



Kinderley Community Primary School

Behaviour Policy

Headteacher's signature:	Date:
Chair of Governors' signature:	Date:
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1.0 Vision and Values

The purpose of this policy is to ensure a whole school approach to high expectations for a positive, therapeutic, restorative and effective approach to behaviour management that reflects the values and principles that we consider important for our school.

Our therapeutic approach to behaviour management is based on the 'Therapeutic Thinking' training we received from the Cambridgeshire SEND Services. This recognises that part of the role of our school is to teach behaviour to our children to develop their internal discipline. Please refer to our 'Restrictive Physical Intervention policy' for further guidance and information.

At Kinderley Community Primary School, we believe that children learn best in a happy, safe and caring environment and that it is the responsibility of all staff, pupils, parents and governors to promote this. Every child is important and everyone has the right to feel safe at all times. Only then can children achieve their best.

We believe that children learn behaviours and make positive behaviour choices through:

- Positive relationships with adults and peers - Adults having positive relationships with children and acting in a fair and consistent manner is the most effective way of ensuring a positive and engaging learning environment;
- Positive role models - Using words and actions that mirror the responses we are trying to encourage in our children;
- Positive phrasing and repetition of expectations - Using agreed words and actions which are likely to be most effective in achieving the desired outcome for an individual;
- Consistency - Working out the best way to support each individual child and ensuring approaches to that child are consistent;
- Praise and positive reinforcement - Noticing when children are demonstrating socially acceptable behaviours and ensuring this is praised;
- Comfort, calmness and forgiveness - Ensuring that when things go wrong the opportunity for learning is not lost and another opportunity to get it right is given.

2.0 Valued Behaviour

We need to teach valued behaviour as we teach other areas of the curriculum through modelling of and praise for good practice. We teach pupils about their feelings and emotions during everyday teaching opportunities and PSHE lessons.

It is expected that all adults will encourage the children to take pride in their school by setting high standards of behaviour, speech and manners. In order to do this, they should aim to establish an individual relationship with every child. Giving praise and positive reinforcement wherever possible, emphasising good behaviour and attitudes will ensure that children are aware of what is expected of them.

Adults should be consistent in expectations and make sure the children are aware of them, reminding them of the school expectations as appropriate. They should aim to motivate all children, always expecting them to do their best, noticing and praising positive behaviour and effort. Teachers are expected to set and maintain high standards of classroom organisation and display, involving the children in taking care of the classroom and giving the children responsibilities wherever possible.

We want our children to take PRIDE in our school community and achieve their best by:

- Showing perseverance
- Being respectful
- Showing independence
- Being dedicated to all that they do
- Being enthusiastic learners

Adults have a responsibility for all children, not just those from their own classes. They should inform colleagues of any child who has caused concern, keeping them aware of potential problems. Adults should be confident to ask for and expect support from colleagues, including the headteacher.

When on duty at break times adults should be visible at all times and aware of potential hazards in the school environment. They should be vigilant to problems being experienced by pupils, based on information from colleagues. Whenever possible they should seek out these children to monitor behaviour or talk to them to ensure they are having a trouble-free break, depending on the problem. Incidents should be reported to the class teacher or, if serious, to the headteacher.

Children are expected to understand that rules are there to be followed in order to make the school environment a safe and happy place for everyone. Older children should set a good example to younger children. They are expected to take pride in themselves and the school, showing this through their attitude to work and towards others. Children should be kind, considerate and helpful, respecting other children, adults and property. Our expectations of children at school also apply when travelling to or from school.

Whilst at school, the expectation is that children will only use language suitable for the school environment. In the classroom they should listen when others are speaking. They should walk sensibly around the school and line up quietly. Children are expected to take care of their own belongings, keeping the classroom, cloakroom and all corridors tidy.

