Kirk Ella St Andrew's Behaviour Policy

Building respect, resilience and responsibility to encourage confident and questioning children who love learning.

Date of last review Spring Term 2025
Review in Spring 2026

Our behaviour policy is based on the core values of respect, resilience and responsibility encourage confident and questioning children who love learning and who feel safe and happy.

We believe that:

- good behaviour is essential for effective teaching and learning to take place
- everyone should be free from discrimination
- creating a positive culture promotes excellent behaviour

Our behaviour policy has been written in light of the recommendations made in the DfE publication, 'Behaviour in Schools – Advice for headteachers and school staff' updated in February 2024.

Aims

This aims of this policy are:

- to promote positive relationships
- to enable pupils to take responsibility for and to learn from their actions using restorative practice
- to help children develop strategies to cope with emotions by building positive relationships
- that pupils can learn in a calm, safe and supportive environment
- that pupils feel safe, valued, and respected
- that pupils learn free from disruption
- that all adults set an excellent example
- that stake holders have the same high expectations of behaviour
- to have a consistent whole school approach to behaviour management
- that the Kirk Ella stepped approach to behaviour is followed
- to provide clarity and guidance around behaviour for pupils with SEND
- to ensure all stake holders understand what unacceptable behaviour is, including bullying and discrimination

Our core values and behaviour curriculum

Our core values are to build respect, resilience and responsibility to encourage confident and questioning children who love learning. These values are integral to the culture of our school.

The behaviour curriculum defines the expected behaviours in a school and what successful behaviour looks like. This is our behaviour curriculum, as defined by all stake holders:

<u>Core values</u>

Respect	Resilience	Responsibility
- saying please, thank you and you are welcome - listening to others - facing the person speaking - allowing others to speak - holding doors open for others - talking kindly to others. - keeping the school tidy - saying sorry - saying good morning and good afternoon to others - being polite to visitors - being quiet and calm when moving around school - valuing others - treating everyone fairly	- keep trying even if you get it wrong - not giving up - believing you can succeed if you keep trying - having the courage to have a go - having the courage to ask for help - understanding that we learn from mistakes	- being on time - looking at the teacher ready to learn. - using initiative - being calm and sensible - listening carefully to others - giving 100% effort - completing homework - being dressed appropriately - being in the right place at the right time, doing the right thing - lining up quietly and sensibly - following instructions - looking after your own belongings - making the right choices and when you don't, accepting and learning from your mistakes - knowing what to do when you feel unsafe - knowing what to do when something is unsafe.

<u>Our expectations</u>

Moving around the school

- line up quietly, in alphabetical order, facing forwards
- walk on the left
- walk quietly and sensibly
- use indoor voices

Playtime and lunchtime behaviour

- listen to and respect all staff
- walk to and from the playground calmly and sensibly
- play safely and fairly
- be kind, caring and helpful
- include people
- share equipment
- listen to each other when playing games
- use kind words.
- stop when instructed
- line up when instructed
- look after playground equipment
- help playground monitors by collecting equipment
- walk in groups of no more than 4 during the daily mile
- walk on the line without over taking during the daily mile
- sit in the correct area to eat lunch
- use a quiet voice when having lunch
- try to use a knife and fork correctly
- tidy away your lunch and leave the table clean and tidy
- use good manners when eating

Classroom routines

- tidy up and put resources away
- know classroom routines
- follow classroom routines
- use good manners
- be in class as quickly as possible

End of day routine

- in foundation stage to year 3 children must wait until a teacher/TA has identified the adult collecting them
- in years 4-6 children must wait in their designated areas and return there if their home time arrangements are not as expected
- in years 4-6 children are to inform a member of staff if their home time arrangements are not as expected so that alternative arrangements can be confirmed with parents/guardians. A child in these year groups may leave on their own if parents /guardians have informed the school and the child
- know our routines to keep us safe
- walk out of school respectfully

Mobile phones

- children are not allowed to have mobile phones or other smart technology with them on-site
- children may have a mobile phone if they are walking home in Year 5 and 6. A mobile phone form is required to be completed and signed if this is the case.
- all mobile phones need to be handed in to the office and they are returned at the end of the day.
- all phones need to be turned off prior to entering the school grounds.

Please refer to the school's mobile phone agreement and policy.

