

Kincraig Primary School & Nursery



Behaviour Policy

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

It is the primary aim of Kincaig Primary School and Nursery that every member of the school community feels valued and respected, and that each person is treated fairly and well. As laid out in our school mission statement, we endeavour to ensure we offer every opportunity to maximise children’s potential and that the children are at the heart of everything we do. We are a caring community, whose values are built on mutual trust and respect for all. The school's behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It is based on the Written Statement of Behaviour Principles set by the Governing Body and aims to promote an environment in which everyone feels happy, safe and secure.

The school has several rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together

with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Children who feel secure within the school environment are more likely to behave well and to become positive, responsible and increasingly independent members of the school community. For this reason, continuity and stability in the organisation of the school are key features of our policy.

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this behaviour policy in a consistent way.

Rewards and Sanctions: The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. To achieve this and accompanying our mission statement we have a set of children's promises, created by the children:

We promise...

- To remember that we are all special in our own ways.
- To treat others how we wish to be treated.
- To have kind feet, kind hands and kind words.
- To be confident and support one another.
- To respect everybody around us.

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [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](#).

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- 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
 - Fireworks
 - Pornographic images

- 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)

4. 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.

Bullying is, therefore:

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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g., gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
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

Children can become upset because of normal peer conflict and it is important to differentiate between this and bullying. The following table is useful in determining whether conflict is in fact bullying:

NORMAL PEER CONFLICT OR BULLYING	
<u>Normal Conflict</u>	<u>Bullying</u>
Equal power – or friends	Imbalance of power
Happens occasionally	Repeated negative actions
Accidental	Purposeful
Reaction to provocation	Pre-meditated
Not seeking power or attention	Serious with threat of physical or emotional harm
Generally not trying to get something	May attempt to gain material things or power
Remorse – will take responsibility for actions	No remorse – may blame the victim

Procedures

Allegations of bullying can come in different ways:

- A member of staff may observe an incident.
- A child may report an incident.
- A child, other than the victim, may report an incident.
- A parent may report an incident.

However, the incident comes to light it is reported to a senior member of staff who then investigates the situation by discussion with all parties, including the child, the alleged perpetrator, other children and any adult who may have information.

The children are encouraged to give their own full account of the incident and then to listen to the accounts of the others. Any staff who observed the incident are asked to give a full account of what they saw and heard. If from the information the conclusion is that the incident was not bullying, this is explained to the child, but the child is also reassured appropriately.

If from the information the conclusion is that the incident was bullying the following steps are taken for the child who was bullied:

- The child is told that the incident was bullying.
- Parents are informed of the incident, the accounts and the conclusions.
- The class teacher is informed of the conclusions and asked to monitor the child over the coming weeks.

The following steps are taken for the child who bullied:

- The child is told that the incident was one of bullying and the reasons for reaching the conclusion.

- Discussion with the child is undertaken to try to bring him/her to understand the impact of their actions, the reasons it is inappropriate and to come to a genuine feeling of contrition.
- Sanctions are decided in terms of the seriousness of the bullying.
- Parents are contacted, informed of the incident, the accounts and the conclusions.
- Parents are informed of the sanctions.
- Parents are asked to reinforce the discussions staff have had with the child.
- The class teacher is informed of the conclusions and asked to monitor the child over the coming weeks.

5. Roles and responsibilities

5.1 The governing board

The Chair of Governors Mr Steve Smith is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Full Governing Body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of pupils
- Recording behaviour incidents on My Concern

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

5.4 Parents

Parents are expected to:

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

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Always wear the correct uniform
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

7. Rewards and sanctions

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

Classroom rules are formulated at the start of each year by each teacher with their own pupils. The rules therefore differ from class to class but are always in keeping with the philosophy underlying this policy.

The keeping of rules is regularly rewarded in both formal and informal ways. Verbal and non-verbal praise is used extensively to reward children who demonstrate good behaviour.

We also praise and reward children for good behaviour in a variety of other ways:

- We distribute merits to children, either for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school. These are then acknowledged in the school's celebration assembly.
- All classes have an opportunity to lead an achievement assembly where they can show examples of their best work.
 - Hot Chocolate with the headteacher on a Friday for 'Always Children', a child chosen from each class who always does the right thing and behaves well.
- Lunchtimes are viewed as occasions for developing social skills. Whether eating a cooked meal or packed lunch, appropriate table manners are encouraged.

The school acknowledges all the efforts and achievements of children, both in and out of school, e.g., music or swimming certificates. These achievements are celebrated with the whole school in the celebration assembly.

The school employs several sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

- We expect children to listen carefully to instructions in lessons. If they do not do so, we ask them either to move to a place nearer the teacher, or to sit on their own.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task.
- If a child is disruptive in class, the teacher reprimands him or her. Each child gets 3 chances. Firstly, their name is put on the board and then up to 2 crosses. If a child misbehaves repeatedly and reaches 2 crosses, then we isolate the child from the rest of the class until s/he calms down and can work sensibly again with others. The child will be sent, with work, to another class for 10 minutes.

