



Behaviour Policy

Kells Lane Primary School

Written	October 2017
Reviewed	September 2020
Date of next review	January 2021



OUR PURPOSE

At Kells Lane Primary School, we strongly believe the seven Nolan Principles of public life are crucial.

We focus on enabling our pupils to value and develop such attributes too.

These are

- Selflessness: putting others' needs before one's own
- Honesty: telling and valuing the truth
- Accountability: taking responsibility for one's actions
- Openness: explaining why one acts as one does
- Integrity: being reliably a good, rounded person
- Objectivity: making decisions based on facts
- Leadership: demonstrating all these to others

We strongly believe that:

- Good behaviour is a prerequisite for effective learning and personal development. It enables achievement and personal growth.

We expect that all adults in school will follow this policy consistently, support one another and work collaboratively for the benefit of all pupils in our care.

WHY IS GOOD BEHAVIOUR IMPORTANT?

- a. Through our successful promotion of good behaviour we offer our pupils, irrespective of background, the space to learn and grow and develop as active citizens without fear or inhibition knowing that they are equally valued. We expect that all of our pupils will be equally able to aspire to the highest standards of personal behaviour. We understand that some children will need extra support to maintain this consistently. Likewise, no well-behaved child should have his or her education or development blighted by the poor behaviour choices of others.
- b. The simplest basic requirement of good behaviour in our school community is an observance of good manners. We teach manners explicitly at Kells Lane Primary School and expect all members of our community to demonstrate them at all times.
- c. We expect our pupils to show respect to all adults and those in authority over them. While respect may be enhanced by personal knowledge, in our school we expect our pupils to automatically show respect to adults whether they know them or not. No adult may be treated dismissively or rudely at Kells Lane Primary School.
- d. All adults should expect the Headteacher to provide safe and pleasant working conditions: this precludes rude, threatening or abusive behaviour.
- e. In all of this, we wish to work in partnership with parents so that good behaviour taught in the home might be reinforced at school and vice-versa. Though an individual's circumstances may be taken into account, the same rules, expectations and benefits apply to all.



WHOSE RESPONSIBILITY IS GOOD BEHAVIOUR?

- a) The first responsibility for good behaviour lies with the child. While most children have an innate sense of right and wrong, of sharing and fair play some find them harder lessons to learn. We try to ensure that our school runs in such a way that no child can be in any doubt about acceptable standards of behaviour which we try always to explain clearly and uphold consistently.

Pupils have a responsibility to

- **listen and respond properly to adults and to each other,**
- **accept sanctions, and**
- **use appropriate language at all times.**

Pupils have a right

- **to be taught in an environment that is safe and conducive to learning,**
- **to be treated equally, and**
- **not to be bullied, ridiculed or subject to discrimination.**

- b) Parents are a key part of our success at Kells Lane Primary School. We expect parents to support their children as they grow and develop into the good citizens of the future.
- i. We therefore expect parents to support teachers and uphold Kells Lane Primary's discipline and authority as we believe that children need to see unity and know boundaries.
 - ii. In more practical terms we expect parents to ensure that their children are always in school, wearing full uniform and well equipped. We expect parents to support and encourage their child's learning.
 - iii. Sometimes parents find their children's behaviour very hard to manage and we can offer some support with that by directing or referring them to other specialist services.

WHAT IS GOOD BEHAVIOUR?

At Kells Lane Primary School we define good behaviour as that which promotes courtesy, successful learning, a pleasant atmosphere, happiness, security, co-operation and consideration for all. Good behaviour demonstrates respect for other people, the school community and environment.

We believe good behaviour includes:

- Active participation in learning
- Following instructions promptly and without remark
- Contributing to the school community
- Correct uniform
- Good manners



- Empathy
- Following the classroom rules
- Honesty
- Kindness to others
- Politeness
- Protecting the good reputation of the school
- Protecting the school building
- Punctuality
- Putting the needs of others before one's own
- Respectfulness
- Standing against bullying or disruption
- Taking responsibility for one's actions
- Tolerance and understanding

WHAT IS UNACCEPTABLE BEHAVIOUR?

