



## **BEHAVIOUR POLICY**

### **SEPTEMBER 2025**

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V1 July 2025	Review of legislation and guidance
V2 April 2026	Review of Reasonable Force and Restrictive Interventions Legislation and guidance

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## Introduction and Aims

Kirklevington Primary School is a Rights Respecting School and this policy is underpinned by our continued work of our commitment to Unicef and the UN Convention of Rights of the Child. This policy links directly to the following articles of the UN Convention of the Rights of the child:

Article 3 (Best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 (Respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously. This right applies at all times, for example during immigration proceedings, housing decisions or the child's day-to-day home life.

Article 19 (Protection from all forms of violence) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 28 (Right to education) Every child has the right to an education.

Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Article 29 (Goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

This Behaviour Policy is written in line with statutory guidance including:

- Behaviour in Schools (DfE, 2022)
- Suspension and Permanent Exclusion Guidance (DfE, 2024)
- Searching, Screening and Confiscation (DfE, 2022)
- Use of Reasonable Force (DfE, 2013)
- Keeping Children Safe in Education (DfE, 2025).



We aim to create a safe, calm and caring environment where teaching and learning can take place effectively and where children enjoy coming to school. This includes considering behaviours in the whole school premises, including classrooms, the lunch hall and outdoor spaces.

We aim to encourage an understanding of the values that underpin our school ethos and encourage children to 'Be Ready, Be Respectful and Be Safe'.

## Our Values

### **Be Ready, Be Respectful, Be Safe**

As a Unicef Gold level Rights Respecting School, we teach the importance of children's rights and being respectful towards others, celebrating what is unique about each member of our school community. We encourage our children to play an active role in school life and to demonstrate positive attitudes towards others and their learning. We have high expectations of their behaviour and a zero tolerance attitude towards bullying, harassment and violence. We aim to ensure our behaviour policy is fair and consistent for all, with a focus on promoting positive behaviour.

We adapt our approach to behaviour management in order to ensure that all children's needs are supported. We have a strong value of equity recognising that fair for all doesn't always mean the same (in instances such as Special Educational Needs).

We aim to ensure that all members of our school community adhere to this policy and that staff are positive role models for our children.

## Bullying

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff, and this includes protection from bullying. We do not tolerate any form of bullying, and we aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils' social, emotional and behavioural skills.

Bullying is defined as the repetitive, intentional harming of one person or group by another. It can be physical, verbal, indirect or cyber-based. The school has zero tolerance for bullying and follows preventative and responsive strategies.

At Kirklevington we:

- Create and promote an inclusive environment where mutual respect, consideration, and care for others is key

- Openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender, sexuality, or appearance related difference. Also, children with different family situations, such as looked after children or those with caring responsibilities.
- Challenge practice and language which does not uphold the values of tolerance, non-discrimination, and respect towards others.
- Support the prevention of cyberbullying by educating pupils and parents/carers to use technology, especially mobile phones, and social media positively and responsibly.
- Work with staff, the wider school community, and outside agencies to prevent and tackle concerns including all forms of prejudice-driven bullying.
- Actively create “safe spaces” for vulnerable children and young people.

## Behaviour System

We have a traffic light system in place, where children can earn two ‘Dojo’ points for good behaviour each day. Children may also earn Dojos as a positive reinforcement at other times, e.g. for good manners or excellent effort.

The traffic light system is a stepped approach to promoting positive behaviour, which is used from Year 1 to Year 6.

- Green – Children start on green every day. They get two Dojo points for being on green all day. They have two chances to change behaviours that staff deem not to be appropriate – a reminder and a verbal warning.

Inappropriate behaviour might include, talking during quiet time, not following instructions or not following our school values, ‘be ready, be respectful and be safe’. Where a staff member deems the behaviour to be more significant, they may go straight to the next step – yellow.

- Yellow – If needed, a child may be recorded as on yellow in a notebook and the child will lose one dojo for the day. This means that the child has not taken the opportunities that have been offered to improve their behaviour or they have done something deemed to be more significant, such as an unkind act. Children will have opportunity to improve their behaviour and go back to green after a period of time, taking into account the age of the child and the severity of their behaviour. Staff would look for opportunities to enable a child to go back to green. However, children would receive a further warning if inappropriate behaviour should continue, before moving onto red.
- Red – If a child has not taken opportunities to improve their behaviour or a staff member deems their behaviour needs a more severe consequence, they will be recorded as red in a notebook. This

might be the case if a child deliberately hurts another child or has not followed school values with a more severe consequence. Children will have opportunity to improve their behaviour and go back to yellow, then green after a period of time. We take into account the age of the child and the severity of their behaviour. The child will lose their two dojos for the day. If a child has a red consequence on three occasions, within a short time period, staff will speak to parents.

