



Little Kingshill Combined School

Behaviour for Learning Policy

Approved by:	Governors Quality of Education Committee	Date: January 2024
Last reviewed on:	March 2025	
Next review due by:	March 2028	

1. Aims

At Little Kingshill Combined School we believe that high standards of behaviour lie at the heart of a successful school that enable children to make the best possible progress in all aspects of their school life.

We value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens.

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Identify any safeguarding concerns that are the root of any unacceptable behaviour
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Consider what extra support can be offered to groups of pupils who are at a higher risk of exclusion, or pupils who are particularly vulnerable to the impacts of exclusion
- Set out how we intend to deal with accusation of bullying

Behaviour Principles -The Governing Board, Head Teacher and Staff believe that:

- All children, staff and visitors have the right to feel safe at all times at school.
- Little Kingshill Combined School is an inclusive school. All members of the school community should be free from discrimination of any sort.
- The school rules should be clearly displayed in each classroom and common workspaces. These should be referred to at all times when managing behaviour.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into consideration SEND and the needs of vulnerable children and offering support as necessary.
- The school strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- At Little Kingshill Combined School we recognise the importance of the whole community supporting positive behaviour. We therefore expect all parents and carers to collaborate with us when issues arise.
- The Governors wish to emphasise that violence, threatening behaviour or physical/verbal abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and if the parent continues to cause disturbance, he or she may be liable to prosecution.

Our Expectations of Behaviour for Learning (including school rules)

Expectations of behaviour for learning in classrooms:

- Are engaged in their learning and are motivated to do well
- Are driven and independent learners

- Have high expectations of themselves and strive to do their best
- Are supportive of each other in their learning
- Take responsibility for their behaviour in lessons
- Are proactive: respond to feedback; look for the next step and act upon it
- Seek out challenge

Expectations of behaviour for learning in the wider environment:

- Have regard for their own safety and that of others
- Are courteous and respectful to all
- Are aware of their behaviour and how it reflects on the school
- Show responsibility towards their environment
- Follow school routines and rules
- Challenge and report unacceptable behaviour

SCHOOL RULES

- 1. We are always polite, kind, honest and helpful to others.**
- 2. We are effective communicators.**
- 3. We always walk safely and quietly around the school.**
- 4. We are responsible for our own and other people's belongings.**
- 5. We respect the school environment.**
- 6. We will always be responsible for our own learning.**

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](#).

In addition, this policy is based on:

- 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 for learning 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 for learning policy online

3. Definitions

Misbehaviour will result in a STEP 1 or STEP 2 consequence. It is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude to learning
- Play fighting, name calling
- Damage to property/resources

Serious misbehavior will result in a STEP 3, STEP 4 or STEP 5 consequence. It is defined as: -

- Repeated breaches of the school rules
- Any form of bullying
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Child on child abuse such as inappropriate touching or a child pressurising another child to undertake an act that is of a sexual nature
 - 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 or more serious damage to school property/resources
- Stealing
- 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: • 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

When an accusation of bullying has been received by class teacher/any member of staff they will pass this on to a member of SLT, who will investigate the situation in order to make an informed decision about whether the incident raised is a form of bullying or not.

When it has been identified that bullying has taken place, action will be taken to inform parents and put in place a suitable consequence alongside education for the perpetrator in order to minimise a repeat of identified behaviours going forward.

Records of all interviews of pupils involved and discussions with parents will be maintained and this incident of bullying will be recorded within the school's incident log.

5. Roles and responsibilities

5.1 The governing board

The Quality of Education Committee is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Quality of Education Committee will also review this behaviour for learning policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

5.2 The Head Teacher

The headteacher is responsible for reviewing this behaviour for learning policy in conjunction with the Quality of Education Committee giving due consideration to the school's statement of behaviour principles. 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 to all groups of pupils.

The headteacher will ensure that this behaviour for learning policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

The headteacher will ensure that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Knowing and following the school's behaviour for learning policy
- Creating a calm and safe environment for pupils
- Implementing the behaviour for learning policy consistently
- Communicating the school's values and ethos through the expectations they display when interacting with a pupil
- Modelling positive behaviour and positive relationships throughout the school when interacting with all in the school community
- Challenging any behaviour they feel does not meet the standards of the school's values and ethos
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Following the school's behaviour for learning policy, unless the child has an individual behaviour plan
- Recording behavior incidents on a specific incident form and at a class level the teacher will record incidents of STEPS given within a behaviour log.

