



## Lower School Positive Behaviour, Rewards and Sanctions Policy

### Introduction:

#### Positive behaviour is defined as the:

**‘Actions that create a positive working environment and/or enabling others to work more effectively through what we say or do...’**

Evidence from many studies over the last decade suggests that schools can and do make a difference to young people’s lives and that Head Teachers and their staff have the power, through their own efforts, to improve standards of work, behaviour and life chances of their pupils regardless of their background.

A climate that fosters effective learning, both within class and about the school, is at the heart of the education process. This does not come about by chance. Such a climate, or ethos, is best promoted through focusing on the creation and maintenance of good relationships among the staff themselves, between staff and pupils, among pupils and their peers, between parents and school and between school and the wider community it serves. A policy designed to promote good behaviour is at the heart of building good relationships both at school and at home. The establishment of an effective Behaviour Policy is not only a legal duty but the cornerstone of pastoral care work and success in the classroom.

At Kirkstone House Lower School we aim to provide a secure, caring environment which will maximise each child’s potential and promote his/her personal development. The school places equal emphasis on pastoral care and academic progress.

#### Policy Outcomes:

With the help of this policy we aim to:

- Provide a safe and caring environment for everyone who attends our school – pupils, staff, trustees, volunteers and visitors
- Raise awareness of the importance of good discipline and how it can contribute to success
- Ensure consistency of standards of expected behaviour throughout the school
- Provide an atmosphere within which staff and children feel safe, secure and comfortable, in order to make the most of their teaching and learning experiences.

Staff of Lower School believe that:

- All staff and pupils have the right to work and learn within a safe and secure environment, therefore bullying behaviour of any kind to any member of our school community is completely unacceptable and will have serious consequences.
- All staff and pupils have the right to high quality teaching and learning which is part of a lifelong process. We will strive to ensure that standards of behaviour are such that this can be achieved.
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- All members of the school community should endeavour to be considerate towards the learning needs of each individual and supportive of the school as a progressive learning community.
- All members of the school community will have the opportunity to have their views listened to, respected and responded to.
- All members of the school community should endeavour to understand and accept the principles upon which the Behaviour Policy is built and should strive to demonstrate commitment and adherence to all school policies
- The ideas and principles of the policy are open to regular review in order to stay relevant and in keeping with the changing demands of the school environment
- All staff and pupils should aim to model positive behaviour and promote it through the active development of pupil's social and emotional behaviour skills
- Everyone within the Lower School should endeavour to be positive ambassadors for the school on, for example, school trips, sport events and journeys to and from school.

## Rights and Responsibilities:

### Staff

Staff have the right to...	Staff have the responsibility to...
<ul style="list-style-type: none"> <li>• Work in an environment where common courtesies and social conventions are respected.</li> <li>• Express their views and contribute to policies which they are required to reflect in their work.</li> <li>• A suitable career structure and opportunities for professional development.</li> <li>• Support and advice from their peers, senior colleagues and external bodies.</li> <li>• Adequate and appropriate resources with which to do their job effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Behave in a professional manner at all times</li> <li>• Promote positive behaviours.</li> <li>• Show interest and enthusiasm in their work and in their pupils' learning.</li> <li>• Listen to pupils, value their contributions and respect their views where appropriate</li> <li>• To support, praise and as appropriate reward pupils' good behaviour and effort.</li> <li>• To apply sanctions fairly, consistently, proportionately and reasonably, taking account of individuals and circumstances.</li> <li>• Expect high standards and acknowledge effort and achievement.</li> </ul>

**Pupils:**

<b>Pupils have the right to...</b>	<b>Pupils have the responsibility to...</b>
<ul style="list-style-type: none"> <li>• Be valued as members of the school community.</li> <li>• Get help when they seek it with work, social problems, bullying or other personal issues and to have a sympathetic audience for their ideas and concerns.</li> <li>• Be treated fairly, consistently and always with respect.</li> <li>• Be consulted about matters that affect them and have their views listened to and, as far as is reasonable, acted upon.</li> <li>• Work and play within clearly defined and fairly administered codes of conduct.</li> </ul>	<ul style="list-style-type: none"> <li>• Arrive at school on time, wearing the correct uniform with homework (if appropriate) done and suitably equipped for the day ahead.</li> <li>• Respect the views, rights and property of others and behave safely and appropriately both in and out of class</li> <li>• Co-operate in school with the teacher and learning support staff.</li> <li>• Work as hard as they are able.</li> <li>• Conform to the conventions of good behaviour and adhere to the class charters and school code of conduct.</li> <li>• Accept ownership for their own behaviour and learning</li> <li>• Co-operate and abide by any processes set in place to improve their own and others behaviour.</li> </ul>

**Parents/Carers:**

<b>Parent/carers have the right to...</b>	<b>Parents/carers have the responsibility to...</b>
<ul style="list-style-type: none"> <li>• A safe, well-managed and stimulating environment for their children's education.</li> <li>• Access to the school and to have their enquiries and concerns dealt with sympathetically and efficiently as far as is reasonable.</li> <li>• Be well informed about their child's progress and prospects.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure their child attends school regularly and arrives on time, wearing the correct uniform, with homework done and suitably equipped for the day.</li> <li>• Be aware of school procedures and rules and encourage their child to abide by them.</li> <li>• Show interest in their child's work and where possible provide support at home.</li> </ul>

