



Kingsley Primary Academy

Policies and Procedures

Behaviour Policy

Date Adopted: Autumn 2017

This Review: N/A

Next Review: Autumn 2020

References made to the United Nations Conventions on the Rights of the Child.

‘Better behaviour benefits everyone.’

The independent review of behaviour in schools, March 2017

1. PHILOSOPHY / RATIONALE

At Kingsley Primary we aim for the highest levels of work and behaviour. We expect pupils to accept responsibility for themselves, for their actions and for the well-being of others.

(Article 29).

We believe that school is a place of learning for all members of the school community including children, teachers and non-teaching staff. We actively foster attitudes of resilience, independence and self-confidence. Through modelling the qualities of care, fairness and respect we create a safe environment that provides security, whilst recognising and celebrating small steps of success for everyone. We aim to provide an inclusive environment where everybody feels welcome and where diversity is acknowledged and celebrated. We believe that there are no limits to any individual’s potential. **(Article 14)**

2. PRINCIPLES AND PURPOSE

This policy builds on our previous behavior management policy and is a result of reflection and consultation with stakeholders and an independent review of behaviour management.

Good behaviour is not simply the absence of ‘bad behaviour’. It includes aiming towards children flourishing as learners, human beings and positive members of society. This could mean helping students to learn good habits of study; reasoning; interacting with others; coping with adversity; or rising to intellectual challenges.

We aim to provide a consistent approach to behaviour management by:

- Fostering each child’s intellectual, physical, aesthetic, spiritual, emotional, moral and social development **(Article 14)**
- Enabling the development of skills, concepts and knowledge, so that children

are able to pose questions, investigate and answer them, interpreting their results critically

(Articles 12 and 13)

- Encouraging children to take ownership of their learning (Articles 28 and 29)
- Encouraging all children to enjoy school work and to find satisfaction and a sense of purpose and achievement at school
- Enabling children to share and develop co-operative learning skills through active participation in groupwork (Article 15)
- Helping children to reach their potential and enjoy success, and in so doing form a positive self-image
- Supporting, respecting and learning from the cultural diversity represented by all members of the school community (Articles 2 and 14)
- Equipping pupils with an awareness of our diverse society. We want each pupil to develop a sense of identity which is confident, strong and self-affirming as well as being responsive to and respectful of others (Article 13)

We actively promote the following values at Kingsley:



Rewards and Sanctions

At Kingsley Primary we recognise the need to be consistent and fair in our approach to managing behaviour. (Articles 3 & 4)

We share responsibility for behaviour with the parent/carer and child and acknowledge this joint responsibility in our **Home School Agreement (Appendix A)**, signed by the school and parents. (Article 5)

Our 'Classroom Charters' are written with the children to encourage them to take responsibility and identify clearly defined ways to behave, that ensure our large community is safe and allows learning to take place.

Strategies in place for promoting good behaviour

- A clear understanding of our school culture and values
- Lessons that provide the appropriate level of challenge and engagement for all pupils
- Resources are prepared and available in advance
- Staff greet their pupils as they enter the classroom
- Highly consistent working practices throughout the school
- Clear and consistently high expectations of all children and staff
- A shared belief that all individuals matter equally
- Noticing and rewarding positive behaviour, over and above that which is an expectation, with the use of praise, simple rewards, positions of responsibility and encouraging personal pride
- Class charters, written with the children and displayed in class
- Behaviour ladder and possible rewards/sanctions displayed
- Close liaison with parents by all staff, encouraging commitment to the school vision and values
- Circle time and PSHE lessons linked to both our core values and British values
- Giving children a 'voice'; via our democratic School Council and other groups e.g. Eco Squad
- A house system with house captains; promoting core values, team work, leadership and personal pride
- Ongoing professional development for all staff
- Consistent application of the behaviour policy
- Celebrating behaviour that is consistently above our expectations
- Committed, highly visible school leaders with ambitious goals, supported by a strong leadership team
- Ensuring all adults in the class are aware of the plan for children who find it difficult to manage their behaviour without support
- Clear systems and routines for transitions and stopping the class: 'Give me Five'