We use a notebook to record yellow and red consequences so that we can keep a record of behaviour. We have chosen not to put children's name on the board as we do not want to cause children any embarrassment. We recognise the importance of treating all children with dignity and respect.

In nursery and reception, inappropriate behaviour is dealt with through reminders, talking, praising role models and a short time out, if needed. Where children are persistently not following school values, the traffic light system may be implemented for the class.

## Rewards

To reward good behaviour and recognise positive aspects of school life, children will be awarded Dojo points, including in nursery. Teachers can plan motivating consequences to reward children who follow school values. This might include individual rewards, group or whole class rewards, such as an extra playtime.

Each class using a wheel of rewards and depending upon whether it is for an individual or the class, they can gain an extra P.E. lesson; playtime; a comfy cushion to sit on; or be able to listen to music of their choice in a lesson. These act as an incentive for children to work towards.

## Praise

We value the importance of praising behaviours that we wish to see, such as children being, 'Ready, Respectful and Safe'. We look for opportunities to notice where children have improved their behaviour and also to identify role models for other children.

## Certificates

Each week, the teachers choose pupils for the following awards/certificates to be given out in assembly by the Head of School and members of the Pupil Leadership Team:

- A Maths Award
- A Star Writer
- A Star of the Week: These pupils are rewarded by going in for first dinner at lunchtime and sitting on the Top Table (with crockery, a table cloth and different glasses)
- An Attendance Certificate (half-termly)

- A Gold Award\* (awarded to children in assembly who have impressed the lunchtime staff with their behaviour and attitude)

## Chocolate Bar Awards

Teachers nominate pupils who have been a good example of living out our learning intent of 'Be ready, Be respectful, Be safe'. These children get to enjoy the reward of a chocolate bar, or equivalent treat, to take home. This takes place fortnightly and two pupils from each class are chosen.

Rewards may also include:

- Lunch time rewards – stickers and Gold Awards\*
- Sharing work and positive behaviour with other adults and children
- Class reward target charts
- Team points
- Notes home
- Lining up points

## Curriculum

All areas of our curriculum are designed to promote being 'Ready, Respectful and Safe'. This includes through PSHE and RSE lessons. Where issues arise, that are relevant to the needs of our children, we address this in a number of ways, such as circle time, class discussions, speaking to individual children and interventions. Mental health and well-being are promoted throughout school in everything we do, including assemblies. PE sessions have a specific set of skills as a focus. These are: Teamwork, Honesty, Determination, Self-belief, Passion and Respect.

## Managing inappropriate behaviour

Most behaviour can be dealt with effectively using our traffic lights system, however there may be times when a staff member feels a different approach is needed. This might include:

- Having a five minute time out.
- Missing out on five minutes of a class reward.
- Being sent to another teacher to speak about their behaviour.
- Being sent to the Assistant Head of School to speak about their behaviour.
- Being sent to the Head of School to discuss behaviour is a last resort.

## Individual Behaviour Systems

There are times when a class-based system does not meet the needs of a child. This may include children with special educational needs. Teachers share strategies for managing behaviour, advice is sought from the SENDCO or the senior leadership team, and staff adapt systems accordingly.

This might include:

- Individual behaviour charts.
- Individual reward systems.
- Additional supervision during break times.
- Support from other adults to manage a child's behaviour.
- Working with parents and carers.
- Use of the Thrive Approach to support a child's social and emotional development. Licensed Practitioner in school will coordinate this intervention.

## Behaviour at Break times

We have high expectations of behaviour in all areas of the school grounds, including at break and lunch times. Where staff members deem behaviour is not appropriate, they use the traffic light system. A reminder, is given first, which would then be followed by a request to remain with the supervising adults. If a child's behaviour is considered more severe, they will be sent in to sit with their class teacher or another supervising adult.

When children are indoors at break times, we expect them to follow the same values as during lesson times.

## Trips and Visitors

Children are expected to behave in a manner that reflects the school's values and ethos and continue to follow our curriculum intent – Be ready, Be Respectful, Be Safe.

Staff record behaviour incidents on CPOMS, the incident itself and action taken by staff. Other relevant staff are alerted to the incident.

We have a responsibility to keep all children safe in school. Therefore, if a child's behaviour leads staff to believe the child's safety (or the safety of others) may be comprised when on an educational visit, the difficult decision may be made that they do not attend and must remain in school.

## Incidents that occur outside of school

We aim to support and work with parents, as needed to manage children's behaviour outside of school. This might include speaking to parents, where an incident has been reported to us or by referring a family to an outside agency as required. We may deal with issues that arise locally through our curriculum, depending on the needs of our children and whether there could be repercussions within school, or where behaviour could have an adverse effect on the reputation of the school.

