



Killamarsh Infant and Nursery School Behaviour and Relationships Policy (V5.0)

“We value each individual child and work with parents, the community and beyond to offer diverse experiences and support for pupils and families in a caring and safe environment. We develop children to be confident, life-long learners and compassionate, respectful members of their community and the world.”

“We believe that good behaviour is the key to a good education. We work to create a learning environment where everyone feels valued, secure and motivated to learn.”

Statement of Intent

Killamarsh Infant and Nursery Infant School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. We believe all the children at Killamarsh Infant and Nursery school should be able to come to school, to work in school, and to enjoy the playtimes and lunchtimes in a happy and caring atmosphere free from any intimidation or threat. Everybody in our school community is expected to maintain the highest standards of personal conduct to accept responsibility for their behaviour and follow steps of support when this is necessary. It echoes our core expectations of ‘Be Safe, Be Responsible and Communicate’ with a heavy emphasis on building relationships of encouragement, resilience and supporting children’s mental health and well-being.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through building emotional awareness, both children and adults are able to manage their behaviour and create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. We encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children the confidence to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real world”.

Killamarsh Infant and Nursery School treats all children with unconditional respect and have high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful, and prides itself on excellent relationships and a high level of care. We understand that positive behaviour can be taught and needs to be modelled. We also understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

The school is committed to:

- Maintaining a safe, caring, orderly community in which effective learning can take place and where there is mutual respect between members
- Helping children develop a sense of worth, identity and achievement (being self confident).
- Helping all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- Developing in all children the ability to listen to others, cooperate, and appreciate other ways of thinking and behaving (being respectful).
- Ensuring that every member of the school community is valued

We will achieve our aims by:

- Ensuring that fairness and equality exists in practice
- Employing a consistent approach throughout the school
- Recognising the individual needs of our children and adapting approaches accordingly

We will make these intentions public by:

- Publishing them on the school website
- Sharing how our school rules apply to the classroom and setting expectations at the start of each year
- Discussion with parents and new families
- Practising it ourselves

1. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2024) 'Keeping children safe in education 2024'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2013) 'Use of reasonable force'
- DfE (2024) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' This policy operates in conjunction with the following school policies:
 - Anti-Bullying Policy
 - Online Safety
 - Special Educational Needs and Disabilities (SEND) Policy
 - Safeguarding and Child Protection Policy
 - Suspension and Exclusion Policy
 - Complaints Policy and Procedure

2. Roles and Responsibilities

The governing body has overall responsibility for:

- The monitoring and implementation of this Behaviour and Relationships Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any Social Emotional and Mental Health (SEMH) related drivers of poor behaviour.
- Wellbeing and SEND governors overseeing the whole-school approach to mental health, including how this is reflected in the school's Behaviour Policy, how staff are supported with managing children with SEMH-related behavioural difficulties, and how the school engages children and parents with regards to the behaviour of children with SEMH difficulties.
- Ensuring that this policy, as written, does not discriminate on any grounds.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy and Procedures.

The headteacher is responsible for:

- Establishing the standard of behaviour expected by children at the school.
- With the staff, establishing the school rules and ensuring all members of staff understand and follow the agreed process.
- Outlining and strategically developing behaviour and SEMH policies and provisions for the school.
- Ensuring staff implement this policy from day-to-day and providing support if necessary.
- Providing training for staff on behaviour management and building relationships.
- Publishing this policy on the school website and signposting it regularly to staff, parents and children.
- Reporting to the governing body on the implementation of this Behaviour and Relationship Policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Leading CPD on mental health and behaviour.

The SENCo is responsible for:

- Collaborating with the governing body, headteacher and the mental health lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support children with SEND.

- Advising on the deployment of the school's budget and other resources, such as SEND resources and the Pupil Premium, to effectively meet the needs of children with SEMH related behavioural difficulties.
- Providing a high standard of care to children who have SEMH-related difficulties that affect their behaviour.
- Providing professional guidance to colleagues about SEMH difficulties and their links with behaviour, and working closely with staff, parents and other agencies, including SEMH charities.
- Referring children with SEMH-related behavioural difficulties to external services, e.g. Children and Adolescent's Mental Health Services (CAMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on children's behaviour, education and overall wellbeing.
- Liaising with parents of children with SEMH-related behavioural difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with potential future providers of education, such as Killamarsh Junior School teachers, to ensure that children and their parents are informed about options and a smooth transition is planned.
- Developing risk assessments and coping plans with the team around the child.

