



Behaviour Policy

Kenilworth Primary School

Our Vision

*'High Aspirations Today, Inspiring
the Leaders of Tomorrow.'*

Reviewed: September 2026

Next Review Date: September 2027

Approved by: Katherine Sampson (Headteacher)

Approved by: Ash Patil & Irmine Mason (Co-Chairs of Governors)

This policy relates to the PSHE and the RSE policy and the Equalities Policy. The staff and children practice mindfulness, which supports good mental health and wellbeing.

The behaviour policy is used in conjunction with our behaviour blueprint, which informs and supports staff in leading our behaviour policy.

Section 1: Visions and Values

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community, whose values are built on nurture and empathy, mutual trust and respect for all.

The primary aim of this policy is to support children to develop internal discipline and self-regulation skills, so that they independently make good choices which lead to effective relationships and children who feel happy, safe and secure. Zones of Regulation is a system that we operate within our school. The Zones is a systematic, cognitive behavioural approach used to teach self-regulation by categorising all the different ways we feel and states of alertness we experience into four concrete-coloured zones. The principle behind this system is:

- That all pupils have the opportunity to make positive choices about their behaviour and influence outcomes.
- That children realise the connection between how they are feeling and how they are behaving.

Staff are fully invested in the idea that behaviour is communication; we are committed to finding the root cause of difficult behaviour and finding ways to support the child to behave pro-socially. A child with a clear difficulty following social rules will be taught them rather than punished for not knowing them.

We believe that praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. All stakeholders in our school – staff, pupils, parents, and governors should ‘catch’ good behaviour and provide positive consequences. Many of our children behave in this way and we do not want them to be ‘invisible’.

At Kenilworth Primary School we base our policy and practice on these values, a core set of values that underpin our ethos and curriculum, influencing our interactions with each other and our attitude to learning.

- **Empathy & Kindness**
- **Self-belief**
- **Moral courage**
- **Celebration of difference**
- **Resilience**
- **Respect**

Section 2: Practice

Children are given every opportunity to be involved in managing their own behaviour. We recognise that good behaviour is closely linked to lively and stimulating teaching, and is supported by positive relationships between all members of the school community. Children who meet the required standards of behaviour will be rewarded. We have a whole school behaviour code which is displayed within each classroom in place to support consistency. We also adapt our approach for children according to their individual needs. We use a restorative approach and where possible treat every day as a fresh start. Behaviours are explored as a

whole school within weekly assemblies as well as supported within the PSHE curriculum. Maintaining high standards of behaviour is vital in ensuring that teachers can deliver the curriculum and that everyone in school feels safe. We actively teach good learning behaviours in class. Children, staff and parents/carers have rights and responsibilities.

Section 3: Rewards

The school recognises and celebrates positive behaviour, achievement and commitment to learning through a range of rewards. Each week, two children from each class will be recognised during Learning Assembly: one for demonstrating a school value and one selected by the teacher for their learning. Additional recognition includes lunchtime awards, personalised classroom reward systems and House Tokens, which acknowledge positive contributions and achievements. On Hot Chocolate Friday, adults are invited to nominate one child who has consistently demonstrated high standards of behaviour in line with the school's values. Class ambassadors also provide opportunities for children to demonstrate responsibility, leadership and positive role modelling.

Section 4: Responsibilities

Staff responsibilities

- All staff and volunteers at Kenilworth Primary School, both teaching and support, are responsible for ensuring that the Behaviour Policy and the procedures contained within it, are applied consistently and fairly. It is the primary responsibility of teaching staff to manage the learning environment within their classrooms using the school's restorative approach to behaviour management. We actively 'teach' appropriate behaviour. This is modelled to the children at all times by the ways adults interact with children and with each other. We ensure criticism or consequences are in proportion with the inappropriate behaviour. We aim to be calm and consistent at all times in our dealing with children, this fits with the calm, quiet and productive working environment we aim to foster. When conflicts emerge, we take the time to listen and discuss the issues with all parties, adhering to the principles of restorative justice. We then ensure opportunities to make amends are provided where necessary so resolutions involve all those children involved in the conflict.

At Kenilworth Primary School we:

- Treat children fairly, enforce the school behaviour code consistently and with respect and understanding.
- Follow the system, making it explicit discussing with the pupils what rule they have broken and recording incidents on CPOMs
- Be consistent with all children
- Be a positive role model in class and around the school (lead by example)
- Remind the children of the behaviour system at the beginning of the year and review this over the course of the year as a class and fortnightly as a school within assemblies.
- Keep a record and any relevant notes if a child behaves inappropriately - CPOMs.
- If needed, seek help and advice from a member of the Senior Leadership Team

- Liaise with external agencies to support and guide the progress of each child for example a social worker or LEA behaviour support worker
- Report to parents regularly to keep them informed about all aspects of the child's behaviour and relationships

The important principle is that we analyse pupils' behaviour and not moralise about it. Finding out why a pupil acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the pupils.

Undesirable behaviours (anti-social behaviours) are limited by disempowering the behaviour that is to be discouraged. Using positive phrasing, limited choice, disempowering the behaviour and applying educational consequences will help a pupil to learn the more appropriate pro-social behaviours over time.

