

St Kenelm's C of E Primary School



Behaviour Policy

October 2024

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

Our Vision, Values and Ethos

Our Vision

Nurturing each and all. Guiding, Trusting, Inspiring and Celebrating.

(The Parable of the Lost Sheep, Matthew 18. 10-14)

Our vision is to celebrate and support all individuals on their life journey within a Christian ethos. We aim to provide a nurturing environment inspiring all to achieve their full potential and flourish through personal discovery within a caring, trusting community.

Our Values

Respect, Honesty, Friendship, Compassion, Thankfulness & Wisdom.

Values are fundamental expressions of what we think and believe. As a school we encourage children to think about personal and social values and to develop their capacity to be active and effective citizens.

Our Ethos

St Kenelm's School demonstrates the major Christian values in the ways children are cared for and in the care and respect the children are expected to show towards all other people, the world beyond the school and their immediate surroundings. As a school, we celebrate the diversity of the wider community and are committed to the principles of inclusion and equal opportunity.

Being kind, helpful and tolerant to each other in line with New Testament teaching underpins the school's ethos.

Following Jesus, our Good Shepherd, our hope is that children will grow into good shepherds themselves; treating each other with love, kindness, care and respect, as they would want to be treated themselves.

Principles underpinning the Behaviour Policy

The following principles reflect the shared aspirations and beliefs of the Governing Body, staff, parents and pupils in the school, as well as taking full account of law and guidance on behaviour matters.

- Every pupil has the right to be respected, to learn and to feel safe at school.
- We are an inclusive school; bullying, harassment and victimisation are not acceptable.
- All staff, governors and volunteers set an excellent example to pupils at all times.
- Pupils are encouraged to take responsibility for their own actions and to learn from poor choices that are made using restorative processes.
- We use 'Zones of Regulation' to explore emotions and support mental and emotional well-being.
- The behaviour policy will outline measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying.
- The policy is understood by all pupils and staff and consistently applied.
- The school will work in partnership with parents to encourage positive behaviour. Where there are concerns over a pupil's behaviour, the school will work with parents/carers to agree common strategies between home and school.
- The school will seek advice and support from external agencies to identify any underlying and unidentified needs and use individualised behaviour plans, where appropriate.
- Exclusion will only be used as a last resort; the behaviour policy will outline the school's position on permanent and fixed-term exclusions, as well as the use of physical interventions.
- The school recognises its legal duty under the Equality Act 2010 to prevent pupils with protected characteristics from being disadvantaged. Consequently, the school recognises that strategies to support behaviour may be differentiated to meet the needs of individual pupils.
- The school takes its responsibility to safeguard children and promote their welfare extremely seriously. The behaviour policy will reflect this duty and commitment.

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations which are either fulfilled or not. The school has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals. The children bring to school a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At school, we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those which reflect these principles.

BEHAVIOURAL POLICY

At St Kenelm's Primary School, the school's vision and values are at the heart of our Behaviour Policy. They are referred to at every opportunity and form a Whole School Charter that all children and staff follow.

The Governing Body believes that good behaviour is conducive to good learning and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process. The school's core Christian vision and values of respect, honesty, friendship, compassion, thankfulness and wisdom are central to the school's approach to behaviour management.

AIMS

- To create an environment which encourages and reinforces good behaviour
- To promote behaviour for learning, which develops resilience and grit
- To define acceptable standards of behaviour
- To encourage consistency of response to both positive and negative behaviour
- To promote self-esteem, self-discipline and positive relationships
- To ensure that the school's expectations and strategies are widely known and understood
- To encourage the involvement of both home and school in the implementation of this policy

SCHOOL ETHOS

The adults encountered by the children at school have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- create a positive climate with realistic expectations
- emphasise the importance of being valued as an individual within the group
- promote, through example, honesty and courtesy
- provide a caring and effective learning environment
- encourage relationships based on kindness, respect and understanding of the needs of others
- ensure fair treatment for all, regardless of age, gender, race, ability and disability
- show appreciation of the efforts and contributions of all
- use whole school rewards, e.g. Celebration assemblies, class rewards and recognition of our school values

THE CURRICULUM AND LEARNING

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback, all help to avoid the alienation and disaffection which can lie at the root of poor behaviour. It follows that lessons should have clear objectives, understood by the children, and differentiated to meet the needs of children of different abilities. Marking and

record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters. We encourage children to learn from their mistakes and to take this as a positive step towards progress. We believe that developing a child's resilience to overcoming difficulties is a crucial life skill and should be nurtured from the start.

CLASSROOM MANAGEMENT

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative providing an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility and reduce uncertainty and disruption. Displays should help develop self-esteem through demonstrating the value of every individual's contribution and overall the classroom should provide a welcoming environment. In addition, working walls and learning prompts should be used to support independence in learning.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in cooperation with others. Precise praise should be used to encourage good behaviour as well as demonstrating effort.

Throughout the school, Zones of Regulation are used to support pupils in identifying their emotions. These are used to provide strategies to support pupils in being ready to learn.

RULES AND PROCEDURES

Rules and procedures should be designed to make clear to the children how they can achieve acceptable standards of behaviour.

Rules and procedures should:

- be kept to a necessary minimum
- be positively stated, telling the children what to do rather than what not to do
- actively encourage everyone involved to take part in their development
- have a clear rationale, made explicit to all
- be consistently applied and enforced
- promote the idea that every member of the school has responsibilities towards the whole

EXPECTATIONS

- Pupils should arrive on time, enter their classroom quietly and sensibly and settle quickly ready to start.
- Pupils should be supported by parents to come to school wearing the appropriate full school uniform and with all the equipment they need.