At Kells Lane Primary School we believe unacceptable behaviour leads to rudeness, disruption of learning, fear, conflict and disrespect. Unacceptable behaviour can be wrong actions or bad choices. Some children deliberately behave badly, others find making appropriate choices more challenging. All need to be taught the acceptable norms of school life so that they may flourish, understand the importance of becoming good citizens, and prosper in life.

We have identified unacceptable behaviour as that which includes:

- abuse to peers or staff
- aggressive behaviour to peers or staff
- answering back
- bullying
- bringing weapons into school
- defiance
- disrespectful attitude
- disrupting learning,
- failure to follow staff instructions
- failure to complete appropriate work
- fighting
- foul language and swearing
- incorrect uniform
- insolence
- intimidating or threatening language or behaviour,
- lying or spreading rumours
- name calling
- racist, sexist and homophobic abuse and abuse aimed at people with disabilities



- theft
- truancy
- vandalism
- violence

INTERVENTION

We try to intervene as early as possible to promote good behaviour and prevent patterns of misbehaviour developing. Where misbehaviour is rooted in poor understanding of expectations or limited understanding of life in a school community we will offer support. Developing good behaviour so that learning can flourish is our prime motivation in school and we will do whatever it takes to break cycles of poor behaviour. We will always seek to intervene to prevent a child's poor behaviour choices or underachievement. We know there are long-term economic and personal effects of underachievement at school.

HOW DO WE MANAGE BEHAVIOUR IN SCHOOL?

We expect good behaviour as the norm at Kells Lane. Our rewards system is extensive and recognises a variety of contributions children can make, such as good progress, kindness towards others, effort and perseverance and attendance.

Our behaviour awards include:

- Praise, thanks and positive feedback
- Recognition in celebration assemblies
- Teacher's and Headteacher's awards
- School awards such as team points and certificates

Where children's behaviour is poor we have a range of sanctions. These include:

- talking privately with the pupil
- counselling and advice
- verbal reprimand
- time out of class
- withdrawal of school privileges (such as spending breaks with peers or representing the school in a sporting event)
- phone calls or letters to parents or carers
- meetings with parents or carers
- meetings with school governors
- referring matters to the phase leader, Deputy Headteacher or Headteacher as appropriate
- referral to external agencies
- fixed-term exclusion
- permanent exclusion



THE HEADTEACHER'S RIGHT TO EXCLUDE

Only the headteacher of Kells Lane Primary School can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.

A fixed-period exclusion does not have to be for a continuous period. A fixed-period exclusion can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.

The behaviour of a pupil outside school can be considered grounds for an exclusion. The headteacher at Kells Lane Primary School may withdraw an exclusion that has not been reviewed by the governing board.

Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention on Human Rights and the Equality Act 2010); rational; reasonable; fair; and proportionate.

Kells Lane Primary School will not issue 'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off'. This is unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.



Appendix 1 - Behaviour Management during the Coronavirus (COVID-19) Pandemic

The school aims to act in accordance with the Behaviour Policy set out above as much as possible; however, we understand the necessity for additional rules and considerations during the coronavirus (COVID-19) pandemic. This appendix sets out what additional actions the school will take during this time.

The information in this appendix is under constant review and kept updated to reflect any changes to national or local guidance.

Enforcing new rules

- The school ensures that infection control and social distancing rules are communicated effectively to all pupils.
- Staff are informed about the measures in place so they can enforce these rules at all times.
- The school informs parents of any changes to provision outlined in this policy.
- The school expects pupils to uphold these rules at all times, including on school transport, where practicable.
- Staff are informed of sanctions and rewards in place to aid enforcement of these rules in line with this policy.
- Where required, staff explicitly teach and supervise health and hygiene arrangements, e.g. handwashing, tissue disposal and toilet flushing.
- The school recognises that pupils may be supervised or taught by members of staff they have had no prior contact with; however, pupils are expected to treat all members of staff with respect and work together to maintain a safe environment.
- The school expects pupils in wrap-around care, e.g. breakfast clubs, to adhere to the school's social distancing and infection control rules.