3. PROCEDURES

Behaviour management is the responsibility of everyone in the Academy. The power to apply rewards or sanctions applies to all paid staff responsibility for pupils; such as teachers, teaching assistants or pupil support assistants. (*DfE, Behaviour and discipline in schools, 2016*)

Rewards

The use of praise and rewards is important in developing high self-esteem and in promoting positive behaviour and values. **Specific** positive reinforcement and praise should be given generously **when earned** (*I'm pleased that you...*). ([Article 29](#))

Staff may use their professional judgement to implement any of the following rewards to encourage and praise the children:

- Specific verbal praise
- House point tokens (KS1/2)
- Moving children up the 'behaviour ladder' (KS1/2) or across the 'weather chart' (EYFS)
- Stickers for effort, presentation or achievement over, and above that which is expected
- Children's work displayed in classrooms/ corridors, celebrating effort and achievement
- Circle times reflecting positives
- Online rewards e.g. Class Dojo
- Celebration assemblies
- Reporting positives to parents e.g. phone calls home, notes in home/school liaison books, post cards home
- Placing pupils in positions of responsibility e.g. house captains, monitors, team captains
- Reporting to other members of staff for praise e.g. subject leader, year group leader, SLT, Head of School

Sanctions ([Articles 3, 4 and 29](#))

Staff will always use professional judgement, common sense and sensitivity when applying sanctions, based on particular circumstances and individual pupil needs.

Sanctions are most effective if they are given immediately and privately and are accompanied by a clear explanation of the rule that has been broken and the behaviour that is expected in the future.

Teachers should use their professional judgement in deciding at which level the policy should be applied. It is important that sanctions (and rewards) fit the behaviour and the child and, as a result, are proportionate and fair. We focus on the inappropriate behaviour of a child and how they can improve.

Staff are expected to deal with inappropriate behaviour in a calm, controlled and quiet manner. It is rarely either effective or acceptable to shout.

It should be remembered that some children thrive on negative attention. It is important not to reinforce this – a brief word or ‘look’ can be more effective in the long term.

In the event of inappropriate behaviour we will utilise the following strategies. They are arranged in a hierarchical order, although at times it may be necessary to use a more serious sanction straight away if a situation requires it:

Think about it...

Minor misdemeanour: Low level disruption e.g. distracting others

- Non-verbal signals – ‘the look’, hand signals
- Praising a child, who is doing the right thing, next to the child displaying inappropriate behaviour
- A verbal reprimand/warning and direction for the inappropriate behaviour to cease, with a reminder of the rule that is being breached
- A second request using the same language as before, acting as a warning and the pupil being required to stay behind at the end of the lesson to discuss the incident with the teacher.

A child should only be at this stage for a very short period of time and would be expected to move up out of this stage reasonably quickly e.g. by the end of the lesson and praised for turning their behaviour around.

Step 1: Teacher’s choice

If behaviour still does not improve, an adult should move the child’s name on the behaviour ladder to ‘Teacher’s choice’. First line sanctions or strategies will be used at this stage, are the responsibility of the class teacher and may include:

- Loss of privilege e.g. playtime (children should not be withdrawn from any other curriculum area unless there is a safety issue)
- An apology – usually written
- Extra homework to make up for wasted class time
- Change in seating arrangements
- Repairing any damage done
- Time out (supervised by an adult), normally to a parallel class with a reflection sheet (until the end of that lesson as a maximum) and work to complete
- Repeating unsatisfactory work until it meets the required standard
- Possible discussion with parent/carer to identify if there are any underlying reasons why a child may be behaving out of character

Reflection sheets are completed if a child reaches ‘teacher’s choice’ – the child will explain, in writing, what occurred and how they could have handled the situation better. These should be filed in the class behaviour folder and the incident logged onto Sims as soon as possible (before the end of the day) by the class teacher.

