Behaviour policy and statement of behaviour principles

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Document History

Version	Version Date	Author	Summary of Changes
V0.1	January 2019	Megan Williams	Draft policy created
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V1.0	March 2019	Helen Stockill	Policy approved by Trustees
V2.0	August 2021	Megan Williams	Policy Reviewed
V3.0	August 2024	Vicky Edwards	Policy Reviewed and Updated
V4.0	August 2025	Danielle Marks	Policy reviewed and updated

Contents

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 within a Restorative Approaches philosophy.

Through 'Restorative Approaches' we aim to build the Kibworth CE Primary School community and to strengthen and repair relationships within this community.
The school embraces 'Restorative Approaches' as a means of empowering teachers to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

To achieve a purposeful, happy and safe environment, we set high standards, clear guidelines, and 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
- Online Safety policy
- Physical Intervention policy
- Exclusions policy
- Safeguarding policy
- Mental Health policy

3. Aims

This policy aims to:

- Make behaviour **everybody's business**
- Create a **positive culture** that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Promote and maintain **clear expectations** of behaviour
- Provide a **consistent approach** to behaviour management
- **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 consequences**
- Embed the use of **Restorative Approaches** in all aspects of school life

4. Rights and Responsibilities

We believe that everyone in school has rights and responsibilities.

These rights are:-
- The right to respect and fair treatment
- The right to learn
- The right to feel and be safe

It is the responsibility of everyone within the school community to behave in a way which consistently demonstrate our school values and specifically:

- Show respect
- Be kind
- Be safe
- Be honest
- Take responsibility for their actions
- Be committed to putting things right when they go wrong

5. Legislation and statutory requirements

This policy is based on legislation and advice from the Department for Education (DfE) on:
- Behaviour and discipline in schools: advice for headteachers and school staff, 2016
- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation at school 2018
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Exclusion from maintained schools, academies and pupil referral units in England 2017
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
- 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 and DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy.

This policy complies with our funding agreement and articles of association.

6. Definitions

Negative behaviours are defined as but not limited to:

• Disruption in lessons, in corridors, and at break and lunchtimes

• Non-completion of classwork or homework

• Disrespectful attitude

• Behaving in an inappropriate manner

• Inappropriate language or comments

• Repeated breaches of the school rules

• Any form of bullying

• Vandalism

• Theft

- Fighting

- Racist, sexist, homophobic or discriminatory behaviour

- Possession of any prohibited items.

7. 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 rules are consistently applied to all situations, in which the calm and consistent adult approach separates the behaviour from the child. 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 and contribute positively and effectively in school.

8. 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.

- **Acknowledge not blame:** Adults are expected to understand that things go wrong, understand the causes of the behaviour and help children to put things right when things go wrong.

- **Take Responsibility:** Pupils are expected to tell the truth, take responsibility, acknowledge harm and be willing to put things right

- **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 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 consistent 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.

- **Adopting de-escalation strategies:** If negative behaviours are being shown, adults will give children opportunities to return to a regulated state and discuss ways to avoid this in the future.

- **Reporting and Intervention:** 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.

9. 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 engage with learning and be individuals who Achieve
- ✓ We believe that it is always important to be Polite
- ✓ We will tackle all situations and activities with Enthusiasm

10. Roles and responsibilities

The Advisory Board

The Advisory Board is responsible for:

- ▪ Reviewing and approving the written statement of behaviour principles (appendix 1)
- ▪ Reviewing this behaviour policy in conjunction with the headteacher
- ▪ Monitoring the policy's effectiveness
- ▪ Holding the headteacher to account for its implementation

The Headteacher

The Headteacher is responsible for:

- ▪ Reviewing and approving this behaviour policy
- ▪ Ensuring that the school environment encourages positive behaviour
- ▪ Ensuring that staff deal effectively with poor behaviour
- ▪ Monitoring how staff implement this policy to ensure rewards and consequences are applied consistently to all groups of pupils
- ▪ Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- ▪ Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- ▪ Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- ▪ Ensuring this policy works alongside the safeguarding policy to offer pupils both consequences and support when necessary
- ▪ Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and Colleagues
Colleagues are responsible for:

