Kilmersdon Church School Behaviour Policy

Policy Developed from	
Related Policies	• Physical Intervention policy • SEND policy, • Health & Safety policy, • Child Protection policy
Reporting Requirements	Any stage 5 incident reported to TLC Standing item on Head's Report to TLC

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Committee Responsible for Ratification:	
TLC	
Resources Cttee	
Standards Cttee	
Date of Ratification	
Signature Chair of TLC	

Review Frequency	Biannually (or as required)
Next Review Date	September 2026

Our Values:

- ✓ Being the best that you can be
- ✓ Having a fun and exciting place in which to learn
- ✓ Being part of a safe and caring community based on our Christian values
- ✓ Learning to meet the challenges of education, work and life
- ✓ Showing respect for each other and every person and the world we live in

Rationale:

All children have talents and dreams. It is our duty to make sure that our school is a place where everyone is treated equally, encouraged and respected. We believe that having high expectations leads to all children being able to achieve their full potential academically, socially and emotionally. We are committed to our school being a safe and inclusive place where learning is nurtured and encouraged in a happy, caring and fun environment. We all work for our school to be a happy place where good behaviour is expected, and all children enjoy their educational journey. At Kilmersdon we believe in ensuring children have as many opportunities as possible to help them achieve outstanding achievements.

Under pinning this policy are three key principles:

1. How we behave comes from our sense of belonging to our community which is guided by our Christain Values.

2. Every person is an individual. Understanding them and establishing a positive relationship is the first step to enabling them to be the best they can be.

3. Behaviour is a communicator of emotion, and we must always fully consider and address the underlying feelings that are preventing someone from behaving positively. In times of heightened anxiety, children's behaviour may be affected.

With these in mind, the guidelines for supporting positive behaviour outlined in this policy are intended to be used with sensitivity towards the individual and with awareness that for children with specific social, emotional or behavioural needs, it might be appropriate to adopt strategies not specified within this policy. This will be reflected in a formal plan written in conjunction with parents and the Inclusion Leader.

General Aims

This procedure sets out to define a code of appropriate behaviour for Kilmersdon Church School. The policy is based on the school's Christian values. We aim to provide a happy atmosphere in which staff and parents work together for the welfare of the children, and where children adopt certain standards of behaviour and values to develop a sense of self-discipline and an acceptance of responsibility for their actions.

We encourage children to be polite, well mannered, and helpful to each other and to become good citizens. The principle that underpins our approach to school behaviour is that no-one has the right to prevent another child from learning or a teacher from teaching. We aim to give all our children a shared sense of pride in attending Kilmersdon Church School and to feel that it is a place where they are safe to learn without disruption.
It is important that we all understand what acceptable behaviour is. Equally, unacceptable behaviour and the consequences of such behaviour must also be clearly stated.

The general standard of behaviour is the collective responsibility of the whole staff. These aims are best achieved in a hardworking, pleasant atmosphere in which pupils can give their best, both in and out of the classroom. This demands a positive policy of encouraging socially acceptable behaviour and high standards of work, rewarding and praising wherever possible and the setting of good examples by staff and parents. Praise and encouragement should be used as much as possible so discipline can take the form of reward, not always punishing.

We encourage all members of staff to praise in several ways:

- A quiet word of encouragement
- A positive written comment on a piece of work
- Stickers to be awarded
- A visit to another member of staff, or the Headteacher for recognition.
- Praise in front of the group, class or whole school
- Acknowledgment by presentation of House points and Celebration certificates
- Giving a special privilege
- Display of work
- A phone call or note home or a conversation to a parent to share good news

The Executive Headteacher and Head of School visit classrooms regularly to check on behaviour and to check that all children feel safe and happy. As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern or a behaviour pattern is developing their parents or carers will be contacted and the matter discussed. In most circumstances, parents or carers will have first behaviour related communication.