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

5.4 Parents and carers

Parents and carers, where possible should support the school with the following:

- Make sure they understand the school policy and procedures for behavior so that they can also reinforce at home.
- Support their child in adhering to the school rules
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Attend any meetings that they are asked to in relation to supporting their child's behavior when it is appropriate.
- Report any misbehavior to the school that their child may have reported to them whilst they were at school.

5.5 Pupils

Pupils will be made aware of the school's approach to acceptable behavior and the consequences when it is unacceptable when they join the school. Pupils are expected to:

- Know the standard of behaviour they should display at school

- follow the behaviour policy in order for the school to have a calm and productive learning environment like everyone in the school community
- know school has a set of rules they are expected to follow
- understand the way that the school rewards good behaviour and also the system that is used when behaviour is deemed inappropriate
- understand the way the school can support their pastoral needs if they require more help in meeting the behaviour standards of the school
- Complete behaviour reflection sheets if they have been put on a STEP 3 or above

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy through pupil surveys and school council.

6. Pupil Expectations

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
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school
- Challenge and report unacceptable behavior (that affects them)

Where appropriate, reasonable adjustments are made to support a pupil who requires extra support to meet the behavioural expectations.

7. Rewards and sanctions

LKCS believes that all pupils respond best with positive praise and alongside this there also have to be sanctions in place if a pupil demonstrates a disregard of the school rules.

When considering the behaviour of any pupil with SEND, the school will carefully consider whether the pupil understood the rule or instruction, and whether they were unable to act differently on account of their SEND. We will then assess if it is appropriate to use a sanction and if so, whether any adjustments need to be made to the sanction.

7.1 List of rewards and sanctions

When a pupil or pupils behaviour meets or goes above and beyond the expected standard then it will be celebrated and rewarded with:

- Verbal praise
- House points given to pupils who demonstrate good behavior based on the school rules
- Verbal feedback to parents
- Receiving a certificate of achievement during Friday's assembly for their excellent behavior
- Receiving a Head Teachers reward sticker
- Whole class rewards such as golden time.

- Individualised reward chart

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavor to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques that the staff have been trained all together in to provide consistency throughout the school can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases. (Step On behaviour technique)

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future. Pupils who are given a consequence that is beyond step one of the school's system, will be asked to fill out a reflection sheet to help them understand why the behavior consequence has been put in place. This may be undertaken with a member of staff if a pupil requires this help.

The school may use 1 or more of the following sanctions in response to misbehavior or serious misbehaviour:

- A verbal reprimand reminding the pupil of the school rule they have chosen not to follow
- Sending the pupil to senior member of staff to discuss their behavior choices
- Expecting work to be completed at home, or at break or lunchtime
- Letters/emails or phone calls home to parents
- In extreme cases, agreeing a positive behavior plan

See appendix 4 for sample letters/emails to parents about their child's behaviour.

- In extreme cases a pupil may require an internal exclusion in order to manage their behaviour. If this is required then it will be undertaken in the supervision of a senior member of staff and parents will be notified before the event of it happening with reasons why.
- A fixed period exclusion
- A permanent exclusion
- When deemed appropriate, the teacher will identify a need for a positive behaviour plan tailored specifically to a child – this will be shared with parents.

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 or supportive organisations such as the Pupil Referral Unit (PRU)
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy 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 (e.g. wearing leavers hoodies)

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not 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).

As a result of mis-behaviour, the exclusion of a child from a trip will be a last resort after other options are explored, like offering a parent to supervise the attendance of the child on the 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 (LADO), where relevant) will consider whether the pupil who made the allegation is in need of 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 for more information on responding to allegations of abuse against staff or other pupils.

7.5 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8. Behaviour management

8.1 De-escalating Misbehaviour and Serious misbehaviour

The following steps are in place should a pupil choose not to follow the school rules and a pupil starts afresh the next day:

Step One

(given only after a verbal warning has been issued first)

Verbal warning from an adult highlighting to the pupil which school rule they are not following.

