



# Kimberworth Community Primary School Behaviour Policy

## CONTENTS

1. Introduction
2. Aims of the policy
3. Our School Rules
4. Behaviour Curriculum
5. Encouraging and Rewarding good behaviour
6. Addressing Unacceptable behaviour
7. Support for Individual Children
8. Positive Handling
9. Staff Induction and Training
10. Behaviour Outside of School Premises
11. Data collection and behaviour evaluation

## 1. Introduction

At Kimberworth Community Primary School we believe that children and adults flourish and achieve their best in a positive and caring environment where children are encouraged to play and learn without fear of being hurt or hindered both physically and emotionally. We have high expectations of all children and staff and aim to support the children in developing self-confidence, independence and self-esteem in an atmosphere of mutual respect and encouragement. Staff will demonstrate positive relationships with all children and their parents/carers working in partnership throughout.

## 2. Aims of the policy

- To ensure that pupils' positive behaviour and attitudes allow everyone to achieve their full potential
- To encourage a calm, purposeful and happy atmosphere within the school.
- To have a whole school policy supported and followed by the whole community; parents, staff, children and governors based on our shared school values.
- To encourage good behaviour by providing a range of rewards and make boundaries of acceptable behaviour clear.
- To use rules, rewards and consequences consistently, taking into account the individual needs of children.
- To teach through the curriculum positive values and attitudes, self-respect and respect for other people and property.
- To foster positive caring attitudes towards everyone and encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To ensure the safety of all children and staff.

## 3. Our School Rules

The School rules support our behaviour policy and were agreed following discussions with all staff and pupils in **June 2025**.

### Our School Rules

**Kimberworth is a caring school. We are:**

- Ready to learn
- Respectful
- Safe

#### 4. Behaviour Curriculum

Positive behaviour will be taught to all pupils as part of the curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school. This will be reinforced across the school throughout the day and through regular assemblies.

Effective classroom management is paramount to ensuring good behaviour and in addition to the school rules. This will be established in each class through:

- An emphasis on positive relationships
- A classroom charter that is agreed at the beginning of every school year by the children and returned to regularly. This will clearly outline the routines and expectations of the classroom.
- A clear and consistent approach to classroom routines to help pupils work well in the classroom
- A well-structured classroom environment ensuring teacher positioning, seating plans and resources support good behaviour

Positive behaviour is taught from the time that children first enter our school in Day Care. Our **Behaviour Management in the Early Years policy** outlines how this is done in an age appropriate way.

#### 5. Encouraging and Rewarding Good Behaviour

At Kimberworth Community Primary School, emphasis is placed on rewarding the positive rather than punishing the negative. Our reward system is used to provide positive encouragement for good behaviour. When giving rewards it is always made clear to the child why they are receiving a reward so that they have a clear understanding of the good behaviour which then informs other children of the desired behaviours. Effective rewards help a child appreciate how their achievement is helped by their own attitudes. These rewards acknowledge effort, focus attention on relevant behaviour and foster intrinsic motivation. **Once a reward is given it is not taken away.**

We praise and reward children in a variety of ways:

- An approving look, smile or nod to encourage.
- Acknowledgement by positive, specific and public verbal praise.
- Positive feedback to parents/carers via phone calls, Dojo messages or texts.
- Special stickers
- House Points -Gem Tokens

#### House System

Good behaviour will be recognised through House Points. Children are split into houses from Year 1. House Points (gem tokens) will be given to children as a reward for demonstrating the school rules. Tokens will be collected in boxes within each class then collected and counted by the house captains and vice captains every Friday. **In celebration assembly, these will be added to the house total and when the house point box is full, the members of that house will receive a reward voted for by their team.**

### **Believe and Achieve Assembly**

A merit assembly is held every week for Foundation 2 to Y6 when one member of each class receives a Head Teacher's award for attainment in an area of the curriculum and **one a merit certificate as a reward for demonstrating the school rules.** Parents are invited to attend these assemblies and the children receiving awards are mentioned in the newsletter.