- ▪ Following **three** consistencies, as part of the relational and universal approach.
    - o A calm, consistent approach
    - o Relentless routines
    - o Work hard to sustain positive working relationships

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold the school rules and values
- Recording behaviour incidents promptly
- Challenging pupils to meet the school's expectations

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

Pupils

Pupils are expected to:

- To work to the best of their abilities
- Be kind to everyone
- To treat other pupils and adults with respect
- In class, make it possible for all pupils to learn
- Treat the school building and school property with respect
- Be honest, take responsibility and put things right
- Accept consequences when given

Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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
- Support any work following incidents of concern
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

11. School Behaviour Curriculum

To ensure children develop their understanding that behaviour supports the learning of everyone at Kibworth. We establish a clear sequence of consistent expectations that are role modelled by adults.

Each expectation layers on top of each other; it is therefore important that the first is established in order to build a culture of calm and consistency across the whole school.

1. Consistent, calm adult approach

2. First attention to best conduct

3. Relentless Routines

4. Scripted Interventions

5. Restorative follow up

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

11.1 Classroom management

Teaching and cover staff are responsible for setting the tone and context for positive behaviour within the school.

They will:
- Create and maintain a stimulating environment that encourages pupils to be engaged
  - Display the behaviour systems, expectations and their own classroom rules
- Have systems routines and expectations for moving around the school
- Develop positive relationship with pupils, which may include:
  - Greeting pupils in the morning/afternoons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
- Establishing consistent end of day/lesson routines to allow the next day to begin positively.
- Planning for dealing with low-level disruption
- Using positive language to support reflection
- Take time to understand the causes of the behaviour

11.2 Responding to positive behaviour

When a pupil's behaviour meets or goes beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:
- ✓ Praise
- ✓ Smiles and visual encouragement
- ✓ House Points
- ✓ Stickers
- ✓ Postcard home – sharing your achievement with your family
- ✓ Vouchers for 5 postcards
- ✓ Whole class rewards
- ✓ Sharing achievement with other children
- ✓ Visit to other members of staff for recognition and praise
- ✓ Certificates
- ✓ Letters or phone calls home to parents
- ✓ Special responsibilities given

11.3 Restorative Practice

Restorative practice involves helping the child to reflect on the behaviour, its consequences and what they can do to make it better. Restorative Practice is used as a tool to foster awareness of

how others have been affected by inappropriate behaviour. At Kibworth, our vision involves developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their own behaviour.

Restorative practice centres around a set of key questions that help children think about their behaviour and understand how they can correct it:

Restorative Questions

What happened?

What were you thinking and feeling at the time?

What have you thought about it since?

Who has been affected and in what way?

How could things have been done differently?

What do you think needs to happen to make things right?

11.4 Restorative Practices Framework

At Kibworth CE Primary School, we believe it is best to do things with people. Wherever possible we use a fair process and our response to challenging behaviour always involves building relationships and repairing harm. It is our aim that our community follows this Restorative Practices framework to:

- Improve behaviour and attitudes
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
- Improve relationships, establish rights, accountabilities and responsibilities to the community
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues

11.5 Restorative Circles

To help strengthen the relationships and emotional relationships, each class begins the week with a 'Check In' Circle. During this time classes sit together in a circle and everyone says something about themselves and how they are feeling. This ensures that all classes start the week in a personal way, and allows all children to have a voice and be heard. Staff intervene and support any child who may share an uncomfortable feeling and further discussion with an adult may be required to ensure that the child is ready to learn.

During the week, classes will check in or check out at different times, as and when appropriate. Through our restorative circles, expectations of behaviours are taught and reinforced on a regular basis and this is on-going throughout the year. Each class develops their own class rules for learning, circles and behaviour.

Classes also use other restorative circles, which teaching staff and cover staff are trained to facilitate. These may include:

- Icebreaker circles
- Restorative Norm Circles
- Aspirations Circles
- Aims for the Day Circles

11.6 Responding to negative behaviours

Everyone is expected be 'Ready to Learn' and therefore maintain the highest standards of positive behaviour for learning, to accept responsibility for their actions and encourage others to do the same. When behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of pupils' negative behaviour.