Step Two

Second verbal warning with a clear consequence of being sent to the Deputy Head Teacher, Assistant Head Teacher or Inclusion Co-Ordinator if they choose to continue to break the rules. Concerns about the pupil's behaviour are communicated by the class teacher to the parents/carers

Step Three

20 Minutes time out with the Deputy Head Teacher, Assistant Head Teacher or Inclusion Co-ordinator to discuss and reflect on their behaviour. Discussion at senior leadership level of how to support the pupil further in order to de-escalate the behaviours being observed. A discussion with the pupil's parents/carers by the senior member of staff.

Step Four

Discussion with pupil and Head Teacher regarding continuing with the inability to adhere to school rules and expectations and Head Teacher to communicate with parents. Discussion of potential use of a behaviour plan if behavior continues to be repeated.

Step Five

Further actions deemed suitable by Head Teacher.

(internal/external exclusion depending on the severity and needs)

As a school we recognise that not all behaviour can be treated the same and depending on the severity of the incident then a pupil may be placed at different level on the step after discussion with a member of SLT.

Below is a list of misbehaviour and the appropriate STEP that will be given to the child as a consequence.

STEP 1 (given only after a verbal warning has been issued first) • Running around the inside area and disrupting other children, their work or their property • Shouting out, interrupting, speaking at inappropriate times • Encouraging others to fight • Poor attitude • Non-completion of classwork due to defiant behaviour • Playing contact/fighting games like kick boxing If any of these behaviours continue after the first step is given then the child will be put on Step 2.
STEP 2 • Swearing, in any language • Non-prejudice related name calling teasing, ridiculing, humiliating others – e.g. you smell • Leaving the area where you are supposed to be without permission • Damaging learning resources or another peer's property e.g. rulers, pencils, books, drawing on furniture, breaking items (where no potential danger or harm to peers or adults) If any of these behaviours continue after the first step is given then the child will be put on Step 3.
STEP 3 • Physical contact with other children through fighting, including hitting back. • Spitting, kicking, throwing stones or sticks, biting • Taking another person's belongings without their permission - stealing * • Damaging school or peer's property if purposeful/intentional (where potential danger or harm is caused to peers and adults). • Leaving school without permission. • Prejudicial related incidents/comments E.g. You are gay, you look like a chocolate biscuit • Possession of prohibited items If any of these behaviours continue after the first step is given then the child will be put on Step 4.
STEP 4 • Any form of Bullying, intimidation listed in Section 4 of this policy. • Repeated breaches of the school rules, despite issuing of STEPS • Assaulting staff • Sexual harassment If any of these behaviours continue after the first step is given then the child will be put on Step 5.
STEP 5 • Any of the above repeated serious misbehaviour listed in Step 3 and Step 4 or individual cases investigated by the Headteacher/SLT.

*If no child comes forward and the item stolen has not been returned the class teacher will hold a whole class discussion, this will give the perpetrator an opportunity to own up or return the item. If after this the perpetrator has not come forward, then the teacher will, with a senior member of staff present, conduct a bag search or drawer/locker search. Following on from no stolen item being found the teacher will then place information of what was stolen on the class page or send out a parent communication so that parents can check their child's belongings at home.

8.2 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 environment that encourages pupils to be engaged
- Display the school's behaviour rules within their classroom, referring to these rules when explaining to a pupil why their behavior is deemed not appropriate.
- 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 such as thanking a child when they have carried out an instruction correctly.

Guidelines for our staff

- LKCS Rules are displayed in every classroom.
- Devote time and attention to discussing the LKCS Rules to help support children to understand the rules in an age-appropriate way.
- Avoid punishments which humiliate pupils – take them aside
- Avoid confrontations
- Listen, establish the facts. Judge only when certain – use other staff if needed
- Ensure all parties have the opportunity to share their voice
- Use punishments sparingly
- Impose sanctions that are appropriate to the level of seriousness of the behaviour in line with behaviour for learning policy
- Imposition of sanctions should not be based on the tolerance level of the teacher being exceeded but rather because the child has broken an agreed rule
- It should be clear from the teacher's actions that it is the behaviour that is unacceptable and not the child
- Be consistent

When dealing with behaviour issues

AVOID:

- Over-reacting
- Sarcasm
- Ridicule
- Physical Contact
- Shouting

DO:

- Keep Calm
- Follow through with sanctions
- Be Consistent
- Be Specific
- Be clear
- Use age appropriate language

8.2 Removal from classrooms

Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Allow the disruptive pupil to continue their learning in a managed environment

Pupils will be removed from the classroom for a maximum time for them to have calmed down and been able to reflect on their behaviour.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as

- Use of teaching assistants
- ELSA assistant support
- Access to school therapist if required

These will be detailed alongside a behaviour support plan which will follow the 'Step On' behaviour support method.

