



Behaviour Policy

Date of Policy: October 2024

Date for Review: October 2025

Our Vision and Ethos

Our small, inclusive and caring school provides an embedded family ethos. We strive to enthuse and inspire our pupils, challenging and supporting their growth into respectful; confident; independent; self-motivated and curious individuals. We care, learn, discover and grow together, developing compassion, consideration, tolerance, understanding and knowledge for life in all its fullness.

Our Behaviour Policy aims to ensure that all pupils to feel safe and secure and are supported in a positive and happy climate where children respectful, considerate and tolerant of each other. Healthy and positive relationships between staff and pupils are paramount to all at Kirkby on Bain CE Primary.

Aims of the policy

- To encourage positive behaviour in all members of our school community
- To clarify our school values
- To explain the processes that are in place to be used when school values are not adhered to
- To manage all behaviours in a fair, consistent and positive manner throughout the school.
- To empower children to become respected members of our school and the wider community.
- To instil restorative practice principles to reflect and repair relationships

Our School Values

Our values are embedded throughout all we do. All staff and pupils strive to embody the school values at all times and will recognise the importance of representing Kirkby on Bain CE Primary in the best light, in and out of school.

Our values are shown by ensuring:

- We are kind, gentle and show empathy.
- We respect ourselves, each other, equipment and property.
- We respect each other's opinions and beliefs.

- We are responsible and take responsibility.
- We listen to people.
- We are honest and trustworthy.
- We walk calmly, quietly and sensibly around school.

Rewards and Praise

At Kirkby on Bain CE Primary School, we believe that a positive ethos and environment leads to a positive atmosphere and better behaviour.

Strategies for encouraging and promoting good behaviour include:

- **Verbal and non-verbal praise:** This will be used to promote positive learning behaviours; staff will provide specific feedback when praising children.
- **Stickers and rewards in class:** staff will be given the freedom to implement a positive reward system to encourage children to excel in their learning and display outstanding behaviours: this will vary throughout school depending on the Key Stage but Key Stage Leads will ensure that there is a consistency in approaches within their teams.
- **Golden Time:** all children are entitled to 30 minutes of Golden Time a week and this is *given to them* in trust at the start of each week with the assumption all rules and expectations will be followed and that they will still have 30 minutes by the end of the week. Golden Time is run as set activities on a three-week cycle and all offered activities are open to children of all ages. This provides another opportunity for cross class working and 'family' time. Year Six Golden Ambassadors, who have been identified and celebrated as fantastic role models, organise the sign up sheets for a two week period. These are reviewed so that different pupils have an opportunity to take on this role throughout the year.
- **'Shout Out'** certificates and badges are awarded during our weekly Good Work Collective Worship, in recognition of a stand-out positive approach, shown in reference to any part of school life. The reasons are wide-ranging and encompass character, collaboration, personal determination, resilience, being a role model/ambassador, sportsmanship, academic achievement and many, many more. Photographs of the children receiving a Shout Out certificate will be displayed in the school entrance and shared on our school website, where permission is in place.
- **House Points** are used across school to recognise and celebrate excellence and these can be awarded by any member of staff/adult in school. House point tokens match the colour of a pupil's house. Children who go **'Above and Beyond'** will be sent to our headteacher to be given an orange house point commendation token, worth 5 house points. These house point tokens are collected and accumulate within a tube display, allowing children across school to see points for their house build up, encouraging community and working together to a common goal. Tokens will be counted at the end of each long term and the totals shared in Good Work. Children add their initials to their tokens allowing one (or more) to be drawn out when the totals are collected and additional prize to be awarded. Prizes will typically be book tokens, art resources etc.

All rewards and praise will help to boost self-esteem, reiterate recognition of positive behaviour and give children a sense of purpose and a sense of worth.

Procedures to follow when a child does not adhere to a school rule.

