KINGSTONE ACADEMY TRUST

APPROVED POLICY DOCUMENT

Behaviour Policy & Statement of Behaviour Principles	
Relevant School/s:	**Kingstone and Thruxton Primary School**
Policy Officers:	**Amy Preece and Elissa Vigus**
Approval:	**Delegated**
Date of Review:	**October 2024**
Next Review:	**Annually (or in light of legislative change)**
Distribution:	**Public, on website**

1. Aims

All members of the school community are expected to make a positive commitment to promoting and modelling positive behaviour for learning. Our aim is to ensure a calm, safe and happy school in which individuals can live, learn and develop their potential. To this end all staff will strive to show care and compassion towards each other, adults and pupils alike, as well as enforce the rules consistently, firmly and fairly.

Pupils are encouraged to respect themselves and others and are expected to take responsibility for their own behaviour. The clear codes of acceptable behaviour should be adhered to by pupils. Staff and pupils should follow the agreed procedures if breaches of the rules occur.

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

1.1 Written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- Reasonable adjustments are made, and effective support put in place, for CLA
- The behaviour policy is understood by pupils and staff
- The suspensions and exclusions policy explains that these will only be used as a last resort, and outlines the processes involved.
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The board of trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

2. Legislation, statutory requirements and statutory guidance

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.

In addition, this policy is based on:
Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy 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.

3. Definitions

This policy sets out a framework for the behaviour for learning of all in Kingstone and Thruxton Primary School and is a statement of good practice that contributes to the positive ethos at our school, in line with the academy's mission statement "Achieving Success Together". The policy promotes high quality learning relationships for all and sets out appropriate ways of dealing with problems that may arise through clear systems and structures. We believe in recognising those who work hard and behave respectfully as well as proactively supporting those who require it. We have a commitment to ensuring that we are an inclusive school and an approach to learning that builds security through recognising strengths and celebrating success, leading to good classroom relationships. This ensures that the values of our school are based on equal opportunities for all. We have three clear rules: Ready, Respectful, Safe; we believe that every member of our learning community has a part to play in making sure that these are followed.

This is a working document that lays out the different parts of the policy. We are aware that the key to success is collaboration between pupils, parents, and staff to achieve positive behaviour from all our children.

The school records incidents of unacceptable behaviour on class trackers, including actions taken; trackers are monitored regularly by SLT and the Pastoral Lead to ensure appropriate interventions are put in place and that contact is made with parents at the earliest point of concern.

At Kingstone and Thruxton Primary School we value the input of all members of our learning community. Staff and pupils have been consulted in relation to our current behaviour systems.

Misbehaviour is defined as:
- Disruption in lessons or at break and lunchtimes
- Refusal to follow instructions
- Non-completion of / refusal to complete classwork
- Poor attitude

Serious misbehaviour is defined as:
- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - Sexual comments
  - Sexual jokes or taunting
  - Physical behaviour towards peers or adults
  - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Use of offensive language/swearing
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
  - Knives or weapons
  - Alcohol
  - Illegal drugs
  - Stolen items
  - Tobacco and cigarette papers
  - 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)

4. 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:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Details of our school's anti-bullying strategy set out in Appendix 2.

5. Roles and Responsibilities

5.1 The Board of Trustees

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 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 sanctions 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.
- Offer appropriate behaviour management training to staff to support them in understanding behaviour that may be displayed by CLA.
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions 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 (see section 9.1)

5.3 Teachers and staff

Staff are responsible for:

- 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 school rules and expectations
- Recording behaviour incidents promptly on the class tracker and keeping parents informed.
- Challenging pupils to meet the school's expectations

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

5.4 Parents and carers

Parents and carers play a vital role in the promotion of positive behaviour and it is important that the school and parents work collaboratively to address inappropriate behaviour or poor attitude to learning. The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Parents and Carers should:

- Ensure their child attends school every day and arrives on time for registration
- Acknowledge the school's positive behaviour policy and support their child's self-discipline by encouraging good behaviour
- Encourage their child to develop and sustain positive relations with their peers
- Set and maintain high and realistic academic expectations for their child, including encouraging engagement with home learning
- Talk to their child about their learning
- Communicate with the school when there are concerns
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Take part in any pastoral work that may benefit their child
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Work in partnership with the school to support children through behavioural challenges