8.3 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
- 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)

All members of staff have been trained using the Step On method of de-escalation and restraint methods. These will be applied when supporting a pupil who requires physical restraint.

8.4 Children with additional/complex needs

For children with special educational needs and disabilities in the area of Social, emotional and mental health (SEMH); Speech and Language; Cognition and Learning; or Sensory and Physical needs, more specific and focused behaviour management strategies may be needed.

Reasonable adjustments to the standard behaviour policy may need to be made so that it is being inclusive of all children in line with the Equalities Act 2010.

When additional and more specific behaviour strategies are needed, teachers will support children to follow the Zones of Regulation. The Zones of Regulation posters are displayed in all classrooms and learning spaces. Children can be guided to identify their 'Zone' and choose an appropriate strategy. Certain children may have their own Zones of Regulation 'fan' to use to self-regulate.

If all behaviour strategies have been exhausted, but a child is still struggling to display appropriate behaviour, then a behaviour support plan will be developed by the class teacher and alongside parents and carers. This will be reviewed termly or sooner if needed.

At times, outside agencies may be called on for support and advice. LKCS has benefitted from strong links with the following agencies and professionals when more specialised behaviour strategies are needed:

- The Pupil Referral Unit (PRU)
- ASD specialist teachers

- Advice clinics E.g. Occupational Therapy, Educational Psychologists
- Family Support Services
- Police
- Social Service

Behaviour incidents are recorded using a specific incident form and if necessary (where required) an ABC chart is recorded in order to identify patterns of behaviour.

8.5 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour, including proper use of restraint, as part of their induction process.

Behaviour management will also form part of continuing professional development.

All staff are trained using the 'Step On' method of de-escalation and physical restraint. Further information with regards to this approach can be found at this website <https://www.schools.norfolk.gov.uk/pupil-safety-and-behaviour/norfolk-steps>

11. Monitoring arrangements

This behaviour for learning policy will be reviewed by the headteacher and SLT annually. At each review, the policy will be approved by the Headteacher and governing board.

This behaviour for learning policy will be reviewed by the headteacher and SLT annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour log (as per section 5). At each review, the policy will be approved by the headteacher.

12. Links with other policies

This behaviour for learning policy is linked to the following policies:

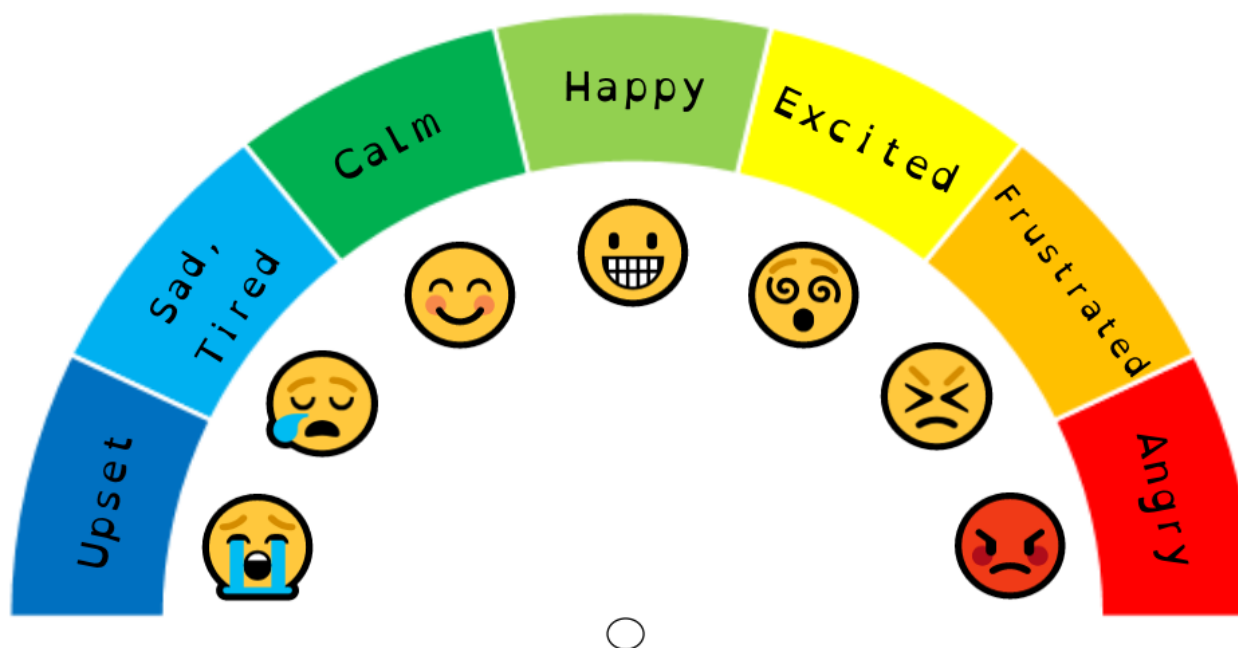
- Exclusions policy
- SEND policy
- Safeguarding policy
- Anti-bullying policy