Behaviour issues at lunchtime will be dealt with in the playground and then reported to Class Teachers through the Senior Midday Supervisor. A slip will be completed for the class teacher to put on file, enter on Sims and follow up, if necessary.

The emphasis is on the class teacher or year group leader keeping an open line of communication with parents/carers, if a child regularly reaches this stage.

Step 2: Parent Contact

In exceptional circumstances the Phase Leader/SLT will make the decision to move on to second level sanctions. These could include:

- Contact with parents, by phone call in the first instance to arrange a meeting ([Article 5](#))
- Behaviour monitoring charts to be shared with parents and appropriate staff
- Loss of privilege or position e.g. trip, team place, House Captain.
- Internal seclusion or exclusion.

At each stage, the class teacher will consider the best interests of the child. This could include:

- Discussion with Phase Leader/Head of School/Inclusion Team/ELSA support/Parents
- Consideration of the need for a SEND support plan, or support from outside agencies
- Referral to family support worker
- Temporarily reduced school day
- Access to extra-curricular/enrichment activities e.g. Monday Munch Club
- Discussion within weekly multi-agency meeting re. possible support available – consider Early Help assessment
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Step 3: On report - Phase leader (Pastoral Support Programme)

Where no improvement is seen, a child will be placed 'On report' on a pastoral support programme:

- Meeting with parents and child to agree the way forward
- Clear/realistic targets for behaviour agreed (maximum of three)
- Clear rewards/consequences identified (including possible seclusion/exclusion)
- Daily feedback to child, weekly feedback to parents
- Involvement of necessary agencies i.e. Educational Psychologist, CAMHS
- Report to continue for a minimum of 2 weeks and reviewed fortnightly

If targets are achieved, remove from report. If not, move to Step 4.

Step 4: Behaviour Contract (Deputy Head/Head of School)

- Meeting with parents/carers, child and DHT/HoS
- Clear, specific rules that must be upheld in order for the child to remain in school
- Further sanctions an immediate consequence of breaking the contract
- Reviewed weekly
- Multi-agency meeting updated

If behaviour improves, return to PSP. If not, move to Step 5.

Step 5: Internal Seclusion (Deputy Head/Head of School) (up to 5 days)

- Child has no contact with own class or peers
- No access to playground, extra-curricular or enrichment activity
- Parents informed in person/by telephone and by letter
- Multi-agency meeting updated

If behaviour improves, return to class on a Behaviour Contract or PSP. If not, move to Step 6.

Incidents off-site

In certain circumstances when a pupil is involved in an incident of misbehaviour (non-criminal) or bullying occurs outside of school (for example, if a pupil is identified by their school uniform) and this is reported to the school, a member of the leadership team may investigate the incident and the following action could be taken:

- Discussion with the pupil/s involved
- Discussion with parents
- Referral to the safer neighbourhood team
- Loss of privilege
- Internal seclusion/Exclusion (dependent on the severity of the incident)

Any such incidents will be referred to the school's safeguarding lead and the appropriate action will be taken (see Safeguarding policy).

Confiscation of inappropriate items

The power to discipline enables any member of staff to confiscate, retain or dispose of a pupil's property as a sanction so long as it is reasonable in the circumstances. (*DfE Behaviour and discipline in schools, January 2016*)

The power to search without consent for "prohibited items" including the use of reasonable force, must only be used by a member of the leadership team. Prohibited items include: knives and weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Safeguarding

All staff should consider whether any behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow safeguarding policy to notify the designated safeguarding lead. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether multi-agency assessment is necessary. (*DfE Behaviour and Discipline in schools January 2016*) ([Articles 3, 4 and 2](#))

Fixed Term or Permanent Exclusion

In the event of serious and continuing breaches of the school behaviour policy, where evidence is available to demonstrate that appropriate support and strategies have been put in place, or where allowing the child to remain in school would seriously harm the education or welfare of that child or others, the Head of School can decide to implement fixed term or permanent exclusion.