At break times the children are expected to enjoy themselves and have fun, whilst being considerate of others, remembering the space and equipment is there for everyone to use. When outside they should keep activities to the designated areas, staying outside or asking an adult if they need to go inside. If they hear a whistle the first one is to stop, the second is to tidy up and line up. Children are expected to keep the grounds tidy, looking after plants and putting litter in the bin. Children should be kind to one another and tell an adult if this is not happening.

We will encourage all children to take personal responsibility for their own behaviour. Children will be supported in acquiring the required Attitudes for Learning as part of their spiritual, moral, social and cultural development, which will be covered through the curriculum, as well as in assemblies focussing on values. Classes will have agreed a class charter which is specific to the age groups.

Being ready to learn means:

- Coming to school with a positive attitude
- Arriving on time
- Performing to the best of your ability
- Being calm and attentive.

Expected behaviour	Recognition
Showing effort in work/completion of work	Verbal praise
Neat presentation of work to the best of their ability	Positive reinforcement
Being in the right place at the right time	Dojos
Helping/supporting others in distress	Certificates
Good manners	Stickers
Careful listening	
Correct sitting and attention	
Following instructions first time	
Kindness to others	
Calm voice and positive body language	
Looking after all equipment (school, own and others)	
Keeping the school environment tidy	
Showing respect in personal space	
Being a good communicator and developing resolution skills	

3.0 Supporting All Learners

We provide pupils with what they need to succeed in their learning by ensuring equality for all learners and staff. Equity is giving everyone what they need to achieve success. Within the classroom, this means that every child will receive the resources, experiences, appropriate interventions, and support in their learning to achieve their full potential.

Working with the SENDCO, staff will make reasonable adjustments to ensure a positive and achievable learning experience for all children. These adjustments may be temporary or planned for a longer period. Staff will review with the SENDco the success of adjustments and adapt accordingly.

Planned scripts and phrases will be shared with all staff so there is continuity, and children feel safe in the response they receive. Staff will not raise their voice, unless for safety.

Adults are expected to look for valued behaviour, praise this and continually reinforce such behaviour, so that well-behaved children are not overlooked and good behaviour becomes the norm. Positive behaviour and attitudes will be celebrated in a range of ways including stickers, DoJo points and certificates.

4.0 Unsocial Behaviour

It is important that we understand the differences between behaviour and this is linked to the impact they do/ do not have on others. We must not group unsocial behaviour with detrimental behaviour. The child who can find no reason to join in or complete a directed task is often showing considerable restraint in not allowing how they feel to result in detrimental behaviours. How staff respond to unsocial behaviour can determine whether the behaviour becomes detrimental.

Examples of unsocial behaviour are:

- Calling out
- Leaving seats/spaces without permission
- Name calling
- Not respecting personal space

Staff will deal with these incidents consistently, restoratively and in a timely manner. We will ensure that consequences given are directly linked to the behaviours, and conversations are conducted away from other children.

5.0 Detrimental Behaviour

Underpinning our philosophy to behaviour management is the belief that all behaviour is a form of communication. In order to obtain the best educational outcomes for a child we need to understand their difficulties and feelings which can create difficult behaviours. Only then can we support them to make better choices in their responses.

For the majority of children, a clear reminder about the right behaviour would be sufficient for the child to correct their behaviour. Some detrimental behaviour is driven by a need for attention. In these circumstances, staff will, where possible, ignore low-level behaviour and take the first available opportunity to praise valued behaviour. When doing this, staff will focus on praising the children who are behaving in a valued way. When addressing detrimental behaviour, staff will not draw attention to the child in a shameful way, but will either speak very quietly to the child or wait until after the lesson to talk to them. Staff may make clear their expectations of them by the end of the lesson (They may need to regroup the rest of the class away from the child, either inside or outside the class, telling the child to re-join them when they are ready).

Some general principles for discussing behaviour with a child are:

- Talk through the behaviours they noticed and which rule/expectation they have broken
- Give child a clear expectation of behaviour. E.g. 'Next lesson you will concentrate on your work and leave your pen on the table whilst listening'
- Talk through a logical consequence if the behaviour continues
- Ask the child if they need any support in stopping the behaviour. E.g. 'Is there anything I can do to help you stop tapping the pen?'
- Staff will ensure they notice any valued behaviour - give the child a quick reassurance that you have noticed as soon as you can. E.g. if the child has not tapped the pen at the start of the lesson, quietly say 'well done.'