<ul style="list-style-type: none"> <li>• Be well informed about the school's rules and procedures.</li> <li>• Be involved in key decisions regarding their child's education.</li> </ul>	<ul style="list-style-type: none"> <li>• Act as positive role models for their child in their relationship with the school.</li> <li>• Attend planned meetings with teachers.</li> <li>• Support school policies.</li> <li>• Provide school with any background information which may affect their child's behaviour.</li> </ul>
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**Desirable and Undesirable Behaviour:**

This section may help parents and pupils to know what types of actions are classified as 'Positive Behaviour'. The following is a list of what the staff deem as desirable and undesirable behaviour. (The list is by no means complete but is a general guideline).

<b>Desirable Behaviour</b>	<b>Undesirable Behaviour</b>
<ul style="list-style-type: none"> <li>• Saying 'please' and 'thank you'</li> <li>• Being a good support</li> <li>• Treat others as you would like to be treated yourself</li> <li>• Opening doors for people</li> <li>• Keeping the school tidy by putting litter in bins, keeping classrooms organising and taking care of property within the school.</li> <li>• Helping others</li> <li>• Helping younger/ more vulnerable pupils.</li> <li>• Telling the truth.</li> <li>• Admitting any mistakes.</li> <li>• Being a good listener.</li> <li>• Following Instructions.</li> <li>• Always doing your best.</li> <li>• Sharing.</li> <li>• Taking part in lessons.</li> <li>• Resecting their own property and the property of others</li> <li>• Respecting the views and opinions of others</li> <li>• Showing an awareness of safety for themselves and others.</li> <li>• Including others in school life</li> </ul>	<ul style="list-style-type: none"> <li>• Stealing</li> <li>• Treating people unfairly</li> <li>• Telling lies</li> <li>• Shouting at others</li> <li>• Displaying a poor attitude to staff and peers</li> <li>• Expressing bad temper</li> <li>• Talking behind people's backs</li> <li>• All forms of bullying</li> <li>• Violence and aggression</li> <li>• 'Can't be bothered' attitude</li> <li>• Being unprepared for lessons/activities.</li> <li>• Negative attitude</li> <li>• Bad language</li> <li>• Rough play</li> <li>• Inappropriate physical contact</li> <li>• Sulking</li> <li>• Disrupting the learning of others</li> <li>• Leaving the playground/classroom without informing/asking an adult</li> </ul>

## **Classroom Behaviour Management:**

### **Rewards:**

It is always important to reward good behaviour and good work. The Lower School runs a house point system, as its main way of rewarding good effort on the part of pupils. There are no fixed criteria when giving a house point, it is left to the judgement of the individual member of staff. However, they are usually given out for:

- Good work in any area of the curriculum
- A positive approach to organisation
- Achievements in extra-curricular areas of school life
- Helpful behaviour in and out of the classroom
- A pleasing and positive attitude
- Being kind and a good friend

House points in Falcons are recorded in the back of their individual school planners and in Owls are recorded on a house point chart within the classroom. Pupils are keen to earn house points, both for their own sense of achievement and because they contribute to their overall house total. Details of which are delivered at the end of each term. Every Friday there is a house point assembly where certificates are issued when a child has achieved a certain amount of house points.

Positive praise and reward is much more common in the Lower School than any sanction.

### **Positive Reinforcement strategies:**

Children's positive behaviour is also rewarded in a range of other ways. On any given day in any classroom or break period you will observe:

- Children being verbally praised for good behaviour
- Children being treated with respect and good manners
- Children being thanked
- Stickers to wear home or stampers in their books for good work and behaviour
- Individual mention in assembly

### **Behaviour Management in the Classroom:**

Behaviour management is based on the idea that the teacher has a 'right' to decide what is best for his/her pupils and then expect and encourage compliance. Teachers must have an assertive but kind presence in the classroom, so that the pupils know and understand boundaries, understand what is expected from them and feel safe. The Teacher must give clear and firm direction, which, if followed, is met with positive reinforcement. If there is undesired behaviour, it is met with clear consequences. These consequences are known by all pupils and helps them to make the right choices.

While many classroom and discipline methods provide input on how to address bad behaviour whilst it is occurring, most do not help stop the behaviours occurring again. Cooperative discipline seeks to address this issue by having teachers put strategies in place that will build a child's self-esteem. This will encourage them to develop an interest in co-operating and learning. All children should feel valued as a member of the school community regardless of behaviour.

## **Sanctions for Poor Behaviour:**

**No sanctions will ever be humiliating or degrading for a pupil. Corporal punishment is absolutely forbidden.**

The educational and emotional needs of the children in Lower School are varied and staff are able to apply sanctions that reflect the needs of each individual child. For example, losing a play time, time out from activities they may enjoy and removal of ICT usage. In the situation when a child is emotionally heightened, 'take up' time is given and once calm a two-way discussion is had with the child about the behaviour and how to learn from it, and move forward. The discussion also includes sharing any sanction that will be applied, so that the child is informed whilst in a calm state of mind.