All children have the opportunity to make the right choice with support from adults through reminders and refocussing and, for the vast majority of our children, a gentle reminder is all that's needed. However, on some occasions, adults will use the restorative strategies in a calm and consistent manner for dealing with behaviour, with any child who is hindering their own learning and that of other children. It is essential that pupils know with certainty that negative behaviours will always be addressed and change required.

Our use of restorative strategies guide adults to teach and model to children self-discipline, and echo our core values, with a heavy emphasis on respectful relationships between all. Adults utilise Zones of Regulation and emotion coaching throughout restorative strategies to support the child's ability to self-regulate their emotions.

Adults will deal with behaviour without delegating. Senior Leaders stand alongside adults to support, guide, model and show a unified consistency to the child or children.

Children are held responsible for their behaviour through restorative conversations. This approach is about building and maintaining relationships that are respectful and empowering. This is central to providing effective support for emotional wellbeing and positive behaviour for learning.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

De-escalation techniques should be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.
An adult will use a combination of such restorative strategies to deescalate behaviour, where possible.

11.7   Restorative Strategies

Reminder:	Reporting and Recording
A non-verbal cue or 'drive-by' in the form of a gentle encouragement / a 'nudge' in the right direction to make the right choice / a small act of kindness. This should be seen as an opportunity to step down the ladder.	
Refocus:	
Child refocused of the expectation, the rule they need to be following and how to change the behaviour, delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.	Persistent need for reminders, and refocus will be recorded
Redirect:	
A clear verbal caution delivered assertively and privately, where possible, of the behaviour in need of changing. What the change might look like and make clear awareness of the consequence should they continue with the behaviour. A child's choice explained relating to the specific behaviour. Child reminded of their previous positive behaviour. This is the final opportunity to re-engage with the learning. **30 second microscript:** I've noticed… I need you to…	Incident recorded - including outcome from the parent conversation Parents informed

If you choose…that would be fantastic, as that shows (specific behaviour). If you choose not to, then (consequence). Do you remember when… Thank you for listening.	
Reflect with Class Teacher:	**Reporting and Recording**
The child will speak to the adult away from others where boundaries are assertively reset. The child is asked to reflect on their next step and how behaviour will change. The adult will reinforce every choice has a consequence and will follow up on that consequence. Again, the adult will remind a child of their previous positive conduct. Adults may use the following scripted sentence starters: I expected to see you… You chose…and that is not (specific behaviour). As a result, I will follow up (consequence). I know you will… Thank you for listening. At this stage, adults resist endless discussions around behaviour and spend their energy returning to the learning. At a convenient time, a **Restorative Conversation** will automatically follow this strategy using the Restorative Questions.	In the first instance behaviour change targets are recorded. If repeated, a Reflection Sheet is completed Parents / carers informed by the class teacher Incident recorded - including outcome from the parent conversation
Review with Senior Leader:	**Reporting and Recording**
Should the child's behaviour persist to the point that it is preventing the learning of other children or high level behaviours are displayed, the child will need to reflect with a member of the Senior Leadership Team. This is to support the class teacher by giving the child an opportunity to reflect away from others in private, before re-engaging them with their learning back in the classroom. At this point, the class teacher will need to address the behaviour with the child at the first/next convenient time. The focus of the conversation will be on the barriers the child has to achieving the Behaviour Change targets they have agreed to. The reason for the agreed behaviour will be reinforced and actions set. Actions and progress will be reviewed within an agreed timeframe eg (lesson/session/day/week) with senior leader and class teacher.	Parents / carers informed by the class teacher Actions recorded - including outcome from the parent conversation

Adults will deliver an explanation of the consequence, which will be a reasonable, measured and proportionate response to what the adult's expectation is. All microscripts must be followed up with the next step of a Restorative Conversation.

If giving behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Non Engagement with Restorative Approaches

During progress reviews the teacher and senior leader will evaluate the child's progress and targets. Should a child **not engage** with agreed actions or there are **continued persistent serious breaches** of the school's behaviour policy a meeting with parents will be arranged to discuss how the child can be supported from home and at school to meet the requirements of this policy.