## **6. Addressing Unacceptable Behaviour**

There is no place for violence, bullying, harassment (racial, sexual, homophobic or other), vandalism, rudeness to adults, bad language or any other impolite behaviour within our school community. Such behaviour will be dealt with promptly, firmly and consistently in a no-nonsense way but should be consistent with the school expectation that all people will be treated with respect. Members of our school's community will not be shouted at. It should be clear from the adult's words and actions that it is the behaviour that is unacceptable and not the child. This enhances rather than reduces the likelihood that the pupil will want to co-operate with the member of staff in future and a child's self-esteem and dignity is maintained.

Minor infringements of the school or class rules will be dealt with by the adult responsible for the child at the time. It is de-skilling and disempowering for class teachers and midday supervisors to refer minor incidences of inappropriate behaviour to a senior member of staff.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This will include:

- Appearing calm and using a low tone of voice
- Using simple, direct language.
- Providing adequate personal space
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil/acknowledge their feelings – 'I can see that you feel...'
- Offer a positive reminder of expected behaviour – 'Our rule is...'
- Offering the pupil a face-saving route out of confrontation through a positive choice 'I need you to... or ...'
- Rephrasing requests made up of negative words with positive phrases, e.g. "If you don't return to your seat, I won't help you with your work" becomes "When you return to your seat, I can help you with your work".

### **Use of Sanctions**

The aim of sanctions or consequences is to discourage future unacceptable behaviour. The use of a consequence will not be based on the tolerance level of a teacher being exceeded but rather because the child has broken an agreed rule.

- A whole class should never be punished. Sanctions are for individuals.
- Extra work will never be given as a consequence for inappropriate behaviour as this promotes a negative image of school work,
- Exclusion be from PE, art etc. will not be used. These subjects are every child's entitlement.
- There is a genuine "fresh start" for the system after every session, morning and afternoon.

### **Consequences in the Foundation Stage through to Year Six**

A behaviour chart is displayed in each classroom (clouds in FS2). All children start the day on the green 'Good Choices' section of the ladder. Initial non-verbal and then verbal warnings focus on making sure that the child understands what the rule and expected behaviour are and that their

behaviour is his/her choice. The result of continuing the inappropriate behaviour would be to move onto the series of “consequences”.

1. **A non-verbal response** e.g. eye contact is often sufficient to remind a child to decide whether his/her behaviour is appropriate.
2. **A verbal warning** will be given to a child following an incident of inappropriate behaviour. This will be linked to the appropriate school rule.
3. **Move to ‘Think about it’ on the behaviour chart.** If the behaviour continues then the child’s picture will be moved down to the amber ‘think about it’ section of the chart. If they then show positive choices they can move back up to green. Children who remain on the amber section of the ladder will **miss 5 minutes of playtime or lunchtime** and receive a reminder from the classroom staff about the appropriate rule and expected behaviour.
4. **Move to ‘Consequences’ on the behaviour chart.** Should a child continue with the unacceptable behaviour or demonstrate an agreed high-level behaviour then they will move to the red section ‘consequence’ of the chart. **The child should place their picture in a box and record their name on the recording sheet.** A child once on this section cannot be moved back up the ladder until a more formal consequence is given.

Children moved onto the red section of the ladder children will **miss 15 minutes of their playtime or lunchtime.** This can be supported by SLT where needed.

In this time, they will reflect on the reason they are on the ladder with an adult:

- Checking that the child understands what he or she has done that is unacceptable.
- Explain the effect that behaviour has on others.
- Examine strategies to avoid the same situation in the future.
- Encourage the child to think of or offer alternative strategies.

## **LUNCH TIME**

The school meals supervisory assistants (S.M.S.A.s) and Active Regen play leaders have an important role to play in supporting the behaviour policy. Members of the school’s inclusion team will also be available to support at lunchtime.