The importance of the school/parent partnership is crucial. It is through an effective partnership that we can ensure that young people are given the necessary support to facilitate their academic, personal, social and emotional development.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The recognition they will receive for exceeding the behaviour standard, and the consequences they will face if they don't meet the expected standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with support wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School Policy

See Appendix 1 for our Behaviour Procedure

Pupils are expected to:
- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly and safely around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Engage in reflective and restorative conversations
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

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

6.1 Mobile phones

- Pupils are not allowed to have mobile phones with them during the school day.
- Where parents / carers request that their child has a mobile phone for out of school hours, for example when travelling to or from school on the bus, this will be securely stored by the school office until the end of the day.

6.2 Safeguarding

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

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information Safeguarding Policy.

6.3 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. Team Teach techniques seek to avoid injury to the child, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the child remains safe.

6.4 Confiscation and searches

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

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

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.

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.

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.

Before carrying out a search the authorised member of staff will:
- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.
If they still refuse to co-operate, the member of staff will contact the Headteacher, designated safeguarding lead (or deputy) or pastoral lead, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.
The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.
The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:
- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions
Possessions means any items that the pupil has or appears to have control of, including:
- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items, listed in section 3, and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)
The staff member who carried out the search should inform the DSL without delay:
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents
Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:
- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search
Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches
The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Before calling the police into school, staff will assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. The school will advocate for the safety and wellbeing of the pupil(s) involved. Staff retain a duty of care to the pupil involved and should advocate for pupil wellbeing at all times.

Communication and record-keeping
Where reasonably possible and unless there is an immediate risk of harm, staff will contact at least 1 of the pupil's parents to inform them that the police are going to strip search the pupil before strip search takes place, and ask them if they would like to come into school to act as the pupil's appropriate adult. If the school can't get in touch with the parents, or they aren't able to come into school to act as the appropriate adult, a member of staff can act as the appropriate adult (see below for the role of the appropriate adult).

The pupil's parents will always be informed by a staff member once a strip search has taken place. The school will keep records of strip searches that have been conducted on school premises, and monitor them for any trends that emerge.

Who will be present
For any strip search that involves exposure of intimate body parts, there will be at least 2 people present other than the pupil, except in urgent cases where there is risk of serious harm to the pupil or others.
One of these must be the appropriate adult, except if:
- The pupil explicitly states in the presence of an appropriate adult that they do not want an appropriate adult to be present during the search, and
- The appropriate adult agrees

If this is the case, a record will be made of the pupil's decision and it will be signed by the appropriate adult.

No more than 2 people other than the pupil and appropriate adult will be present, except in the most exceptional circumstances.

The appropriate adult will:
- Act to safeguard the rights, entitlement and welfare of the pupil
- Not be a police officer or otherwise associated with the police
- Not be the Headteacher
- Be of the same sex as the pupil, unless the pupil specifically requests an adult who is not of the same sex

Except for an appropriate adult of a different sex if the pupil specifically requests it, no one of a different sex will be permitted to be present and the search will not be carried out anywhere where the pupil could be seen by anyone else.

Care after a strip search
After any strip search, the pupil will be given appropriate support, irrespective of whether any suspected item is found. The pupil will also be given the opportunity to express their views about the strip search and the events surrounding it.

As with other searches, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any further specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if, in addition to pastoral support, an early help intervention or a referral to children's social care is appropriate. Any pupil(s) who have been strip searched more than once and/or groups of pupils who may be more likely to be subject to strip searching will be given particular consideration, and staff will consider any preventative approaches that can be taken.

6.5 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour 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

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:
- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only 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).

6.6 Online misbehaviour

The school can issue behaviour sanctions 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

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

6.7 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, the Headteacher 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, as long as it does not conflict with police action.
If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.8 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils 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
  - Refer to Early Help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information

6.9 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 for allegations against staff: and a statement of procedures for dealing with allegations of abuse pupils.

7 Serious Sanctions

7.1 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.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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 are supervised by an appropriate member of staff and will be removed for a maximum of a morning or afternoon session.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of a member of the senior leadership team.

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:

> Pastoral Support

> Use of teaching assistants

> Short term behaviour report cards

> Individual Behaviour Plans

> Behaviour Support (SEMH Team)

> Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on the class tracker.

7.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort. Where a CLA is at risk of suspension, Virtual School is to be contacted.

