



Federation of Kymbrook & Thurleigh Primary Schools

*Working in partnership with families to unlock the potential of every individual.
Together, we nurture a self-belief and a lifelong passion for learning.*

Positive Behaviour Policy

Excellence – Enjoyment – Enrichment – Equality

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Positive Behaviour Policy

This Positive Behaviour Policy is underpinned by our Federation Values of Respect, Independence, Determination, Working Together, Bravery and Kindness.

Introduction

Across the Federation, we strive to provide a positive environment that promotes excellent social interaction and learning behaviours. We understand that at times, children will need support to make the right choices at school and need to develop an understanding of how their behaviour may affect themselves and others, therefore taking responsibility for their actions. This policy is the responsibility of all staff to lead by example and implement consistently across the Federation.

Federation Values

Staff should refer to the Federation Values, which outline our expectations for the children to follow, E.g. "Are you showing the school value of...?"

Respect:

Are children being polite, listening to others, being considerate, and showing good manners?

Independence:

Are children being inventive, creative, showing originality and imagination with a positive working attitude?

Determination:

Are children trying hard with a positive learning approach?

Working Together:

Are children being helpful, encouraging, tolerant, and supportive of one another and working as a team?

Bravery:

Are children open-minded, trying new things and showing positivity towards their learning?

Kindness:

Are children thinking of others, being understanding, generous and displaying friendship values?

We have a clear structure for rewards and sanctions:

Rewards:

- ◆ Each classroom across the Federation displays a visual prompt system for use by all children and staff.
- ◆ Use of positive praise.
- ◆ Encouragement of peer to peer and whole class praise.
- ◆ Positive verbal and written feedback for work.
- ◆ A weekly Celebrations Assembly where work, behaviour, attitudes, values, and achievements, in and out of school, are commended.
- ◆ Sharing good work and behaviour with parent/carers.
- ◆ Headteacher/Assistant Headteacher rewards.
- ◆ Use of the curriculum e.g., PSHE, RE and British Values.
- ◆ Use of individual pupil or class reward systems may be used, when necessary, stickers, stamps etc.

Sanctions:

We treat all children as individuals with an understanding of personal need and circumstances, but generally, the following five-tiered approach will be used:

1. First reminder - Children will be reminded of expectations through use of Values, e.g. "Are you displaying the school value of...?"
- 2) Second reminder.
- 3) Third reminder – Time out with reflection*
- 4) Sent to Headteacher/Assistant Headteacher.
- 5) Parents/carers are informed.

N.B.

- ◆ Break-time/lunchtime incidents are reported to class teacher.
- ◆ An adult must always supervise children during 'time out.'
*Neutral ground – e.g., time out in another space, such as the library or a visit to another class teacher – time out to cool down, complete work. (Work may need to be completed during break-time).

Further Sanctions/Actions:

- ◆ If a child's behaviour endangers the safety of others the class teacher may need to remove the child or class from the situation.
- ◆ All members of staff are aware of the regulations regarding the use of force to control or restrain children. Members of staff in our school will only intervene physically to prevent injury to a child, or if a child is in danger of hurting themselves, another child or member of staff.
- ◆ As a Federation, we will consult the Borough Exclusion Policy should there be the need for Exclusion.
- ◆ As a Federation, we will challenge any behaviour displayed as prejudice related (related to protected characteristic), for example sexist comments or inappropriate use of the word "gay". This will be recorded on the 'Prejudice-Related Incident Recording Form' no matter the level of seriousness. Any sanctions (if any sanctions are needed) will be proportionate to the incident.

Anti-Bullying

The Federation has a zero tolerance of bullying of any description. (See [Appendix 1](#) for definitions for bullying and peer on peer abuse as outlined in KCSIE 2022) As a Federation we use the following to prevent bullying:

- ◆ We encourage children to follow the school values.
- ◆ Hold specifically timetabled events, such as themed days/weeks that highlight anti-bullying, including online anti-bullying events i.e., Anti-Bullying Week, Safer Internet Day.
- ◆ We challenge stereotypes and value and celebrate diversity.
- ◆ We promote positive relationships, through assemblies and activities in our PSHE and RSE curriculum.
- ◆ We promote British Values in line with our Federation values through discussions/work done with School Council.

