



Behaviour Policy 2022
(to be reviewed September 2023)

Policy Level	Statutory Policy
Schools	Local Policy – The school has adopted this policy relative to its own context, this has been approved by the Local Advisory Committee and shared with the Trustees.
Other related policies and procedures:	Anti-Bullying Policy, Equality Policy,, PHSE Policy, Special Educational Needs Policy, Physical Restraint Policy



Behaviour Policy

Visions and Values

Aspiring to be our best with kindness, respect and faith.

At Great Kingshill Church of England Combined School, we promote a love of learning with God as our guide in a safe, happy environment. We challenge and support each other to do our best. Our Christian vision is based around the bible story of **The Good Samaritan** (Luke 10: 25-37) as it resonates with our school values of Love, Courage, Forgiveness, Hope, Respect and Truth and guides us in our vision of 'Aspiring to be our best with kindness, respect and faith.' Being a Good Samaritan is at the heart of everything we do at Great Kingshill, and this is also reflected in our school song 'Would you Walk by on the Other Side' (Cross Over the Road)

Through our everyday values of Love, Courage, Forgiveness, Hope, Respect and Truth we hope to instil the children with a tolerance and understanding of all people, irrespective of faith, race, colour or creed.

Thus, we strive to teach our children a values-based education. We hope they embrace those same values and ideals which stay with them and, in turn, perhaps one day provide the foundation upon which they will themselves teach their own children.

Aims

It is widely accepted that the modelling and praise of good behaviour leads to individuals making better choices and becoming more confident in taking responsibility for their own actions. Great Kingshill Church of England Combined School seeks to work with parents to provide children with an education for life in a caring environment based upon Christian values.

At Great Kingshill C of E Combined School, we believe that all members of the community should be given the opportunity to grow and develop in a loving environment. They must be allowed to:

- Be proud of their achievements and have opportunities celebrate them
- Make mistakes without feeling afraid, disgraced or judged
- Discuss the impact of their own and other's behaviour in a supportive manner
- Take responsibility for their actions and be active in repairing relationships & finding solutions.

We want our young people to us feeling good about themselves, to have a clear sense of responsibility and to be able to work positively with others to resolve situations.

1. Objectives

- 1.1. Ensure that all members of the community have a shared understanding of our expectations and the policy and practice relating to behaviour management.
- 1.2 Expect politeness, honesty and trust in all communication between members of our community.
- 1.3 Acknowledge and celebrate positive behaviour, both as a reward for the individual and as a model of best practice for others.
- 1.4 Provide opportunities for members of the community to share their praise and concerns, both formally and informally.
- 1.5 Develop the confidence of individuals to play an active role in the continual improvement of behaviour within the community, including the development of Emotional Intelligence and an emotional vocabulary.
- 1.6 Monitor incidents to ensure that behaviour is improving and that outside agencies are involve / informed as appropriate (this includes the monitoring and reporting of racist, homophobic and any other behaviour deemed to be discriminatory).

2. Expectations

- 2.1 We expect all members of our community to support the aims of the school and each other. Our School Values clearly sets out our expectations to be demonstrated by our community. This includes behaviour on the way to and from school as well as within the school.
- 2.2 Members of our community will treat each other and our environment with respect. We believe in Equality and want everyone to be given a 'fair go.'
- 2.3 We expect all members of our community to give their best as individuals and to make a positive contribution to the school community.
- 2.4 Everyone is expected to behave towards each other in a safe and caring manner; equipment will be used safely and our environment respected.
- 2.5 Anyone who feels unsafe or unhappy about the behaviour of others should share their thoughts and feelings so that behaviour can be improved. Communication regarding behaviour, or incidents likely to affect behaviour should be shared between school and home.
- 2.6 We will deal with poor choices in a positive way, divorcing behaviour from the individual and supporting individuals/ groups to make better choices.
- 2.7 Our expectations are shared with the community regularly through Collective Worship and assemblies, the curriculum and extra-curricular activities and through our regular publications to parents.

3 Reward for Positive Behaviour

- 3.1 behaviour includes, but is not limited to, such actions as: supporting others, being organised, being honest, listening and taking responsibility, acts of kindness towards others and showing resilience in completing a task.
- 3.2 Further to the intrinsic reward of knowing that you have behaved positively, extrinsic rewards may include: reciprocal behaviour, verbal or written praise, feedback to parent, House Points, Praise Cards, Gems, reward time or privilege, House Point Certificates or a Headteacher Award.
- 3.3 Positive behaviour is celebrated publicly in assemblies and Collective Worship and shared through our weekly newsletter to the community.

