



Behaviour and Relationships Policy

Last Reviewed: November 2024
Next Review Due: October 2025

Reviewed Annually

Kingfisher 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. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Context

At Kingfisher Primary School our approach to managing behaviour is based upon establishing and celebrating excellent relationships and mutual respect through the understanding and application of our school values and Griffin pillars. We believe in celebrating success and maintaining a positive approach to all that we do and this is exemplified through our policy.

Our values are aligned with the Characteristics of Effective Learning and are based upon maximising the development of characteristics that promote great achievement, great appreciation of traditions and community and great attitudes and confidence to explore and challenge the world.

Our values are –

- Respect
- Perseverance
- Building relationships
- Responsibility
- Resilience
- Independence

Relationships at Kingfisher

- Are exemplified through our values which are modelled and demonstrated at all times
- Respect and celebrate the diversity and cultures of everyone within our school and the wider community
- Are discussed on a weekly basis and promoted through PSHE lessons
- Are explored and celebrated in our weekly assemblies
- Are practiced during break and lunch times where children are given opportunities to develop and apply all their values whilst engaging and playing with their peers
- Are promoted during lunchtimes where children sit amongst their peers and enjoy sociable meal times
- Are supported through excellent parent partnerships

Aims

This policy aims to:

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour and discipline in schools

Behaviour and Relationships Policy

- Searching, screening and confiscation at school
- The Equality Act 2010
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice. In addition, this policy is based on:

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7, outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy. The DfE guidance outlines that academies should publish their behaviour policy and anti-bullying strategy online.

This policy complies with our funding agreement and articles of association.

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude to relationships and learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Verbally or physically abusing an adult or child
- Any form of bullying
- Breaking or damaging school property
- Theft
- Fighting or violence towards others
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Cigarettes and E-cigarettes
- Fireworks
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Something that happens several times on purpose.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Behaviour and Relationships Policy

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial - Racial taunts, graffiti, gestures

Direct or indirect verbal - Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites.

Bullying/racism/sexism/homophobic or discriminatory incidents are serious forms of misbehaviour within the school. They are totally unacceptable forms of behaviour which will be dealt with firmly and decisively. Any incidents of bullying, racism, sexism or homophobia that are upheld following investigation will result in a meeting with parents or carers and an internal exclusion as a minimum.

What pupils should do if they feel they are a victim of any form of bullying is to:
TELL SOMEONE.

If it is not drawn to the attention of the teacher, senior leader or Head of School, it can go on unabated, and in fact, will probably build up in its intensity – often resulting in the pupil trying by any means not to attend school. It can lead to untold misery, fear and unhappiness for the pupil.

All staff will act positively when notified. Such complaints cannot be ignored and pupils must be encouraged to “tell”.

When pupils tell their parent/carer of any instances the parent/carer must be encouraged to come and report the matter directly to the class teacher or Home School Support Worker. All reported instances will be relayed to the Head of School who will then instigate action and report back to the parent/carer as soon as the matter is resolved. The school will keep a record of all reported incidences. Following any incident of bullying the school will establish a personalised approach to supporting the victim. This support will include a focus on securing well-being through talking about feelings and emotions associated with their experience and also strengthening relationships with peers within the class.

Bullying, what it is and its negative impact is explored within the curriculum. Lessons taught through PSHE directly examine scenarios where bullying occurs and children are given time and support to understand not only the negative impact of bullying on the victim but also why some people do bully others. In this way we aim to provide knowledge and understanding that will significantly reduce incidents and the negative impact that they bring.

Roles and Responsibilities

The Governing Body

The Improvement Board is responsible for monitoring this behaviour policy's effectiveness and holding the Head of School to account for its implementation.

The Head of School

The Head of School is responsible for reviewing and approving this behaviour policy. The Head of School will ensure through training and understanding of the expectations of this policy that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will evaluate how staff implement this policy to ensure rewards and consequences are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (see Appendix 2 for a behaviour log)

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the school values
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Pupil code of conduct

Pupils are expected to:

- Demonstrate the school values in all that they do
- Accept the consequences of their actions
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Speak to staff if they witness anything that makes them feel uncomfortable

Celebrating Our Culture and Rewards

At Kingfisher Primary School all members of the school community consistently promote good choices and behaviour through our recognition of our values.