## Serious disruptive behaviour

This includes:

- Racist, homophobic or transphobic comments.
- Aggressive, violent behaviour.
- Purposeful, directed inappropriate language / gestures.
- Wilful damage to school and personal property.
- Acts of bullying (see Bullying Policy for further guidance).

## Actions

1. All racist, homophobic, or discriminative comments are to be fully investigated by a member of the senior leadership team and must be recorded in full on CPOMS.
2. When dealing with aggressive or violent behaviour, (physical, verbal or destructive) the child will be immediately removed from the situation and sent to a member of the S.L.T / Head of School who will deal with the incident.
3. In all of the above cases, parents will be informed of their child's inappropriate behaviour. A meeting will take place to discuss the incident and if needed, support will be provided to enable the child to improve their behaviour. This support will include a behaviour plan which will be regularly reviewed with the child and parents.
4. Following any of the above incidents, loss of privileges including attendance at residential visits or sporting events will be considered.
5. Very occasionally, it may be necessary to hold children to stop them from hurting themselves or others. In cases when a restraining action has been used by a member of staff, the incident will be fully recorded in the Serious Incident Log.

## Suspensions and Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, 2024). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a fixed term suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further fixed term suspensions can be discussed.

The Headteacher may permanently exclude a pupil in response to serious breaches of the behaviour policy or when allowing the pupil to remain in school would seriously harm the education or welfare of others. The School will give particular consideration to vulnerable pupils when considering suspensions as an appropriate sanction.

In line with statutory requirements school will arrange suitable full-time education for any pupil suspended for more than five consecutive school days, beginning no later than the sixth school day of the suspension.

Where a pupil is permanently excluded, the Local Authority is responsible for arranging suitable full-time education from the sixth school day of the exclusion. The school will liaise with the Local Authority to ensure that suitable arrangements are in place.

Parents/carers have the right to make representations about a suspension or permanent exclusion to the Local Governance Committee. Where the suspension is longer than five days, or where a permanent exclusion is issued, the panel will meet within the statutory timeframe to consider the case.

If a permanent exclusion is upheld by the Local Governance Committee, parents/carers can request that the decision be reviewed by an Independent Review Panel (IRP). The IRP can uphold the exclusion, recommend reconsideration, or quash the decision where it is found to be flawed.

The school will provide parents/carers with information about these rights and the process at the point of suspension/permanent exclusion.

This policy is written in line with the Equality Act 2010 and SEND Code of Practice. Kirklevington Primary recognises its legal duty under the Equality Act to prevent pupils with a protected characteristic from being at a disadvantage. As a result, all staff are aware of individual children's needs and reasonable adjustments are made in our approach to children with challenging behaviour as a direct result of their needs.

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health.

## Searching & Confiscation

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2022) and Restrictive Interventions, including the use of reasonable force in schools (DfE, April 2026), alongside Keeping Children Safe in Education (September 2025).

Staff may search pupils with consent for any item. Senior leaders have the power to search without consent for prohibited items as set out by law, including weapons, alcohol, drugs, and vapes. Confiscated items will be dealt with in line with statutory guidance.

## The Use of Reasonable Force and Restrictive Interventions

Kirklevington Primary School recognises that the use of reasonable force is only one of the strategies available to secure pupil safety and wellbeing. Our approach is part of our wider pastoral care procedures.

The school has a separate Restrictive Interventions and Reasonable Force Policy, which should be read alongside this Behaviour Policy and the Safeguarding and Child Protection Policy.

In line with Department for Education guidance, all school staff have the legal power to use reasonable force, where it is reasonable, proportionate and necessary, to prevent a pupil from:-

- causing injury to themselves or others
- committing a criminal offence
- damaging property
- causing disorder.

Reasonable force will only be used when other strategies which do not employ force have been tried and found unsuccessful, or in an emergency situation. It will always be used as a last resort and for the shortest time necessary. Kirklevington Primary School does not use force as a punishment. It is unlawful to use force for this purpose.

Staff may also have appropriate physical contact with pupils in other circumstances, for example to:

- administer first aid
- guide or escort pupils
- comfort a distressed pupil.

Where restrictive interventions are used, staff will:-

- act in accordance with the principles of necessity, proportionality and the pupil's welfare
- use the least restrictive intervention for the shortest duration
- take into account the individual needs and circumstances of the pupil.

Kirklevington Primary School will take all reasonable steps to minimise the need for restrictive interventions through prevention, de-escalation strategies, and positive behaviour support.

All significant incidents involving the use of force will be recorded and reported in line with statutory requirements and the school's Restrictive Interventions Policy. Parents/carers will be informed as soon as possible following such incidents, except where there are safeguarding reasons not to do so.

For further detail, including definitions, procedures, and staff responsibilities, please refer to our school Restrictive Interventions and Reasonable Force Policy.