



Kibworth CE
Primary School

Let Your Light Shine
Matthew 5:16



Behaviour Policy

For effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. This policy supports the school community to work together in an effective and considerate way and in encouraging positive behaviour in and around schools.

This policy was approved as follows:

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Document History

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V0.1	8.1.19	Megan Williams	Policy draft created
V0.2	12.3.19	Helen Stockill	Policy formatted for Education Standards Committee approval
V1.0	27.3.19	Helen Stockill	Policy approved by Trustees
V1.1	2.9.22	GP	COVID Annex Added
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1. Introduction

At Kibworth CE Primary we want every pupil to reach their full potential. We want them to grow socially, personally and academically and we want them to become responsible, caring and successful members of society. Our aim is to let every child 'Let their Light Shine.'



This behaviour policy enables children to do that as well as enabling teachers to teach in an orderly and disruptive free environment.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, have an ethos of respect and responsibilities. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way and in encouraging positive behaviour in and around schools. We aim to ensure behaviour in our school reflects our Christian ethos and provides an effective platform for high quality learning.

2. Linked policies

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- E-safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- Provide a **consistent approach** to behaviour management
- **Promote** and **Maintain** clear expectations of behaviour
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

4. Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

5. Ethos and Atmosphere

We believe that Kibworth CE Primary School is a friendly place which celebrates a caring Christian ethos where everyone is treated with respect and people's positive contributions valued. All visitors and newcomers are welcome.

We recognise that the climate of the school is central to establishing good behaviour. All adults act as positive role models and have high expectations of behaviour standards. We will always encourage and support everyone to follow our school rules. The Headteacher will lead the school to monitor and review this policy continually with all adults working at the school.

All adults at Kibworth CE Primary School recognise that some children may need support in attaining expected behaviours in school and will work with children on specific plans or programmes which will allow them to integrate effectively in school.

6. Purpose

Our Behaviour Policy supports the promotion of securing a positive learning environment through:

- **Setting high expectations:** Children need to know what is expected of them, where, when and why.
- **Adopting a calm and caring ethos:** To support children effectively we consider each individual's needs, showing that we care enough to be firm and/or compassionate and remain calm and focussed when supporting positive behaviour changes.
- **Being consistent with our approaches:** All staff receive regular training and are provided with opportunities to discuss individual's needs and plan agreed responses to inappropriate behaviours so that these can be shared and adopted by all.
- **Implementing a positive approach:** All individuals respond more effectively when approached positively, and therefore when supporting our pupils with their behaviour we will endeavour to use positive approaches that take account of individual's needs.
- **Adopting de-escalation strategies:** Through in school recording systems and robust home/school communication inappropriate behaviours are tracked, monitored and discussed so that the overall approach to behaviour management is early and preventative intervention

7. School rules

Our school rules have been developed in conjunction with staff and pupils and are the foundation of a positive and consistent approach to behaviour management. Our rules focus on keeping our school in [SHAPE](#).

- ✓ We will take actions to keep ourselves [Safe](#)
- ✓ We take responsibility for making our environment [Happy](#)
- ✓ We will be engage with learning and be individuals who are [Attentive](#)
- ✓ We believe that it is always important to be [Polite](#)
- ✓ We will tackle all situations and activities with [Enthusiasm](#)

8. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for approving the behaviour policy and monitoring its effectiveness and holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for developing and implementing the behaviour policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Treating all pupils fairly and with respect
- Creating a safe and pleasant environment, physically and emotionally
- Develop a positive relationship with all pupils
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on internal systems

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Support the school in the implementation of this policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupils

Pupils are expected to:

- To work to the best of their abilities
- To treat other pupils and staff members with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Accept sanctions when given

9. Rewards

Positive behaviour will be rewarded with:

- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ Postcard home – sharing your achievement with your family
- ✓ Stickers/ house points/Good Manners stickers
- ✓ Whole class rewards
- ✓ Sharing achievement with other children
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Letters, texts or phone calls home to parents
- ✓ Special responsibilities given

10. Consequences

Children must be made aware that their behaviour choices may have consequences. We will follow the following sanction chart which is displayed in every classroom;

- 1: Verbal warning
- 2: Time out – 5 minutes (within classroom) supervised by staff
- 3: Time out – 10 minutes (within classroom) supervised by staff
- 4: Miss break time
- 5: Report to Headteacher and communicate with parents.
(Letters home must be approved by the Headteacher)

The school may use one or more of the following sanctions in response to unacceptable behaviour:

- Letters or phone calls home to parents
- Agreeing a behaviour plan
- Putting a pupil 'on report'

We may use an internal seclusion in response to serious or persistent breaches of this policy. Pupils may be sent to the pastoral office or SLT during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Removal from planned curricular activities and trips, such as swimming or PE will not be used as a punishment unless the unacceptable behaviour relates particularly to the activity. Pupils may be excluded from off site visits on health and safety grounds which must be discussed with the head teacher so that all other possible avenues are explored first, and exclusion from the trip is the last resort.