Should a pupil refuse to engage with restorative conversations, a sanction may be applied.

Review with Parents	Reporting and Recording
Should the child's behaviour persist or Behaviour Change targets are not being engaged with, the child will need to reflect along with senior leaders and the child's parent/s. Other adults from the team around the child will be invited as appropriate. The focus of the meeting will be on the barriers the child has to achieving the Behaviour Change targets and ways to support the child in finding a way to ensure that behaviour returns to the expected standard. A behaviour plan/contract may be created outlining clear goals for changes in behaviour and support to be provided. Actions form the meeting will be recorded and support arranged as appropriate A review will be arranged within a specific timeframe agreed at the meeting and a follow up agreed.	Parents/carers invited to a meeting to discuss ways of supporting the child Actions recorded - including outcome from the parent conversation Behaviour Plan shared with parents (if applicable)

Insufficient Progress towards Behaviour Plan

Should progress towards the Behaviour Plan **not be deemed sufficient or negative behaviours persist** the Headteacher will arrange a review with parents and team around the child.

Headteacher Review	Reporting and Recording
Where requirements of a Behaviour Plan are not being met sufficiently to meet the targets outlined within the behaviour plan The headteacher will review interventions so far and decide upon next steps and discussion with parents The focus of the meeting will be on finding a way to ensure that behaviour returns to the expected standard. This may include a period of suspension to allow the pupil to reflect on the changes required. Actions form the meeting will be recorded and support arranged as appropriate A review will be arranged within a specific timeframe.	Parents/carers invited to a meeting to review the child's behaviour plan Actions recorded - including outcome from the parent conversation

11.8 Differentiation within a Restorative Approach

At Kibworth CE Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the restorative approach always underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the

concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school wherever required. Pupils with low levels of emotional maturity or those with SEND can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the restorative approach using tailored resources, lessons and at their own pace and level. Emotion cards, visual prompts and social stories are used to support this teaching.

Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Strategy meetings will be organised by the SENDCo Staff, where all relevant staff will use their discretion and in-depth knowledge of the child involved to determine how best to implement this approach and who to involve.

11.9 Supportive Strategies:

Some children, at some time during their school life, will require support for managing their emotional responses towards identified situations. These incidents will be monitored and analysed for trends or emerging patterns. At these times, the team around the child will discuss early intervention strategies with adults. These preventative strategies foster our common purpose of helping everyone to learn. Parents /carers are informed by class teachers, pastoral team and Senior leaders.

Supportive strategies may include:

- Use of emotion cards, visual prompts, social stories

- Playtime Provision

- ELSA Provision

- 1:1 support sessions

- Nurture Groups

- Mindfulness, Relaxation, Sensory Breaks

- Safe spaces

- Programmes concentrating on social and emotional needs

- School-led Early Help Assessment

- Referral to external agencies

- Placement on our Special Education Needs and Disabilities (SEND) register for Social, Emotional and Mental Health (SEMH) needs.

12. Playtime and Lunchtime Behaviours

Supervision
During unstructured times adults should be vigilant for situations that may cause behaviour issues at all times. The primary role of a duty is to supervise the children and ensure good conduct. Supervision should be undertaken as the prime role of incident reduction. Adults should circulate and be stationed around the area to ensure coverage of all aspects. Being vigilant to any potential incidents, adults should be curious as to any actions beyond the norm, move closer and use early intervention through **refocus and reminders.**

If refocus and reminders are not effective, then a redirection should be used. This should follow the 30 second microscript.

Dealing with incidents

Where there is an incident, these should be investigated using the Restorative Questions to establish the circumstances. Once the facts have been established, it may be that pupils need to reflect on how behaviour needs to change. This can take place in the reflection zone.

Reflections are shared with class teachers – changes of behaviour should be reiterated at the next social time and reviewed on return.

Should behaviour not change – the child will enter the Behaviour Chart with a Reflection with the class teacher.

Support
Some pupils find having unstructured periods of time, such as playtime, extremely challenging. We offer different methods of support including lunchtime retreat, named adults and safe spaces to give pupils the opportunity to remove themselves from any social situations that may cause them to become upset and unable to manage their feelings or behaviour.

