



For we are all one in Christ Jesus Galatians 3:28

## **KIRK FENTON CE PRIMARY SCHOOL**

### Behaviour Policy

November 2022

Review Date: Spring 2025

#### **Our Vision**

*For we are all one in Christ Jesus Galatians 3: 28*

Our vision for every member of this school community is to feel valued and respected, regardless of age, gender identity, sexuality, race, faith, belief or ability. Through developing a love of learning, each individual will have the opportunity to reach their full potential and aspire to become the person they were born to be.

## **Rationale**

Kirk Fenton CE Primary school is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful and Safe.' Forgiveness is one of our school values and as a church school is something we encourage in our pupils.

## **Aim of the behaviour policy**

To provide a safe, comfortable and caring environment where optimum learning takes place

To provide clear guidance for children, staff and parents of expected levels of behaviour

To provide a consistent and calm approach.

To use restorative approaches instead of punishments and to encourage responsibility, understanding and forgiveness amongst our pupils.

## **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise behavioural norms
- Promote self-esteem, self-discipline and forgiveness
- Teach appropriate behaviour through positive intervention

## **All staff must:**

- Take time to welcome pupils at the start of the day
- Be at the door of their classrooms at the beginning and end of each day
- Never walk past or ignore pupils who are failing to meet expectations
- Always redirect pupils by referring to 'Ready, Respectful and Safe'

## **The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls, Marvellous Me and certificates
- Ensure staff training needs are identified and targeted
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

## **Members of staff who manage behaviour well:**

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion

## **Pupils want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident

- Be just and fair
- Have a sense of humour

### The Principles behind this Policy

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the rules, relentless routines and visible consistencies that all children and staff should follow.

The school has 3 simple rules 'Ready, Respectful and Safe.' which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations is beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Rules	Visible Consistencies (How do we expect this to be seen around school)	Over and Above Recognition
Ready Respectful Safe	Daily greeting by teachers Smart and quiet lines Wonderful walking around school Punctual time keeping No shouting out in lessons or Collective Worship - Hands up Quiet indoor voices Polite words - please & thank you Waiting to let people through doors Correct equipment including PE kits Consistent responsibility by adults for pupil behaviour with personal follow up Consistent language used by adults to promote positive behaviour Restorative Practice used Time in not Time out	Behaviour boards in classrooms Certificates in assembly Marvellous Me home contact HT praise/ Marvellous Me Hot Chocolate Fridays Team points

### Stepped Boundaries

Take a gentle approach, use a child's name, bend down to child level, use eye contact, deliver a quiet reminder

#### 1. REMINDER

I notice that you chose to ..... (noticed behaviour)  
This is a reminder that at KF we need to be Ready, Respectful and Safe.  
You now have the chance to make a better choice.  
Thank you

Example: 'I notice that you are running down this corridor. This is a reminder that at KF you need to be safe so you are breaking one of our school rules. Please walk, thank you.'

## 2. WARNING

I notice you chose to ..... (noticed behaviour)

This is the second time that I have had to speak to you. You need to speak to me for 2 minutes after this lesson.

If you choose to break the rules again, you leave me with no choice but to move you away from your friends/ group to work by yourself/ to go to a thinking space, quiet area etc.

Do you remember when ..... (model of previous good behaviour) That is the behaviour I expect to see from you. Think carefully. I know that you can make good choices. Thank you.

Example: 'I noticed that you are not ready to do your work and are distracting others. You are breaking the school rules of being ready and respectful. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it all finished. That is what I need to see today. Thank you.'

## 3. CALMING TIME

I noticed that you .....(noticed behaviour)

You now need to

**Classroom:** 1. Go and wait outside the classroom 2. Take your work into another class 3. Take your work to the HT office

**Playground:** 1. Stand beside another staff member for 2 minutes 2. Stand at the wall for 5 minutes 3. Go to the HT office

Example: 'I noticed that you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and work outside of the classroom. I will come and speak to you in 2 minutes. Thank you.'

\*DO NOT describe the child's behaviour to another adult in front of the child.

## 4. FOLLOW UP, REPAIR and RESTORE

- What happened? (Use neutral, dispassionate language and listen)
- What were you feeling at the time?
- How do you feel now?
- How did your behaviour make other people feel?
- Who has been affected? What can you do to put things right? How could you do things differently next time?

**Remember** - It's not the severity of the sanction that counts, but the certainty that this follow-up will take place that is important.

## Sanctions

Sanctions should:

- make it clear that unacceptable behaviour affects others and is a serious offence against the school community
- not apply to a whole group due to the actions of an individual
- be consistently applied **by all staff** to help ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the offence. It should also be made very clear that it is the behaviour not the child that is unacceptable. Any sanction should address this and not be made personal to the child.

## **Adult strategies**

- IDENTIFY the behaviour that we do expect
- Explicitly TEACH the behaviour we want
- MODEL the behaviour we expect to see in others
- PRACTISE behaviour routines such as lining up
- NOTICE excellent behaviour often
- CREATE conditions for excellent behaviour

## **Language around Behaviour**

At Kirk Fenton, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave.

Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. Conversations around behaviour should be conducted, in the first instance, by the class teacher.

Incidents are logged on the behaviour log, at the staff member's discretion.

## **Behaviour Pathway**

Reminder

Warning

Time In/ Calming Time

Follow Up/ Reparative conversation

*Should you feel, using professional judgement, that a member of SLT should be part of the follow up conversation then follow the guidelines below:*

Sent to SLT/HT

Parents contacted

Parents invited to school for meeting with classteacher and HT

Seclusion within school

Exclusion

## **Extreme Behaviours**

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our skilful staff to build relationships with each individual child. These children will have bespoke 'Positive Handling Plans' that can be found in Appendix A.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by trained staff only following the STAR MAT Restrictive Physical Intervention Policy.

The school will record all serious behaviour incidents and any restraints using a Serious Incident Report (SIR form). This can be found in the blue book in the school office.

Exclusions or suspensions will occur following extreme incidents at the discretion of the Head Teacher. A suspension will be enforced under these conditions where:

Staff need respite after an extreme incident

The child needs time to reflect on their behaviour

To give the school time to create a plan which will support the child better

The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

### **Physical Attacks on Adults**

At Kirk Fenton, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with the STAR MAT Restrictive Physical Intervention Policy and should call for support if needed. Only staff who have been trained in Physical Restraint should restrain a child.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on a Serious Incident Report form. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

### **Permanent Exclusion or Out Of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered. The pupil will be considered to have Special Educational Needs and the procedures for meeting those needs are set out in our SEN policy

The risk to staff and other children is too high

The impact on staff, children and learning is too high

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

**Appendix A**

**POSITIVE HANDLING PLAN**

Child's Name: ..... Date of Plan: ..... Review Date of Plan: .....

What does the behaviour look like?

Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours

What are the common triggers?

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De-escalation strategies

	Try	Avoid	Notes
Verbal Support & advice			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Transfer adult			
Remove audience			
Supportive touch			
Success reminded			
Listening			
Other:			



Any medical conditions to be aware of before using Physical Interventions?

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How should we record incidents and who do we need to inform?

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**Stage 4 follow up (Only after Stage 3 Crisis Behaviour). Please complete a Serious Incident Report Form.**

<b>Child:</b> <b>School:</b> <b>Parent/Carer:</b>
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**Contacts:**

Teacher		
Parent/ Carer		
Pupil		
Educational Psychologist		
Prevent Team/ Social Worker		
Head Teacher		

## **Appendix B**

### **SCREENING AND SEARCHING PUPILS, CONFISCATION OF ITEMS**

#### **Key Points Searching**

- School staff can search a pupil for any item if the pupil agrees.
- Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.
- Prohibited items are: knives or weapons alcohol illegal drugs stolen items tobacco and cigarette papers fireworks pornographic images any article that the member of staff reasonably suspects has been, or is going to be used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
- Head teachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for

#### **Schools' obligations under the European Convention on Human Rights (ECHR)**

Under article 8 of the European Convention on Human Rights pupils have a right to respect for their private life. In the context of these particular powers, this means that pupils have the right to expect a reasonable level of personal privacy.

The right under Article 8 is not absolute, it can be interfered with but any interference with this right by a school (or any public body) must be justified and proportionate.

The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8. This advice will assist staff in deciding how to exercise the searching powers in a lawful way.

#### **Who can search?**

Any teacher who works at the school, and any other person who has the authority of the headteacher.

#### **Under what circumstances?**

You must be the same sex as the pupil being searched; and there must be a witness (also a staff member) and, if at all possible, they should be the same sex as the pupil being searched. There is a limited exception to this rule. You can carry out a search of a pupil of the opposite sex to you and without a witness present, but only where you reasonably believe that there is a risk that serious harm will be caused to a person if you do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

#### **When can I search?**

If you have reasonable grounds for suspecting that a pupil is in possession of a prohibited item.

#### **Confiscation**

School staff can seize any prohibited item found as a result of a search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Such items should be handed in to a senior member of staff.

## **Screening**

It is not the policy of the school to routinely screen pupils without identified cause.

*Further advice for staff can be found at this link:*

<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screeningsearching-and-confiscation>

## **Appendix C**

### **THE POWER TO DISCIPLINE BEYOND THE SCHOOL GATE**

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives head teachers a specific statutory power to regulate pupils' behaviour in these circumstances "to such extent as is reasonable."

The school will respond to any inappropriate behaviour which occurs anywhere off the school premises and which is witnessed by a staff member or reported to the school; such reports should be made to the headteacher or other senior member of staff, who will apply appropriate sanctions, in relation to the general principles laid down in the behaviour policy.

In all circumstances the head teacher will consider whether it is appropriate to notify the police or antisocial behaviour coordinator in the local authority of the actions taken against a pupil. If the behaviour is criminal or poses a serious threat to a member of the public, the police should always be informed. In addition, school staff should consider whether the misbehaviour may be linked to the child suffering, or being likely to suffer, significant harm. In this case the school staff will follow the school's safeguarding policy.