Detrimental Behaviours	
Low Level Behaviours - low level behaviours that disrupt the learning of others and may or may not disrupt their own learning; behaviours that can be upsetting for others	Consequences and Support
Lack of concentration Not following instructions Dropping litter	Make eye-contact (where possible), use a non-verbal prompt (if that doesn't work) Say the child's name (if that doesn't work) Give them a clear verbal reminder of your expectation

Inappropriate use of equipment (including ruler twanging and building 'towers') Rocking on chairs Doodling/scribbling on whiteboards/workbooks Other off-task behaviour (quietly not bothering others) Lack of effort in standard of work Getting up from the table without reason, wandering around Calling out (answers to questions, not allowing others to think for themselves) Interrupting the teacher or other children Talking at inappropriate times Irritating the other children (poking with rulers/pencils, etc) Passing notes Non-aggressive throwing of small objects Rough play Running or being noisy in the corridors Inappropriate language (undirected) Invading others' personal space	"Sally, sit properly on your chair and continue with your writing." (if that doesn't work) Teacher or TA to speak to child privately - these behaviours are likely to be caused by an unmet need. Try to meet that need so that the child can continue to make progress in the lesson. (if that doesn't work) Refer to consequences for Medium Level behaviours Make eye-contact (where possible), use a non-verbal prompt (if that doesn't work) Say the child's name (if that doesn't work) Give them a clear verbal reminder of your expectation "Sarah, raise your hand if you wish to answer. (if that doesn't work) Give the child a verbal warning - "Sarah, this a warning. Remember to raise your hand. You must raise your hand to answer, other children are being disrupted." If they continue, find an appropriate time to speak to them privately (or TA to speak with them/sit with them) - give them a final warning and explain that there will have to be a consequence for their behaviour if it continues. If that doesn't work, refer to consequences for Medium Level Behaviours.
Medium Level Behaviours - purposeful behaviour that children know are against the class/school expectations and do it anyway; behaviours that may cause minor injuries but causing injury was not the 'aim' of the behaviour	Consequences and Support
Persistent low-level behaviour (Usually 3 times in a lesson) Head down on table, no communication Defiant behaviour involving ignoring questions and instructions Work refusal	- What is the unmet need?(Boredom, work too hard/easy, need to move, feeling ill/unhappy, falling out with friends, classroom too noisy, anxious about working with certain peers or speaking in front of the class, anxieties, difficulties at home, etc)

Refusing to engage in group work (quietly)	- Can you meet that need for them? (differentiate the work, give them an alternative activity, give them a task to do that enables them to leave the classroom and move (take a message, 'heavy work', etc), give them the option to work somewhere quieter, 5 mins to chat to you or a TA about what is worrying them)
Ongoing lack of effort in standard of work	- You may choose strategic ignoring of some of these behaviours depending on the individual child in question, especially where they are in place of anti-social behaviours which will disrupt the learning for everyone
Repeated low level behaviour (Usually 3+ occasions in a lesson)	Reflect, Repair, Restore - to be completed at an appropriate time (NOT while they are still in a heightened emotional state), perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) or time away from certain peers (protective consequence).
Deliberately provoking others (knowing that this will cause a specific reaction)	Repeated Medium Level behaviours, class teacher to give verbal feedback to parents (even if SLT have been involved, class teacher needs to give feedback to parents)
Rough play where someone gets hurt	Possible educational consequences - Complete work from the lesson at break time or lunch time (as long as they still have some time to go outside)
Pushing and shoving	Complete work from the lesson at home
Name calling (minor)	Moved to a position in the classroom where they cannot distract others
Causing damage to other people's property, including school equipment/displays (small scale or damage was not intended)	Moved to a position in the classroom where there is closer adult support
Intimidating others, making threatening gestures	Fixing or cleaning up things they have damaged
Throwing small items that will not cause injury at other people (directed)	Additional input through PSHE on social skills and resiliency
Throwing items that could cause harm (undirected)	Regular/weekly verbal feedback with parents/carers
Swearing (undirected)	Individualised plan to encourage work
Deliberate unkindness to others	Writing a letter of apology
	Possible protective consequences