Children receive stickers during the school day when they have demonstrated a particular value. This is then celebrated and promoted by other members of the community whenever they see the sticker. Parents can then celebrate and explore the values associated with the stickers when the child gets home.

We believe it is important for children to clearly understand that actions have consequences both positive and negative, therefore, as a staff team we actively look for opportunities to celebrate the great choices that children make.

Great choices and learning behaviours are also celebrated through:

- Positive praise
- House Points are given as a reward for good behaviour and good work and are aligned with our school values. Teams are rewarded every term with the most points. House points can be awarded for individual work, and also representing the school in team or individual events
- Every Friday there is a 'Wonderful Week' assembly. This is a celebration of any great work, positive attitude and general effort and achievement
- Every week the class with the highest attendance and punctuality will be celebrated and is awarded with the 'Attendance or Punctuality Bear' to look after
- At the end of each term an assembly will celebrate the pupil/pupils with the best attendance.

Inappropriate Behaviour

We believe it is important for children to clearly understand that actions have consequences both positive and negative therefore as a staff team we actively look for opportunities to celebrate the great choices that children make.

We also recognise that there are occasions when children may make inappropriate behaviour choices and in order to provide clarity of expectation we use a stepped approach on a daily basis to support this.

The aim of behaviour system is to promote great behaviour and create a positive classroom atmosphere. However, if children make inappropriate choices the stepped approach will be followed and ensure that at each stage, children are given time to reflect and improve their behaviour before any sanctions are put in place. Children who demonstrate improvements will be recognised by the teacher. Any sanctions that have been put in place will be expected to be completed, even if improvements have been made, to ensure we reinforce our expectations. Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

Action to be taken – in school

- Values are displayed and referred to
- Children are given a reminder of the expectations for learners Ready, Respectful, Safe delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
- A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.
- If the child persists then the child will be asked to speak to the teacher away from other learners. Boundaries will be reaffirmed and the learner is asked to reflect on their next step. Again, the child will be reminded of their previous conduct/ attitude/ learning.
- The learner is given a final opportunity to re-engage with the learning and to follow instructions.
- In the event that a situation needs to be diffused, the child may be asked to take a short time-out away from the classroom.
- In the unlikely event that a child is unwilling to re-engage with their learning or refuses to take a time-out, the child will be asked to leave the classroom. The child will then be escorted to a designated learning space outside of the classroom. They will be required to work here independently for a short amount of time. A member of the senior leadership team will be informed and the child's parents will also be told at the end of the school day. At a convenient time with the teacher, the teacher and child will have a Restorative Conversation, where events and feelings will be explored.

It is up to the professional judgement of the staff member to deal with each situation on merit, and they should seek advice from a member of the Senior Leadership Team if they would like clarification or support.

Staff will consider the needs of the child and their personal circumstances behind situations rather than giving blanket consequences in all situations.

If negative behaviour persists there are other strategies that the Senior Leadership Team may employ including:

Pastoral Support Plan

Pastoral support plans (PSP) will be implemented when a child has been identified as needing further support. Targets will be set in line with the class teacher, child and parent. The PSP will seek to gain the child's voice, the parent voice as well as the school's voice in order to work in collaboration.

Internal exclusions

If children continually misbehave with no improvements seen, then an internal exclusion may be given. If there is a serious incident it may warrant a child being isolated immediately whilst the matter is investigated. If this happens a child will work in a different class for an agreed time of the school day. If a child has an internal exclusion they will spend their break times away from their peers to reflect.

Internal exclusions at a partner school

If children continually misbehave with no improvements seen and internal exclusions at school have been given then an internal exclusion at a partner school may be considered as a more serious strategy. If this happens a child will work in a quiet space away from the other children in the partner school usually for the majority of a school day. The child will be accompanied by a member of staff from Kingfisher Primary School. If a child has an internal exclusion at a partner school they will spend their break times and lunch time away from all other children.