## **Rewards**

SMSAs can reward children who are demonstrating good behaviour in line with our policy through:

- An approving look, smile or nod to encourage.
- Acknowledgement by positive, specific and public verbal praise.
- Positive feedback to staff

## **Consequences**

Children who behave inappropriately will be:

- Reminded of the rule and expected behaviour then told to find another activity to do
- Offered a structured activity to join in
- Asked to walk with the SMSA if the behaviour still continues.
- Refer to the Inclusion Team if needed who will inform classroom staff if the child should move on the consequence chart.

## **Initial Interventions**

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used for pupils who are:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

If a child has had a behaviour ladder consequence 3 times in a week the class teacher will contact their parents and speak to them about how their child can improve the behaviour. If there is no improvement a member of SLT will contact the parents again. If the behaviour continued the Headteacher would then meet with the parents and child. All of these conversations will be recorded on CPOMs under the behaviour tab and SLT alerted to the CPOMs.

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents, including home visits where necessary
- Providing support from the learning mentor
- Timetabled sessions in the inclusion room
- Time in the mentor room to calm or regulate emotions/behaviour
- Short-term behaviour report cards
- Long-term behaviour plans
- A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities.

### **Removal from the Classroom**

The school may decide to remove pupils from the classroom where absolutely necessary for a limited period, for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide but will not be any longer than necessary.

Work set for the child should be as close to the work in class as possible, but may have to be substituted, as appropriate, with more straightforward written work. If a child is removed from the classroom then their parents will be informed and a discussion held between the school, pupil and their parents, and other agencies if relevant.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour.

**Suspension** – For extreme behaviour, when all other options have been exhausted.

Following repeated incidents of unacceptable behaviour or an incident of extremely dangerous or violent behaviour, very serious challenges to authority or verbal or physical abuse to any member of the school community the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

The Head Teacher would inform parents/carers and discuss the incident as it may be necessary to suspend the child from the school for a fixed period of time if the behaviours are so severe that there is a danger that the child will injure him/herself or other children.

### **Permanent Exclusion**

Following further incidents of unacceptable behaviour, the following sanctions will be implemented: The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

## **7. Support for Individual Children**

It is understood that children sometimes have difficulty finding the right behaviour and understanding the consequences of their inappropriate behaviour. This difficulty, if frequent, may result in the child being placed on the SEND register and a behaviour plan initiated. Persistent, serious, inappropriate and disruptive behaviour will result in a referral to an outside agency.

Staff who work with particular children who have been identified as requiring an individual behaviour plan may need to use specific techniques routinely to manage challenging behaviour. Such arrangements will be discussed with parents/carers in advance on an individual basis. All interventions will be routinely recorded and the parents/carers informed the same day.

Some children may have identified social emotional or mental health needs. These children are placed on the Special Educational Needs and/or Disability register (S.E.N.D) in consultation with

parents/carers and will have an individual education plans (I.E.P.) with set targets to achieve within a time scale. In order to provide evidence for agencies about inappropriate behaviours of some children behaviour logs should be kept by staff.

### **8. Positive Handling**

Occasionally a child may have to be restrained for their own safety and that of their peers following the School's policy on positive handling.

All staff with responsibility for our children's safety and welfare will deal professionally with all incidents involving aggressive or reckless behaviour. Staff will view the use of force to control or restrain a child as a **last resort and be absolutely necessary** for the purposes of maintaining a safe environment. If the child is behaving disruptively or anti-socially, every strategy will be used to manage behaviour positively to prevent a deterioration of the situation. We will always aim to ensure minimal risk of injury to the child and staff. All positive handling incidents will be recorded on CPOMS.

### **9. Staff Induction and Training**

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

### **10. Behaviour outside of school premises**

Pupils at the school must agree to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

## **11 Data collection and behaviour evaluation**

The school will collect data from the following sources:

- Classroom weekly consequences record.
- Behaviour incident data, including on removal from the classroom recorded on CPOMs
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

**The inclusion team (Head teacher, SENDCO and Learning mentor) will meet fortnightly to monitor behaviour data and ensure that all actions are taken promptly in line with this policy.**

The data will be monitored and objectively analysed **termly** by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

**Behaviour information will be shared termly with the governors as part of the Headteacher's termly written report.**

Reviewed: September 2025

Next Review: September 2026