Please refer to our Suspensions and Permanent Exclusions Policy **here** for more information.

8. Responding to misbehaviour from pupils with SEND

8.1 Recognising the impact of SEND on behaviour

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

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND need, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour 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. 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 plan (EHCP), 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. These will be outlined on the child's individual behaviour plan (IBP).

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. For example, these are not exhaustive:

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:
- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is 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 and if so, whether any reasonable adjustments need to be made to the sanction.

8.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

8.4 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 make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Information around the Herefordshire SEND Local Offer can be accessed here.

9. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

These include:

> Restorative conversations
> Pastoral support
> A Reintegration meeting

10. Pupil transition

10.1 Inducting incoming pupils

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.

10.2 Preparing outgoing pupils for transition

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.

The school works closely with feeder secondary schools to ensure smooth transition between settings.

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.

11. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:
- The proper use of positive handling (training delivered by Team Teach to all staff)
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management forms part of continuing professional development.

12. Monitoring arrangements

12.1 Monitoring and evaluating school behaviour

The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed by the Assistant Headteacher. 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. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

12.2 Monitoring this policy

This behaviour policy will be reviewed by the Headteacher and Quality and Standards Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 9.1). At each review, the policy will be approved by the Headteacher.

13. Links with other policies

This behaviour policy is linked to the following policies

- Suspensions and Exclusions policy
- Safeguarding and Child Protection Policy
- Use of Physical restraint policy
- Home School Agreement

Appendix 1 - Positive Behaviour Policy

Guiding Principles

The aim of this policy is to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. It is a primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and well. The school Positive Behaviour Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure. We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

At Kingstone we recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

Aims

At Kingstone and Thruxton Primary School, we:

• Promote a high standard of behaviour
• Teach, through the school curriculum, values and attitudes as well as knowledge and skills, enabling children to develop:

- A sense of self-discipline and responsibility for their own actions
- A sense of identity, achievement and self-worth
- Empathy for other children's feelings
- The impact of poor behaviour choices on the school community
- An awareness of and a desire to care for their environment

Our aims, we believe, are achieved when:

- Clear expectations are established, understood and accepted through regular activities which define the limits of acceptable and unacceptable behaviour
- A pleasant school atmosphere is created which is consistent and caring and in which pupils are able to reach their full potential
- The choice to behave responsibly is placed on the pupil and pupils are taught how to make responsible behaviour choices
- Pupils are provided with good role models
- Rewards and sanctions are applied consistently and sensibly to encourage and promote good behaviour
- There is a shared understanding between pupils, parents and carers, staff and governors about the systems in place and the philosophy behind them

Our school has three simple rules: 'Be Ready, Be Respectful and Be Safe'. These rules are explicitly taught and modelled by all members of our school community.

Strategies

Kingstone and Thruxton Primary School adopts a **positive** behaviour management policy which means that the primary focus is to celebrate, reward and encourage good behaviour. We believe that the most effective strategy for developing a positive school ethos is positive reinforcement; children respond to praise and incentives much more readily than to threats and punishment.

Positive encouragement may take the form of:
- Praise, which acknowledges appropriate behaviour and teaches pupils that they receive positive attention when choosing positive behaviour
- Special mentions in assemblies
- 'Star of the Week' certificates, presented in Friday's Celebration Assembly
- Positive messages home, including 'Good News' postcards
- 'Positive notes' from adults in the school community that recognise above and beyond behaviour
- 'Hot Chocolate Friday' with the Head of School

All members of the school community are expected to make a positive commitment to promoting and modelling positive behaviour. Our aim is to ensure a peaceful, safe and happy school in which individuals can live, learn and develop their potential. To this end, all staff will strive to show care and compassion towards each other, adults and children alike, as well as enforce the rules firmly and fairly.

Adults apply the principles below in all interactions with pupils:
· **IDENTIFY** the behaviour we expect
· Explicitly **TEACH** behaviour
· **MODEL** the behaviour we are expecting
· **PRACTISE** behaviour
· **NOTICE** excellent behaviour
· **CREATE** conditions for excellent behaviour

Rewards are designed to celebrate success and set a positive example. The detail of the reward given will depend on the individual children in a particular group or class, usually in consultation with them, so that they are meaningful and provide a real incentive.