If a child is physically aggressive towards a member of staff or another pupil, Their parents/carers will be contacted and they will be sent home for the rest of the school day. On return, they will have a meeting with both class teachers to discuss the behaviour and help them learn how to adjust their emotions so they are able to control any aggression. They will be given strategies to help them. This is an ongoing process.

In the event of a serious incident the pupil/pupils involved would be suspended from school until a full investigation has occurred. The Head teacher would then decide on appropriate sanctions.

## **Behaviour Incident Records:**

All incidents or cause for concerns are recorded on CPOMS. In the event of a serious incident, all staff involved will provide a statement on CPOMS and these will be reviewed by the Lower School Lead, designated Safeguarding Lead and the Headteacher prior to meeting with the child and parents/carers in question to discuss next steps.

## **Concept of Fairness:**

This policy is transparent and every effort is made to operate in the spirit of fairness. However, in some situations a SEN pupil or a child who has suffered Adverse Childhood Experiences (ACE)(see Appendix 1) will require a different approach. Pupils who struggle to cope with noise/sensory overload may find certain situations will heighten their anxiety/fight or flight levels. This may result in aggressive behaviour and melt downs. Every effort is made to ensure that pupils know the difference between right and wrong, personal circumstances might require more of a restorative process rather than a punitive one.

## **Exclusions: (Short Term and Permanent):**

The decision to exclude a pupil is made by the Head Teacher in consultation with the Lower School Lead.

The length of the exclusion will depend on the severity of the incident and will be at the discretion of the Head Teacher. The school has a zero tolerance of bullying and a pupil found to have bullied will usually be excluded for a fixed period.

The decision to exclude a pupil permanently, is only taken as a last resort when strategies for dealing with disciplinary offences have been employed to no avail or if an exceptional 'one off' offence has been committed, for example:

- Serious violence, actual or threatened, against a member of staff or a pupil. This may take the form of a verbal assault or cyber-bullying
- Sexual assault or abuse
- Supplying or possessing an illegal drug, including alcohol and tobacco on school grounds

- Carrying an offensive weapon.

Short term exclusions will usually be of one to three days duration.

Parents will be informed at the earliest possible instance of the decision to exclude. This information will be relayed to parents/carers by personal interview whenever possible.

Excluded pupils will be barred from the school premises for the duration of the exclusion. Their involvement in school arranged trips and activities, off the school premises, will also be forbidden whilst excluded.

The Parental Complaints Policy outlines the appeal process.

Pupils who have been excluded from the Lower School will have a re-integration meeting with the Lower School Lead and/or the Headteacher.

Authorised by



Mr S W Judge  
Headteacher  
On behalf of the Proprietors

Dated

October 2022

Date of next review

November 2023 or before if required.

**Appendix 1:**

## **Children that have had Adverse Childhood Experiences (ACE)**

This appendix should be read in conjunction with the Lower School Positive Behaviour Policy.

This appendix is for staff, pupils, parents, carers, trustees, visitors and external agencies working with the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Some students placed at Kirkstone House School have recognised social, emotional and mental health needs. Some will also have experienced Adverse Childhood Experiences in their early childhood.

*'Small, weak, defenceless and vulnerable we come into this world, wired to connect. Through our whole lives, from our first breath to our last, we're on a biologically driven journey; our survival instincts working to enable us to feel safe in our bodies, our environments and in our relationship with others. What are known as Adverse Childhood Experiences disrupt this original pathway towards safety and connection. The track instead diverts off into the deserted wilderness of toxic stress, fear and terror, a legacy for insecure attachment.'* (Bomber 2020)

Latest research in neuroscience, shows us that these factors can have an overwhelming impact on how a child's brain develops.

*'A child's brain is vulnerable and more malleable to its environment than the adult brain. Extreme experiences, neglect and trauma in childhood can disrupt development. Symptoms of this disruption include sensory integration problems, hyperactivity and poor regulation.'* (Whitaker 2021)

This means that certain children do not have the skills to regulate or even recognise the emotions they are feeling and can have a profound effect on how they build relationships with both adults and their peers. They are also burdened with a sense of shame that is no fault of their own.

Within Lower School we aim:

- To improve learning outcomes and well-being for all children, whilst supporting the needs of children with unmet attachment needs and those who have experienced trauma and neglect
- To train staff with attachment/trauma aware strategies to support children's wellbeing, behaviour and academic attainment
- To ensure this is a whole school approach
- To be child centred and acknowledge children's different attachment styles and their implications
- To create nurturing relationships to improve children's learning and behaviour and satisfy children's innate need to have a secure 'sense of belonging' and to feel safe
- To acknowledge the adults' role as secondary attachment figures that can help to reshape insecure attachment behaviours and support the development of more secure ones
- To create appropriate nurturing infrastructures for children with emotional and behavioural differences.