11. Behaviour system

See Appendix 1.

12. Lunchtime behaviours

Some pupils find having unstructured periods of time, such as playtime, extremely challenging. We offer different lunchtime clubs including an ELSA drop in and ICT club to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their behaviour.

13. Personalised approach

A list of supportive strategies to develop positive behaviour around the school is attached as an appendix. These are particularly important for supporting differentiated sanctions for those children who may be recognised as having, or are displaying features of, mental health issues e.g. EBD, ADHD, ODD (see appendix).

14. Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

15. Suspensions and Exclusions

On rare occasions there may be a need to directly exclude a pupil. This may mean that the staged behaviour systems would have been bypassed. Violent or extremely abusive behaviour towards peers, an adult or school property could result in an exclusion.

There are three types of exclusions used:

1. **Lunchtime Suspension**— If a child is persistently disruptive, unsafe or jeopardising the safety of others at lunchtime a lunchtime exclusion will be considered. The pupil is excluded from the school premises for one or more lunchtimes. Parents/careers are required to pick up by their child and return them to school in time for afternoon registration. This course of action occurs when we feel a child is unsafe or jeopardising the safety of others.
2. **Fixed term Suspension** – This is a temporary exclusion which can be between 0.5 and 5 school days. This is to give the child a period to reflect on the behaviours that have been deemed unacceptable. During this time staff can discuss and implement strategies so that the pupil's return is a positive experience.
3. **Permanent exclusion**—This would only occur when all interventions for support have been exhausted and staff believe that the school is unable to further meet the pupils needs.

A build up in suspensions over time could result in a permanent exclusion. This decision would not be taken lightly and would ultimately be sanctioned by the headteacher. Further information regarding A

list of supportive strategies to develop positive behaviour around the school is attached as an appendix. These are particularly important for supporting differentiated sanctions for those children who may be recognised as having, or are displaying features of, mental health issues e.g. EBD, ADHD, ODD (see appendix).exclusions is stated in the school's exclusion policy.

16. Off-site behaviour

Pupils need to understand that the school expects the same standards of behaviour from them in all the following situations:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

Or, misbehaviour at any time, whether or not the above conditions apply, that:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

In any of the above circumstances the Headteacher will consider if the behaviour is criminal or poses a threat a member of the public, in which case the police will be informed. The behaviour of pupils outside of school can be considered as grounds for exclusion.

17. Malicious allegations

Pupils that are found to have made malicious allegations will have breached the aims and expectations of behaviour listed in this policy. Malicious allegations will not be tolerated, and sanctions will be applied to any child making malicious allegations, appropriate to the child's age and the allegation they have made.

In such cases parents will always informed of their child's behaviour and sanctions applied.

The headteacher will consider whether any disciplinary action is appropriate against the pupil who made the allegation, or the police will be asked to consider whether any action might be appropriate against the person responsible, including situations where the individual concerned was not a pupil.

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

If a malicious accusation has been made against a member of staff, the headteacher and the advisory board will ensure suitable pastoral care is provided.

18. Physical restraint

School staff can use reasonable force to either control or restrain pupils. A number of staff members have CPI Safety Intervention training. This programme is designed to consider the care, welfare, safety and security of pupils as well as defuse challenging situations. CPI Safety Intervention also trains staff to use reasonable force, if necessary, to prevent pupils from harming themselves or others.

The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and has to be judged on a case-by-case basis, depending on the circumstances. Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Our Physical Intervention Policy contains further details.

19. Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

Possession of any prohibited items include: Knives or weapons, stolen items, alcohol, illegal drugs, tobacco and cigarette papers, fireworks or any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the [DfE's latest guidance on searching, screening and confiscation.](#)

20. Pupil transition

To ensure a smooth transition to the next year and/or school settings, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

21. Staff development and support

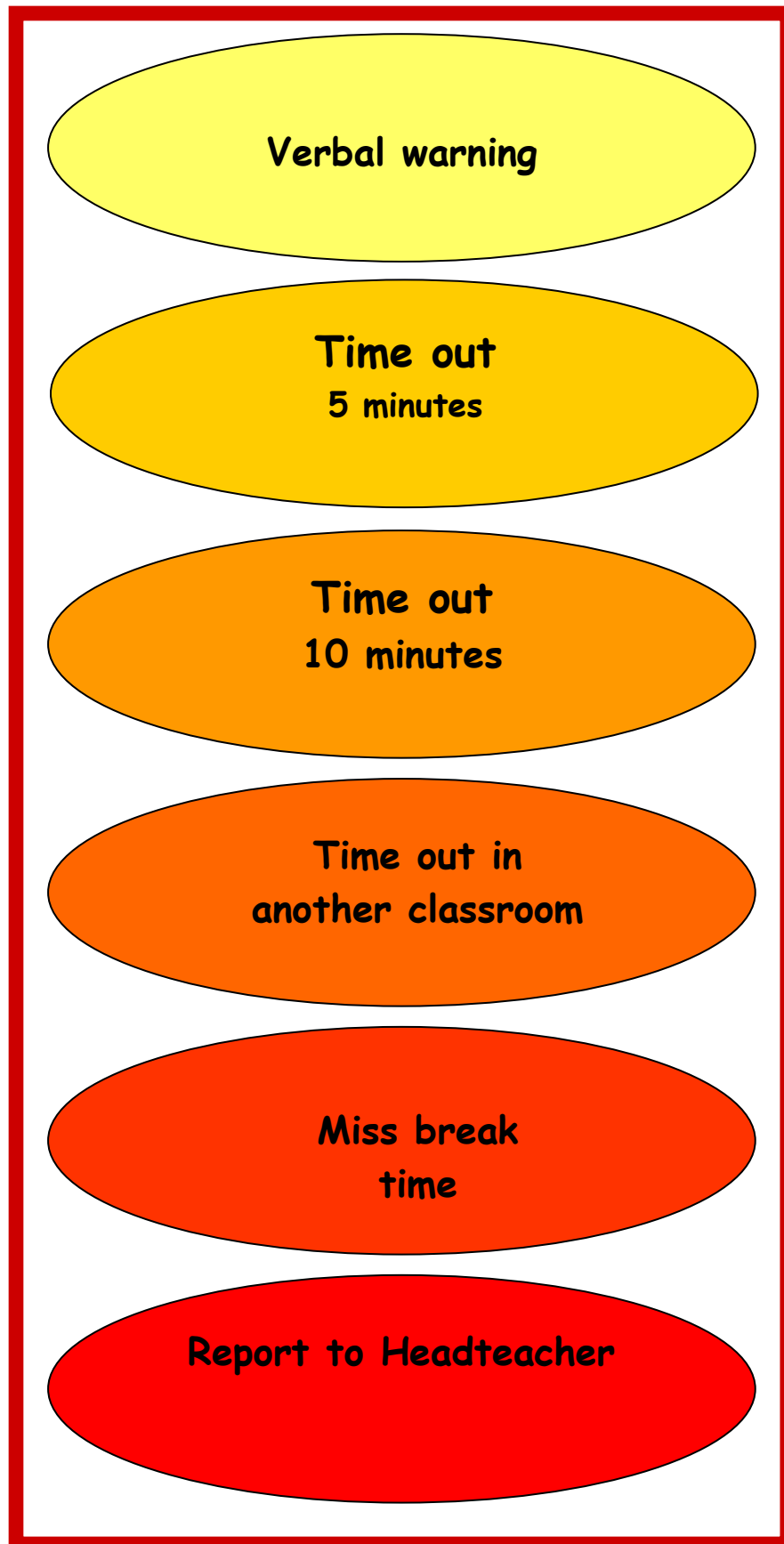
Our staff are provided with training on managing behaviour and positive behaviour management strategies. Some members of staff are MAPA trained. However, behaviour management forms part of whole staff continuing professional development.

22. Review

This behaviour policy will be reviewed by the headteacher and the advisory board annually to ensure it is meeting the needs of the school. At each review, the policy will be adopted by the Advisory Board.

The Education Standards Committee will review the exemplar policy template every three years.

Appendix 1: Behaviour Consequences



Appendix 2: Strategies for improving behaviour

Alongside the standard sanctions, which are simple and easy for children to follow, there is also a need for flexibility in dealing with and trying to improve a child's behaviour. The priority is for the child to clearly understand what the consequences of their actions will be. When moving outside of the standard sanctions a child must be individually warned of what the consequence will be if they break the class/school rules again.