- Staff will ensure that lessons are planned and prepared before pupils arrive which are centred around pupil well-being and explicitly teaching the skills needed to have a positive mind-set and demonstrating resilience.
- Staff will model the language and behaviours expected.
- All members of the school community are expected to use appropriate language in a polite tone of voice.
- All pupils and staff will be treated fairly and consistently and take into account individual circumstances.
- Staff will encourage reflection and reconciliation to help pupils learn.
- Staff will explicitly teach what respect looks like.

REWARDS

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rewards can be nominations for Headteacher's Awards or recognition in Celebration Assembly.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOUR

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the school community. In an environment where respect is central, loss of respect, or disapproval, is a powerful deterrent. The use of consequences should be characterised by certain features:

- it must be clear why the sanction is being applied
- it must be made clear what changes in behaviour are required to avoid future consequences
- group sanctions should be avoided as they breed resentment
- there should be a clear distinction between minor and major offences
- adult support will help the child to identify inappropriate behaviour and how to move forward

Sanctions range from expressions of disapproval, through withdrawal of privileges including part or whole of playtimes and/or lunchtimes, referral to the Headteacher, letters to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Violent or abusive behaviour directed at a member of staff will result in a fixed-term exclusion unless agreed individual behaviour plans specify otherwise. For younger children, violent behaviour will at first result in removal from the classroom, continuation of this behaviour will trigger an internal exclusion and parents will be informed, after three occasions this will trigger a fixed-term exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. It is important that the sanction is not out of proportion to the offence.

Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as contributory factors. Additional specialist help and advice from the Educational Psychologist or Behaviour Support Team may be necessary. This possibility should be discussed with the SENDCo and Headteacher.

STEPS TO FOLLOW:

1. When a child makes an inappropriate choice, they will be given a quiet, private reminder about behaviour expectations by a teacher or TA.
2. If the child continues to make an inappropriate behaviour choice, a private reminder will be given along with the consequence of this behaviour continuing.
3. Positive strategies to support the child could be used at this stage e.g. move the child to a different table, re-direct an adult to give additional support.
4. Continued inappropriate behaviour will result in a consequence: KS1 – Miss 5 minutes of breaktime KS2 – Miss 10 minutes of breaktime.
5. If the child is calm, a restorative conversation can take place during this time. The child should be asked to consider the following:
 - Which school value were you not demonstrating?
 - Who did this affect?
 - How did this make them feel?
 - How can we put things right?
 - How can we change our behaviour going forward?
6. If the behaviour continues after the consequence has been given, there is a risk to others or learning is being disrupted, time out in another classroom will be used (if possible, a Key Stage Leader or member of the SLT). For more serious situations, the Headteacher, Assistant Headteacher or SENDCO will be involved. In the case of serious or persistently disruptive behaviour, parents will be informed as soon as possible. For repeated inappropriate behaviour or physical/verbal aggression, a child may be excluded internally or a fixed term exclusion can be used.

EXCLUSIONS:

Extreme verbal/physical abuse directed at another pupil or a member of staff or persistent disruptive behaviour will result in a fixed-term exclusion unless agreed individual behaviour plans specify otherwise. In this instance, parents will be informed as soon as possible, giving reasons for the exclusion. Parents will be given information about their right to appeal against the decision to the governing body. If circumstances are extreme, pupils can also be excluded permanently. If fixed-term or permanent exclusions are deemed necessary, the school will follow the DfE guidance. A managed move to another school may be considered before a permanent exclusion. This will be planned with the receiving school to ensure a smooth transition and will take the best interests of the pupil into account.

USE OF REASONABLE FORCE

What is reasonable force?

- The term ‘reasonable force’ covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.
- ‘Reasonable in the circumstances’ means using no more force than is needed.
- As stated above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as guiding a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

- All members of school staff have the legal power to use reasonable force*.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying pupils on a school organised visit.

* Section 93, Education and Inspections Act 2006

When can reasonable force be used?

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- restrain a pupil at risk of harming themselves through physical outbursts

Schools cannot:

- use force as a punishment - it is always unlawful to use force as a punishment

Confiscation of Inappropriate Items

Legally school staff can confiscate, retain or dispose of an item from a child if it is reasonable in the circumstances. This includes 'prohibited' items identified by the school in line with government guidance: knives and weapons; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that could be used to commit an offence or cause damage to property or another person; e-cigarettes and vapes. Searches for illegal items will be carried out by the Headteacher or a member of the SLT if she is not available.

COMMUNICATION AND PARENTAL PARTNERSHIP

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response. The key professional in this process of communication is the class teacher who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. If there has been a serious incident necessitating the use of force, the parents of the child will be contacted by the Headteacher.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

ROLES AND RESPONSIBILITIES

Class Teachers and Teaching Assistants:

Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct. Staff who have dealt with a behaviour incident should follow the school's approach to restorative practice and complete a behaviour report on CPOMS.

Headteacher:

The Headteacher is responsible for implementing the Behaviour Policy across the school, ensuring a consistent approach in all classes. The Headteacher should support staff by setting good standards of behaviour at all times. The Headteacher investigates reported incidents, analyses behaviour incidents on a termly basis and reports on the effectiveness of the behaviour policy to governors termly.

Pupils:

Pupils will review the school rules each term. They will be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture. Pupils will be asked about their experience of behaviour and provide feedback on the school’s behaviour culture.

Parents:

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour. The Behaviour Policy is given to new parents as part of the admissions pack and is also available via the website. Where behaviour is causing concern, parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

Governors:

The Governing Board has the responsibility of setting the behaviour principles that underpin the Behaviour policy and for reviewing the effectiveness of the Behaviour Policy with the Headteacher.

Signed on behalf of the school

Signed on behalf of the governors

Date: October 2024

Date to review: November 2026