Our school is a community, and children need to be taught as early as possible to appreciate that school is a workplace in which a certain code of behaviour must be adhered to for the good of the whole community. We use an assertive discipline policy that is based on respect for all members of the school community.

Kilmersdon Church School staff support the following:

- Acceptable standards of behaviour depend on the example of all of us – everyone has a positive contribution to make
- Good order must be worked for, it does not simply happen
- We set high standards, apply rules firmly and fairly and expect acceptable standards of behaviour and work.
- Everyone is here for a purpose and must be treated as an individual
- Relationships are vital between everyone at every level
- We all make the wrong choice sometimes and are willing to admit if we are wrong
- Problems are normal where children are learning and testing the boundaries of acceptable behaviour

All staff will always:

- Keep calm
- Listen
- Be positive
- Build relationships
- Be consistent
- Follow up problems to their conclusion
- Apply school rules
- Not devolve responsibility

Humiliation, shouting and overreacting have no place in our school and staff will not resort to them.

Our School Rules



Ready



Respectful

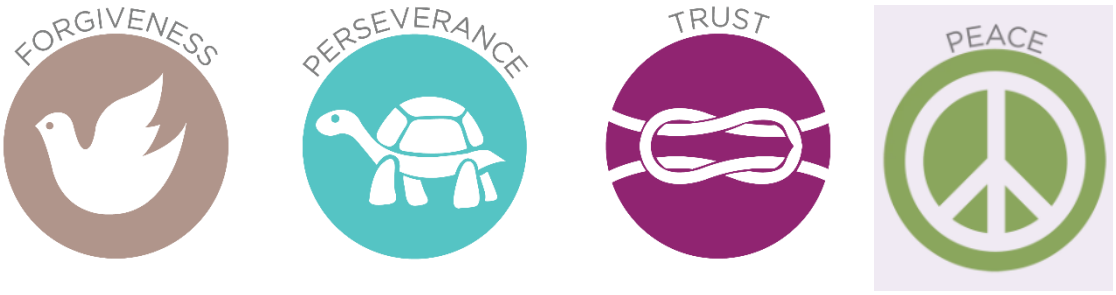


Safe

Positive Behaviour Strategy

Rewarding appropriate behaviour is our central strategy. **It is an expectation that all staff use non-verbal rewards such as smiles and thumbs up FREQUENTLY.**

Our behaviour strategy is base and underpinned by our Christian school values of:



We reward the children regularly using a house point system. Rewarding children with a house point for demonstrating school values.

Collecting house points will earn the children rewards and recognition as both individuals and through whole class rewards.

Lunchtimes

Lunchbreak supervisors are encouraged to award House points.

Inappropriate behaviour at lunchtime will result in a cooling off time by the wall/ fence or on a bench. If a lunchbreak supervisor thinks the behaviour is persistent or serious enough the child needs to be sent to Head of School or the Executive Headteacher.

The SMSA will follow the same warning and consequence system as exists in class.

Persistent inappropriate behaviour may result in exclusion from lunchtimes.

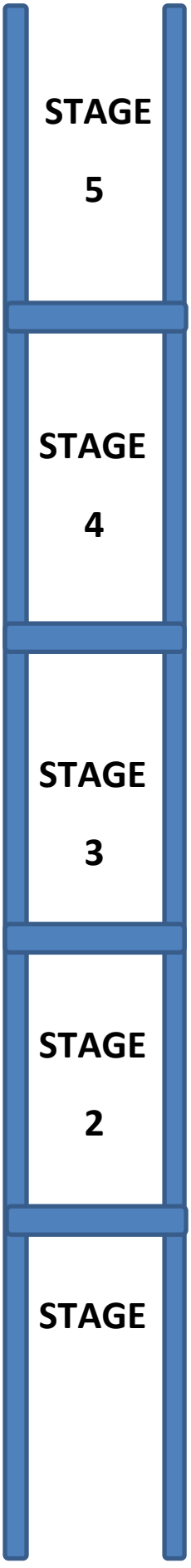
Inappropriate behaviour will be reported via the Lunchbreak Supervisor/s to the class teacher or a senior member of staff. The Lunchbreak Supervisor/s will meet with the Head of School or the Executive Headteacher regularly to discuss lunchtime issues including the management of behaviour.