At Kirkby on Bain CE Primary, we follow a Stage System to manage children who are not adhering to our school values. At every stage, children will be reminded of positive expectations of behaviour and also of our school values. In many cases, the first response to a child who is not adhering to the values, and where this is not a serious breach, should be a verbal response reminding them of our expectations linked to the school values followed by a warning that they will move to Stage 2 if the unacceptable behaviour continues. This is a really important stage in reaffirming expectations and encouraging positive behaviour (linked to the school values). After this warning, if the behaviour continues, then the following stages should be followed:

Stage 1 – Verbal response – given only once before stage is escalated.

Stage 2 – The child loses 5 minutes of Golden Time.

Stage 3 – The child spends 15 minutes in any other class within their own keystage or the keystage above e.g. Y2 to Y3 and loses 5 minutes of Golden Time. Parents are notified by the child's class teacher, using a template note, so that they are fully informed. At this stage the behaviour will be logged on CPOMS by the member of staff who has sent the child for reflection time; this information will be monitored and used to identify opportunities for intervention and support.

Stage 4 – The child is sent to a Key Stage Lead, where they will discuss and reflect on their behaviour. The child loses 5 minutes of Golden Time. If appropriate, the child will have an opportunity to complete their work during their free time. Parents are notified by the key stage lead, using a template note, so that they are fully informed. The behaviour will be logged on CPOMS by the class teacher and updated by the key stage lead, where appropriate; this information will be monitored and used to identify opportunities for intervention and support.

Stage 5 – The child is sent to the Headteacher. They have reflection time in place of their Golden Time. Parents notified by Headteacher and asked to attend a meeting to discuss the child's behaviour and look for further opportunities to support the child. This may involve an individual risk assessment, behaviour plan or similar.

We have a zero-tolerance approach towards any discriminatory behaviour and bullying (see Appendix D). Any incidents including behaviour of this kind is recorded separately and specifically.

At the end of each academic year, behaviour logs will be reviewed and reported to Governors.

(See Appendix A: Stage System Overview)

Every incident resulting in children reaching the Stage System will be logged in a class diary. This diary will be monitored by key members of staff regularly and appropriate support will be implemented to provide children with opportunities to strengthen their knowledge and

understanding of their emotions and behaviours. If a child reaches Stage 3, 4 or 5, an incident will be logged on CPOMS and will be dealt with by a member of the SLT.

These stages will be used by all members of staff at all times of the day. The only exception is at lunchtime. Lunchtime staff will follow an amended Stage System (**see Appendix B: Lunchtime Stage System Overview**).

Staff Conduct

Our expectations for behaviour are equally high for our staff members. Any incidences of behaviour staff are aware of, which are not in line with our staff code of conduct or acceptable use policy, are reported and recorded in line with our Child Protection and Safeguarding Policy.

Restorative Practice

Staff supporting children with their behaviour will use restorative stems, such as those listed below, to reflect on an incident:

- What happened?
- Who was affected by your actions?
- What needs to happen next?

Children are encouraged to recognise their choices and to take responsibility for their actions.

Reflection and safe spaces

We will utilise safe spaces within classrooms and designated areas throughout the school to provide reflection and calming down time for any children requiring this. This requirement may be requested by the child or at the request of the staff member who recognises the need for a pupil in order to avoid getting to a dysregulated stage. Within these areas there will be resources to support children in regulating their emotions; our SENCOs and teaching teams will support the creation and implementation of these areas to ensure that they offer a supportive space for the children. Reflection time is also given in place of golden time where this has been lost.

Team Teach

In some cases, a child may display behaviour that puts themselves, or other children, and/or staff, at risk of harm; or a child's behaviour may be extremely disruptive. In such cases, it may be necessary to follow the guidelines for de-escalation, positive handling and physical restraint as set out in the following Department for Education Policies:

- [Behaviour and Discipline in School \(Updated 2016\)](#)
- [Use of Reasonable Force in School \(2013\)](#)

Members of staff covering the whole school day have been trained in the principles of Team Teach and remaining staff will be trained during Autumn 2022. Staff will follow these policies and procedures to keep all children and staff safe in school. All incidences will be logged using appropriate Team Teach logs; these logs will then be uploaded onto CPOMS.