Appendix 1: Written Statement of Behaviour Principles

Behaviour Principles -The Governing Board, Head Teacher and Staff believe that:

- All children, staff and visitors have the right to feel safe at all times at school.
- Little Kingshill Combined School is an inclusive school. All members of the school community should be free from discrimination of any sort.
- The school rules should be clearly displayed in each classroom and common workspaces. These should be referred to at all times when managing behaviour.
- Sanctions for unacceptable/poor behaviour should be known and understood by all staff and pupils and consistently applied.
- It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Head teacher is expected to use his discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into consideration SEND and the needs of vulnerable children and offering support as necessary.
- The school strongly feel that exclusions, particularly those that are permanent, must only be used as the very last resort.
- At Little Kingshill Combined School we recognise the importance of the whole community supporting positive behaviour. We therefore expect all parents and carers to collaborate with us when issues arise.
- The Governors wish to emphasise that violence, threatening behaviour or physical/verbal abuse by pupils or parents towards the school's staff will not be tolerated. If a parent does not conduct himself/herself properly, the school may ban them from the school premises and if the parent continues to cause disturbance, he or she may be liable to prosecution.

This written statement of behaviour principles is reviewed and approved by the Quality of Education Committee annually



Upset, Distressed	Frustrated, Confused, Stressed Sad, Tired, Bored	Calm, Content, Focused	Happy, Alert, Engaged	Excited, Anxious, Silly, Nervous	Frustrated, Confused, Stressed	Angry, Panicked, Very intense feelings
Sit on a bean bag (or in a comfy spot) Take a walk Go for a short run or jog Play-doh Snuggling in blankets Singing/Music Cleaning	Irregular movement - Jumping/Bouncing/Swinging Push-ups/Climbing Drink (water) Have a snack Reading Finger painting Tickling	Conversation Praise Board games Other game play	Conversation Praise Engage with child Physical exercise	Drink (water) Belly breathing Wall pushups Go for a short run or jog Stretching (yoga) Jumping/bouncing Skipping Heavy lifting/pulling Ball play	Belly Breathing Meditation Chew gum/sucking Stress ball/tactile play Colouring Calm, rhythmic movement Deep pressure massage Hand massage	Belly Breathing Meditation Colouring Sit on a bean bag (or in a comfy spot) Sandwich between pillows Stretching (yoga) Soft, slow music Slow rocking

DH - 2019

Appendix 2 Zones of Regulation

Appendix 3: behaviour log

Date:	
Pupil:	
Class:	

Detail of Incident	Stage of Behaviour
Any follow up required:	
Signed:	Date:
Position:	
Counter signed:	Date:
Position:	

Appendix 4: letters/email 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/email

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.

Yours sincerely,

Class teacher name:

Class teacher signature:

Date: _____

Third behaviour letter/email

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: _____

Student Behaviour Reflection



How are you feeling?



Angry

☐

Happy

☐

Sad

☐

Unhappy

☐

Confused

☐

What can I do differently next time?

What happened?

Student Name:

Signed:

Date:

Visit www.thepeshed.com for more resources