3.4 Positive behaviour is reported to parents informally throughout the year and formally through our written reports and Parent Consultation Evenings.

4. Response/ Consequence for Negative Behaviour

1. Negative behaviour is deemed as any that has, or is likely to have, a negative effect on the individual or the community.
2. Consequences have three main purposes:
 - impress on the offender that what they have done is unacceptable and that they have made a wrong choice
 - deter them from repeating the behaviour
 - signal to others that the behaviour is unacceptable and deter them from behaving similarly.
3. Action/ Consequence will be proportionate to the behaviour but will also take into account the needs of the individual and community.
4. Negative behaviour has been classified into four levels (1-4) with level one being generally low level disruptions and level 4 being the most serious behaviour: examples of behaviour and likely resulting actions/ consequences are clearly displayed in classrooms with staff and children being made aware of these (see appendix B). Consequences may be applied for negative behaviour at a particular level or as a result of repeated behaviour at a lower level.
5. Physical intervention by staff may be used to avert 'an immediate danger of personal injury to, or an immediate danger to the property of, a person (including the child himself)'. As detailed in subsection 548(5) of the Education Act 1996. On an occasion where the use of restrictive physical intervention is appropriate, for example if a student is hurting herself/ others or likely to do so any intervention used will always be reasonable, minimal in proportion to the circumstances of the incident and absolutely necessary and will seek to avoid injury to the student. The preferred restrictive physical intervention approach is 'Team Teach and appropriate staff are trained on this approach on a regular basis. Similarly, the Headteacher and authorised staff may use such force as is reasonable given the circumstances to conduct a search for prohibited items. Any statutory or government policy change may apply, with immediate effect, to this policy. Similarly, the policy may, with immediate effect, be interpreted with respect to emerging technologies or other trends.
6. Consequences will be accompanied by positive actions, such as support meetings or plans, in order to encourage more positive behaviour.
7. For the most serious behaviours a more serious consequence will be applied. This may include a child working in isolation, being excluded for a fixed period, working at another location (such as a pupil referral unit) or being permanently excluded. The school works with parents and children to ensure that any decision made at this level is an informed one and that families are included in the process (the school follows local and national guidelines/ policy regarding Fixed Term and Permanent Exclusion).

5. Behaviour Support

1. Regular staff briefings ensure that information received about children is shared as appropriate, in order that support may be put in place for them. Parents are encouraged to share information regarding their child with the school, particularly where this may affect behaviour.

2. New children are 'buddied' with another child in order that they are supported in the early stages of their life at Great Kingshill C of E combined School.
3. Classroom management strategies are applied by practitioners as appropriate.
4. meetings are held to ensure that all parties understand how the behaviour has affected others and so that those involved are part of the resolution (this will include the victim(s) and offender(s), relevant staff and parents where appropriate).
5. Further support for behaviour may be provided through the curriculum, particularly through PSHE and the use of SEAL materials (Social and Emotional Aspects of Learning). Use of Circle Time can provide excellent support for children and groups in sharing behaviours of concern and identifying solutions.
6. Positive Behaviour Plans are used to focus on particular behaviours that are causing concern for an individual child: a plan will focus on particular concerns and will clearly set out the support which is in place and the rewards for showing positive behaviour (this plan will be produced with the child and parent).
7. Support from outside agencies will be sought as appropriate and may include advice, focussed work with an individual or family, or whole staff training.
8. To reduce the risk of exclusion, a child may be required to work in isolation for a fixed period of time (this would usually follow a removal from class and would provide an opportunity for further support to be put in place).
9. Through regular communication with parents we aim to promote a close working relationship with our families.

6. Ensuring Consistency

1. Training is provided for new staff with regard to our behaviour policy and practice.
2. Children and Parents who are new to the school are made aware of our policy and practice and communication through the school newsletter provides parents with reminders and updates.
3. Rewards, incidents of behaviour and consequences are logged and monitored in order to measure the effectiveness of our practice and to inform staff training (this will include interviews with children, staff and parents).
4. The school works with other schools within the liaison group and the Local Authority to ensure that our policy and practice meets local and national expectations.