Attendance

- Attendance is mandatory for all pupils from September 2020.
- The attendance register is taken as usual, in line with the Attendance and Truancy Policy.
- Pupils should not attend school if they are following public health or clinical advice to stay at home, and pupils and their parents are not be penalised for these absences.
- If a pupil needs to stay at home due to following public health or clinical advice, the reason for their absence is reviewed on a weekly basis by the headteacher.
- If a pupil cannot attend school for any reason, their parent must get in touch with the school office. If the school is not contacted regarding an absence, the pupil's parent will be contacted on the first day of the absence.
- Non-attendance is managed in line with the Attendance Policy, which includes specific provisions that will be followed during the coronavirus pandemic.
- Attendance is monitored, and specific interventions put in place to reengage non-attending pupils.

Arrival and departure



- The school expects pupils to follow all arrival and departure arrangements to the best of their ability and to arrive at the correct time.
- Pupils are expected to participate in any infection control and social distancing measures, e.g. hand washing, before entering and exiting the school.
- The school expects pupils to move immediately to their learning area after washing their hands upon arrival.
- Upon departure from school, the school expects pupils to move immediately from the school buildings and not to linger on the school premises without good cause, e.g. they are waiting to be picked up.

Hygiene and infection control

- The school's Coronavirus (COVID-19): Risk Assessment for Full Opening in September is conducted prior to full opening in September in order to enforce adequate and practical measures to protect the health and safety of both staff and pupils.
- The school understands that younger children and those with complex needs may not understand why the infection control measures need to be in place and may struggle to follow them. These pupils are supported to adhere to the measures and their needs are taken into account with regards to discipline and giving rewards.
- Pupils remain within their assigned 'bubbles' and avoid mixing with others as much as possible – staff reinforce this behaviour through teaching, rewards and supervision.
- Pupils are expected to wash their hands for at least 20 seconds with soap and water, and/or alcohol-based hand sanitiser:
 - Upon arrival at school.
 - Before and after consuming food.
 - After using the toilet.
 - After coughing or sneezing.
 - When they return from breaks.
 - When they change rooms.
- Younger pupils and those with complex needs are helped to clean their hands properly and are supervised when using hand sanitiser.
- Pupils are expected to maintain good hand and respiratory hygiene at all times while in school, to the best of their ability.
- Pupils are expected to dispose of tissues using the litter bins provided.
- Pupils are expected to use infection control provisions responsibly, e.g. using hand sanitiser as directed.
- Pupils are discouraged from sharing equipment or toys which pose a higher risk of infection, e.g. play dough.
- The school prohibits pupils from spitting, biting, purposefully coughing in another person's vicinity, or other behaviours that increase the risk of spreading infection, e.g. purposefully disposing of soiled tissues in an unsafe manner.
- The school understands that some pupils with complex needs will struggle to maintain good respiratory hygiene, e.g. those who spit uncontrollably or use saliva as a sensory stimulant. Individual risk assessments are conducted for these pupils to ensure their safety and the safety of the staff who work with them.
- Pupils whose behaviour is purposefully contrary to the infection control measures in place will be disciplined in line with this policy.



- Pupils who are deemed unable to fully adhere to infection control rules, e.g. some pupils with SEND or younger children, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to infection control rules to practice good infection control behaviours to the best of their ability, through teaching, praise and supervision.
- Pupils are not expected to wear face coverings on the premises. If a pupil comes to school in a face covering, e.g. because they have had to travel on public transport to get to school, they are asked to remove the covering safely upon entering the premises. When removing a face covering, pupils must:
 - Not touch the front of their face covering during use or when removing them.
 - Wash their hands immediately on arrival to school.
 - For temporary face coverings, dispose of them in a covered bin.
 - For reusable face coverings, store them in a plastic bag.
 - Wash their hands after removing the face covering.