Serious deliberate damage to school property; serious actual or threatened violence against another pupil or a member of staff; sexual assault or abuse; bringing offensive weapons, or any item that can cause harm to another e.g. cigarettes, alcohol or drugs, into school; would constitute such an offence. (This is not an exhaustive list.) The exclusion would be carried out in accordance with LEA procedures for dealing with exclusions

Step 6: Fixed Short term Exclusion (up to 5 days per term)

- Parent/carer, Chair of Governors, Executive head, LA Officer informed by letter on the day the decision is made to exclude
- Work will be provided for the child, by the class teacher
- Parent/carer may appeal and will be informed of the correct process in the letter
- Head of School may meet with parent/carer but cannot reinstate
- During the fixed term exclusion the Class Teacher/Inclusion team/ELSA support/Phase Leader will discuss the proposed pastoral support/behaviour contract targets and support required for the child's return to school
- Upon return to school, child and parent/carer(s) attend a reintegration meeting with a member of the inclusion team and class teacher, where the behaviour contract will be initiated by the Head of School/Deputy Head Teacher

If behaviour improves, remove from contract to pastoral support plan. If not, move to Step 7.

Step 7: Alternative Plan

This could include a managed move, alternative education, transfer or permanent exclusion.

Malicious Accusations

If any pupils are found to have made malicious accusations against school staff, parents will be contacted by a member of the senior leadership team and will be requested to attend a meeting to discuss the incident. Any subsequent incidents of malicious accusations by the same pupil, would be referred to the academy's safeguarding lead and the appropriate action will be taken (see Safeguarding policy). Any necessary disciplinary action would be in line with academy policy and practice.

The academy will not discriminate against or victimise a pupil:

- (a) in the way it provides education for the pupil;
- (b) in the way it affords the pupil access to a benefit, facility or service;
- (c) by not providing education for the pupil;
- (d) by not affording the pupil access to a benefit, facility or service;
- (e) by excluding the pupil from the school;
- (f) by subjecting the pupil to any other detriment. Equality Act 2010

It is important that the children understand the system of rules, rewards and sanctions and that it is seen to be used fairly and consistently by all members of the school staff. [\(Articles 3 and 4\)](#)

Monitoring Rewards & Sanctions

Rewards are monitored informally on a daily basis. Special celebration assemblies are monitored by recording those who have received a reward. Every child should be mentioned in a Celebration Assembly at least twice a year.

[\(Article 31\)](#)

Reflection sheets will be kept on file, by class teachers and anything from 'Teacher's Choice' up, will be recorded on Sims. These entries will be reported on, half termly by the member of SLT leading on behaviour.

Anti-Bullying Strategies

See Anti-Bullying Policy.

Additional aspects:

Racial Harassment

The academy follows the London Borough of Croydon Racial Harassment guidelines. Teachers are expected to inform the teacher with responsibility for equal opportunities of any Racial Harassment brought to their attention in order that the procedures can be followed (see Racial Equality and Equal Opportunities Policies).

[\(Article 2\)](#)

The Home-School Agreement

Although the Home School Agreement is not a legally binding document it does reflect the school's belief that the learning process is a joint responsibility. The agreement is signed by a representative of the school. Parents are also invited to sign to show their support for the agreement, which encapsulates the philosophies upheld within this policy.

[\(Article 5\)](#)

Relationship with Other School Policies

The Behaviour and Anti-Bullying policies are an integral part of academy life and strongly link to the Teaching and Learning, Equal Opportunities, Inclusion, Racial Equality and Special Educational Needs policies. They cannot be viewed in isolation. These policies apply to children outside school on school trips.

[\(Article 2\)](#)

4. PERFORMANCE

The HoS/DHTs will monitor the implementation of this policy to ensure that procedures laid down are reflected in practice. Monitoring is through the Governing Body CIA termly. Anti-Bullying is a standing item on the Governing Body CIA agenda.