	Can be sent out of the classroom for up to 10 minutes if their behaviour is causing physical or emotional distress to others or stopping others from working Moved to a position in the classroom away from the person they are being unkind to Moved to a position in the classroom where there is closer adult supervision Restricted lunch time/break time, alternative break provision provided for a day/or location changed Regular/weekly verbal feedback with parents/carers Individualised plan to encourage positive behaviour
High Level Behaviours - behaviours that put them/or others at risk of physical harm; behaviours that show complete disrespect for school staff	Consequences and Support
Persistent Medium Level Behaviours Leaving the classroom without permission Self-harm, repetitive banging head on table/wall, etc. Repeated medium level behaviour (Usually more than 2+ times in a week, following class teacher feedback to parents) Throwing objects that could cause injury at other people (directed) Swearing or other inappropriate language (directed at a child or adult) Spitting at others Biting (depending on age and developmental level of child) Climbing onto high equipment and refusing to come down	Class teacher to give verbal feedback to parents (this should happen every time a child leaves the classroom without permission or when self-harm occurs) Speak to Senior mental health lead for strategies to support child's mental wellbeing Work together on Roots and Fruits and/or anxiety mapping, where it is felt it will help Consider alternative provision during certain lessons if frustration or anxiety is causing concern Reflect, Repair, Restore - to be completed verbally at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on work missed during the lesson (educational consequence) Referred to Headteacher/SENCo and involved in meetings/phone calls with parents - Where appropriate Reflect, Repair, Restore - to be completed at an appropriate time, perhaps break time or lunchtime, incorporating time to catch up on

Deliberate vandalism to school equipment, school site or other people's property Stealing (teacher judgement to be used as to reasons behind the stealing before escalating to SLT)	work missed during the lesson (educational consequence) or time away from certain peers (protective consequence). Possible educational consequences See consequences for Medium Level behaviours Possible class visit from PCSO to educate on vandalism, stealing or other misdemeanours that would be breaking the law if they were older Possible protective consequences See consequences for Medium Level behaviours Learning outside of the classroom for a limited time Lunch time/break time restrictions for a longer period of time (a full week, for example) - other break time provisions must be available
Highest Level Behaviours - behaviours that put a child or an adult in danger of physical or significant emotional harm; behaviours that show complete lack of respect for school staff	Consequences
Directed verbal abuse towards an adult or child including swearing, racist or homophobic language Violent physical aggression causing injury: intentional hitting, kicking, head-butting, punching, etc. Use of an object to deliberately cause injury Bullying and/or persistent intimidation Leaving the school site without permission Violence towards a member of staff	Referred to Head Teacher Use of protective consequences as for High Level Behaviour Meeting in school with parents and member of leadership team Child reporting to Headteacher or SENDCO at the end of the day for 1 week Seek support from outside agencies, where necessary Plan in place and shared with appropriate staff, where there is a risk of a child leaving the site Persistent Highest Level Behaviours after other steps have failed: Possible Suspension Possible Permanent exclusion

6.0 Unforeseeable Behaviours

In the event of unforeseen behaviour, a risk assessment will be carried out and restrictive physical intervention used in line with the school's Restrictive Physical Intervention policy, where necessary.

Where unexpected behaviour poses a danger or causes significant injury or significant risk, the emergency services may be called and the building evacuated, in line with school policy.