Year 6 child to Year 1

Year 5 child to Year 2

Year 4 child to Year 3

Year 3 child to Year 4

Year 2 child to Year 5

Year 1 child to Year 6

Reception child to Nursery

If a child is sent to another class for 10 minutes and returns with the same behaviour then a member of the SLT, preferably the SENDCO, needs to be informed and they will deal with the child.

In the event of a child being sent to another class, the teacher needs to complete a pastoral log on 'My Concern' by the end of the same school day.

The class teacher also needs to notify the parents at the end of the day that this was necessary due to poor behaviour from their child.

Under no circumstances is a child asked to stand outside their classroom on their own for poor behaviour.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and lines the class up taking them to the library/atrium. Leaving the child causing concern in the classroom with a Learning Mentor/Pastoral Lead/SENCO and member of the SLT. At this point the offending child will be removed from the classroom and taken to a safe place to calm down. The Headteacher or Deputy Headteacher will decide based on the behaviours carried out as to what happens next.

There are three members of staff trained in Team Teach methods which are used for positive behavioural support. These members of staff are Richard Aspden and Ryan Gumley and Tamara Barker. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.

Playtimes: If a child misbehaves in the yard during break-time the teacher on duty can decide to:

- Reprimand
- Require the child to stay with the duty teacher for the rest of the break time
- If the behaviour is serious send the child indoors to be supervised

In more serious cases another child can be sent indoors to ask a senior member of staff to go into the yard to deal with the issue. If necessary, playtime behaviour will be reported to parents.

Lunchtimes: Misbehaviour at lunchtimes results in the child staying with a welfare assistant for five minutes. If the child does not accept this or repeats the misbehaviour, he/she is taken to a member of the senior leadership team. Repeated or serious incidences of misbehaviour are reported to parents.

Extra-curricular activities: Extra-curricular activities help to develop children's self-esteem, skills and interests as well as helping them to learn ways of spending their leisure time usefully. Involvement in these activities helps to build pupil-staff relationships and develops positive attitudes to school. A very high standard of behaviour is expected of children taking part in extra-curricular activities. This is vital to ensure the safety of all taking part, but also necessary to ensure that all children and staff taking part get the greatest possible enjoyment and satisfaction out of the experience.

Children who are involved in any activities which take them outside school are encouraged to take on the responsibility of being "ambassadors" for the school and to understand that the reputation of our school is in their hands.

School rules: The class teacher discusses the school rules with each class and the promises the children have made. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour, the class teacher discusses these with the whole class during circle time.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. For further information please see our Bullying Policy.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfES Circular 10/98, relating to section 550A of the Education Act 1996: The Use of Force to Control or Restrain Pupils. Teachers in our school do not hit, push or slap children. Staff only

intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children. For further information please see our Care and Control of Pupils Policy.

We may use the Oasis room for internal exclusions in response to serious or persistent breaches of this policy. Pupils may be sent to the Oasis room, with a member of staff, during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

The Oasis room is managed by Mrs Pacey – Pastoral Support Manager.

7.2 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child’s safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children’s social care
 - Report to the police
- Please refer to our child protection and safeguarding policy and Sexual Violence and Sexual Harassment between children in schools and colleges – Sept 2021 for more information.

7.3 Off-site behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g., school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g., on a school-organised trip).

7.4 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation needs help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy or our Allegations against staff policy for more information.

8. Behaviour management

The role of the class teacher: All staff work together to develop discipline policy and practices. This results in commitment and consistency throughout the school. Consistency is seen as the key factor in promoting good behaviour in the children.

Staff work together as a team offering mutual support, advice and practical help. This promotes good behaviour in a direct manner in that it ensures consistency for the children and allows staff a greater range of strategies for dealing with problems. It also contributes in an indirect manner as it presents to the children, a model of co-operative working and supportive relationships.

All staff act as models of good behaviour in that they treat each other, the children, their parents and all visitors with the courtesy and respect they want to encourage in the children.

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children regarding behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teachers treat all children in their classes with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in accordance with the consequence systems. These systems are developed to be age appropriate to both key stages. If behaviour continues to be a concern the class teacher can refer into the mentoring system or can seek help and advice from the SENDCO or headteacher.

The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head teacher: It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher supports staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Headteacher keeps records of all reported serious incidents of misbehaviour.

The Headteacher has the responsibility for giving fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified.

The role of parents and carers: The encouragement of parental interest, both in the school as a whole and of parents in the education of their own child, is a high priority at KinCraig. Parents are encouraged to view their relationship with school as a partnership. This reduces the likelihood of behaviour problems arising, as boundaries for children are more clearly defined when parents and teachers are in agreement. If behaviour problems do arise, then the relationship already developed ensures greater co-operation, and thus problems will be easier to overcome.