Any reports of bullying by pupils, parents or staff will be treated seriously and investigated thoroughly by the Federation SLT, and by following the structure for rewards and sanctions within this policy.

Positive Handling

Any teacher or teaching assistant may need to take reasonable steps to prevent injury or damage to property, or to maintain order (Section 93 and 95 Education and Inspections Act 2006)

In some exceptional circumstances, it may be necessary for staff to use physical intervention to keep children safe. A physical intervention could be for example, putting a hand on a child's arm or shoulder to guide them assertively, or in some extreme instances holding onto or restraining a child's movement. In these instances, any action taken by staff must be reasonable and proportionate.

Any incidents involving restraint will be recorded in a central log kept in the school office and Parents/Carers will be informed on the day of the restraint.

Any child who is likely to need this level of intervention will have an Individual Behaviour Plan with agreed intervention strategies. Consideration will be given to making changes to the environment and altering routines to reduce risk of incidents. Staff will use strategies to defuse and de-escalate the situation such as focusing on a diversion, continuing to offer reassurance and maintaining clear communication.

Staff will use a whole team approach in circumstances that need physical intervention. Whenever possible, two people will remain to deal with any incident involving physical restraint. Staff will ensure that the intervention is:

- ◆ in the best interests of the child
- ◆ absolutely necessary
- ◆ reasonable and proportionate

The Senior Leadership Team will ensure that there is always someone on the premises that has undertaken training for positive handling.

Roles and Responsibilities

It is the responsibility of the Headteacher/Assistant Headteachers to:

- ◆ Ensure this Positive Behaviour Policy is used consistently by all staff.
- ◆ Report to governors when requested.
- ◆ Keep records of all reported serious incidents of misbehaviour.
- ◆ Incidents of prejudice-related bullying will be recorded on separate documentation to serious incidents of misbehaviour. (**Appendix 3**)
- ◆ Ensure that the health, safety, and welfare of all children in the school is maintained at all times.
- ◆ The Headteacher has the responsibility for giving fixed term exclusions to individual children for serious acts of misbehaviour and all prejudice-related incidents (no matter how serious). For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child.

It is the role of the Parent/Carer to:

- ◆ Work collaboratively with the school so children receive consistent messages about how to behave at home and at school and discuss the school ethos and Values where necessary.
- ◆ Support the school where reasonable sanctions to rectify behaviour have been implemented.
- ◆ Support the schools position on equality, diversity, and inclusion.
- ◆ Should parents have any concern about the way their child has been treated, the initial concern should be raised directly with Class Teacher in the first instance. If the concern has not been resolved with the Class teacher, the parents should contact the Headteacher or Assistant Headteacher. If the concern cannot be resolved directly with the school, a formal complaint can be made via the Federation's Complaints Policy & Procedure, which is accessible from the school office/website.

It is the role of the Governors to:

- ◆ Review with the Headteacher/Assistant Headteacher if the policy is working effectively.
- ◆ Review this policy every two years unless new Government regulations recommend a change in policy.
- ◆ Monitor the rate of exclusions and ensure that the school policy is administered fairly and consistently.

Links to other policies/documents:

- ◆ Equality, Diversity and Inclusion Policy
- ◆ KT Federation Prejudice-Related Incident Procedure

Appendix 1

Behaviour that will be challenged - Children may or may not require sanctions.

- ◆ Answering back or wilful silence.
- ◆ Swearing to themselves.
- ◆ Not doing as asked: not stopping, not coming, deliberately walking away, or ignoring an adult.
- ◆ Calling out/not putting hand up or following usual classroom practice, inappropriate chatting in class, disturbing others around them, not listening in class.
- ◆ Not getting on with work, refusing to complete work, refusing to join in with an activity.
- ◆ Dropping litter.
- ◆ Not letting others play, being unkind - teasing, gossiping.
- ◆ Temper tantrums, sulking.
- ◆ Pushing in lines.
- ◆ Running in school.
- ◆ Not remembering manners.
- ◆ Defacing their own or others work.

