



KIRK FENTON CE PRIMARY SCHOOL

Behaviour for Learning Policy

Approved: Summer 2025

Review date: Summer 2028

Rooted in Christian belief, our vision is for everyone in our school community to be valued and respected for who they are.

Through cultivating a love of learning, every individual will have the opportunity to shine and flourish - together.

"Let your light shine before others, that they may see your good deeds and glorify your Father in Heaven."

Matthew 5:14-16



Rationale

Our school vision underpins everything we do at Kirk Fenton C of E Primary School. It is vital that our Behaviour Policy supports staff and children to live the vision so that our school is a place where everyone feels safe, respected and ready to learn.

Expectations

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

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

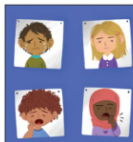


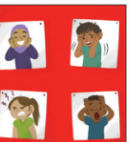
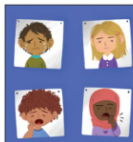


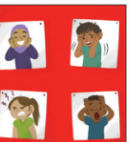
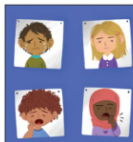


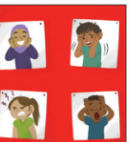
Our Rules	<u>Examples of what we should see from pupils</u>	<u>Examples of what we should see from parents/carers</u>
Ready "Are you Ready?"	Smart and quiet lines Punctual time keeping Correct equipment including PE kits Completing homework on time Following classroom routines Whole body listening Encouraging others to be ready	Ensure children are in correct uniform and prepared for lessons Support children to complete homework on time Support children to be ready by implementing clear routines for eating and sleeping. Keep up to date with Class Dojo Read the weekly newsletters so you are aware of events. Attend parent's evenings
Respectful "Are you Respectful?"	Speak to the adults in school Sensible walking around school No shouting out in lessons or Collective Worship - Hands up Quiet indoor voices Polite words - please & thank you Waiting to let people through doors Looking after equipment Listening to the opinions of others	Model the daily greeting to staff Support the school's relational approach to resolving issues Model respectful behaviour at all times Speak positively about school in front of your child - address issues with staff appropriately Give staff time and information to resolve issues Restrict use of mobile phones on the school site.
Safe "Are you safe?"	Disposing of food and rubbish correctly at lunch and break time Following staff instructions first time Behaving appropriately during unstructured times Having kind hands and feet Using equipment safely Ask staff to help you solve problems if they are too big for you to manage alone	Correct your child's behaviour on the school premises Support school with safeguarding at all times - closing doors, signing in and out etc. Support the school behaviour policy Keep external relationship issues out of the school premises Inform staff of external factors that may impact your child Park safely and legally outside school Ensure your child is close to you when dropping off and picking up.

Adults consistently take responsibility for addressing pupil behaviour, utilising "Time in not Time out" to repair relationship ruptures. We address behaviour through "Shine a Light" discussions, helping children process actions and consider better future choices.

Special Educational Needs

We recognise that some children may find it more challenging to meet our behavioural expectations due to their developmental level. For these students, we implement **bespoke positive behaviour plans, agreed with parents/carers**. These often incorporate **rewards** to reinforce desired conduct. While we make these adaptations, we maintain **high behavioural expectations** for all children, including those with SEN.

Rewards and Sanctions

Rewards	Sanctions								
<p>Rewards should: Recognise when a child has gone above and beyond. However, it is important that we develop intrinsic learners who know that behaving well is the right thing to do.</p> <p>Rewards include: Behaviour boards in classrooms Lunchtime stickers Tidy cloakroom award Headteacher award Stars of the week Hot Chocolate Friday Team points Winning team picnic 'Always child' acknowledgement Extra playtime Verbal praise and attention</p>	<p>Sanctions should: Be proportionate, logical and solution focused 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</p> <p>Sanctions include: Behaviour boards in classrooms Time in - to reflect on behaviour Working in another classroom Contacting parents/carers Time in with senior leader</p>								
<p>Child strategies - Zones of Regulation</p> <table><tr><td></td><td></td><td></td><td></td></tr><tr><td>Blue Zone Sad Bored Tired Sick</td><td>Green Zone Happy Focused Calm Proud</td><td>Yellow Zone Worried Frustrated Silly Excited</td><td>Red Zone overjoyed/Elated Panicked Angry Terrified</td></tr></table>					Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified	<p>Adult strategies</p> <p>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</p>
									
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<p>Serious incidents</p> <p>Restrictive Physical Intervention - In some circumstances, staff may use reasonable force to restrain a pupil. REACT Positive Handling training is undertaken by appropriate staff every three years.. Government guidelines state "Staff may use physical restraint as a last resort to prevent a child from causing injury to themselves or others, committing a criminal offence, or causing serious damage to property. Any use of force must be reasonable, necessary, and proportionate to the circumstances." The school will follow the MAT policy: https://web.starmat.uk/assets/Documents/Attachments/STAR-MAT-Restrictive-Physical-Intervention-Policy-Primary-November-2022-v3.pdf</p>									

Internal suspension - occasionally, more serious incidents happen or poor behaviour can be repeated or persistent. If that happens, the pupil may have to work away from the rest of the class under the supervision of the headteacher, deputy or another member of staff.

Fixed term suspension - in exceptional circumstances, especially if allowing the pupil/student to remain in school would be detrimental to the education or welfare of others, the headteacher can use a fixed term suspension. A fixed term suspension provides a cooling off period and time for the school and parents/carers to discuss next steps and plan how to manage a pupil's future behaviour.

Permanent exclusion - This is a last resort and will only be considered in cases where despite personalised support, the child's severe and sustained behavioural challenges continue to significantly jeopardise the safety and learning environment for both staff and other pupils.

The school will follow the MAT policy:

<https://web.starmat.uk/assets/Documents/Attachments/STAR-MAT-Suspension-and-Permanent-Exclusion-Policy-July-2024.pdf>

The role of Governors

The Governing Body has the responsibility of setting down these guidelines on standards of behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school behaviour policy. The Headteacher may seek advice from the governors for particular issues.

Monitoring and Review

The policy is monitored regularly by the school leadership team. It is the responsibility of the governing body to monitor the rate of Fixed Term Suspensions and Exclusions to ensure that the school policy is administered fairly and consistently.