Teaching staff are responsible for:

- Being aware of the signs of SEMH-related behavioural difficulties.
- Planning and reviewing support for their children with SEMH-related behavioural difficulties in collaboration with parents, the SENCo and, where appropriate, the children themselves.
- Setting high expectations for every child and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every child achieving their full potential, and that every child with SEMH-related behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the children in their class.
- Informing parents/ carers of all children involved in any incident via Parent Hub / phone call / face-to-face conversation of any incidents before the end of the school day.
- Keeping the headteacher and SENCo up-to-date with any triggers and changes in behaviour.

If a child is struggling to manage their behaviour, a teacher should always reflect upon this behaviour and ask the following questions:-

1. Is the classroom organised in the best way to avoid behavioural problems? (e.g. seating arrangements)

2. What sort of behaviour are you working with? e.g. rule breaking, inappropriate, attention seeking or a mixture?
3. Is the work matched to the ability of the child? (either too easy or too hard?)
4. Am I being positive towards the child?
5. Is the child having success?
6. How can I raise the child's self esteem?
7. Am I giving the child any responsibilities / trust?

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all children do too.
- Being aware of the needs, outcomes sought, and support provided to any children with SEMH-related behavioural difficulties.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- Setting up and using a Zones of Regulation board in their classroom.
- Putting in place agreed consequences that are proportionate for negative behaviour.
- Being aware of how their vocabulary can affect children's behaviour and making adjustments.
- Having restorative conversations.
- Completing a behaviour form when learning is disrupted or if someone is injured or property is damaged.

Children are responsible for:

- Trying to make safe choices in and around school.
- Their actions and making amendments for any inappropriate choices they have made.
- Communicating their feelings and reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- Being aware of the school's core expectations of behaviour. (Be safe, be responsible and to communicate).
- Being a good role model and encouraging children to display their core expectations at all times.
- Encouraging independence and self-discipline.
- Showing an interest in all that their child does in school.
- Fostering good links with the school, building positive relationships with all staff so that all children can see that the key adults in their lives share a common aim.
- Informing the school of any changes.
- Supporting the school in the implementation of this policy.

3. Principles

Our school is a caring, secure, polite and happy environment for all. Good communication exists between home, school and external agencies. We believe that a child's behaviour is a way of communicating and it is our duty to understand and support what they are trying to tell us. Through this, we support children with strategies to self-regulate to help them move forwards. (See Appendix 3)

We set rules with the children within school and refer back to them regularly; therefore, children know what is expected of them. The majority of children respond best to praise and to having clear guidelines about acceptable behaviour. We expect children to be able to explain what they need to do next to put something right and what they would do differently next time.

We aim to provide support to ensure success in the classroom and recognise that this doesn't look the same for all children. Children learn to co-operate and behave in a sociable way, when they work alongside other children. We work within our classes on co-operative games and Talk for Learning activities throughout our curriculum and particularly in PSHE to improve the way the children work and play together.

Our school rules underpin a positive approach to behaviour (which is relevant for everyone, children and adults alike). The children have decided what our 3 rules will look like in their classroom taking into account safety and wellbeing, and enabling the school to function efficiently as a place of learning and provide a happy, safe place for children to learn. These are displayed in all classrooms and reviewed and added to termly.

4. Expectations

Emotionally consistent and calm adult behaviour helps cultivate a culture of fairness and empathy whilst keeping the focus positive, showing children we care and valuing kindness.

Our expectations are that all children and staff will:

- Be consistent and fair
- Move around the school safely and calmly
- Be considerate, polite, kind, helpful and well-mannered
- Speak at an acceptable volume at all times, including lunchtime
- Take care of school equipment and help to keep the school tidy
- Be responsible with their own and other people's property
- Listen carefully and follow instructions
- Show respect to all members of the school community when at school and when on educational visits.