Behaviour that is not acceptable where children will require sanctions immediately:

- ◆ Child on child abuse of any description.
- ◆ Bullying (including cyberbullying).
- ◆ Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- ◆ Sexual violence and sexual harassment, including sexual jokes, comments, and online remarks.
- ◆ Any prejudice-related behaviour including sexism and inappropriate use of the word gay, for example. These incidents will be recorded, even if no sanctions were applied.
- ◆ Sharing of nudes and semi-nudes (also known as youth-produced sexual imagery); and initiation/hazing type violence and rituals.
- ◆ 'Up-skirting' - which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- ◆ Wilful and deliberate actions to hurt themselves.
- ◆ Abuse relating to gender, sexuality, race, or disability/SEN (This will be recorded on the 'Prejudice-Related Incident Recording Form.')
- ◆ Abuse relating to body size, weight, hair, glasses etc.
- ◆ Swearing at another person.
- ◆ Stealing.
- ◆ Destroying property/vandalism.
- ◆ Disruption of learning (screaming, tantrums etc.)
- ◆ Leaving the school premises or care of the teacher on a school trip.
- ◆ Lies – relating to any of the above.

Appendix 2

Fixed Term Suspensions and Permanent Exclusions

- ◆ Only the 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. The Headteacher may also 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, she/he informs the parents immediately, giving the reason for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make such an appeal.
- ◆ The Headteacher informs the Local Authority and the Governing Body about any permanent exclusion and about any fixed-term suspension.
- ◆ The Governing Body itself cannot either exclude a child or extend the suspension period made by the Headteacher.
- ◆ The Governing Body would hold an Exclusions Hearing Panel made up of three governors to consider the circumstances in which the child was excluded and receive representation from the parent(s) and Local Authority. The Panel will consider the case from both the school and parent(s) to ensure that the decision to exclude has been made fairly and lawfully.
- ◆ The Exclusions Hearing Panel will make a decisions to either uphold the Headteacher's decision to exclude or to overturn the decision and re-instate the child.
- ◆ A parent can decide to appeal the Hearing Panel's decision and take their case to an Independent Review Panel arranged by the Local Authority.
- ◆ If the Governors Appeal Panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Appendix 3

Prejudice-Related Incident Recording Form

A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person. All prejudice-related incidents will be dealt with by a member of the Senior Leadership Team.

When responding to a prejudice-related incident, the aim should be to secure the best possible outcome for everyone involved. Therefore, interventions should be restorative and seek to create attitudinal and behavioural change, with the goal of preventing future incidents from occurring.

Details of prejudice-related incident		
Name & role of person reporting the incident:		
Date/location of incident:	Date:	Location:
Victim's name/class/year:		
Type of incident: (Tick applicable category/ categories)	Homophobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.</i>	Sexism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about someone based on their sex.</i>
	Transphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender.</i>	Disability or health condition: <input type="checkbox"/> <i>A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.</i>
	Racism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about someone based on their skin</i>	Islamophobia: <input type="checkbox"/> <i>Islamophobia is rooted in racism and is a type of</i>

	<i>colour, nationality, ethnic or national origins.</i>	<i>racism that targets expressions of Muslimness or perceived Muslimness.</i>
	Biphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about bisexual people.</i>	Other (specify): <input type="checkbox"/>
Names of people who have been informed:		
Person who committed the offence: (Include their name/class/year (if pupil))	Pupil: <input type="checkbox"/>	Teaching staff: <input type="checkbox"/>
	Visitor: <input type="checkbox"/>	Parent: <input type="checkbox"/>
	Other staff: <input type="checkbox"/>	Governor: <input type="checkbox"/>
	Other (specify): <input type="checkbox"/>	
Description of the incident:		

<p>Was this a physical or a verbal incident?</p>	
<p>Were physical injuries sustained? If yes, specify the extent and to whom:</p>	
<p>Names of other people involved, including bystanders:</p>	
<p>Has the offender been involved in previous prejudice-related incidents? If yes, please provide details:</p>	

<p>Level of severity of the incident. Please circle on scale.</p>	<ol style="list-style-type: none"> 1. No offence was intended or taken. 2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated. 3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable. 4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.
<p>What action will be/has been taken?</p>	
<p>What measures are in place to prevent a similar incident from occurring again?</p>	

A copy of this to be given to a member of SLT.