7. Monitoring Behaviour

1. Rewards for positive behaviour are recorded and reviewed at Year Group, Milestone and Senior Leadership Meetings.
2. Incidents of negative behaviour are recorded using the Record of Behaviour Incident, Record of Restorative Meeting, Internal Isolation Record Form and Behaviour Chronology. These records are reviewed at Year Group, Milestone and Senior Leadership Meetings.
3. Information regarding behaviour is reported to the Governing Body as part of the termly Headteacher's report.

Relating Policies: Anti-Bullying Policy, Equality Policy,, PHSE Policy, Special Educational Needs Policy, Physical Restraint Policy

Appendix A - Rewards for Positive Behaviour

Dojo Points:

All pupils are assigned to a House on joining the school. The Houses are named after royal house of England: York, Stuart, Tudor and Windsor. House points count for the House, as well as for the individual - a communal as well as a personal effort.

Class Rewards

Class Teachers may issue other rewards for positive choices made by their class or individuals.

Headteacher Award

The Headteacher Award is given for outstanding behaviour, effort, progress or achievement. The pupil will take the work to the Headteacher's office to have it signed and a sticker added. Senior Leaders may also give a Headteacher Award in their absence.

Hot Chocolate Friday is used to reward pupils for outstanding contributions either through their effort or achievement.

Good Samaritan Awards are also awarded weekly to recognise pupils who have been "Good Samaritans" and shown the school values.

End of Year Awards

At the end of each year prizes will be awarded at special assemblies to which parents will be invited.

Progress Awards – one per class given to a child who the staff believe has made the most progress

Values Awards – one per class given to a child who the staff believe has shown the school values

Recording of behavioural incidents

All behavioural incidents will be recorded on Cpoms. The Family Support Worker and Deputy Headteacher will monitor the behavioural incidents.

Serious Incidents

All major incidents are reported to the Headteacher. A record is completed on SIMS. For the purposes of this policy, serious incidents are classed as:

Verbal Aggression

Physical Aggression

Bullying

Discriminatory Behaviour:

Racism, Sexism & Homo-phobic

Gross Disobedience

Theft

Vandalism
Truancy
Persistent disruption to the school
Serious risk to Health and Safety of self or others

Consequences for Major Incidents				
A	B	C	D	E
Meeting with parents Behaviour recorded Restorative Meeting PBP	Internal Isolation Behaviour recorded Restorative Meeting PBP	FTE - 1 to 2 days Behaviour recorded Restorative Meeting PBP Intervention from outside agency considered	FTE 3 days+ Behaviour recorded Restorative Meeting PBP PSP Intervention from outside agency	Managed Move Permanent exclusion
Behaviour				Range
Verbal or				A-C
Physical Aggression				A-D
Bullying				A-D
Discriminatory Behaviour				A-E
Gross Disobedience				A-C
Theft or Vandalism				A-D
Persistent disruption to the order of the school, ie repeated serious misbehaviour				D-E
Serious risk to the health & safety of self or others				B-E

Suspension:

1. Suspension will be used only in the most serious cases of negative behaviour.
2. The Headteacher will meet with the pupil and parent to review the behaviour prior to a decision being made.
3. Parent will make arrangements for the supervision of their child during school hours for the duration of the suspension (where this is not possible the pupil will be isolated until such time that arrangements are in place).
4. The Governing Body and the Local Authority will be informed of the decision and the reasons for this. Information regarding this decision will be kept on the child's school record.
5. Parents will be informed in writing of the decision, including information about their right of appeal. An appeal meeting will be held as per the guidance in Local Authority and National guidance/ legislation .

6. Following the suspension a re-entry meeting will take place with the Headteacher, pupil and parent; at this point a Positive Behaviour Plan will be set up.
7. A child can be excluded for fixed term periods up to 45 days in any academic year. The Governors Disciplinary Committee must hold a meeting for any fixed term exclusion totalling six days or more.

Permanent Exclusion:

1. The decision to permanently exclude a child may be made as the result of a one-off serious incident or as the result of repeated lower level behaviours.
2. The Headteacher will meet with the pupil and parent to review the behaviour prior to a decision being made. A meeting with relevant staff and the Chair of Governors will also take place prior to a final decision.
3. The Governing Body and the Local Authority will be informed of the decision and the reasons for this. Information regarding this decision will be kept on the child's school record.
4. Parents will be informed in writing of the decision, including information about their right of appeal.
5. An appeal meeting will be held as per the guidance in Local Authority and National guidance/ legislation.