Fixed Term Suspension

Suspension will be considered if inappropriate behaviour persists. However, in the majority of cases, strategies will have been considered and support gained from outside agencies before suspension is implemented. If it is assessed that the pupil has a long-term behaviour issue then, in line with the

SEND Policy, the pupil will be placed on the register at SENS (Special Educational Needs with Support) or EHCP (Educational Health Care plan).

Suspensions will only be given if all other approaches to supporting improvements in a child's behaviour have been tried with no impact seen.

In the case of fixed term suspension, the Head of School will notify the Chair of Governors and LA of the action to be taken. The parent/carer will be asked to come to school and the child will be suspended from the premises immediately. A letter will be sent notifying the parent of the reason for and length of the suspension. Copies will be given to the Chair of Governors and the LA. A date for a review meeting at the end of the suspension will be set where all parties will discuss strategies for the way forward. In the absence of the Head of School, the Deputy Head or Executive Head will take on the role.

In the case of a fixed term suspension, the Head of School will notify the Chair of Governors and LA of the action to be taken. The parent/carer will be asked to come to school and the child will be suspended from the premises immediately. A letter will be sent notifying the parent of the reason for the permanent suspension. Copies will be given to the Chair of Governors and the LA. In the absence of the Head of School, the Deputy Head or Executive Head will take on the role.

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, or in the local area.

Malicious Allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Head of School will apply the principles of this policy to the situation. The Head of School will also consider the pastoral needs of staff accused of misconduct.

Classroom Management

All school staff are responsible for setting the tone and context for positive behaviour within the classroom and around the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the school values and refer to them as part of the daily routine
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning
 - Establishing clear routines
 - Communicating high expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding each day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

Physical Restraint

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see Appendix 2 for a behaviour log)

Confiscation

Any prohibited items found in pupils' possession will be confiscated. These items will not be returned to pupils.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Pupil Support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's SEND Lead will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where key information will be shared, and our designated safeguarding leads will support new teachers with pastoral information when needed.

To ensure behaviour is continually evaluated and the right support is in place for all pupils, information related to pupil behaviour issues will be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management including recognising and dealing with bullying forms part of our yearly cycle of continuing professional development.

At Kingfisher we have most staff members trained in the proper use of restraint. (Positive Handling training).

Evaluation Arrangements

This behaviour policy will be reviewed by the Head of School and Governing Body every year. At each review, the policy will be approved by the Head of School.

Links with Other Policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- SEND policy
- Anti-Bullying policy

Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- All adults in school set an excellent example to pupils at all times
- Rewards, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The Governing Body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Resolution/outcome
Parents informed Yes/No
SLT informed yes/No

Appendix 3: Letters to Parents About Pupil Behaviour – Templates

First Behaviour Letter

Date _____

Dear _____,

As you know recently, _____ has not been behaving as well in school as they could.

It is important that _____ understands the need to follow our school values and our expectations about relationships, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, this stage I am confident that a reminder of how to behave appropriately will be sufficient.

If you would like to discuss this with me in more detail please do contact the school office and we can arrange a mutually convenient appointment. Thank you for your continued support.

Yours sincerely,

Member of Senior Leadership Team

Return Slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____ Date: _____

Parent name: _____ Parent signature: _____

Second Behaviour Letter

Date _____

Dear _____,

Following our previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our high expectations of pupil conduct.

In order to establish support and a way forward for _____ I would appreciate it if you could arrange to meet with me and class teacher after school. Thank you for your continued support.

Yours sincerely,

Head of School

Third Behaviour Letter

Date

Dear _____,

I am sorry to report that, despite meeting and creating a behaviour plan,
_____, has continued to misbehave.

We believe that _____ will benefit from a more structured approach
to help improve their behaviour in school.

I would be grateful if you could attend a meeting with *class teacher*, our SEND lead and I,
to discuss how we can best support your child in improving their behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to
arrange the meeting.*

Yours sincerely,

Head of School