We may also create a bespoke Behaviour Support package to reduce the amount of time at any one activity.

13. Consequences

Children must be made aware that their behaviour choices may have consequences. We will consistently follow the the 'Ready to Shine' chart which is displayed in every classroom.

Consequences may include:
- A verbal reminder or refocussing of the expectations of behaviour
- Reflection Time
- Reflection Sheets
- Expecting work to be completed following the lesson (play, lunch, home)
- Loss of social time
- School-based community service, such as tidying a classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents
- Agreeing a behaviour contract
- Putting a pupil 'on report'
- Removal of the pupil from the classroom
- Suspension or permanent exclusions, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing consequences and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

The school may use one or more of the following consequences in response to failure to engage with restorative practices or reparation:

- Loss of social time
- 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.

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 offsite 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.

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom must be supervised and will be removed until they are regulated and able to return to normal learning.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with team around the child
- Meeting with parents and team around the child
- Use of support staff
- Short term behaviour report cards
- Long term behaviour plans
- Pupil support sessions
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal.

14. 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 consequences for those children who may be recognised as having, or are displaying features of, mental health issues.

15. 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.

16. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful

- Repeated, often over a period of time

- Difficult to defend against

Bullying can include:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including:	Verbal abuse, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality, difference)
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Our approaches to combating bullying are outlined in our Anti Bullying Policy

17. 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 suspension will be considered. The pupil is suspended 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 suspension 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.

Please refer to our Exclusions Policy for more information.

18. 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 to 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.

19. Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

20. Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

21. Reasonable Force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder

- Hurting themselves or others

- Damaging property

- Committing an offence

Incidents of reasonable force 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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Using reasonable force will be carried out in-line with our Physical Interventions Policy.

22. Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

23. 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.](link)

24. Pupil Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, 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. Key information including ACES and external factors will be shared promptly with relevant staff.

25. Staff development and support

Our staff are provided with training on managing behaviour and positive behaviour management strategies. Behaviour management forms part of whole staff continuing professional development. Some members of staff will be Team Teach trained.
All of our staff will undergo regular Trauma Informed training. All of our staff understand that presented behaviour are often an outcome or a response to ACES

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

Appendix 1: Restorative Strategies

Appendix 2:Ready to Shine Classroom Expectations

READY TO SHINE
Class

Expectation 1

Expectation 2

Expectation 3

Expectation 4

Expectation 5

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: Restorative Practivce Resources

Restorative Conversations

What happened?
What were you thinking?
What do you think now?
Who has been affected by this?
What's been the hardest things for you?
What needs to happen to put this right?
What will you do differently next time?

Choices Questions

What choices did you have?
What choice did you make?
What other choice could you have made?
How did your choice affect others?
How would things be different now?
Are you willing to put right your choice?

Kibworth CE Primary School
Restorative Reflection Sheet

Pupil	Class	Date	Adult

It would be good to consider who has been affected by this behaviour, what are the needs of those affected by the behaviour and how will this restorative work meet those needs?

What happened? What happened first? Where were you when this happened? What else happened?

What were you thinking?

What do you think about it now?

Who has been affected by what happened and how?

What needs to happen to put this right?

What do you need to do differently?

Kibworth CE Primary School
Restorative Reflection Sheet

Pupil	Class	Date	adult

What happened and why?

I hurt someone   I said unkind words   I didn't follow the rules

What do I need to do now?

Say sorry for my actions   Have some calm/quiet time

If I feel angry again, what am I going to do?

Tell a grown up   walk away   take a breath
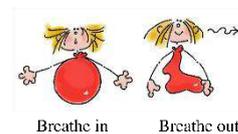
Kibworth CE Primary School
Restorative Reflection Sheet

Learning

Pupil	Class	Date	Adult

What happened and why?

I was shouting out   I threw something   I was being silly

What do I need to do now?

Say sorry for my actions   Have some calm/quiet time

What am I going to do?