Following unforeseeable behaviour, a risk calculator will be completed to prioritise and communicate levels of risk and to determine where protective consequences are needed. Underpinning our philosophy to behaviour management is the belief that *all behaviour is communication*. Analysis will be completed to inform a predict, prevent, and progress plan to plan adaptations or protective measures to better enable the pupil to cope. This plan will be communicated to all staff who may have encounters with this child. This supports our belief that children need consistency.

The following behaviours must be reported to the Head Teacher or SENDCO:

- Physical violence or verbal abuse to an adult
- Serious intended violence or abuse to other children
- Prejudiced related abuse or discriminatory behaviour
- Damage to school property.

It may be decided that a child will be isolated for a limited period of time from their class by working in another area in the school.

When responding to harmful behaviour, adults will seek to cool down, repair, reflect and restore. When responding to challenging behaviours, they will aim to de-escalate the behaviour through one or a combination of the following, as appropriate:

- Positive phrasing e.g. "Stand next to me" - "Put the toy on the table" - "Walk beside me", etc
- Limited choice e.g. "Put the pen on the table or in the box" - "When we are inside, Lego or drawing" - "Talk to me here or in the playground", etc
- Disempowering the behaviour e.g. "You can listen from there" - "Come and find me when you come back" - "Come down in your own time", etc
- Use of a de-escalation script e.g. Use the child's name - "Robert"
- Acknowledge their right to their feelings e.g. "I can see something is wrong" - "I am here to help", etc
- Offer help e.g. "Talk to me and I will listen" - offer a 'get out' (positive phrasing) "Come with me and".

When seeking support from another member of staff, care should be taken that one does not undermine one's own authority or credibility for dealing with behaviour in the future. Thinking about the language you use is important when asking for help e.g. Thank you for coming, Mrs Can you take to the for me while I teach the rest of the lesson.

7.0 Communication, recording and reporting within school

Recording and communication is key to monitoring and supporting the child. Events should be recorded in a timely manner and always within 24 hours. They should contain key information and recounts of the events and responses to them.

All must be written using factual, non-judgemental language. In addition, positive actions should be specific and not generalised. For example, a 'good day'. There needs to be clarification as to why it was a good day eg followed instructions. It is vital that staff understand the difference between detrimental and dangerous behaviour when recording incidents.

In the first instance, share the incident with Headteacher or SENDCO. They will advise whether this needs to be recorded electronically (MyConcern) and will give instructions for next steps. It may be decided that to gain a better understanding that all behaviours will be recorded for a period of time. This will help identify any patterns or triggers.

8.0 Communication with parents/carers

The school endeavours to make and maintain good relationships with parents and carers, and sees them as essential partners in the task of educating and managing behaviour. Class teachers play a key role in developing and supporting these positive links and enabling relationships. The school recognises the key role of parents and carers and that they may need help and support in the management of the child at home. Strategies used effectively at home and at school will be shared so that the child experiences a consistent approach and, where appropriate, external agencies will be involved in this support. Behaviour targets are also discussed and evaluated with the parents and carers when part of an individual plan for a child.

Depending on the nature of the behaviour parents may be spoken to at the end of the day or a phone call home at the time of the incident. When speaking to parents/carers staff will be mindful of whether the child is within hearing distance. Parents/carers will be informed factually of the incident and next steps. The communication with parents/carers will be recorded electronically (MyConcern) as an action.

Children are reminded of expectations during assembly, PSHE and where appropriate. Our PHSE programme supports such strategies. Parents are kept informed of procedures, Dojo points and attendance awards through the newsletter. Parents can access the policy via the school website or request a paper copy through the school office. Governors annually approve the behaviour and anti-bullying policies and procedures.

9.0 Exclusion and Suspension

Exclusions and suspensions are only used as a protective consequence, where reflection, time and discussion are needed to ensure that a pupil can be reintegrated safely into the school community. Exclusions are not an automatic response to an anti-social behaviour or event, neither should they be a response to a cumulation of these. All staff must discuss behaviours and events with the best interest of the pupils in mind. Where pupils are suspended from school a discussion and plan for return should take place so that a return can be positive and successful. Please refer to the Exclusions Policy for more information.