Roles and responsibilities

The Governing Body

- collaborate with the headteacher to write, review and approve this policy
- work with the headteacher to monitor the effectiveness of the policy

The headteacher

- oversee the writing, review and implementation of the policy with the Governing Body
- ensure the policy is in line with national guidance and legislation
- implement the policy, modelling expectations to staff
- support staff in applying the policy
- ensure the school environment encourages positive behaviour
- monitor how staff implement this policy to ensure rewards and our stepped approach for misbehaviours is applied consistently

Staff

- implement this policy consistently
- support others to implement this policy
- model positive behaviour
- provide a personalised approach to children with specific needs
- record behaviour incidents on CPOMS.

The senior leadership team will support staff in responding to behaviour incidents (refer to our stepped approach).

Children

- display the core values (respect, resilience and responsibility)
- follow our behaviour curriculum
- know that they have the right to learn in an environment that is calm, safe and supportive

Parents and carers

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour, working in collaboration with them to tackle behavioural issues.

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
- take part in any pastoral work following misbehaviour (e.g., attending reviews of specific behaviour interventions)
- take part in the life of the school and its culture

It is important that parent/carers ensure their behaviour is appropriate when discussing issues with the school. See Parent and Carer Code of Conduct for more information.

Behaviour management procedures

Give me five

Our school uses the 'Give me Five' behaviour management strategy. A set of posters is displayed in all classrooms. The strategy is implemented as follows:

Adult's actions	Children's actions	Use it for:	When it is not used
- hand in the air, - say give me five - wait until all children comply with give me five	- stop - be silent - listen - look - be still	- classroom management - giving instructions - stopping an activity - starting a new activity - addressing the class	When children are: - dysregulated - unsafe, - absconding, - engaging in dangerous behaviour

Responding to and encouraging positive behaviour

Praise

In our school we endeavour to praise and celebrate positive behaviour. We do this because:

- praise creates a happy place for learning
- praise encourages positive behaviour from all
- praise helps children know what they are good at and encourages them to show resilience
- celebrating good behaviour creates a positive school community.

Roles

Children are encouraged to take responsibility for their own actions and to be a positive role models for others in the following ways:

- house captains are elected yearly from year 6. They will represent their houses for various events
- years 1-6 vote for a class member to represent them in the School Council
- children can apply to be Jigsaw Juniors in years 4, 5 and 6
- children are given classroom jobs.

Rewards

Positive behaviour will be rewarded with:

- praise
- house points – a maximum of 3 given at any one time
- reward afternoon – top 5 house point scorers in each class (termly)
- star stickers – given by lunchtime staff as house points
- reward cards – to take home when they display our core values
- merit certificates – for displaying core values, 2 per class, awarded in assembly
- regular reader certificates – reading consistently 4 or more times a week (termly)
- TT Rock Stars Certificates – consistently accessing during a term
- Headteacher's Award – for demonstrating exceptional behaviour or achievement
- Golden Table Award - weekly to one child per year group at lunchtime. The children can eat at the golden table with a friend on Fridays with the headteacher
- Attendance Awards - classes with the top weekly attendance in FS/KS1 and KS2 are awarded a certificate in assembly and they look after the two school mascots Kirk and Ella for the week
- Class reward - Each class determines their own class target based on our core values. When the class achieve this 20 times they can choose an hour of the following rewards: movie time, indoor games (board games or party games), indoor choosing time or outdoor choosing (using playground equipment).

Responding to and dealing with inappropriate behaviour

We expect every adult to:

- develop positive relationships with all children
- always address and support pupils who are failing to meet expectations
- deal with all inappropriate behaviour sensitively
- to be calm and respectful when dealing with children
- to use the stepped approach
- follow up all behaviour with restorative conversation

We have defined behaviour into 2 categories, inappropriate behaviour and serious inappropriate behaviour.