Tell a grown up   Good looking and listening   Take a breath

Breathe in   Breathe out
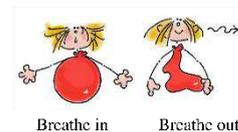
Other visual graphics to be added to sheets as appropriate

Broke something	Scribbled on something	Hurt someone	Was unsafe
Something different	**What happened?** ?		Wasn't respectful
Destroyed my work	Threw something	Didn't listen to instructions	Used negative language

Me	A friend	A teacher	My class	Other children
My Dad	**Who has been affected?**			A group
My Mum	My family	Animals	Community members	Someone else
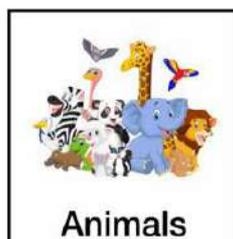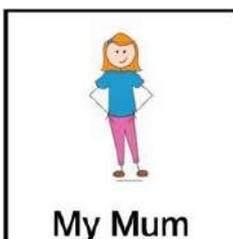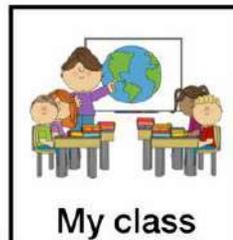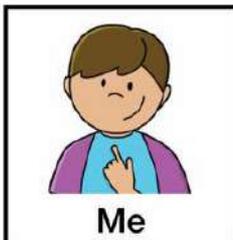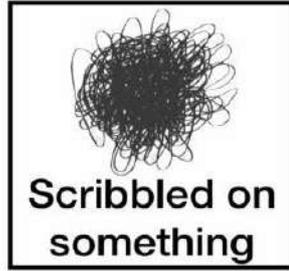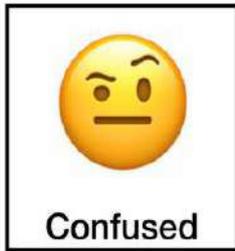
Confused	Worried	Sad	Excited	Distracted
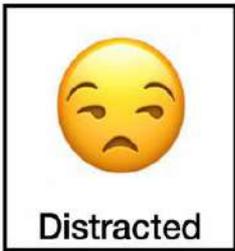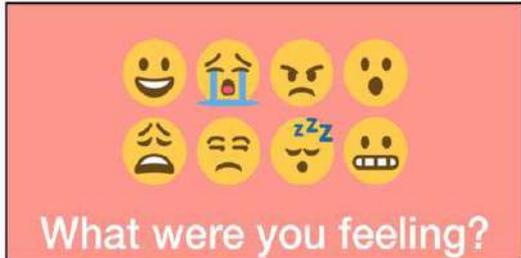
Something different	What were you feeling?	Scared

Angry	Anxious	Giggly	Silly	Fizzy
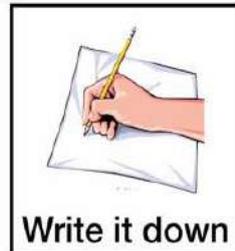
Write it down	Write a letter	Talk with someone	Say sorry to someone	Fix something