Social distancing

- Pupils adhere to the social distancing measures put in place
- Pupils form orderly queues, e.g. when waiting to use the toilets, using the two metre floor markings where necessary, and they are respectful and patient towards their peers.
- Pupils are expected to:
 - Refrain from close contact with people who display symptoms of coronavirus.
 - Remain at least two metres apart from other people, where practicable.
 - Remain within their assigned bubbles.
- Where it is not practicable for pupils to remain two metres apart from others, they are expected to maintain as much distance between themselves and others as possible and to ensure their time in close proximity to others is limited.
- Pupils are placed into bubbles and they are not permitted to mix with other pupils outside this bubble, unless instructed to do so by their class teacher.
- Pupils whose behaviour is purposefully contrary to the school's social distancing measures are disciplined in line with this policy.
- Pupils who are deemed unable to fully adhere to social distancing measures, e.g. some pupils with SEND or younger pupils, are not disciplined for poor behaviour in this regard – positive behaviour is reinforced using praise and rewards.
- Members of staff encourage pupils who are deemed unable to fully adhere to social distancing measures to keep away from others, to the best of their ability, through teaching, praise and supervision.
- The school does not permit close-contact sports, play or activities at this time.
- Pupils who purposefully take part in close-contact sports, play and activities, or whose behaviour purposefully poses a greater risk of infection, are disciplined in line with this policy.



- Pupils who are deemed unable to adequately follow social distancing or infection control measures during sports, activities and play are not disciplined – correct behaviour is reinforced by a member of staff.

Moving around the school

- The school expects all pupils to move around the school following the school's arrangements, e.g. using one-way systems.
- The school prohibits pupils from lingering in walkways, including stairs, and other communal areas without good cause.
- Pupils are expected to move directly from one destination to the next at the times allotted to them and in their assigned groups, e.g. moving from one class to another or using the canteen.
- Pupils may leave the classroom to use the toilets or other sanitary facilities one at a time, with permission from a member of staff.

Ill health and infection

- The school expects pupils to report to a member of staff as soon as possible if they are feeling unwell and showing symptoms of coronavirus, or believe a peer is showing symptoms of coronavirus.
- Any bullying or harassment towards pupils who have had, currently have, or are suspected to have coronavirus is not tolerated
- The school allocates suitable areas that can be used to isolate pupils who shows symptoms of coronavirus whilst they wait for their parent or primary carer to collect them.
- Pupils who have been advised to self-isolate at school while waiting to go home are expected to follow all infection control and social distancing rules in place and must not leave the area used to isolate them until their parents or primary carer picks them up.

The school premises

- Pupils are prohibited from entering areas of the school that have been closed for cleaning, social distancing, or infection control purposes.

Breaktime and lunchtime arrangements

- The school expects pupils to adhere to social distancing and infection control measures, to the best of their ability, during lunchtimes and break times.
- Pupils are expected take their breaks and lunchtimes at phased times, within their permitted bubbles and only in designated areas.

School uniform

- The school expects all pupils to wear uniform while in school, in line with the School Uniform Policy.
- Reasonable adjustments are made where pupils cannot, for good reason, wear the correct school uniform, e.g. the pupil has outgrown an item of uniform and their parent is currently unable to replace it.

Managing the behaviour of remote learners



- While all pupils will return to school in September, there may still be times when pupils need to learn remotely, e.g. due to a local lockdown or when the pupil is following health advice to stay at home.
- Pupils who are learning remotely off-site are expected to adhere to this policy
- The school expects pupils who are learning remotely to uphold good behaviour at all times and to:
 - Attend remote classes or group sessions on time.
 - Complete the work that has been set and return it on time, to the best of their ability.
 - Keep all communication polite and appropriate, and in line with the school's remote learning arrangements.
 - Not misuse or mistreat the resources or technology utilised for the delivery of remote learning.
 - Report any issues, including harassment or bullying from their peers, to their teacher.
 - Where discipline must be deferred until the pupil returns to school, the headteacher informs the pupil's parent via letter and the pupil will be disciplined when it is safe to do so.