Disciplinary Measures

Teachers and paid school staff have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or fail to follow a reasonable instruction. There are a wide range of sanctions available to them, but the school has identified the following as being the most appropriate for the school.

In any given situation adults will try to discover the facts and who is involved. They will then decide the appropriate action or strategy to be employed.

Behaviour Code Levels of Inappropriate Behaviour and Related Consequence



STAGE 5

Behaviours include:

- Repeated racism or prejudice
- Aggressive, violent or reckless behaviour which puts others or yourself at risk
- Failure to respond to or comply with adults after initial incident

CONSEQUENCE:

External exclusion (see External Exclusions Policy)

Letter to parents
Reported to governors

STAGE 4

Behaviours include:

- Threatening or intimidating others, e.g. swearing
- Stealing or deliberately damaging school's or others' property
- Racism or prejudice

CONSEQUENCE:

Internal exclusion
Letter to parents
Play or lunchtime missed
Child completes reflection form
Teacher completes behaviour log

STAGE 3

Behaviours include:

- Teasing or unkindness over time
- Playing unkindly or unfairly over time
- Deliberately hurting someone, physically or verbally
- Swearing at someone 'in heat of the moment'

CONSEQUENCE:

Senior member of staff involved
Parents informed
Play or lunchtime missed
Child completes reflection form
Teacher completes behaviour log

STAGE 2

Behaviours include:

- Talking back to adults
- Unkind comment to others, e.g. about work or appearance
- Not respecting property, e.g. going into others' drawers
- Ignoring or excluding someone more than once
- Repeated Stage 1 behaviour

CONSEQUENCE:

All or section of play or lunch missed
Class teacher informed (if not directly involved)
Child reflection form might be completed
Behaviour log might be completed

STAGE

Behaviours include:

- Talking on carpet
- Not 'sitting for learning'
- Getting carried away in a game
- Interrupting others' learning/ creating distractions
- One-off ignoring or excluding someone

CONSEQUENCE:

Warning given

Class teacher informed (if not directly involved)

Poor behaviour not being addressed by the school's behaviour policy

It may be necessary, in some circumstance, to support a child's behaviour through a personalised behaviour plan. If this is necessary, the parents will be informed, and the behaviour plan will be explained in detail to the parents or carers. This is approach is designed to personalised both rewards and sanctions considering the child's individual needs.

Incidents related to the protected characteristics

Kilmersdon Church School takes a zero-tolerance view to the protected characteristics. All incidents are recorded, reported (CPOMS) and investigated. The child's age and motive are noted and parents contacted in all cases. A senior leader will determine the sanction from the information given and ensure all parties are clear about the school's expectations. Deliberate, targeted and wilful incidences will be reported to appropriate external authorities.

Please see 'Protected Characteristics Incident Process' document.

Bullying

Kilmersdon Church School takes a zero-tolerance view to bullying and the sanctions outlined in the above policy will be taken.

Dealing with behaviour concerns raised by Parents

The school is keen to ensure that communication is strong throughout the school. Should a parent or carer have any concern with respect to behaviour, achievement or bullying they need to approach the following members of staff. This will help ensure a quick and appropriate response

1. **Make an appointment to see the class teacher.** The teacher is on hand to discuss concerns and is the first point of contact. The teacher will take notes, investigate and will seek to rectify/support the situation. They may also provide advice as to further action.
2. **Meet with the Head of School .** Should the situation be of a more severe nature or involves the class teacher the parent will need to meet the Headteacher. Again, a record of the conversation will need to be kept and agreed actions taken and fed back.

Note: the school may involve the School Nurse at any stage if it is felt that this service is required, for example parental support.