We explain the school rules in the school prospectus, and we expect parents and carers to read them and support them. We also send out expected behaviour booklets to parents at the start of each academic year.

We expect parents and carers to support their child's learning, and to cooperate with the school, as set out in the home–school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school must use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should seek an appointment with the Deputy Head-Teacher or Head-Teacher. If these discussions

cannot resolve the problem, a formal grievance to The Chair of Governors or an appeal process can be implemented.

The role of governors: The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in adhering to these guidelines. The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Equal opportunities: Behaviour problems are more likely to develop in children who do not have a positive self-image. For children to develop a positive self-image it is essential that they feel valued. The ethos of the school and our equal opportunities policy ensures that we value all people, promoting equality, respect and opportunity for all and that we work to develop the children's ability to do this.

Community links: Community links are important in developing positive attitudes to behaviour. They develop the profile of the school within the community and so develop in the children, parents and staff, a sense of pride in, and commitment to, the school. Our Children's Centre plays a key part in developing relationships with parents and the local community.

Fixed-term and permanent exclusions:

Please read in conjunction with the Exclusion Policy.

Only the Headteacher (or the acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or carers how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.

The governing body has a discipline committee, which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating immersive environment that encourages pupils to be engaged
- Display their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

8.2 Physical restraint

In some circumstances, 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 and only carried out by trained members of staff. (Please refer to Section 7 above)**
- 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 3 for a behaviour log)

8.3 Confiscation

Any prohibited items found in pupils' possession will be confiscated.

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff 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).
- Headteachers and authorised staff can also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for.

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](#).

8.4 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 special educational needs co-ordinator 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.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil needs help or protection. We will consider whether a pupil’s misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. 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.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

10. Training

Our staff are provided with training on managing behaviour. For those staff members who may need to restrain pupils then recognised training is provided. We go through the Behaviour Policy as part of their induction process for any new staff and volunteers.

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and Full governing body annually. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body annually.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy – Sept 2021
- Allegations against staff
- Sexual Violence and Sexual Harassment between children in schools and colleges – Sept 2021



Written Statement of Behaviour Principles

March 2022

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires Governors to produce and frequently review a written statement of general behaviour principles to guide the Headteacher in determining measures to promote good behaviour and discipline amongst pupils.

The document "Behaviour and Discipline in Schools-Guidance for Governing Bodies" (DfE – July 2013) has also been used as a reference in producing these principles.

This is a statement of principles, not practice. Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that Governors expect to be followed.

Kincaig Primary School is an inclusive school and we are committed to teaching and promoting tolerance, fairness, social inclusion and equality. We are committed to improving longer term outcomes and life chances for our children. Our school values, rules and ethos underpin our relationships, curriculum and policies.

'At Kincaig Primary School children are at the heart of everything we do.'

Our values (in no particular order) are:

Respect, Honesty, Fairness, Perseverance, Positivity, Kindness, Thoughtfulness, Resilience, Friendship, Empathy, Hope, Determination and Love.

Behaviour Principles:

- The Governors believe that high standards and expectations of behaviour lie at the heart of a successful school.
- School will work in partnership with children, parents and staff to uphold consistently high expectations of their behaviour and modelling at all times.

- The school's legal duties under the Equality Act, 2010 in respect of safeguarding, pupils with special educational needs and/or disabilities, and all vulnerable pupils, is set out in the Behaviour Policy and known to all staff.
- School's behaviour principles and Behaviour Policy is available to, and understood, by all pupils, staff and parents. Written Statement of Behaviour Principles March 2022.
- Every pupil understands and respects that they have the right to be heard, to learn and to be safe in body and mind, to be valued and respected, and learn free from the disruption of others.
- The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.
- Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.
- Every pupil has the right to learn in a safe environment.
- Kinraid Primary School is an inclusive school and we believe in equality and valuing the individual – all members of the school community should be free from discrimination.
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy.
- We believe that positive behaviours should be acknowledged to encourage good behaviour in the classroom and elsewhere in school.
- Bullying or harassment of any description is unacceptable even if it occurs outside normal school hours. Measures to counteract bullying and discrimination will be consistently applied and monitored for their effectiveness.
- 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 Governors recognise that some pupils may need additional support to meet behaviour expectations, which they should receive.
- 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.

The Governors emphasise that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: letters to parents about pupil behaviour - templates

First behaviour letter

Dear parent,

Recently, your child _____ has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, 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, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

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

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

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

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Insert details of how to contact the school to arrange the meeting.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

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

_____ would now benefit from a structured approach to help improve their behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational needs co-ordinator and myself, 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,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____ has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

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

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____