Classroom rewards are decided by individual teachers but will generally include:
- Recognition on the classroom recognition board
- Verbal praise
- Class applause
- Stickers in books or on clothes
- Messages home
- Positive notes

- Star of the Week certificate (to be presented in weekly Celebration Assembly)

Whole school recognition systems include:
- Recognition on the classroom recognition board
- Positive notes
- Verbal Praise
- Good Choice Gordon Points
- Head's Star Work clipboards
- Writers' Tea Party
- Stars of the Week
- Phone calls / texts / emails home
- Hot Chocolate Friday with the Head of School
- Head's Postcard home
- Work shown to other adults
- Golden Table at lunch

Good Choice Gordon spends a week with a class each week. Classes earn 'Good Choice Gordon Stars' by making brilliant choices when moving around the school, coming into assemblies, representing the school etc. When children are moving around school, they either walk with their hands behind their back or by their side. This is modelled by all staff at all times.

To assist children in maintaining expected standards of behaviour, all staff should be actively involved in managing 'transition' times.
- Children are greeted at the door by an adult after each transition time (entering school, after break and lunch etc). Each morning they are greeted with a handshake.
- 'Stilling' should be used at morning and afternoon registration to signal that lesson time is starting. Quiet, calming music should be played for a few minutes and children and adults adopt a silent, still sitting position.
- Whole class movement around the school (e.g. to go to the hall for lunch or to move outside for P.E.) should be closely supervised by all staff. Pupils should line up quietly inside their classroom and be escorted to their next venue by classroom staff
- When a class is being 'handed over', e.g. at lunchtimes or going into assembly, it is the responsibility of classroom staff to ensure that all pupils are settled and quiet before leaving.
- At the end of break time staff on duty outside will blow a whistle for pupils to clear away any equipment and line up ready to return to their classrooms. Staff will be ready to greet their class (at the door) as they return to lessons. At the end of lunch time, infants will be collected from the classroom and juniors from the lunch hall.
- All staff should ensure that procedures such as Fire Drills are performed calmly and silently.

When children don't meet the expected standards of behaviour, all members of staff are expected to deal with them in a calm and consistent manner using a restorative approach. It is important that consequences of poor behaviour are presented to children as a choice. This places responsibility for behaviour on the child.

Where behaviour is causing concern, the class teacher will work alongside the Head of Primary, Inclusion TA, SENCo and Learning Mentor to agree an appropriate individual behaviour strategy involving all the staff working with that child. Parents will be kept well informed of their child's behaviour, especially where and Individual Behaviour Plan (IBP) has been drawn up. Outside agencies will become involved as appropriate.

In extreme cases, a learner's bad behaviour, or failure to respond to school support, may result in a child being suspended from school. The decision to apply this final sanction is not taken lightly.

Every effort will be made to reinforce positive choices for the child; school staff are wholly committed to inclusion.

Values

The school has chosen and adopted 12 values which are principles that act as guides to behaviour and create a positive, successful and happy school. Through an understanding of our values, pupils are expected to take greater responsibility for their own behaviour.

The values are covered over a two year cycle. Each half term the whole school focusses on a specific value which is promoted through all curriculum opportunities. This value should be introduced to the children and actively explored and explained through a values lesson in class, which might encompass a PSHE session. The half termly value provides a focus for assemblies, and is also shared with parents through the weekly newsletter. All classes should include a visual display focussing on the whole school values and reminding children of the current value. Staff should ensure that they refer to the school values in discussions about behaviour expectations with pupils.

Values Cycle

Term and class responsible for display	**Year A** **2025/6**	**Year B** **2024/25**	**Jigsaw Unit**
Autumn 1 Year 6	Responsibility	Community	Being me in my world
Autumn 2 Year 5	Tolerance	Determination	Celebrating difference
Spring 1 Year 4	Aspiration	Optimism	Dreams and Goals
Spring 2 Year 3	Adventure	Positivity	Healthy me
Summer 1 Year 2	Kindness	Loyalty	Relationships
Summer 2 Year 1/ YR	Trust	Perseverance	Changing me

Kingstone & Thruxton
PRIMARY SCHOOL

Kingstone
ACADEMY TRUST

Rewards

Verbal Praise

Recognition Boards

Good Choice Gordon Points

Head's Star Work clipboards

Writers' Tea Party

Stars of the Week

Phone calls / texts / emails home

Head's Postcard home

Positive notes

Work shown to other adults

Golden Table at lunch

Hot Chocolate with the Head

Restorative Talk

- What has happened from your point of view?
- What were you thinking about / feeling at this time?
- Who else has been affected by this?
- What do you need right now?
- What can you do / could be done to put things right?