Support for pupils

- The school understands that adverse experiences and/or lack of routines of regular attendance and classroom discipline may contribute to disengagement with education in some pupils, resulting in increased incidences of poor behaviour.
- Relevant staff work with pupils who are struggling to reengage with school and who are at risk of being absent and/or persistently disruptive, including providing support for overcoming barriers to attendance and behaviour and to help them reintegrate back into school life.
- The school understands that some pupils will return to school in September having been exposed to a range of adversity and trauma, which may lead to an increase in social, emotional and mental health (SEMH) concerns.
- Appropriate support for pupils with SEMH issues is arranged, including arranging access to services such as educational psychologists, social workers and counsellors.
- The SENCO works with local services to ensure services and support are in place for pupils with SEND to allow them a smooth return to school.
- The parents of pupils who require support to reengage with school are contacted before the beginning of the academic year to set expectations, discuss concerns and build confidence in their child returning to school.
- Where a pupil requires additional support, relevant staff consider what support or reasonable adjustments are needed and develop a plan to deliver this support.
- EHC plans, pastoral support plans or multi-agency plans for relevant pupils are kept up-to-date.
- Pastoral staff and the DSL and their deputies undertake the appropriate training to ensure they are able to spot signs of distress and poor mental health.

Rewards and discipline



- Staff ensure that any rewards given adhere to the school's infection control and social distancing measures.
- The school understands that pupils may have had different experiences during the coronavirus pandemic and that this may affect how pupils re-adapt to a school environment and its routines.
- Where the school recognises that a pupil's challenging behaviour may be linked to their experiences during the coronavirus pandemic, e.g. bereavement, it acts in line with relevant policies and ensures adequate wellbeing support is offered.

Exclusions

- All poor behaviour is addressed in line with this policy and discipline remains rational, reasonable, fair and proportionate.
- Persistent poor behaviour, including the persistent, purposeful refusal to follow the school's social distancing and infection control rules, may result in the pupil being excluded from school in the interests of the health and safety of the pupil and others.
- The headteacher retains the power to exclude pupils on disciplinary grounds
- Permanent exclusion is only be used as a last resort.
- Where a pupil with a social worker is at risk of exclusion, their social worker is informed and involved in relevant conversations.
- The headteacher liaises with the LA and the parents of a permanently excluded pupil to arrange alternative provision to minimise any breaks in education.
- The timeframes set out in the Exclusions Policy remain in force, where practicable. This applies to all exclusions, including those that were issued before 23 March 2020.
- Where a deadline cannot be met, meetings and panel hearings may take place even if the relevant deadline has been missed – where necessary, the governing board decides whether any meetings should be delayed.
- The governing board takes reasonable steps to ensure that meetings are arranged for a time when all parties are able to attend or attend virtually.

Close contact behavioural management

- Behaviour management which requires the use of reasonable force or restraint as a last resort is carried out in line with the Use of Restraint Policy.
- The school recognises that social distancing and infection control measures cannot be adhered to using reasonable force or exercising restraint on a pupil to control their behaviour to prevent them posing a significant risk to themselves or others.
- Once a pupil no longer needs to be restrained for the safety of others or themselves, staff continue to adhere to the social distancing and infection control measures put in place.
- If a member of staff develops coronavirus symptoms after using restraint or reasonable force, they are sent home immediately and advised to test for coronavirus.

Monitoring and review

- Regular feedback is provided to staff, pupils and parents on how well they are executing these behaviour expectations and procedures.
- Parents, staff and pupils are asked for feedback on the behaviour expectations on a regular basis, and changes will be made where necessary.



- This appendix is reviewed in reaction to any new government advice by the headteacher.
- The date of the next review is January 2021
- Once the school resumes regular activity, and if deemed appropriate by the headteacher, all sections within this appendix will expire.