This is particularly important for supporting differentiated sanctions for those children who may be recognised as having, or are displaying features of, mental health issues e.g. emotional behavioural difficulties, attention deficit hyperactivity disorder, oppositional defiance disorder, autistic spectrum disorders. These issues are considered a disability within the Disability Discrimination Act unless the difficulty arises from clearly social or domestic circumstances. We therefore consider our responses to children with this in mind creating inclusive responses to their needs.

This is a list of possible consequences teachers may wish to consider when differentiating sanctions to children;

- verbal apology
- written apology
- move to another classroom
- discuss the problem informally with parents at the end of the school day
- Headteacher to talk to parents
- move from class for a day supported by a letter home
- formal interview with parents

In exceptional circumstances when the teacher feels that a child has failed to complete a task of which they are considered to be capable it may be appropriate to make the child complete the work during break time or lunchtime (whilst supervised by the teacher). If it is considered necessary to send the work home this would need to be supported by a letter from the teacher, after discussion with an SMT member. This caution is to prevent work being seen as a punishment rather than to support learning.

These strategies support the behaviour of children who are having difficulties in following the agreed school/class rules. They need to be closely monitored on a regular basis and supported by a behaviour form which should be completed and kept in the child's records and copied to the Headteacher.

- daily report
- behaviour contracts
- reward charts
- home/school book
- regular contact with parents
- home/school contract
- lessons 'traffic lighted'

Appendix 3: Promoting positive behaviour

Putting the following principles into practice encourages improved behaviour;

1. Flexibility

We try to treat each child as an individual and make our approach to problems an individual one. We try not to make generalisations about behaviours or reactions and we avoid the use of jargon when describing behaviour to children.

2. Voice level and tone

We try to keep our voices' level and tone low and unhurried. This can take the heat out of angry situations and has a calming effect on those concerned.

3. Eye contact

Whenever we are talking with children, or other adults, we try to maintain appropriate eye contact. The effect of this is to reinforce verbal communication heightening awareness of other people's feelings and points of view. Some children may find this difficult, particularly when they are in trouble or upset or when cultural conventions over eye contact may be different from those of others. Forcing eye contact is therefore not encouraged.

4. Privacy

When children are in trouble or angry it may be beneficial to withdraw them away from other children and, when practicable, to a quiet place. The behaviour of many children can become even more extreme when they are kept with others.

5. Honesty

We try to be honest about our own feelings and reactions as we expect the children to be. This can be difficult especially if both parties are feeling angry or injured. We try to use skills of 'active listening' and to give 'I' messages, not 'you' messages.

6. Listening

We try to ask open questions which encourage children to communicate effectively. We also try to listen carefully in order to understand any underlying causes to problems.

7. Negotiations

We try to give choices to children in setting targets for improved behaviour. Targets have to be clear and realistic. We also discuss the remedial action which needs to be taken by the child. This dialogue aims to help the child to;

- feel they have been dealt with justly and fairly,
- understand other people's feelings,
- retain a sense of dignity,
- feel positive about future behaviour.

8. Praise

We always recognise the attainment and achievement of children through the effective use of constructive praise. This is essential if the children are to develop the self-esteem necessary to become effective independent learners. We always try to greet all children with pleasure and interest, taking naturally the position of encouraging the positive instead of focussing on the negative aspects of the child's behaviour and performance.

9. Availability

All children know that when they are in trouble they will get a fair hearing from all adults in school. We expect the children to understand that the adult they wish to speak with may not always be available. However there will always be someone at school who will help them to devise strategies that will enable them to solve their problems.

10. Mutual support

Good communication and mutual respect between adults in school is essential. Children need to be given consistent responses from all adults. We strive to create a mutually supportive environment where all agreed policies and decisions are adhered to.

11. Parents

We value parental support in solving issues related to their children's behaviour. We recognise that behavioural issues are solved most effectively when a strong partnership between parent, teacher and child is firmly established. Parents will always be kept informed of issues concerning their child and are positively encouraged to participate in the resolution of difficulties. Parents are always welcome to make an appointment to discuss any issues concerning their child.

Appendix 4: Our School Rules



Safe



We will take actions to
keep ourselves and others

Safe



Happy



We take responsibility for
making our environment

Happy



Achieve



We will join in with learning
and be individuals who

Achieve



**THANK
YOU!**

Polite

PLEASE

We believe that it is always
important to be

Polite



Enthusiasm



We will tackle all situations
and activities with

Enthusiasm