- Recognise their feelings, feel safe to talk about their feelings and resolve conflict with each other, using another person if necessary.
- Noticing when someone does not appear to be themselves, take the time to get to know them, ensuring a fresh start is given with encouragement, positivity and motivation

The children's expectations are:

It is good to ...	It is not good to ...
Be kind, using kind hands, feet & words.	Hurt other people by hitting, kicking, punching, pinching or biting
Ask for help	Say unkind words
Walk around school sensibly.	Run inside
Do good sitting, looking and listening	
Share toys, ideas and feelings especially if you have your early warning signs	Break things
Want to do something on your own	Be in places when a grown-up doesn't know where you are
Tidy away	Touch other people's belongings without permission
Tell the truth	Tell lies

Relentless Routines

Routines taught via gentle reinforcement. Ensure every child is talked to every day. Children come to expect it and feel valued and noticed;

- ✓ Conversations with every child every day
- ✓ Greeting each child in the morning
- ✓ Nurture from the first step – as a Team
- ✓ Saying goodbye every afternoon

Scripted Interventions

When behaviour is more challenging. Calm conversations delivered by emotionally regulated adults, fuelled with sincerity. Proportionate responses which are nurturing and rooted in kindness;

- ✓ Use of positive language – telling the child what we want not what we don't want
- ✓ Conversations that are rooted in values or rules and maintain a focus on learning
- ✓ Avoiding unnecessary battles, ignoring secondary behaviours
- ✓ Where possible and appropriate giving children control and choices – particularly when we know the child is affected by trauma and loss
- ✓ When behaviour is not impacting on others learning, avoid behaviour conversations during learning time and follow up afterwards privately with the child.
- ✓ Adults saying 'thank you...' before they say 'please...'

Restorative Follow-ups (See Appendix 4 for script)

- ✓ Shoulder to shoulder conversations – no physical domination
- ✓ Choosing an appropriate place or activity to do whilst having a restorative conversation.
- ✓ Behaviour anchored in previous positive behaviour you've seen before
- ✓ Choices given – passing control to the children
- ✓ Saying 'thank you for listening'
- ✓ Agreeing a positive follow up – looking out for the child doing the right thing in the future

If a child is struggling to manage their behaviour, a teacher should always reflect upon this behaviour and ask the following questions:-

8. Is the classroom organised in the best way to avoid behavioural problems? (e.g. seating arrangements)
9. What sort of behaviour are you working with? e.g. rule breaking, inappropriate, attention seeking or a mixture?
10. Is the work matched to the ability of the child? (either too easy or too hard?)
11. Am I being positive towards the child?
12. Is the child having success?
13. How can I raise the child's self esteem?
14. Am I giving the child any responsibilities / trust?

Behaviour Outside of School

Children are expected to represent the school in a positive manner. This includes inside school and out in the wider community, particularly if the pupil is dressed in school uniform. This policy will be followed for incidents outside of school if it:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying, including cyberbullying, witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

5. Recognition of Positive Behaviour

We believe that positive recognition of desirable behaviour is more powerful than criticism. Staff will purposefully 'notice' children who are following our Core Expectations. Staff will do this and share it with the class, known as 'Praising in Public (PIP).' Children who are not yet able to show they can follow the Core Expectations, are spoken to privately 'Reprimand in Private (RIP)'.

Children are rewarded for academic and non-academic achievements with the emphasis being on the effort that has been put in.

6. Whole School Steps for Supporting and Managing Behaviour

- During lesson time the adults in the class are responsible for supporting and managing children's' day-to-day, low-level behaviour and disruptions to learning.
- There is corporate responsibility for corridors, assemblies etc.
- At lunchtimes, supervisors are responsible for the overall care of the children. Issues are to be resolved by lunchtime staff on duty in order to ensure playground behaviour does not impact on teaching and learning. Class teachers should be informed at the end of lunchtime of any poor behaviour incidents or issues and these are recorded in their lunchtime book.
- Children should not be sent to the SLT or anyone else without prior agreement or unless stated in this policy.
- Children should not be removed from their learning community (classroom) unless the safety of the class teacher, teaching assistant and/ or other learners is at risk.
- If a child has chosen to remove themselves then an adult needs to support with co-regulating their emotions.

