



Behaviour Policy

Reviewed – September 2022

For review – September 2023

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets." *Mathew 7:12*

This policy has at its core, the above quotation and reflects the need for fairness and forgiveness.

Purpose

All children deserve a school that creates a safe and happy environment for them, in which they can learn and thrive. Good behaviour across the school is the starting point for this. This policy sets out the ways in which, at Keevil CofE Academy, we will ensure this for all pupils.

Keevil CofE Academy recognises behaviour as a way in which children communicate with those around them. We would never consider a child to be 'bad' or 'naughty' because of their actions. We always seek to understand where children's behaviour comes from and provide whatever support or learning they need as result. Whilst also teaching children about the need for boundaries and responsibility, and the consequences that happen as a result of not respecting these. We approach this within our ethos of 'Always treating others as we would like to be treated'.

A culture of outstanding behaviour is rooted in what can be seen as the minor, such as, uniform being worn correctly, sitting up and paying attention in class, ensuring the school is tidy and looked after, and always, always, thinking of others and the impact of our own actions upon them. These are things that children must be taught to do. With this, our expectations can only be high when lessons are stimulating, challenging and conducted in a supportive environment.

This policy has been up-dated in line with [Behaviour in School: Advice for headteachers and school staff – September 2022](#)

Leadership and Management

It is the responsibility of the headteacher, and other members of the school's leadership team, to:

- ensure that all staff are aware and understand the school's behavioural expectations and management system.
- monitor the consistent application of the behaviour system and the maintenance of standards across the school.
- induct new members of staff into the school's behaviour culture and systems.
- organise appropriate training such that all staff can meet their duties and functions within the behaviour policy.
- work effectively with parents/carers and other agencies to ensure all children are supported to work within the school's behaviour expectations.

It is the role of teachers and staff to:

- treat all children with warmth and respect in order that they feel safe, special and have their needs met.
- uphold the school's approach to behaviour, teaching and modelling expected behaviour and positive relationships.
- communicate the school's expectations, routines, values and standards through explicit teaching and all interactions with pupils.

- reward expected and good behaviour.
- challenge pupils who are not meeting behaviour expectations, both within their class and across the whole school.
- act fairly and within the school's ethos and values.
- act as good role models at all times within school.
- assess children's emotional development and plan actions to fill any gaps and support children to learn how to self-regulate.
- work effectively with other members of staff, parents/carers and external agencies to support children to work within the school's behaviour expectations.

It is the role of pupils, to:

- understand they have a duty to meet the school's behaviour expectations so that all other pupils are treated with dignity and respect, and can learn in a calm, safe and supportive environment.
- work with members of staff who are providing support to help them meet the school's behaviour system.
- be involved in the evaluation and improvement of the school's behaviour management system.

It is the role of parents, to:

- understand the school's behaviour management system.
- support and reinforce the school's behaviour expectations and system with their child(ren) at home.
- work with the school if their child(ren) require extra support to work within the school's behaviour expectations.

School Systems

Our approach to Behaviour Management across the school is summarised by the chart in Appendix 1. This is clearly displayed in all areas of the school and is followed consistently by all adults working in the school. It roots our approach to behaviour management within our school ethos: Always treat others as you would like to be treated. It's primary aim is to promote excellent behaviour for learning across the school and to reward this in children.

Good behaviour is taught specifically through PSHE lessons and Worship sessions, as well as through everyday practice and routines in the classroom and across the school.

School Rules

The Behaviour Expectations of the whole school are:

- Always treat others as you would like to be treated.
- Listen to adults.
- Do your best.
- Keep yourself and others safe,
- Be smart and tidy.

Class Rules

All classes have Golden Rules, created and prioritised by themselves, through discussion and ballot, which are based on the school rules.

Reward Systems

Rewards are used across the school to reinforce and encourage expected behaviour.

There is one whole school reward system and that is one based on a child's membership of one of four houses: Buzzards, Kestrels, Harriers and Ospreys. Positive behaviour is rewarded with house points.

Other forms of reward are used across the school as appropriate:

- Public commendation from staff or peers.
- Individual/Group/Class target with whole class reward.
- Sharing Assembly.
- Sharing success with another teacher and parents.
- Annotations in workbooks to reflect success.
- Stickers, smiley faces and positive comments written on work, or in Home-School Contact Books.

Whole School Thrive

Keevil CofE Academy is implementing the Thrive approach and programme across the school. Through this, the school will help children to become more emotionally resilient and better placed to engage with life and learning.

The emotional needs of cohorts of children are profiled regularly across the school. This allows staff to plan for opportunities to support and develop children's emotional understanding and toolkit. Through this children learn how to communicate effectively and self-regulate.

Consequences

The steps and consequences that will be taken for children not following our behaviour expectations are detailed in Appendix 1.