Inappropriate behaviour is defined as:

- disruption in lessons, in corridors between lessons, and at break and lunchtimes
- non-completion of classwork
- not adhering to our core values (respect, resilience and responsibility)

Serious inappropriate behaviour is defined as:

- repeated breaches of our core values (respect, resilience and responsibility), that lead to unreasonable high-level disruption of children's right to learn
- any form of bullying, harassment or discrimination such as racist, sexist or homophobic behaviours (please refer to the Anti-Bullying Policy)
- physical violence or verbal aggression directed towards an adult or pupil
- use of object/weapons to hurt others
- serious/ continued bullying incidents
- vandalism leading to significant damage of school property and resources
- possession of any prohibited items (knives or weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, vapes, fireworks, pornographic images, 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))
- absconding from classrooms
- sexual violence
- sexual assault
- sexual harassment including online
- theft
- smoking/vaping

Our stepped approach to inappropriate behaviour

Step 1	• a gentle reminder to get back on task or modify their behaviour
Step 2	• if the inappropriate behaviour continues, the first reminder card is given • ask the child/explain which core value they need to demonstrate and how they must modify their behaviour • the reminder card can be rescinded if the behaviour is modified
Step 3	• if the behaviour is not modified a second reminder card is given • at an appropriate time, ensuring that the child is ready/able to discuss their behaviour, the adult gives the child a Time to Reflect card or activity • the child uses the card/activity to reflect on the behaviour • this is followed by a restorative conversation with an adult • if a child requires repeated restorative conversations during a week, record a summary on CPOMS under low level behaviours and inform parents.
Step 4	**If behaviour is not modified:** • inform a member of SMT • use of Time to Reflect card/activity and restorative conversation • record on CPOMS
Step 5	**If the behaviour is not modified:** • pupil is seen by member of the SMT. • SMT uses Time to Reflect card/activity and restorative conversation • report the behaviour on CPOMS • parents are informed
Step 6	**If the inappropriate behaviour persists:** • inform Deputy Head or Headteacher and arrange a formal meeting with the class teacher, Deputy Head or Headteacher and parents/carers. • use structured conversation sheet as a guide outlining the severity of the situation and agree targets and ways forward giving the date of review. • parents/carers are kept informed of behaviour in a form agreed in the meeting. • a behaviour support plan may be created **The school will take advice from local authority behaviour advisors when necessary.**
Step 7	**If the inappropriate behaviour persists or serious inappropriate behaviour occurs the following options are open to the Headteacher:** • internal suspension - for an agreed period or lunchtime suspension with a graduated integration • fixed term suspension • permanent exclusion
	• **Once behaviour incidents have been satisfactorily addressed the incident should be recorded as resolved on CPOMS.** • **Serious inappropriate behaviours can be accelerated through the stages (note stage on CPOMS).** • **Restorative conversation questions are displayed in each room and all staff had a small copy to refer to.** • **At lunchtimes the same approach should be followed but a lunchtime reminder card should be filled out and given to the lunchtime supervisor at the end of the session.**

Restorative Conversation Script

The aim of restorative conversation is to improve communication, understanding and empathy.

1. **What happened?**	Before restorative conversation takes place, the child should be calm and in a suitable environment. Objective: the child feels heard and understood • where possible, empathise with the child (*I understand why you…*) • make sure the child feels heard *(don't interrupt them, don't correct them)* • demonstrate active listening and ask questions if necessary *(use facial gestures, body language, words e.g., 'yes', 'okay', 'I see')* • confirm your understanding *(repeat what they have said, Do you mean…? Are you saying this … happened?)*	
2. **What were you thinking and feeling at the time?**	Objective: help the pupil express their perspective at the time of the incident • empathise with the child's feelings *(I understand …)*	
3. **What have you thought about or felt since then?**	Objective: give time to reflect on their behaviour after they have calmed down or been taken away from the incident	
4. **Who has been affected by what happened and how?**	Objective: provide an opportunity for them to reflect on the consequences of their actions and who they may have affected. • encourage the child to empathise with others *(How would you have felt if…? Has this ever happened to you? How do you think… feels?)*	
5. **What needs to happen to make things right?**	Objective: give the child the responsibility to correct their behaviour • *What can you do to make things better? How can you solve this?*	
6. **What have you learnt and what will you do differently next time?**	Objective: help the child find strategies to modify their behaviour • *What have you learnt from this? What will you do next time? How can you remember to do this?* • Strategies to use: tell an adult, count to 10, walk away, take a deep breath	
7. **What can I do to help you?**	Objective: children understand that you are there to support them to modify their behaviour	

Please note: further restorative conversations may be required when working with groups of children who are in dispute.

<u>Reasonable force</u>

Reasonable force covers a range of interventions that involve physical contact with pupils. Specific staff are Team Teach trained. All trained members of staff have a duty to use reasonable force using the Team Teach guidelines and can only be used 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 on CPOMS
- be reported to parents, unless to do so would put the child in danger (in this instance the local safeguarding LADO will be informed).

