

# Kirton Lindsey Primary School



Where Young Minds Shine

## Our Approach to Positive Behaviour in School

Kirton Lindsey Primary School  
Cornwall Street  
Kirton in Lindsey  
Gainsborough  
North Lincolnshire  
DN21 4EH

**Tel:** 01652 648792      **Fax:** 01652 649420

**Website:** [www.kirtonlindseyprimary.co.uk](http://www.kirtonlindseyprimary.co.uk)

**Headteacher:** Mrs. Collette Randall

At Kirton Lindsey Primary School we are proud of the very good behaviour the children show, both inside and outside the classroom. This leaflet is designed to inform parents of the strategies the school uses to promote good behaviour and deal quickly and effectively with inappropriate behaviour.

## How is good behaviour promoted in school?

Our Behaviour Policy is based on the **4Rs** (Rights, Responsibilities, Rules and Rewards) and the modelling and use of the language of choice. We talk to the children about the **5 Golden Rules**, which are often revisited throughout the child's school life. These rules are:

*We are kind, gentle and helpful to each other*  
*We listen carefully when someone is speaking*  
*We try our best at all times*  
*We are honest and polite*  
*We look after our own and others' property*

We also promote good behaviour by:-

- Displaying behaviour expectations through the 5 Golden Rules in each class
- Ensuring children are aware of rules for using the internet safely
- Recognising everyday acts of consideration towards others (assemblies, credits, certificates, rewards)
- Ensuring consistency in our use of rewards and sanctions
- Ensuring good communication is maintained between all members of the school community (Please see our 'Making Good Choices' booklet)
- Encouraging children to take care of each other (The school Buddy System)
- By encouraging all children to look out for others who might have become the victim of bullying or teasing
- Specific teaching around social and emotional issues through the P.S.H.C.E curriculum
- Clear criteria for awarding credits each term based on appropriate learning behaviour and empowering learning skills
- Ensuring supply staff are aware of this policy and the particular class rules and routines within which they work

## **What rewards are used to encourage good learning and social behaviour?**

Good behaviour is rewarded by recognition, either immediate or later through assemblies. Stickers, rewards, Class Star Rewards are awarded for instances where a child has tried hard to improve or shown good behaviour, respect, kindness or politeness. Credits are awarded based on the children's termly Empowering Learning Skills targets. Achievers' assemblies, on Friday mornings, are an opportunity to celebrate achievement and reward positive behaviour in a public way. Written praise will be given on work where a child has improved by his/her own standards. Examples of good work will be displayed around the school and shared with the Headteacher. Assemblies are also used to explore appropriate and desirable behaviours and reinforce the ethos of the school.

## **What is the 'Credit / Credit Mat' scheme?**

The credit scheme is the way we promote good learning behaviour in our children. The children can earn credits for demonstrating different learning behaviours each term. In Years 1-6, each term the children have six targets to work towards and achieve under six different headings / empowering learning skills. The headings are:

- Self Managers
- Effective Participators
- Resourceful Thinkers
- Reflective Learners
- Independent Enquires
- Team Workers

In the Foundation Stage the children explore one empowering learning skill heading per term. The children will be rewarded with credits during learning time for achieving and showing skills towards the term's targets. The children collect credits on their individual credit mat and earn rewards from the Headteacher when they reach certain milestones. Parents are welcome to come into the classroom after school on any day to look at their child's credit mat with them.

## What are the Credit Mat scheme milestones?

Credits	Awards	Prize
25 credits	-	Treat from the Head teacher's box
50 credits	-	Card posted to parents
75 credits	Bronze Award	Bronze Badge and Certificate in Assembly
100 credits	Silver Award	Silver Badge and Certificate in Assembly
125 credits	Gold Award	Gold Badge and Certificate in Assembly
150 credits	Head Teachers' Award	Badge and Certificate in Assembly
200 credits	Rocket Award	Silver Cup and Certificate in Assembly
<b>Non-Uniform Day</b>		
All children achieving 75 credits or more may have a non-uniform day on the Friday they receive their award – no other days please.		
<b>Roll of Honour</b>		
Each class will have a roll of honour with the children's pictures on to show how they are progressing through the credit reward scheme.		

## What is the 'Class Star Reward' scheme?

The 'Class Star Reward' scheme is a reward system where children can receive stars for good behaviour, respect, politeness and characteristics that link to the school's ethos. The class work together to achieve their goal/prize. Rewards are decided by the classes at the start of the year and achieved once the class earn 25, 50, 75 and 100 stars. Stars are given by members of staff for whole class achievements and for individuals, but the

stars are added to the whole class' total. The class charts are displayed in the school hall.

## **How are children who always behave well recognised for their good behaviour?**

Each week, we hold a behaviour assembly where we enjoy stories, look at pictures and sing songs that revisit different aspects of good behaviour. During this assembly, each teacher chooses a child from their class who has shown consistently good behaviour across the term. The child stands on the behaviour bench and the teacher shares the reasons for their choice. After the assembly, later in the week, the children chosen to stand on the behaviour bench join the Headteacher, Mrs Randall, for a tea party of biscuits and juice. Each child invited to the tea party receives a certificate to take home. The Reception children join this assembly later in the school year.