'Every minute a learner is out of a lesson is one where they are not learning'

7. Responding to Inappropriate Behaviour including Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, verbal, physical, emotional or online) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

Killamarsh Infant and Nursey School has an Anti-Bullying Policy to deal with potential bullying as soon as it is detected. The procedures in this policy will be followed when bullying is suspected or reported. Our aim is to create an environment that prevents bullying from being a serious problem in the first place. We are proactive about developing a culture of respect between staff and children which extends beyond the classrooms into the corridors, lunch hall and playgrounds and beyond. Protective behaviours is embedded in our curriculum and teaches children to say 'Stop I don't like it' and also to identify

trusted adults they can talk to. We aim to embed a deeper empathy for others through restorative conversations, supporting our children to understand how their actions affect others.

If / when bullying is suspected, we create chronologies of events to enable accurate communication between staff and pupils and their parents. It also enables us to measure the impact of any intervention that is decided. As a school we utilise restorative strategies to break habitual persistent negative behaviours and help teach children the pleasures of being proactively kind to others. Sometimes there is need to devise specific responses to inappropriate, persistent or challenging behaviours in the classroom which has led to a loss of learning, or in the playground which may have been unsafe. This may require teaching and/or support staff to consider differentiated, alternative or specialist approaches.

Staff are encouraged to approach more experienced senior members of staff or SLT, for help to manage behaviour challenges.

8. Steps for Supporting Behaviour

For most children, we understand that verbal praise and recognition of positive behaviour will be enough to support them in being ready to access learning. However, at times, children will face challenges and need additional support to regulate their emotions to manage the demands of the school day, their home life and social interaction.

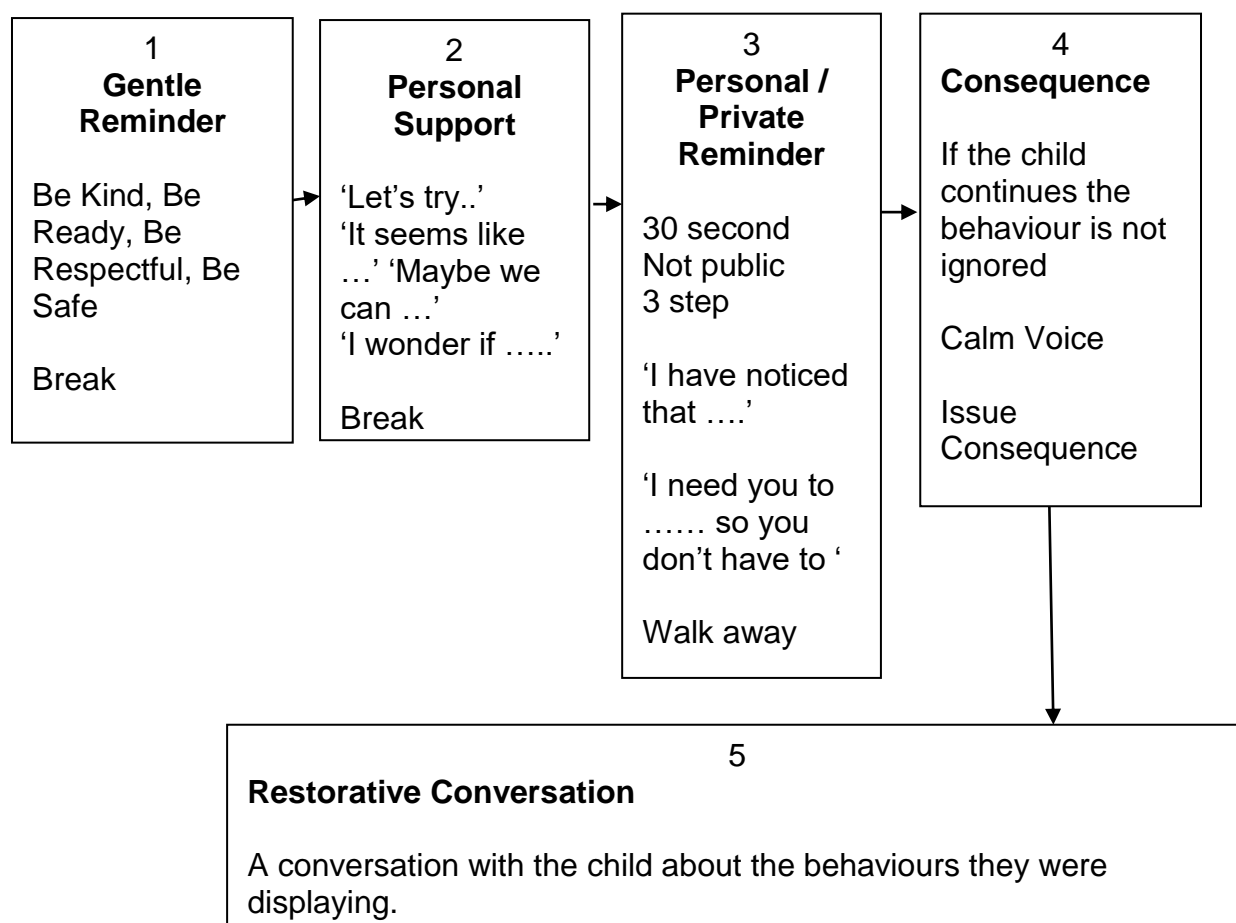
The Zones of Regulation are embedded in our curriculum and help children to gain skills in consciously regulating their actions and behaviour, therefore enabling them to develop their personal and emotional well-being. They can support children in regulating their feelings in order to control overwhelming emotions that may prevent them for learning and, essentially, achieving their best. Our implementation of Zones of Regulation boards is carefully considered, planned and children are taught how to use them. In order for children to feel ready for learning, they will need to be able to self-regulate. Some children will manage this independently, and others will need tools and adult support to do so. Each class has a 'Zones of Regulation Board' and Calm area where tools such as breathing techniques, visual timers or sensory equipment are accessible to children. The Zones of Regulation help children to identify their feelings through the use of four colours:

