



BEHAVIOUR POLICY

JUNE 2026

Policy Date: June 2026
Review Cycle: Annually
Responsible Body: Trust Board – for ratification
Autumn Term 1
Version Control

Review Date	Updates
V1 July 2025	Review of legislation and relevant updates
V2 June 2026	Review of legislation and relevant updates

Contents

Introduction and Aims.....	3
Our Values.....	4
Bullying	4
Behaviour System	4
Rewards	5
Curriculum	6
Managing inappropriate behaviour	6
Individual Behaviour Support.....	6
Behaviour at Break times.....	7
Educational Visits	7
Incidents that occur outside of school	7
Suspensions and Permanent Exclusion	8
Temporary Separation from School Premises for Safeguarding Reasons.....	9
Off-Site Direction.....	9
Managed Moves.....	9
Looked-After and Previously Looked-After Children	10
Use of Reasonable Force and Restrictive Interventions.....	10
Mobile Phones & Digital Devices	11
Governance Committee Oversight	12

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, updated 19 February 2024)
- Suspension and Permanent Exclusion Guidance (Dfe, updated August 2024, effective until July 2026)
- Suspension and Permanent Exclusion Guidance (Dfe new guidance effective from July 2026)
- Searching, Screening and Confiscation (Dfe, updated July 2023)
- Restrictive Interventions including Use of Reasonable Force (Dfe, updated April 2026)
- Keeping Children Safe in Education (Dfe 2025)
- Keeping Children Safe in Education (Dfe, effective 2026)
- Education and Inspections Act (2006)
- The Equality Act (2010)

We aim to create a safe, calm and inclusive environment where all pupils can learn effectively and enjoy school. High expectations of behaviour apply in all areas of the school, including classrooms, outdoor areas and the dining hall.

Our approach promotes positive behaviour, mutual respect and responsibility through our core values:



Be Ready, Be Respectful, Be Safe**Our Values**

As a Rights Respecting School, we celebrate diversity and promote respect for everyone within our community. We encourage pupils to take an active role in school life, demonstrate positive attitudes towards learning and contribute positively to the experiences of others.

We maintain high expectations of behaviour and do not tolerate bullying, harassment, discrimination or violence. Our approach is based on equity, recognising that fairness does not always mean treating every pupil in the same way. Reasonable adjustments will be made where needed, including for pupils with Special Educational Needs and Disabilities (SEND).

All members of the school community are expected to uphold this policy, with staff serving as positive role models.

Bullying

The school is committed to safeguarding the wellbeing of all pupils and staff. Bullying will not be tolerated. We seek to prevent bullying through the development of pupils' social, emotional and behavioural skills and through promoting a culture of respect and inclusion.

Bullying is behaviour that is intentionally repeated over time and causes physical, emotional or psychological harm to another individual or group. It may be physical, verbal, indirect or online.

At Kirklevington Primary School we:

- Promote an inclusive environment based on respect and kindness.
- Discuss and celebrate differences, including religion, ethnicity, disability, gender, family circumstances and other protected characteristics.
- Challenge discriminatory language and behaviour.
- Educate pupils about the safe and responsible use of technology.
- Work with families and external agencies where appropriate.
- Provide safe and supportive environments for vulnerable pupils.

Behaviour System

The school's behaviour system uses a traffic light approach for pupils in Years 1 to 6. Pupils can earn two Dojo points each day for meeting school expectations. Additional Dojo points may be awarded to recognise positive behaviour, effort or achievement.

Green

All pupils begin each day on Green.

Staff provide reminders and opportunities for pupils to make positive choices when behaviour falls below expectations. Pupils who remain on Green receive two Dojo points.

Examples of inappropriate behaviour may include:

- Calling out
- Not following instructions
- Disrupting learning
- Failing to follow school values.

Where behaviour is more serious, staff may move directly to Orange.

Orange

A pupil may move to Orange when behaviour continues despite reminders or where behaviour is considered more significant.

- One Dojo point is lost
- The incident is recorded by staff
- Pupils are supported to improve their behaviour and return to Green.

Red

A pupil may move to Red when behaviour continues despite previous interventions or when a serious incident occurs.

- Appropriate sanctions may be applied
- Dojo points are lost for that day
- Significant incidents may be recorded on CPOMS
- Parents/carers may be informed where appropriate.

Pupils are given opportunities to demonstrate improved behaviour and move back through the system where suitable.

The school does not publicly display behavioural sanctions, as we are committed to maintaining pupils' dignity and self-esteem. Behaviour concerns are recorded appropriately in a notebook to support monitoring and intervention.