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.

<u>Safeguarding</u>

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection.

We will consider whether a pupil's inappropriate behaviour may be linked to them suffering, or being likely to suffer, significant harm. This will be recorded on CPOMS and appropriate action will be taken (refer to our Child Protection Policy).

Behaviour and Pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of inappropriate behaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of inappropriate behaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of inappropriate behaviour will be made on a case-by-case basis. The graduated approach is used to assess, plan, deliver and then review the impact of the support being provided.

When dealing with inappropriate behaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy.

<u>Legal duties</u>

The legal duties include:

- taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)
- using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- if a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Our approach to anticipating and removing triggers of inappropriate behaviour are listed below:

- short, planned movement / sensory breaks for a pupil with SEND who finds it difficult to sit still for long
- adjusting seating arrangements to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- training for staff in understanding pupil's individual needs and their condition
- use of separation spaces (sensory zones or nurture rooms) where pupils can regulate their emotions during a moment of sensory overload
- individual behaviour plans
- individual risk assessments

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction (see individual behaviour plan/ risk assessment), and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinators (SENCOs) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This will be discussed in a pupil support meeting, a cause for concern form will be completed and if appropriate an individual behaviour support plan/risk assessments may be used.

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, after consent from parents, 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.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the issue. If appropriate, the school will request an emergency review of the EHC plan.

Guidance on specific behaviour issues

Child-on-child abuse

This school recognises that children sometimes display harmful behaviour. Such incidents or allegations must be referred on to external agencies for appropriate support and intervention. Child-on-child abuse is unacceptable and will not be tolerated.

To prevent child-on-child abuse and address the wider societal factors that can influence behaviour, we educate pupils about abuse, its forms, the importance of discussing concerns and respecting others. This is delivered specifically through the PSHE curriculum (Jigsaw).

We ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced PSHE curriculum.

Child-on-child abuse is a significant behaviour incident category on CPOMS and will be selected when the school recognises such incidents.

Sexual harassment and sexual violence

We ensure that children are taught that sexual harassment and sexual violence is always wrong (although this is not explicitly taught until KS3, it will be covered in the RSE curriculum.

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how small they feel it might be.

The school's response will be:

- proportionate
- considered
- supportive
- decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- responding to a report, carrying out risk assessments, where appropriate, to help determine whether to manage the incident internally
- referring to early help
- referring to children's social care
- reporting to the police

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 needs help, or if 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.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the Police, Headteacher, DSL, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, if it does not conflict with police action.

If a report to the police is made, the Headteacher or DSL will make a tandem report to children's Social Care, if appropriate.

Off site behaviour

Consequences in line with the behaviour policy can be applied when a pupil has displayed inappropriate behaviour off site when representing the school. This is when the pupil is:

- taking part in any school-organised or school-related activity (e.g., school trips)
- travelling to or from school
- wearing school uniform
- in any other way identifiable as a pupil of our school.

Consequences in line with the behaviour policy can also be applied when a pupil has displayed inappropriate behaviour off site, at any time, whether or not the conditions above apply, if the inappropriate behaviour:

- could have repercussions for the orderly running of the school
- poses a threat to another pupil
- could adversely affect the reputation of the school.

Consequences in line with the behaviour policy can be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g., on a school-organised trip).

Consequences will be issued in line with our behaviour policy.

Online behaviour

Consequences in line with the behaviour policy can be applied when a pupil has displayed inappropriate behaviour online. The school implements its behaviour policy 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 in line with the behaviour policy will be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Monitoring and evaluating school behaviour

The school will collect data on the following:

- behavioural incidents, inappropriate behaviour and serious inappropriate behaviour
- attendance, permanent exclusion and suspension
- use of pupil support units, off site directions, and managed moves
- incidents of searching, screening, and confiscation
- staff and pupil voice school behaviour culture

The data will be analysed every term by the SMT. The data will be analysed from a variety of perspectives including:

- at school level
- by age group
- at the level of individual members of staff
- by time of day/week/term
- by protected characteristic.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010 and will report to the Governing Body.

Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2022
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2012
- Use of reasonable force in schools
- Supporting pupils with medical conditions

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils.

Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

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Kirk Ella St. Andrew's Community Primary School

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