Blue	Green	Yellow	Red
Unhappy, miserable, sad, upset, gloomy, glum, worried, nervous, confused.	Peaceful, relaxed, content, quiet, calm, still.	Excited, delighted, overwhelmed, silly.	Frustrated, annoyed, angry, cross, furious, bad tempered, terrified, out of control.

Children are taught to recognise these feelings along a scale. For example, their feeling could be marble sized, golf ball, tennis ball, football or beach ball sized.

Staff will take time to notice children that may be displaying behaviours or emotions as identified in the zones above and consider the best source of intervention and support.

Some children may have their own Zones of Regulation to access when needed. When support is needed, the following Behaviour Pathway of support is put into place using consistent language and adult support:



The use of a 'break' is put into place when staff notice that a child may need to self-regulate their behaviour. The adults will provide a safe space for the child to use or to go to, providing the appropriate 'tools' to support their self-regulation including adult support where necessary. E.g. If a child is becoming agitated, the use of 5 minutes of physical activity outside to support their physical needs will be put in place, with the expectation that they will feel more ready for learning once this is complete.

Steps for Behaviour Pathway (as outlined above):

1. General reminder
2. Personal support
3. Personal/private reminder

4. Consequence
5. Restoration with initial adult - Parents informed - Return to Step 1

If a child is unable to modify their behaviour following a restorative conversation and their behaviour continues, then a member of the Senior Leadership Team (SLT) should be informed to provide support:

6. Involvement from SLT

9. Communicating with Parents and Carers

If a child's behaviour is giving cause for concern, then the following steps will be taken:

- Informing a parent when we are concerned about a child's behaviour or emotional wellbeing is essential, but the way in which it is done often influences the way in which it is received. This will be done via a message on Parent Hub, phone call or face-to-face conversation before the end of the day.
- This then needs to be followed up with positive feedback when the behaviour has improved.
- The next step is to organise a meeting with the family. The meeting should take place in school with the class teacher. Notes of the discussion and actions will be recorded.
- If the behaviour continues to be a concern, the headteacher will arrange a meeting and the child will be required to have 'Individual Targets' which will modify or change their behaviour. These targets will be decided in consultation with the child's parents.
- If the behaviour continues, the headteacher, SENCo and class teacher will complete risk assessments and coping plans and share these with relevant professional partners. Advice may be sought from outside agencies such as Inclusion Service, Educational Psychologist, and they may become involved with the support provided for the child.

10. Record Keeping and Monitoring Behaviour

It is necessary to have a form of record keeping when a child is causing disruption to learning (self or others). This helps to track the frequency and intensity of misbehaviour and leads to analysis of triggers, patterns and contexts. It is also extremely useful when talking to families about their children's behaviour.