Early Years

In Nursery and Reception, behaviour is managed through age-appropriate strategies including reminders, praise, modelling, restorative conversations and short periods of reflection where necessary. Additional support systems may be implemented where appropriate.

Rewards

Positive behaviour is recognised and celebrated throughout the school.

Rewards may include:

- Verbal praise
- Dojo points
- Certificates and awards
- Sharing achievements with staff and families

- Class rewards
- Stickers and lunchtime awards
- Positive communication with parents/carers
- Additional responsibilities or privileges.

Weekly Awards

Weekly awards may include:

- Maths Award
- Star Writer
- Star of the Week
- Gold Award
- Attendance or Improved Attendance Certificates.

Curriculum

Positive behaviour is reinforced through all areas of the curriculum, including PSHE and Relationships Education. Where behaviour concerns emerge, staff respond through classroom discussion, targeted support, individual interventions and pastoral provision.

Mental health and wellbeing are promoted throughout school life, including through assemblies, classroom practice and enrichment opportunities.

Managing inappropriate behaviour

Most behaviour concerns can be addressed using the traffic light system. Where necessary, additional strategies may be used, including:

- Brief time out with restorative follow-up
- Missing a small part of a class reward
- Discussion with another member of staff
- Discussion with a member of the Senior Leadership Team (SLT)

Significant incidents will be recorded on CPOMS and parents/carers informed where appropriate.

Individual Behaviour Support

Some pupils may require personalised support beyond the whole-school behaviour system. Support may include:

- Individual behaviour plans
- Personal reward systems
- Additional supervision
- Targeted emotional wellbeing support

- Collaboration with parents/carers
- Thrive interventions and other appropriate pastoral support.

Where relevant, advice will be sought from the SENDCo, senior leaders and external agencies.

Behaviour at Break times

The same high standards of behaviour apply during breaktimes and lunchtimes.

Staff use restorative approaches and the behaviour system to address concerns. Where behaviour presents a greater concern, pupils may be directed to spend time with a member of staff for support and reflection.

Educational Visits

Pupils are expected to uphold the school's values and behavioural expectations during all educational visits and activities.

Where behaviour raises concerns about the safety of the pupil or others, the school may determine that attendance at a visit is not appropriate. Such decisions will be

made carefully and in the best interests of all involved.

Incidents that occur outside of school

The school will work collaboratively with parents/carers and external agencies where behaviour outside school affects pupils, staff or the wider school community.

The school may respond to incidents occurring beyond the school site where there is a clear link to school, risks to pupil welfare, or potential impact on the school's reputation and relationships.

Serious Behaviour Incidents

Examples include:

- Racist, sexist, misogynistic, homophobic, transphobic or other discriminatory behaviour
- Bullying
- Aggressive or violent behaviour
- Threatening language or gestures
- Deliberate damage to property
- Behaviour that places others at risk

Response

Serious incidents will be:

- Investigated by a member of the Senior Leadership Team.
- Recorded on CPOMS.
- Communicated to parents/carers.

- Followed by appropriate support and intervention where required.

Where concerns persist, a behaviour support plan may be developed with the pupil and their family.

The school may also consider the temporary withdrawal of privileges or participation in certain activities where appropriate.

Suspensions and Permanent Exclusion

This policy complies with the Suspension and Permanent Exclusion Guidance (DfE, updated August 2024, effective until July 2026) and Suspension and Permanent Exclusion Guidance (DfE new guidance effective from July 2026). Only the Headteacher can exclude a pupil, and pupils can be excluded for up to 45 days within an academic year. In line with statutory requirements, school will notify the Local Authority without delay of all permanent exclusions, all suspensions over five school days, and any suspensions which bring the total number of school days excluded to more than fifteen in a term.

Pupils whose behaviour at lunchtime is disruptive may be suspended for the duration of the lunchtime period and this will be treated as a suspension. Following a suspension, parents/carers will be required to attend a reintegration meeting where a plan for reducing the likelihood of further 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 will be notified in writing without delay and 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.

The Local Governance Committee considers suspensions and permanent exclusions under formal delegation from the Spark Education Trust Board. Independent Review Panels (IRPs) are arranged and overseen at Trust level in accordance with statutory guidance.

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.

Temporary Separation from School Premises for Safeguarding Reasons

In exceptional safeguarding circumstances, the school may temporarily prohibit a pupil from attending the school premises where this is necessary to separate two or more pupils for safeguarding purposes. This is not a suspension or exclusion on disciplinary grounds.