Sanctions in the Classroom

1. Staff start by using 'informal' methods to encourage child to behave in the expected way.
2. Formal warning given by member of staff, this enables the child to make a positive choice to correct their behaviour.
3. If behaviour continues the child will have a private conversation with a member of staff about the behaviour. The child may also be moved to a different place within the classroom to aid them in making good choices and focusing on their learning.
4. If the child continues to disrupt they could be sent to another classroom or area of the school to complete their work there.
5. Not following the rules could also result in other sanctions being applied, such as missing some break time or golden time.
6. If a pattern of behaviour is emerging, members of staff will contact parents/carers in an appropriate way, and/or consult with a member of the school's leadership team.

Lunch and Break times Sanctions

If a child has an Individual Behaviour Plan please follow this over the below. Remembering that SAFETY IS PARAMOUNT.

If a child is showing signs of misbehaviour, interaction with an adult can set them back on the right path. Staff will use principles of PACE (Playfulness, Acceptance, Curiosity, Empathy – to help children

feel safe) and WIN (I Wonder, I Imagine, I Notice – to establish the communication behind the behaviour) to help achieve this.

If this is not successful then the following process will be followed, although a major misdemeanour can fast-track this system:

1. Formal Warning given by member of staff on duty.
2. After 2 warnings, “Time Out” is taken on a chair / bench in the playground. “Time Out” depends on the age of the child - a suggestion is one minute for every year of child’s age, which will be timed by member of staff on duty.
3. Two “Time Outs” can be taken in any one session. But if pupil persists after this to disrupt the playtime, the third “Time Out” will take place **inside** where a reflective activity can be assigned.
4. If a pupil is consistently having “Time Out” sessions inside during playtimes, the member of staff should discuss him/her with the class teacher and then the Leadership Team.
5. If a pattern of behaviour is emerging, members of staff will contact parents/carers in an appropriate way. A formal meeting may be set up to discuss the way forward with this pupil - such incidences would be ones where the pupil was a danger to themselves, others or property, or causing such disruption as to disturb other children.

Where inappropriate behaviour at lunchtime becomes a health and safety issue, and all other measures have been tried and failed, **lunchtime debarment** would follow. This is not regarded as a school session and so exclusion at this time would be in the interest of the child and the rest of the pupils. Parents would be requested to collect their child at 12 noon and return them for the afternoon session at 1pm.

Further Sanctions

Fast track movement through this Sanctions System would happen if behaviours detailed in Appendix 1 are seen.

This could result in internal exclusion for half/whole day, and parents will be informed of this. If this becomes a regular pattern of behaviour, a formal meeting with parents will be held.

In certain situations a suspension may be resorted to. This will be carried out following procedures specified by Wiltshire LA and the Acorn Education Trust, and will be fully communicated with parents/carers. Such sanctions are always a last resort, and the school will support the child and family on their return to ensure appropriate measures are put in place to prevent this from happening again.

In the most serious of circumstances, the school may look to permanently exclude a child.

Keevil CofE Academy will follow Acorn Education Trust’s Exclusion Policy and the [DfE guidance](#) on suspension and exclusion at all times.

Physical Restraint

There are circumstances when it is appropriate for staff to use reasonable force to safeguard children.

The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the

arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

Acorn Education Trust follows DfE advice for schools: [Use of Reasonable Force in Schools](#).

All staff follow the school's behaviour policy and all pupils are encouraged to follow these expectations to reduce the need for the need for 'use of reasonable force.'

Staff will work in collaboration with pupils and parents/carers to plan positive, proactive behaviour support which may include support plans, referral to specialist agencies and agreeing actions to reduce the occurrence of challenging behaviour which may result in physical restraint.

Pupil Transition

At the start of each school year and term, the children are reminded of the school's ethos and values through the parable of The Good Samaritan and the quote "Always treat others as you would want to be treated" *Matthew 7:12*. The behaviour expectations for all are re-visited as a whole school.

Within each class the year starts with a discussion of Class rules. Throughout the school these discussions are founded in the concept of 'making the right choice' alongside the school's ethos around the Good Samaritan, and this is reinforced through the year.

At the end of any sanction given to a pupil, a member of school staff will speak with the child to ensure that they can move forwards, knowing that it is a fresh start for them and that they can apply what they have learnt. For minor incidents this will involve the class teacher and/or TA. For more serious incidents, this will involve the headteacher or other member of the school's leadership team.

Restorative Justice

When dealing with misbehaviour, all staff follow the Restorative Justice process. This is particularly helpful when the children have fallen out with one another. This is centred around the following questions:

1. What happened?
2. What was it like before?
3. What has it been like since?
4. What would you like to happen?
5. Are you happy with the outcome?