Sanctions

If you continue to break the school rules….

1. **Reminder –** You will be reminded of the rule you have broken.
2. **Warning –** You will receive a verbal warning.
3. **Last chance –** Last chance to show you can change your behaviour.
4. **Restorative Action –** You will have time out or be given a different space to work in the classroom. You will talk things through with an adult to help you get back on track.
5. **Repair –** You will discuss your behaviour with your class teacher and consider how best to repair the problem behaviour. E.g. complete missed work during own time, decide what you need to start / stop doing.

If you reach step 4 repeatedly, your teacher will speak to your parents.

If your behaviour doesn't improve, you will discuss this with Mrs Preece, Miss Nicholas or Miss Chamberlain and Mrs Vigus will be informed.

Some Key Phrases to use…

- I've noticed that…
- I need you to… Thank you.
- You are better than that.
- I care about you.
- I hear what you are saying…

Visible Consistencies

Head meet and greet on the school gate each day

Teachers meet and greet their class at the door with a handshake.

Staff accompany children to the playground at playtimes, lunchtimes and at the end of the day.

Staff to lead children into assembly and other key events.

Each class has a Class Recognition Board.

Each class has a Class Behaviour Target.

All staff use positive language and consistent tone.

All staff are aware of children with individual needs, plans and circumstances (SEND, CLA, CP etc.)

Staff actively notice and respond to 'above and beyond' behaviour exhibited by children from across the school.

Staff intervene whenever incidents occur, using restorative approaches wherever possible. Incidents will be dealt with discretely.

All staff challenge children who are not keeping to the school rules in a non-confrontational and discrete way, using key phrases as needed.

Positive notes are regularly given to children to recognise 'above and beyond' behaviour.

Starting Point: Headteacher is made aware that a behavioural incident has occurred.

Steps to Resolution

1. Member of SLT to discuss the incident separately with parties involved, including staff and record the key points of discussions including important quotations in order to, as far as possible, establish the undisputed facts of what happened. Children should always be interviewed separately. During the interview after an instance of unacceptable behaviour, the perpetrator must complete a reflection sheet where they detail what happened, what they did wrong and what they should have done instead.

2. All serious incidents should be discussed with parents or carers of all children directly involved before the end of the day, whenever possible. If in doubt, we contact the parents and keep them informed about what is being done. Arrange for a follow-up call or meeting to ensure they fully understanding what has happened to their child.

3. The class teacher, support staff or the Inclusion Manager may be involved in some of this communication work but SLT should be involved directly in all serious cases and will coordinate the school's response. The Head of Primary and Executive Headteacher should be kept informed of actions taken and will be involved in the most serious cases. Class teachers are also involved throughout the handling of serious incidents.

4. Occasionally, SLT may need to arrange emergency cover for their class to enable them to fully deal with a difficult incident.

5. Where sanctions are issued, the class teacher should make these preparations and agree with SLT in advance; support staff might also be involved in supervision arrangements.

6. Headteacher will make all decisions regarding issuing a fixed term exclusion, in conjunction with the Executive Headteacher where appropriate. All such decisions will take into consideration the age, SEND additional needs and previous incidents, and will be made in line with our Equalities Information and Objectives.

7. The detail of events and responses need to be summarised to the Head / Deputy as soon as possible and notes of meetings / conversations with parents need to be documented and recorded on the school's electronic system.

8. A follow-up call to parents involved once things have hopefully been resolved, is very important to ensure parents feel that the issue has been taken seriously and that it has indeed been successfully resolved.

Only when a positive response to this follow-up is received, can the incident be considered 'resolved'.

Appendix 2   Anti-Bullying Strategy

> *Kingstone Academy Trust sees the prevention of bullying as a whole school approach in which everyone is involved, including pupils. All known incidents of bullying will be acted upon. We are committed to working with parents to ensure that it is a happy place for everyone.*

1. Introduction and Context

All agencies working with pupils have a legal duty to safeguard and promote welfare. This includes dealing with issues such as bullying. This may also include bullying that takes place away from the school premises, such as travelling to and from school.