In situations where behaviour has been of a severity that is of concern, it may be necessary to invite parents into school to further discuss the issues and to work together to try and find a mutually acceptable solution in supporting the child's behaviour. This is down to the judgement of Senior Leadership Team. This may involve writing a behaviour plan identifying the triggers for the child's behaviour along with potential resolutions.

The Head teacher may decide that a child's behaviour has been extreme enough to warrant a fixed term exclusion. In such cases, the Head teacher will follow guidance and policy from the Local Authority.

Appendix A: School Stage System Overview

Repeated behaviours that break our school rules during a day will result in movement through the stages and cumulative consequences for the child.

Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Verbal response (given only once before stage is escalated)	Lose 5 minutes of Golden Time	15 mins in different classroom (own KS or KS above) - Lose 5 mins Golden Time - Class teacher (who was present when stage was determined) sends template note to parents - Logged on CPOMS by class teacher/TA	- Sent to a Key Stage Lead member of SLT - discuss and reflect - Lose 5 minutes of Golden Time. - Opportunity to complete their work during their free time. - Key Stage Lead sends template note to parents. - Logged on CPOMS by class teacher/TA (who was present when stage was determined) – updated by key stage lead	- Sent to Headteacher - No Golden Time – supported reflection time - Headteacher notifies parents – asked to attend a meeting - Logged on CPOMS by class teacher/TA (who was present when stage was determined) – updated by headteacher
- Disrupting a lesson - Rocking on chairs - Talking whilst the teacher is talk - Talking during Collective Worship incl. as classes are coming in - Running in school building - Running to and from the playground - Creating disturbances in and around school incl. when moving around school - Minor damage to classroom displays	- Taking another child's equipment ('borrowing' without permission) - Kicking over a chair - Telling lies - Bringing banned items (not dangerous) into school - Walking away from an adult when they are talking to them - Spitting (not at someone) - Calling names – one off - Unkind comments that upset others – one off - Being rude/disrespectful to children - Being rude/disrespectful to adults - Refusal to participate - Teasing/winding other children up – one off	- Swearing at children - Swearing at adults - Hurting other children e.g. pushing (where no mark is left) - Throwing equipment in the classroom/in school - Threatening harm to property/equipment - Creating a significant disturbance in or around school	- Creating a significant disturbance in class which disrupts learning - Stealing school equipment - Stealing from other people: children and/or adults - Spitting at people - Throwing objects at children - Throwing objects at adults - Breaking school equipment through intentional misuse/deliberately - Threatening harm to others - Refusal to leave a room/area when asked to for the sake of self/others - Continuous, targeted, repeated name calling etc. – bullying	- Racial comments - Gender-related discriminatory comments - Comments that discriminate against/relate to sexuality - Physical bodily harm e.g. punching, kicking, slapping, biting (where a mark or injury is left) - Continuous, targeted, repeated name calling etc. – bullying – following a pattern of previous lower stage actions – not resolving despite support - Vandalising school property - Leaving school premises without permission - Bringing dangerous items into school
Stage One Repeated behaviours →				
	Stage Two Repeated behaviours →			
		Stage Three - Repeated behaviours →		
			Stage Four - Repeated behaviours →	
				Stage Five

Appendix B: Lunchtime Stage System Overview

Repeated behaviours that break our school rules during a day will result in movement through the stages and cumulative consequences for the child.