## **How is inappropriate behaviour dealt with and what is 'The Tracker?'**

Each child will have clear guidelines about what is acceptable behaviour through the school code of conduct booklet, Making Good Choices, class routines, rules for safe use of the internet and the 5 Golden Rules which are re-visited with the children each year. Children will be spoken to about minor incidents of inappropriate behaviour, including inappropriate use of the internet (see E-Safety Policy available on the school website), but if a child chooses to continue with this behaviour, a clear procedure for managing this behaviour will be carried through. Each class has a behaviour recording sheet called 'The Tracker.' The purpose of 'The Tracker' is to record the behaviours exhibited by the child and at each of the 5 stages giving them the opportunity to improve their behaviour themselves. Firstly if a child misbehaves they are issued with a warning and this is recorded on a 'white cloud' in the classroom, if the child continues to misbehave they then move to *Stage 1* on the tracker. At *Stage 1*, the child will miss 10 minutes of their playtime supervised by an adult in the school hall, at *Stage 2*, the child has time out in the classroom, away from the other children to try to calm down, at *Stage 3*, the child has time out away from his/her peers in a partner class, at *Stage 4*, the child is sent to discuss the behaviour with a member of Senior Leadership Team and at *Stage 5* the child is isolated from the other children, either in the time out room if a calming down period is required or in an office supervised by a member of staff if they are required to complete work. At

each stage, the child is given an explanation of the reasons why their behaviour is inappropriate, details of the behaviour required and a chance to change their behaviour before they are placed on 'The Tracker.' Parents will only be informed during the day, if their child is placed on 'The Tracker' by text message and parents are engaged to discuss the incident with their child and the class teacher (if required).

The Tracker sheets are reviewed weekly by members of the Senior Leadership Team, who will speak to each child recorded on the tracker about their behaviour to try to establish any underlying reasons for it, ensure the child takes responsibility for their behaviour and reinforce appropriate behaviour. The child's parents are then informed their child has been recorded on the tracker for inappropriate behaviour in writing. If a child's name appears on the tracker four times in any term, the child's behaviour will be monitored daily by the Senior Leadership Team by the use of a Report Card. Parents will be informed if their child is placed on a Report Card by the class teacher. The child will then be given a grade (1, 2 or 3) for each session on their Report Card. They need to collect grades 1 or 2 to be given a 'good day', if they received a 3 this is 'not a good day' and will miss 10 minutes playtime the following day. Children need 5 'good days' in a row to be removed from the Report Card. If the child is removed from the Report Card and the appears on 'The Tracker' twice more in a term, they are placed back on the Report Card and need 10 'good days' in a row to be removed. When a child is on Report Card they are not entitled to be part of extra school activities, be part of school teams or attend any residential visits.

## **How is behaviour monitored in Foundation Stage and Year 1?**

In the Foundation Stage and Year 1 we operate a 'Behaviour Wall' system for the children to track their own behaviour and successes throughout the day. The system works on the idea the children make choices related to their behaviour and those choices link one of the five symbols on the behaviour wall – Happy Sunshine, Golden Star, Kind Heart, White Cloud and Black Cloud. If a child's is placed on a symbol there are rewards or consequences. As the children move into Year 1 we continue to use the 'Behaviour Wall' but with the stages from the tracker scheme, 'the Black Cloud' being the same as Stage 1 of 'The Tracker.'

## **How is good behaviour encouraged at lunchtime?**

The same standards of behaviour and respect are expected from the children at lunchtime as during lesson time. The lunch staff have received positive behaviour management training and have the same authority to give praise, stickers and rewards for good behaviour as the teaching staff. The lunchtime staff run a Golden Ticket raffle to promote and reward good behaviour. Every week the lunch staff choose children from each class who have shown positive behaviour and they receive a golden ticket. Each Monday during Behaviour Assembly the golden ticket winners are announced and the children receive a treat (small toy) from the lunchtime staff.

The school also runs a Lunch Club staffed by 3 members of support staff. This club is available for those children who find lunchtimes difficult for any number of reasons. The staff are able to support the children to offer them a positive and enjoyable lunchtime experience.

## **How is inappropriate behaviour dealt with at lunchtime?**

The lunch staff deal with inappropriate behaviour in the same way as the teaching and support staff. Any unacceptable behaviour over lunchtime and outside that has not improved after a warning, is recorded on the 'Outside Tracker' which is also monitored by members of the Senior Leadership Team weekly in the same way as the 'Inside Tracker.'

**If you have any comments or questions  
please do not hesitate to contact the school.**

**More information about our school can be found on  
our school website.**

***[www.kirtonlindseyprimary.co.uk](http://www.kirtonlindseyprimary.co.uk)***



*Where Young Minds Shine*

**Booklet Produced: April 2014**