Pupil Support

The school will provide help for children who require extra support to meet the school's behaviour expectations. This could be temporary, eg. in response to a situation in the child's home life, or longer term, eg. for children with additional needs. This support ensures that all pupils can achieve and learn as well as possible.

Such support is determined in a bespoke manner, in response to an individual child's needs and situation. Examples of strategies used by the school, include:

- Preventative approaches, such as avoiding known triggers
- Wellbeing support, given by class teacher, TA or ELSA
- Individual reward system
- Adjustment to classroom routines
- Adjustment to playground routines
- Adjustment to dining-hall routines
- Calming strategies and opportunities
- Referral to external agencies for support

Children requiring long-term and/or significant support will have this detailed in an Individual Behaviour Plan. This will be drawn up by the school in partnership with the child and parents/carers.

Keevil CofE Academy will always make reasonable adjustments and provide appropriate support for children with SEND and for those in other vulnerable groups, in line with the [Equality Act 2010](#) and the [SEND Code of Practice 2015](#).

Bullying and Child-on-Child Abuse

Bullying epitomizes all that Keevil School **IS NOT** and is a complete affront to our values.

To identify behaviour as 'bullying', we follow: Several Times On Purpose: STOP.

Children are taught about bullying through the school's PSHE curriculum. All expectations and systems in school are designed and implemented to prevent behaviour from reaching this point.

Anything approaching bullying, in this framework should have been observed and dealt with before it gets to the 'STOP' level. If not, then the school will follow the processes detailed in our Anti-Bullying Policy.

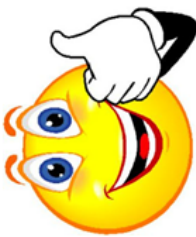




If behaviour crosses the threshold to become Child-on-Child Abuse the school will follow procedures detailed in the school's Safeguarding and Child Protection Policy.

Banned Items

Children are, as a rule, not allowed to bring anything from home into school except equipment and items specified by school eg. water bottle, lunch box, reading book.

If children are allowed on specific occasions to bring in other items, eg. toys, the school takes no responsibility for these items.

Mobile phones are not allowed to be brought into school. If a child needs to bring a phone into school for a particular reason, eg. walking home unaccompanied, the child must hand the phone to a member of school staff as soon as they arrive at school. The member of staff will keep the phone safe, and return it to the child at the end of the school day.

Keevil CofE Academy Behaviour Management System				
<i>Always treat others as you would like to be treated</i>				
Behaviour for Learning	Behaviour Expectations	Warning	Stage 1	Stage 2
 <p>RESILIENCE I will have a go even if something is tricky. I will persevere if I don't succeed first time.</p> <p>TEAM WORK I will be kind and show respect to others, working together to achieve a goal.</p> <p>COMMUNICATION I will be confident and express my ideas and opinions.</p> <p>PROBLEM-SOLVING I will explain my knowledge and thoughts clearly.</p> <p>LEARNING I will think critically and evaluate, and try different approaches until I can solve a problem.</p> <p>DILIGENCE I will work independently and research to add to my knowledge.</p> <p>INDEPENDENCE I will keep myself and my things organised. I will think about what I need to do and do it without asking for help if I don't need it.</p>	 <p>Always treat others as you would like to be treated.</p> <p>Listen to adults.</p> <p>Do your best.</p> <p>Keep yourself and others safe.</p> <p>Be smart and tidy.</p>	 <p>Any disruption to learning. Inappropriate behaviour during playtime or lunch. For example:</p> <ul style="list-style-type: none"> • Calling out • Talking over an adult • Dishonesty • Shouting • Rudeness • Lack of respect for people and property • Refusing to do as asked • Sulk • Distracting others • Not following instructions • Running in the corridor • Not sitting properly • Rough play • Going somewhere without permission 	 <p>No response or ignoring warning. Repeated or persistent incidents. Straight to this stage for:</p> <ul style="list-style-type: none"> • Name calling • Using inappropriate language (but not directed at someone) • Lying • Running away • Play involving grabbing, pushing, pulling, or excessive force • Being intentionally offensive • Consequences of a melt-down 	 <p>No response or ignoring previous consequences. Repeated or persistent incidents. Straight to this stage for:</p> <ul style="list-style-type: none"> • Fighting • Stealing • Deliberately hurting another child • Putting other children at risk • Being verbally aggressive • Intentionally destroying or damaging property • Physical assault
<p>Rewards can include:</p> <ul style="list-style-type: none"> • Stickers • Housepoints • Other prizes 	<p>Verbal warning given by adult</p>			<p>Consequences can include:</p> <ul style="list-style-type: none"> • Time out in own classroom • Time out in another classroom • Losing some playtime • Losing some Golden Time
			<p>Member of SLT informed. Consequences can include:</p> <ul style="list-style-type: none"> • Longer period of time out • Contacting parents • Internal exclusion • External exclusion 	