Stage One	Stage Two	Stage Three	Stage Four	Stage Five
Verbal response (given only once before stage is escalated)	Lose 5 minutes of Golden Time	- Time out – 10 mins - Lose 5 mins Golden Time - Midday supervisor (who was present when stage was determined) informs class teacher at the end of lunch break and completes template note for parents – given to class teacher - Logged on CPOMS by midday supervisor – updated by class teacher	- Sent to a Key Stage Lead member of SLT - discuss and reflect - Lose 5 minutes of Golden Time. - Opportunity to complete their work during their free time. - Key Stage Lead sends template note to parents. - Logged on CPOMS by midday supervisor (who was present when stage was determined) – updated by key stage lead	- Sent to Headteacher - No Golden Time – supported reflection time in place - Headteacher notifies parents – asked to attend a meeting - Logged on CPOMS by midday supervisor (who was present when stage was determined) – updated by headteacher
- Disrupting a lesson - Rocking on chairs - Talking whilst the teacher is talking - Talking during Collective Worship incl. as classes are coming in - Running in school building - Running to and from the playground - Creating disturbances in and around school incl. when moving around school - Minor damage to classroom displays	- Taking another child's equipment ('borrowing' without permission) - Kicking over a chair - Telling lies - Bringing banned items (not dangerous) into school - Walking away from an adult when they are talking to them - Spitting (not at someone) - Calling names – one off - Unkind comments that upset others – one off - Being rude/disrespectful to children - Being rude/disrespectful to adu - Refusal to participate - Teasing/winding other children up – one off	- Swearing at children - Swearing at adults - Hurting other children e.g. pushing (where no mark is left) - Throwing equipment in the classroom/in school - Threatening harm to property/equipment - Creating a significant disturbance in or around school	- Creating a significant disturbance in class which disrupts learning - Stealing school equipment - Stealing from other people: children and/or adults - Spitting at people - Throwing objects at children - Throwing objects at adults - Breaking school equipment through intentional misuse/deliberately - Threatening harm to others - Refusal to leave a room/area when asked to for the sake of self/others - Continuous, targeted, repeated name calling etc. – bullying	- Racial comments - Gender-related discriminatory comments - Comments that discriminate against/relate to sexuality - Physical bodily harm e.g. punching, kicking, slapping, biting (where a mark or injury is left) - Continuous, targeted, repeated name calling etc. – bullying – following a pattern of previous lower stage actions – not resolving despite support - Vandalising school property - Leaving school premises without permission - Bringing dangerous items into school
Stage One Repeated behaviours →				
	Stage Two Repeated behaviours →			
		Stage Three - Repeated behaviours →		
			Stage Four - Repeated behaviours →	
				Stage Five

Appendix C:

Template Notes



Stage Three Behaviour

This note is to inform you that

(insert name)

carried out a stage three behaviour today.

He/She (insert behaviour)

and, as a result, spent 15 minutes in a different class and lost 5 minutes of golden time.

This behaviour incident has also been recorded on our school system.

Signed:



Stage Four Behaviour

This note is to inform you that

(insert name)

carried out a stage four behaviour today.

He/She (insert behaviour)

and, as a result, was sent to our key stage lead and lost 5 minutes of golden time.

This behaviour incident has also been recorded on our school system.

Signed:

Appendix E: Bullying Definition and information

Every adult member of the school community is committed to providing a safe, happy environment for the children in our care. We recognise that even in the most secure of environments, bullying can take place. We consider bullying to be a serious breakdown in relationships, a failure to meet others' needs and an unacceptable form of behaviour. It is an issue to be treated seriously on every occasion. We believe that every child has the right to feel safe and happy in school.

Children are encouraged to report to any member of staff any behaviour which is causing them concern. All staff are committed to listening to any such complaint and investigating it.

We define bullying as repeated behaviour, which is deliberately intended to hurt someone either emotionally or physically. It is difficult for those being bullied to defend themselves.

Bullying can take many forms including:

- repeated physical assault
- repeated and targeted teasing
- making deliberate threats towards another person over a period of time
- repeated and targeted name calling
- cyber bullying
- discriminatory behaviour

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The teaching staff and the children are aware that bullying can be:

- Physical – hitting, kicking, punching, taking belongings.
- Verbal – name calling, insulting.
- Indirect – spreading hurtful stories about someone, excluding someone from social groups. This includes cyber bullying.

Signs of bullying

All teaching and non-teaching staff need to be aware that bullying can result in depression, low self-esteem, shyness, poor academic achievement, isolation.

Anti-Bullying Policy

Bullying of any form is unacceptable in this school. If bullying does occur, all children should feel that they are able to inform a supervising adult and know that incidents will be dealt with promptly and effectively. Any parent or child who knows that bullying is taking place is encouraged to inform a member of staff as soon as possible.