Communication with parents is key in building home-school cooperation and every effort will be made to ensure positive parental participation.

Throughout the term weekly conversations between SLT and teachers mean behaviour is something continually being noticed and worked on.

When incidents are recorded on an incident form they are entered into a behaviour log. This information is collected cumulatively and analysed in depth. Patterns, trends and triggers are identified each half term, and if

needed, parents meet with our headteacher to put a personalised plan in place.

11. Suspension and Exclusions

As an inclusive school, we will make every effort to avoid suspension and exclusion.

- However, if a very serious incident occurs (such as violence or verbal abuse or out of control behaviour threatening the health and safety of others or themselves/damage to property) it can result in a suspension.
- For a suspension, the child is asked to remain at home for a fixed period. The school will provide work for the child and parent to do at home throughout the period of suspension. The family will receive written notice of this. Killamarsh Infant and Nursery School adheres to the suspension and exclusion procedures as provided by the Local Authority which are set out in our Suspension and Exclusion Policy.
- Unfounded malicious allegations made against staff or children will be responded to proportionately beginning with adults being curious as to why and how this came about. After investigation the school will determine whether suspension is the appropriate consequence or whether mental health support would be more effective.
- Parents are always notified and invited to attend a meeting with a senior member of staff as part of the re-integration process to return from a suspension.
- In line with the Suspension and Exclusion Policy, the Headteacher may decide to permanently exclude under exceptional circumstances.

12. Monitoring and Review

This policy will be reviewed on an annual basis by the headteacher, SLT and governing body, who will make any necessary changes and communicate these changes to all members of staff and parents.

The headteacher will report on a termly basis to the governing body on behaviour incidents and outcomes. The school will ensure that it regularly monitors and evaluates mechanisms to ensure that the policy is being consistently applied. Any issues identified will be incorporated into the school's action planning.

The next scheduled review date for this policy is September 2026.

Rewards

Children should receive praise and encouragement every day. We praise and reward children for good behaviour in a variety of ways:-

- Non-verbal signals from adults and/or peers e.g. smiles and thumbs up
- Staff congratulate children who are behaving well; praise and encouragement is used as much as possible.
- Staff award children using stars, stickers or certificates.
- Choosing toys and friends to play with and having responsibilities e.g. a special job
- Pupils' work is given recognition through marking, display and sharing work with others.
- Visits to other members of staff to receive praise e.g. Headteacher/ chosen adult.
- Informing parents of good behaviour.

Reception and Key Stage 1 celebrates achievement and good behaviour in the weekly 'Celebration' Assembly'. This is done through 'Work of the Week' for achievement in their work and 'Special Award' for displaying one of our Golden Rules.

Strategy for removing a disruptive pupil from the classroom or playground

On rare occasions it may be necessary to intervene physically to prevent a student injuring themselves or others. When two adults are present in the classroom (teacher/TA) one will be responsible for leading the child firmly by the arm / hand out of the classroom or from the playground to the staffroom or office. Always ensure that two adults are present. At times, this may mean that a child is asked to summon a member of the non-teaching staff to be available immediately. The same procedure would be used if a pupil attacked another child or member of staff.

Searching, Screening and Confiscation

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item (listed below) or any other item that the school rules identify as an item which may be searched for.

Prohibited items include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco and cigarette papers;
- fireworks;

- pornographic images;
- any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence or injure a person or damage property
- mobile phone

Being in possession of a prohibited item, especially knives, weapons, illegal drugs or stolen items, may mean that the pupil is involved, or at risk of being involved, in anti-social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services.

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy. For example, a member of staff may be authorised to search for stolen property and alcohol but not for weapons or drugs.

The headteacher oversees the school's practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead.

Parents should always be informed of any search for a prohibited item that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

The school follows the DfE guidance 'Searching, Screening and Confiscation Advice for schools'

[DfE Searching, Screening and Confiscation Guidance](#)

Appendix

Our School Golden Rules

To help us learn we have agreed on these rules

1. We are kind, polite, helpful and aware of others' feelings.
2. We listen carefully to others without interrupting them.
3. We look after our own and other people's belongings.
4. We try our best, work hard, and learn from our mistakes.
5. We treat other people the way we would like to be treated.
6. We always tell the truth.

