needs.
- Provide sensory breaks, quiet spaces, or additional movement opportunities.
- Use visual supports, timetables or alternative methods of communication.
- Modify sanctions to ensure they are meaningful, fair, necessary and proportionate.
- Provide pre-teaching or coaching for restorative conversations to support reflection.

Promoting Positive Attitudes

Outstanding behaviour is reinforced by developing positive attitudes towards learning and school life. We encourage:

- Growth mindset and resilience
- Pupil voice in shaping school culture
- Active citizenship and community responsibility
- 100% attendance and punctuality

Searching and confiscation

The Headteacher and Deputy Headteacher have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or any item considered to be harmful or detrimental to school discipline.

Monitoring and Review

- Behaviour records are monitored regularly to identify patterns and provide early intervention.
- Pupil, staff and parent feedback inform ongoing development
- Governors receive termly reports on behaviour and attitudes
- The policy is reviewed annually to ensure it reflects best practice.

Definition

Bullying is defined as deliberately hurtful behaviour, repeated over a period of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	taunts, graffiti, gestures, name-calling
Sexual	sexually abusive comments, gestures
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	all areas of internet, emails, chat rooms misuse, mobile text and calls
Regarding Sexual Orientation	sexually abusive comments, gestures, name-calling
Regarding Religion or Belief	taunts, graffiti, gestures, name-calling

Regarding Gender Reassignment	sexually abusive comments, gestures, name-calling

We are committed to ensuring that children learn in a supportive, caring and safe environment without fear of being bullied. Bullying is an anti-social behaviour and affects everyone. It is unacceptable and will not be tolerated. By addressing all issues of bullying, pupils will be able to benefit fully from the opportunities available at school. If bullying does occur, children should be able to tell and know that incidents will be dealt with promptly and effectively.

We are a 'telling school'. This means that anyone, who knows that bullying is happening, is expected to tell a member of staff. They should know that their concerns will be listened to and investigated.

Statutory duty of the school

The Headteacher has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils.

All Governors, teaching and non-teaching staff should:

- have an understanding of what bullying is;
- know what the school policy on bullying is;
- follow the correct procedure when bullying is reported.

All pupils and parents should:

- have an understanding of what bullying is;
- know what the school policy on bullying is;
- know what to do when bullying arises;
- be assured that they will be supported when bullying is reported.

Procedures

The school will take the following steps when dealing with incidents of bullying:

- If bullying is suspected or reported, the member of staff who has been approached will deal with the incident immediately.
- A clear account of the incident, or alleged incident, will be recorded on the school's reporting form (Appendix A), and given to a member of the Senior Leadership Team.
- In the event of bullying, being substantiated, parents will be informed and may be invited to a meeting to discuss the problem.
- Measures to prevent further incidents will be taken as appropriate.

The child who has been bullied will be supported by:

- offering an immediate opportunity to discuss the experience with a member of staff of their choice;
- reassuring the child;
- informing parents/carers to offer support;
- offering continuing support in school.

The child who has bullied will be helped by:

- discussing what happened;
- discovering why the child became involved;
- establishing the wrong doing and the need for change;
- informing parents or carers to help change the attitude of the child.

Outcomes

- The perpetrator will be asked to apologise and, if possible, the children will be reconciled.
- Steps will be taken, as necessary, to ensure the safety of the child who has been bullied.
- Steps will be taken, as appropriate, to ensure that the child who has bullied fully understands the serious nature of their actions.
- Continuous monitoring will take place to ensure bullying does not recur.

Anti-bullying Education

Within the curriculum, the school will raise awareness of the nature of bullying through inclusion in:

PSHE and RSE lessons

Discussion groups

Assemblies

Discretely taught lessons



Behaviour and Attitudes at Kirton Primary School

Core Values

- Kindness - we care for others, the school and the place we live.
- Perseverance - we try our best all of the time.
- Self-Belief - we know we can achieve anything.
- Respect - we have good manners and value everyone in our community.

School Rules

Ready
Respectful
Safe

Adult Behaviour

Calm, consistent and fair
Give first attention to best conduct
Relentlessly bothered
Meet and greet with a smile
Recognise above and beyond

Rewards

Adults will speak to you positively about what you have done well.
e.g. Well done, ... you are sitting on the carpet and looking this way.
You are ready to learn.

Above and Beyond Rewards



Stickers, House Points or Purple Bands
Star of the Week or Core Values Award
Parent conversation or a postcard home



Sanctions

1. Reminder of the rule and the expectation e.g. you are not ready to learn because you are talking. I need you to face me without talking.
2. Warning of a consequence. I have reminded you of the rule, you have continued to talk. If this continues, this sanction will be put into place.
3. Sanction in place:
 - Be moved to another table.
 - Miss part of your next break or lunchtime.
 - Be sent to work in another classroom.
 - Have a restorative conversation.
 - Spend a period of time in 'Reflection'.

Appendix 2