Have thinking time	What needs to happen to put it right?	Tidy Up/clean something

Make a change	Make a plan	Practice	Finish my work	Something else
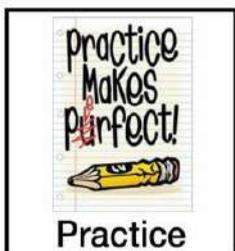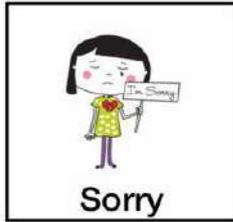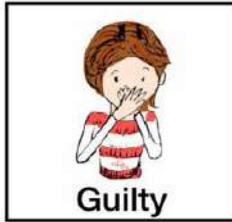
Sad	Sorry	Guilty	Ashamed	Tired
Fizzy	How do you feel now?			Worried
Calm	Better	Okay	Something different	Unsure
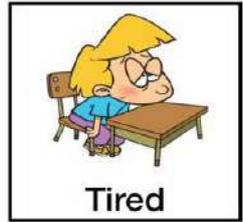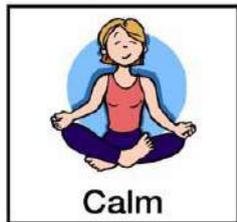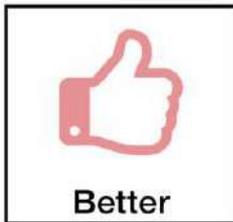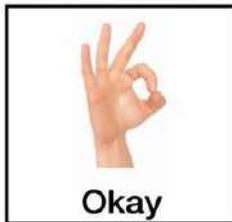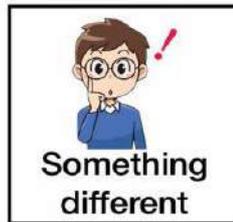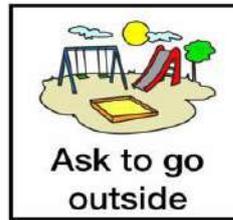
Something else	Ask to go outside	Go to a calm space	Get a fiddle toy	Tell someone how I feel
Count to 10	Next time I could...			Tell an adult
Walk away	Play with someone else	Ask for help	Make a change	Take deep breaths
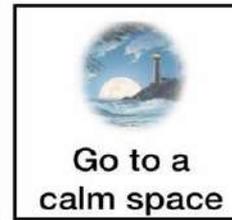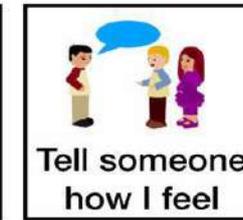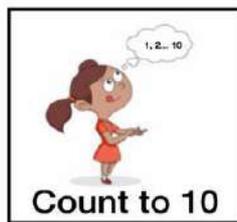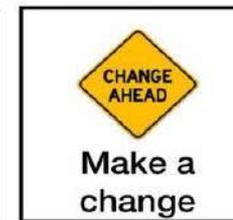
Appendix 5: School Behaviour Responsibilities

Our
Behaviour Responsibilities

KINDNESS

Show respect
Be kind
Be Safe

RESPECT

TRUST

Be honest

RESPONSIBILITY

Take responsibility

Put things right

Appendix 6: Our School Rules

Safe

We will take actions to keep ourselves and others

Safe

Happy

We take responsibility for making our environment

Happy

A
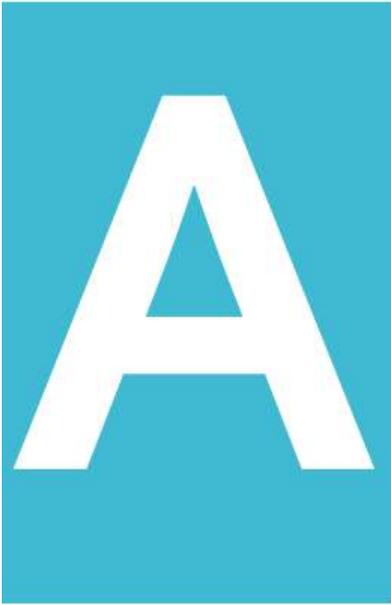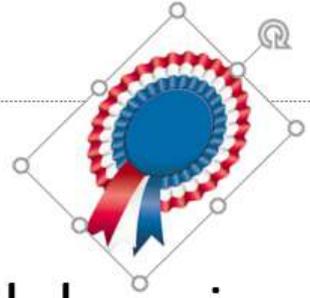
Achieve

We will join in with learning and be individuals who

Achieve

P

THANK YOU!

Polite   PLEASE

We believe that it is always important to be

Polite

Enthusiasm

E

We will tackle all situations and activities with

Enthusiasm

Appendix 7: Emotion Coaching

Emotion Coaching

Emotion Coaching is an approach that focusses on the development of emotional regulation through trusted and respectful relationships. It can benefit all to understand and regulate (control) their emotions, in order to manage strong feelings and take accountability for their behaviour.

Emotion Coaching is about responding to children when their feelings are still at a low level of intensity, which reduces the need for children to escalate their emotions and behaviour. It recognises all emotions as natural and normal, and uses moments of negative feelings as opportunities for teaching. This enables adults teach and model calming and soothing strategies in moments of distress.