[\(Article 3\)](#)

Support for class teachers and children:

Where there are inconsistencies in behaviour incidents across classes, or during specific lessons, SLT will consider whether lesson planning and delivery is a contributory factor. If so, support will be organised in the form of planning support; team teaching; coaching or a specific support plan.

The SENCO or an ELSA should also be involved, in order to arrange support. This could take the form of in class observations, modelling appropriate strategies; setting up motivational charts with the class teacher and child; setting up daily home/school contact or supporting staff in parent meetings.

GUIDELINES FOR POSITIVE HANDLING

An effective school behaviour and discipline policy should secure an orderly and purposeful atmosphere in which effective teaching and learning can take place. There may, however, be rare occasions when school staff will need to use 'reasonable force' in order to control or restrain pupils for safety reasons.

[\(Articles 3 and 4\)](#)

Restraint

Restraint is where a child is being held, moved or prevented from moving, against their will, because not to do so would result in injury to themselves or others, or would cause significant damage to property. This does not authorise the use of corporal punishment. [\(Articles 3 and 4\)](#)

What is 'reasonable force'?

The use of force is illegal if the physical circumstances do not warrant it. The force used should always be the minimum needed to regain and ensure safety and control for everyone involved or present.

General advice to staff

- Be sure that you are aware of and complying with the whole school policy for behaviour and discipline
- It is better to defuse situations wherever possible, as this prevents them from escalating to a level where force is necessary
- Send for the assistance of another member of staff as soon as possible
- Restraint must always be used as a last resort
- If a child is refusing to leave an area under direction of a member of the senior leadership team, they must be given a clear warning that they will be removed from the area if they do not follow this direction. This would only be used for persistent, disruptive behaviour and following this, provision for the pupil involved would need to be reviewed to ensure this was not a regular course of action (*DfE Behaviour and Discipline in schools January 2016 pg, 12, "Members of staff have the power to use reasonable force to maintain good order and discipline in the classroom."*)
- Restraint should never be used as a punishment or to bring about compliance, except where there is a risk of injury, to the child concerned or another child
- In all cases where restraint is employed, the incident and subsequent actions should be documented and reported to the Head of School or Deputy Head teacher, and this should include written and signed accounts of all those involved, including where possible the child. The parents or carers should be informed on the same day.

In what circumstances could this policy be applied?

For example:

- When a pupil attacks a member of staff or another pupil
- When a pupil is engaged in, or is on the verge of, committing deliberate damage or vandalism
- When a pupil is causing, or at risk of causing, injury or damage to themselves or others, whether by accident, rough behaviour or by misuse of materials or objects

Use of reasonable force is appropriate where staff may need to:

- Physically interpose between pupils
- Block a pupil's path
- Hold or 'shepherd' a pupil with your hand in the centre of the back
- In self-defence.

Reasonable force DOES NOT include the following actions, or any others that may reasonably be expected to cause injury or be considered indecent:

- Hold child around the neck or collar
- Restrict a pupil's ability to breathe
- Hold face down
- Slap or hit
- Twist or force limbs against a joint
- Hold or pull by hair or ear
- Locking a pupil in a room

Alternatives to Physical Controls

At Kingsley we only use reasonable force when there is no realistic alternative.

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk.

They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason
- Give clear directions for pupils to stop
- Remind the pupil about rules and likely outcomes
- Remove an audience or take vulnerable pupils to a safe place
- Make the environment safer by moving furniture and removing objects which could be used as weapons
- Guide or escort pupils to somewhere less pressured
- Ensure that colleagues know what is happening and get help

(Article 3)

Any revision of the policy, including any necessitated by new legislation, can be built into the School Improvement Plan for the following year and will be ratified by the CIA Committee at the appropriate meeting according to the timescale set out in the action plan. **(Article 3)**