- All teaching and support staff should have an understanding of bullying.
- The procedures for reporting unacceptable behaviour should be understood and followed.

Preventative Measures

We believe the following strategies should reduce the likelihood of bullying. They are agreed whole school strategies that address the key issues identified. However, for some children specific strategies will need to be adopted in relation to individual behaviour.

Children can express their own feelings clearly (emotional literacy).

Children can use restorative approaches themselves to build difficult relationships.

Children are encouraged to work cooperatively.

A consistent approach is followed by all adults towards the children.

Sound adult relationships exist throughout the school.

Children understand they have needs and so do others. As a school we have shared needs.

Relationships are restored effectively so that they are not repeated and do not become bullying

Any member of staff can support the rebuilding of a relationship.

We have a secure and safe environment reflecting the ethos of the school.

Praise, encouragement and rewards for positive and socially acceptable behaviour which meet the shared needs of the school are embedded through school.

Parents are encouraged to spend time daily with their children.

Children feel they are able to report all instances of bullying to the teaching staff without fear or reprisal.

Children are given genuine and sincere praise.

Children's work is valued and given status by displaying it with thought and care.

Collective Worship and class or group discussions about bullying encourage empathy with and for bullies and victims.

Our behaviour stage system is used consistently by all staff members to support children in making appropriate choices about their behaviour, approach to learning and to celebrate role models.

Each class discusses how our values will be seen in their classroom at the start of the year. These are referred to frequently.

The school's values are displayed, referred to, embedded within school life and known by all.

Regular circle time sessions/discussions take place in every class.

There is a focus on expectations for behaviour within all parts of school and school life throughout the year.

Inappropriate behaviour is caused by something underlying – we need to understand and resolve the reason/cause to improve the behaviour.

Procedures and consequences

By enabling children to recognise the consequences of bullying, an understanding may be reached regarding the motives of somebody who engages in bullying behaviour and the feelings of the one with who has been harmed

Substantiated bullying is a stage five behaviour – incidences of bullying are logged on CPOMS by the headteacher and parents are informed.

All children involved will be spoken to separately and together to ensure the situation is understood and to help facilitate the repairing of the relationship.

Where appropriate, discussions will target the behaviour and its impact on relationships. The targeted behaviour and threats of bullying must stop immediately. The aim is that children should be reconciled.

Assertiveness strategies should be shared with the children and adopted to support victims.

We recognise that children who engage in bullying behaviour also have needs and these will be addressed where possible.

Possible courses of action

The child who engaged in bullying behaviour

- Carry out restorative/reflective discussion/session.
- Praise them for any recognised good behaviour. Create opportunities for them to shine and gain praise.
- Introduce behaviour improvement techniques e.g. set up a reward contract for good behaviour, targeting specific tasks; consider interventions to support with regulating emotions; communicating feelings etc.
- Ensure all adults are aware of the contract.
- Involve parents in the contract by informing them what is happening. Seek their support to reiterate messages at home.
- Establish clear sanctions, penalties and targets.

- Monitor behaviour and acknowledge improvements and lack of unacceptable behaviour. Continue to offer support sessions, as necessary.
- Recognise anger symptoms and develop strategies to deal with them e.g. 'time out' with or without permission.
- Children with persistent behaviour problems will be monitored. If the behaviour cannot be modified within the school, referral will be made to the Behaviour Outreach Support Service (BOSS).

The one who has been bullied

- Reassure that being bullied is not their fault.
- Engage in a restorative session/discussion, if deemed to be the most appropriate approach.
- Recognise that in any breakdown of relationships there are needs that have not been met on both sides
- Practise assertiveness training with the child. Encourage them to say "no" very firmly when bullying behaviour is threatened and to walk away. Ensure they understand that it is appropriate to highlight instances where this has not worked/any continuation or new instances to any adult they feel happy talking to. Consider interventions to support with regulating emotions, communicating feelings etc.
- Ensure all adults are aware of the contract.
- Give praise, encouragement and responsibilities to help them feel valued and important.
- Involve parents.