Such action will only be taken where separation is essential and there is no practical way for one or more pupils involved to remain safely on the school site. Decisions will be made on a case-by-case basis, led by the Designated Safeguarding Lead (DSL) and informed by professional judgement and, where appropriate, advice from external agencies.

Parents/carers will be informed of the reasons for the decision and the governance committee will be notified without delay. The school will support the pupil's reintegration when they return.

Off-Site Direction

The school may require a pupil to attend educational provision at another setting as a temporary measure to improve behaviour and support continued education. Off-site direction will only be used where it is in the pupil's best interests and in accordance with statutory guidance.

Before an off-site direction is arranged, the school will consider the pupil's views and ensure that appropriate interventions and support have been explored. Relevant information, including attainment information, risk assessments and support strategies, will be shared with the receiving provider and other relevant agencies as appropriate.

Parents/carers will be informed in writing of the placement and the reasons for it in accordance with statutory requirements. Placements will be reviewed regularly to consider progress, impact and next steps.

Managed Moves

A managed move may be considered as part of a planned intervention to support a pupil and avoid permanent exclusion. A managed move is intended to lead to the permanent transfer of a pupil to another school. Managed moves will not be used on a trial basis. Where a temporary placement at another setting is required to support behavioural improvement, the school will consider the use of offsite direction instead.

Before a managed move is agreed, the school will:

- Seek and consider the views of the pupil
- Ensure that appropriate interventions and support have been implemented and reviewed
- Share relevant information with the receiving school and other agencies as appropriate, including attainment information, risk assessments and support strategies.

Where a pupil has a social worker, the school will notify the social worker, the DSL and, where appropriate, the Virtual School Head at the earliest opportunity when a managed move is being considered. A pupil will not be permanently excluded solely because they or their parents/carers do not agree to a managed move. Managed moves will be conducted in accordance with the School Admissions Code and all relevant statutory guidance.

Looked-After and Previously Looked-After Children

Before making decisions relating to suspension, permanent exclusion, managed moves or other significant interventions, the school will consider the needs of looked-after and previously looked-after children. Where a looked-after child is at risk of suspension or permanent exclusion, the designated teacher will work with the Virtual School Head and other relevant professionals to consider what additional support may be required, including reviewing the effectiveness of the child's Personal Education Plan (PEP).

Use of Reasonable Force and Restrictive Interventions

This section is written in line with Searching, Screening and Confiscation: Advice for Schools (DfE, July 2023) and Restrictive Interventions including Use of Reasonable Force (DfE, updated April 2026) alongside Keeping Children Safe in Education (September 2025) and Keeping Children Safe in Education (September 2026) when effective.

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 knives, drugs, alcohol, mobile phones, stolen or harmful items. Confiscated items will be dealt with in line with statutory guidance. Relevant staff attend 'Positive Handling' training and are therefore able to use positive handling techniques effectively when needed. These members of staff are trained to use de-escalation techniques and only used as a last resort, proportionately and in the best interests of the child.

Examples of this include:

1. To prevent pupils from hurting themselves
2. To prevent pupils from hurting each other
3. To prevent pupils from damaging property
4. To prevent pupils from causing disorder

Kirklevington 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.

Kirklevington 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 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 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.

Mobile Phones & Digital Devices

Digital technology (including mobile phones, smart watches, headphones, personal tablets and other personal portable technology) is not permitted to be used by pupils anywhere on site during the school day (with the exception of any devices required for medical purposes or issued by school for educational purposes).

Pupils who bring a mobile phone to school must hand it into the school office at the start of the school day. Phones are stored securely by the school and returned to pupils at home time. Mobile phones must not be used during the school day or on the school site unless specifically authorised by a member of staff. Failure

to follow these expectations may result in the phone being confiscated and parents/carers being informed. This approach helps to minimise distractions, promote positive social interaction and maintain a safe learning environment for all pupils.

Through our PSHE curriculum pupils will be reminded of the risks that are associated with the use of mobile phones, both in school and more broadly, to ensure they understand the decision to prohibit the use of mobile phones throughout the school day. These risks can include a loss of focus in lessons, classroom disruption and an increased risk of cyber bullying. Pupils will be encouraged to see a mobile phone free environment as desirable and valuable.

Governance Committee Oversight

- Monitor and review information relating to suspensions, permanent exclusions, off-site direction, managed moves and other forms of pupil movement
- Challenge and scrutinise patterns and trends to ensure that these measures are used lawfully, proportionately and only where necessary
- Review information relating to any safeguarding related separation of pupils from the school premises where this measure has been used.