We make our school proud

Appropriate Rewards

Golden Time in Key Stage 1

Golden time: a period dedicated to rewarding children who have kept the school rules all week

It's a period of up to half an hour, usually on a Friday afternoon, where children stop work and spend time doing special, enjoyable activities that aren't on offer at other points during the school week.

Golden time is intended to reward good behaviour, rather than learning or academic achievement.

'Golden time celebrates those children who have followed the golden rules.'

Following the golden rules is key to golden time. The rules are:

- We are gentle
- We are kind and helpful
- We listen
- We are honest
- We work hard
- We look after property

The most important point about golden time is that it's a treat, which gives children a great incentive to follow the golden rules.

What happens during Golden Time?

Golden time might include the opportunity to play with special games or sports equipment that are only brought out at that time, or to spend time in a different classroom enjoying the activities that are on offer there.

Golden time shouldn't be treated as another break time, where children simply go outside to play. Neither should it be unstructured run-down time at the end of the week where they're left to entertain themselves while the teacher gets on with marking/ setting up.

It's also important that teachers don't impose whole-class activities, such as a game of rounders, during golden time.

Children are individuals with their own motivations, so doing an activity as a whole class, which some will enjoy less than others, is not the point of golden time.

How do children earn and lose their Golden Time?

At Killamarsh Infant and Nursery School at the beginning of the week, all children start with their full entitlement of golden time. Children who follow the golden rules all week keep their complete allowance.

The children In KS1, if children receive a yellow card they lose 5 minutes of Golden time and if they receive a red card they lose 10 minutes which is collated at the end of the week to finalise the amount of time out required.

Children who have committed a more serious misdemeanour – such as physically or verbally attacking another child – might lose 10 minutes of golden time in one go, rather than the usual five.

Incidents like this should also be written up in an incident book, and the child sent to the headteacher and their parents informed at pick-up time.

The warning system is an important part of making sure golden time – and the threat of losing it – is effective.

If a child breaks a golden rule, the teacher should have a quiet word with them, and give them a visual sign that they need to think about their behaviour.

What happens if a child loses Golden Time?

If a child has had a warning and continues to break the rules, they lose a small amount of golden time. Then, when the rest of the class is enjoying golden time, those children who have lost some of it sit quietly and watch a sand timer before they're allowed to join in.

If a child loses all of their golden time, they must have the opportunity to earn up to half of it back. The teacher should discuss with the child what they can do to earn it back, but it should be something restorative or community-orientated. For example, a child who was verbally abusive to a midday supervisor might help her get all the equipment out at lunchtime.

Loss of golden time should not be a whole-class punishment.

The benefits of Golden Time

When it's implemented well, golden time has clear benefits – and not just for the pupils, who get to spend the last part of Friday afternoon playing. 'It has great learning outcomes associated with social and emotional intelligence, citizenship and PSHE, because it's about encouraging children to make good choices.

<p style="text-align: center;">STAR Sitting</p> <p>S Sit up tall T track the speaker A Ask and answer questions R Respect everyone</p>	<p style="text-align: center;">Wonderful Walking</p> <p>We walk in silence We use 'safe arms' We walk sensibly We face the direction we are walking in</p>	<p style="text-align: center;">Lovely Listening</p> <p>We listen to one voice We use STAR sitting We put our hands up if we want to speak We focus on the speaker</p>
<p style="text-align: center;">Lovely Lining Up</p> <p>We face forwards We keep our own space We use 'safe arms' We stand in silence</p>	<p style="text-align: center;">Delightful Dinners</p> <p>We use STAR sitting We use quiet voices We use Lovely Lining Up and Wonderful Walking. We use lovely listening.</p>	<p style="text-align: center;">Peaceful Playtimes</p> <p>We use Wonderful Walking to and from the playground 1st Bell – Stop and Listen 2nd Bell – Line Up We use Lovely Lining Up</p>
<p style="text-align: center;">Killamarsh Infant and Nursery Manners</p> <p style="text-align: center;">We always say 'please' and 'thank you'. We say 'excuse me' before speaking to a grown up. We open doors for others. We say 'good morning'</p> <p style="text-align: center;">“The Killamarsh Way”</p>		

For some children in our school super sitting may look different to meet their needs. Good sitting is then 'facing forwards, in your space, hands and feet tucked in'.