When the child is calm and in a relaxed and rational state, adults explore the feelings that gave rise to their distress. This enables adults to scaffold alternative strategies that lead to more appropriate and productive outcomes. This approach empowers the child to recognise they can overcome difficulties and manage strong emotions; **a skill they will benefit from throughout life.**

It does not involve disapproval of a child's emotions, and yet, at the same time, there are clear limits about inappropriate behaviour.

Adults utilise principles of emotion coaching throughout their daily practice, and throughout the 30 second microscript.

Step One: empathise, validate and label

"I've noticed … (you are feeling frustrated / upset / excited / livid. I would feel that way if that happened to me. It's normal to feel like that)."

Step Two: setting limits

"I need you to … (show safe behaviour, because that is one of our Golden Rules. Kicking the wall is not safe).

Do you remember when … (you were exerting your energy in a safe way and walking with me. That is the child I need to see).

Thank you for listening."

Step Three: problem solve

"Next time you're feeling like this, what could you do?"

"How do you think you will react if this happens again?"

It may be necessary to complete reparation at this point.

Appendix 8: Zones of Regulation

Zones of Regulation

Zones of Regulation© by Leah Kuypers is an approach to support emotional literacy / learning. It is a programme to help a person gain skills in the area of self-regulation. Self-regulation can go by other names such as self-control, self-management and impulse control.

This approach is designed to help children / adults recognise when they are in the different zones, as well as learn strategies to change or stay in the zone they are in. Children / adults learn that they will go in and out of Zones throughout a day / week and this is normal to experience. In addition to this, a child / adult will gain an increased vocabulary of emotional terms, skills in reading other's facial expressions, insight into incidents that trigger an emotional response, calming and alerting strategies and problem solving skills.

The Zones assist children to recognise how they are feeling and their level of alertness at this time by categorising this into one of four coloured zones.

Blue Zone - Running slow
The Blue Zone describes low states of alertness and feelings, such as when one feels sad, tired, sick, or bored.

Green Zone - Ready to go <--------- the aim!
The Green Zone describes a calm state of alertness and neutral emotions. A person may be described as happy, focused, content, or ready to learn.

Yellow Zone – Caution
The Yellow Zone describes a heightened state of alertness and elevated emotions; however, one has some control. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness.

Red Zone - Stop
The Red Zone describes extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, explosive behaviour, devastation, or terror. A person may be described as "out of control."

Appendix 9: Kibworth Behaviour Blueprint

Kibworth Behaviour Blueprint

Our Rights:
o The right to respect and fair treatment
o The right to learn
o The right to feel and be safe

Our Responsibilities:
o Show respect
o Be kind
o Be honest
o Be safe
o Take responsibility for their actions
o Be committed to putting things right when they go wrong

Our School Rules
✓ We will take actions to keep ourselves **Safe**
✓ We take responsibility for making our environment **Happy**
✓ We will 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**

Behaviour is Everybody's Business
Recognition, Recognition, Recognition – Routinely Praise Positive Behaviour

Restorative Approaches

Remind:
A non-verbal cue or 'drive-by' in the form of a gentle encouragement

Refocus:
On the rule, delivered privately, where possible, Focus on de-escalation

Redirect:
clear verbal caution delivered assertively and privately, where possible, of the behaviour in need of changing What the change might look like and make clear awareness of the consequence reminded of their previous positive behaviour

Reflect with Class Teacher:
The child will speak away from others the adult will reinforce the consequence from the micro script consequence and will follow up on that consequence. Again, the adult will remind a child of their previous positive conduct.

Review with Senior Leader:
giving the child an opportunity to review away from others with a senior member of staff. Focus on the barriers to Behaviour Change targets. Behaviour targets reinforced and actions set

Adult Consistencies
o A calm, consistent approach
o Relentless routines
o Work hard to sustain positive working relationships

30 Second Micro script
I've noticed…

I need you to…

If you choose…that would be fantastic, as that shows (specific behaviour).

If you choose not to, then (consequence).

Do you remember when…

Restorative Questions
What happened?

What were you thinking?

What do you think now?

Who has been affected by this?

What's been the hardest things for you?

What needs to happen to put this right?

What will you do differently next time?