



Behaviour Policy

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 Kings Education Trust.
Other related policies and procedures:	<ul style="list-style-type: none">• Anti-Bullying Policy• Equality Policy• PHSE Policy• Special Educational Needs Policy• Physical Intervention 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

- Ensure that all members of the community have a shared understanding of our expectations and the policy and practice relating to behaviour management.

- Expect politeness, honesty and trust in all communication between members of our community.
- Acknowledge and celebrate positive behaviour, both as a reward for the individual and as a model of best practice for others.
- Provide opportunities for members of the community to share their praise and concerns, both formally and informally.
- 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.
- 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

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.

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.'
We expect all members of our community to give their best as individuals and to make a positive contribution to the school community.

Everyone is expected to behave towards each other in a safe and caring manner; equipment will be used safely and our environment respected.

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.

We will deal with poor choices in a positive way, divorcing behaviour from the individual and supporting individuals/ groups to make better choices.

Our expectations are shared with the community regularly through Collective Worship, the curriculum and extra-curricular activities and through our regular information to parents via Class Dojo and Newsletters.

All school staff will have undertaken to Step On training and use strategies from this to support children.

3. Rewards for Positive Behaviour

Positive 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.
- Further to the intrinsic reward of knowing that you have behaved positively, extrinsic rewards may include: reciprocal behaviour, verbal or written praise, Hot Chocolate award, feedback to parent, Gem Awards, reward time or privilege, Dojo points or a Headteacher Award.
- Positive behaviour is celebrated publicly in Collective Worship and shared through ClassDojo.
- Positive behaviour is reported to parents informally throughout the year via ClassDojo and formally through our written reports and Parent Consultation Evenings.

4. Response/ Consequence for Negative Behaviour

Negative behaviour is deemed as any that has, or is likely to have, a negative effect on the individual or the community. They may be described as behaviours which harm or challenge.

Consequences have three main purposes:

- a) impress on the offender that what they have done is unacceptable and that they have made a wrong choice
- b) deter them from repeating the behaviour
- c) signal to others that the behaviour is unacceptable and deter them from behaving similarly.

Action/ Consequence will be proportionate to the behaviour but will also take into account the needs of the individual and community.

Negative behaviour may be classes as actions that may harm or challenge others. Appendix B provides details of the most serious behaviours and the likely consequences. Consequences may be applied for negative behaviour at a particular level or as a result of repeated behaviour at a lower level.

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 themselves or others or is 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 always seek to avoid injury to the pupil.

The preferred approach is 'Step On", From Norfolk Steps, 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.

Consequences will be accompanied by positive actions, such as support meetings, mentoring or plans, in order to encourage more positive behaviour.

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

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. 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. Classroom management strategies are applied by practitioners as appropriate.

Restorative 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).

- Further support for behaviour may be provided through the curriculum, particularly through PSHE and the use of Jigsaw resources. Use of Circle Time can provide excellent support for children and groups in sharing behaviours of concern and identifying solutions.
- 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).

- Support from outside agencies will be sought as appropriate and may include advice, focussed work with an individual or family, or whole staff training.
- 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).
- Through regular communication with parents we aim to promote a close working relationship with our families.

6. Ensuring Consistency

Training is provided for new staff with regard to our behaviour policy and practice.

- 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.
- 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).
- The school works with other schools within the Trust and liaison group to ensure that our policy and practice meets local and national expectations.

7. Monitoring Behaviour

Rewards for positive behaviour are recorded and reviewed at Year Group, Pupil Progress Meetings and Strategic Management Meetings.

Incidents of negative behaviour are recorded using CPoms and are reviewed weekly by DSL and Strategic Management Team. This information regarding behaviour is reported to the Trust each term as part of the termly Headteacher's report.

Related Policies:

Anti-Bullying Policy

Equality Policy

PHSE Policy

Special Educational Needs Policy

Physical Intervention 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. Dojo 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 Awards

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 Award

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

Good Samaritan Award

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

Appendix B –Consequences for Negative Behaviour

Serious Incidents

All serious incidents are reported to the Headteacher/Senior Staff and a record is completed on CPoms. For the purposes of this policy, serious incidents are classed as the following. This is not an exhaustive list and consequences may be applied for other situations deemed dangerous, harmful or discriminatory:

- Verbal Aggression
- Physical Aggression
- Bullying
- Any form of Discriminatory Behaviour
 - Racism
 - Sexism
 - Homophobia
- Gross Disobedience
- Theft
- Vandalism
- Truancy
- Persistent disruption to the school
- Serious risk to Health and Safety of school
- Serious risk of harm to self or others

Consequences for serious incidents				
<p>These details provide a guide but all decision remain with the Headteacher (or most senior members of staff in school). Where there has been a recurrence of behaviour (either the same or different) then school reserves the right to change these consequences accordingly. If a fixed term exclusion has already been a consequence of previous behaviour then the school will begin at Point C, D or E.</p>				
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

Key:

PBP – Positive Behaviour Plan

FTE – Fixed Term Exclusion

Behaviour	Range
Verbal Aggression	A-D
Physical Aggression	A-D
Bullying	A-D
Discriminatory Behaviour	A-E
Gross Disobedience	A-D
Theft or Vandalism	A-D
Persistent disruption to the order of the school e.g. repeated serious misbehaviour	D-E
Serious risk to the Health & Safety of school	B-E
Serious Risk of harm to self or others	B-E

Fixed Term Exclusion (Suspension):

A Fixed Term Exclusion will be used only in the most serious cases of negative behaviour.

- The Headteacher will meet with the pupil and parent to discuss the behaviour and consequence.
- Parent will make arrangements for the supervision of their child during school hours for the duration of the FTE.
- The Trust 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.
- 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 .
- Following the FTE, a re-integration meeting will take place with the Headteacher, pupil and parent; at this point a Positive Behaviour Plan will be put in place for the first few days as a minimum.
- A child can be excluded for fixed term periods up to 45 days in any academic year but no more than 15 days in any one term. The Trust Disciplinary Committee must hold a meeting for any fixed term exclusion totalling six consecutive days or more.

Permanent Exclusion:

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 behaviours.

The Headteacher will meet with the parent to explain the decision. This will then be referred to the Chief Executive of Kings Education Trust and Disciplinary Committee to ratify the decision.

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.

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.

Appendix C – List of banned items

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules that they believe risks the safety and wellbeing of the individual or others.