We are committed to providing a caring, friendly and safe environment for all pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable. If bullying does occur, pupils should be able to tell someone and know that incidents will be dealt with promptly and effectively. Anyone who knows that bullying is happening is expected to tell a member of staff.

Bullying is one of the things that prevents young people from being healthy, feeling safe, enjoying and achieving, making a positive contribution and achieving economic well-being (Every Pupil Matters). It can have a negative effect on all parts of a pupil and young person's life.

2. Definition

Bullying is the systematic and intentional abuse of one person or group of people over another in order to cause harm, physically, emotionally or psychologically. It is generally agreed that a single incident of verbal or physical aggression is not necessarily considered to be bullying, but rather it is the persistent victimisation over a period of time. It includes all methods of harm, threats and intimidation, including using email, texting and social networking sites. It is difficult for the individual being bullied to defend themselves.

Bullying may be:

- **Physical** including hitting, kicking, hair pulling, pushing, taking people's belongings, throwing things and being forced to do something. These are the most obvious kinds of bullying.
- **Verbal or written** such as name calling, taunting, including racist remarks, or making threats.
- **Cyber bullying** sending abusive text messages, pictures, or e-mails, being abusive on Facebook, or within MSN and other similar chat rooms.
- **Indirect** spreading stories, not talking, being left out of things others are deliberately avoiding someone or not sitting by them.

Bullying in any form results in pupils feeling hurt and upset, bewildered and/or frightened. Pupils who are being bullied feel powerless to stop it happening. It is essential that it is NEVER ignored.

What does not count as bullying?

The "normal" friendship difficulties that pupils have, may not in themselves involve bullying, though may lead to bullying behaviour.

3. <u>Aims</u>

The main purposes of this policy are:

a)   to build on existing good practice in preventing and responding to bullying;

b)   to inform parents and pupils that the school takes bullying seriously;

c)   to ensure that all staff are equipped with the skills and knowledge to address bullying effectively. Where pupils are bullied:

   i.   They may be unhappy about coming to school and their lives are made miserable. Over a period of time this will affect their self-esteem and well-being.
   ii.   The unhappiness of bullied pupils is likely to have an adverse effect on their education achievement.

d)   to support pupils being bullied, and in the behaviour management of pupils bullying.

Together with the school's Value Statement, Behaviour Policy, Equality Objectives, Safeguarding Policy, the Anti-Bullying policy makes the school's values explicit to all concerned.

If pupils observe bullying behaviour going unchallenged, other pupils may learn that bullying is a quick and effective way of getting what they want. The victims of bullying may see the school's inaction as condoning unacceptable behaviour.

3.1   Preventing Bullying

All pupils are taught to understand what bullying is and to identify the specific behaviours that constitute bullying. There are regular opportunities within the planned curriculum to communicate to pupils the importance of all members of our school community having care and concern for each other, and the reasons for having a policy on bullying.

All pupils are actively encouraged to tell a member of staff of any bullying incident. This is done by talking openly and regularly about general bullying issues and how it will be dealt with.

Sanctions will be applied and records kept in accordance with the behaviour management policy.

Following appropriate sanctions, the bully is helped to understand how their behaviour was wrong and how to avoid any repeat, including, if applicable, dealing with any underlying issues they need to deal with that may have contributed to their bullying behaviour.

Support for victims will be provided for as long as is required, involving other pupils as appropriate. They will have opportunities to talk to a trusted adult and will be offered individual support as required, e.g. with social skills. Parents/carers will be involved in agreeing the plan of individual support.

All staff will be watchful, observing the social relationships between pupils. They will consider the school environment – what worries pupils about the break and lunch times playtimes and areas of play i.e. where and how bullying might occur. Potential problems should be discussed with relevant staff. Staff will always take the time to listen to pupils or to their parents where they think that bullying may have occurred.

Kingstone Academy Trust will actively promote Anti-Bullying week each Autumn Term.

3.2   Records

Any records of bullying related incidents are recorded in writing as a statement, and recorded on the class tracker.

Records should include:

- Who was allegedly involved;
- Where and when it happened;
- What happened;
- What action was taken;
- How it was followed up.

It is vital that accurate records are kept of incidents and of how the school has responded. In the case of a serious incident this provides evidence should the victim or their family decide to take legal action.