Headteacher responsibilities

It is the responsibility of the Headteacher under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school and to report to governors when requested on the effectiveness of the policy.

Along with this s/he must also

- Keep records of all reported serious incidents of misbehaviour.
- Ensure the health and safety of all children in the school
- Ensure the safety of staff in the school

Issue fixed term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour. The Headteacher may permanently exclude a child; this action will only be taken after the school governors have been notified.

Parents/Carers responsibilities

The school works with parents so that children receive consistent messages about how to behave at home and at school and sees them as essential partners in the task of education and managing behaviour, and attempts to positively involve them in all aspects of their child's learning and behaviour. All staff aim to maintain positive communication with all our parents. We inform parents if we have concerns about their child's behaviour.

We expect parents to: -

- Sign our Home School Agreement
- Work in partnership and support the school to benefit their child's welfare and education
- Inform the school of any issues or concerns that may affect their child's behaviour or emotional wellbeing
- Make their child aware of inappropriate behaviour
- Encourage independence and self-discipline

If a parent has concerns about the way in which their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Headteacher and if still unresolved, the school governors.

Governors' responsibilities

The governing body has the responsibility of setting down these guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline but governors may give advice to the Headteacher about particular disciplinary needs.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place we act immediately. See Appendix 1 and Appendix 2 – cyberbullying

All members of staff are aware of the regulations regarding the use of force by teachers as set out in "Use of reasonable force" - DfE 2013 relating to the Education Act 1996 and Education and Inspections Act 2006. Staff would only need to intervene physically to restrain children if they are in danger of injuring themselves, others or property. This will be avoided unless absolutely necessary and moving other children, de-escalating the situation and moving objects will always be the first course of actions.

The school follow all steps set down the Physical Restraint policy agreed by the Governors.

Section 4: Restorative Practices

The aim of restorative practices is to develop community and to manage conflict and tensions by repairing and building positive relationships. This is our priority as a restorative school, as we see ourselves as the heart of and serving our community.

Restorative discussions will take place with an adult when the child is calm after undesirable behaviour has occurred. We aim to Analyse not Moralise.

Analyse = Examine (something) methodically and in detail, typically in order to understand, explain and interpret it.

Moralise = To comment on issues of right and wrong, typically with an unfounded air of superiority. The important principle is that we analyse pupils' behaviour and not moralise about it. Finding out why a pupil acts in a particular way is the key to supporting them in learning how to change it by using consequences that are designed to create understanding in the pupil.

It shifts the emphasis from managing behaviour to focussing on building, nurturing and repairing relationships. Before these restorative discussions children are given time when calm to write and compose their thoughts on the situation.

Restorative Questions:

What happened?
What were you thinking/feeling?
What needs to happen to put things right?
What are you going to do differently next time?

We will offer a postponement and time if they are not ready to speak... I can see you are not quite ready; do you want a minute or meet tomorrow and have Mrs...with you.

Restorative Practice is not just about the questions. It is about a process that is seen as fair: allows free expression of emotions and significantly is about offering high levels of support, whilst challenging inappropriate behaviour through high levels of control, encouraging acceptance of responsibility and the setting of clear boundaries. All our children understand and use restorative practice in their everyday school life.

Use of Scripts

Staff will have micro scripts and de-escalation scripts that they can stick to. This provides consistency for the children and prevents too much attention being given to the negative behaviour.

Listed are some examples of effective statements and questions which staff can use with children:

I am sorry that I misunderstood the situation...
I felt really proud of you when I heard...
I felt really pleased and encouraged that you made the right choice.
I respected your honesty and thank you.
I was very disappointed when you did that to...
I feel that (described action) was very disrespectful.

Section 5: Consequences

Whole school classroom and playground behaviour charts are in place as a guide for adults which are applied with regard to the age and maturity of the children involved. See charts below showing behaviours and consequences

Children should be dealt with calmly and firmly referring to what the action is and why the action is being taken. The sanction should be appropriate to the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours. Adults set clear and consistent boundaries and there should always be a focus on positive relationships in the classroom.

Children will be made aware of the choices that have made within the restorative process. The school behaviour code is designed to ensure that all children have the opportunity to achieve their potential in school and supports the principles within the home/school agreement. Sanctions are clearly laid out within the behaviour stages and it is up to the class teacher to follow the agreed order of escalation when behaviour incidents need to be passed on to more senior staff.

Kenilworth Primary School Behaviour Code

Behaviour Incident		Consequence
STAGE 1	If you choose to: - Talk when you should be listening or working - Call out or make silly noises - Distract others from their learning - Wander around the classroom without reason/permission - Disrupt an assembly - Talk when you should be silent e.g. in assembly, moving around the school, when others are working - Deliberately drop litter or food on the floor - Push in the line - Be in the school without permission	- You can expect us to remind you about appropriate behaviour. - You can expect to discuss your behaviour outside of lesson time. (Break/lunch time.) - You may be given a task to make up for wasted time or asked to catch up on missed work.
STAGE 2	If you choose to: - Continue any stage 1 behaviour - Damage property/waste school resources - Be rude to anyone - Use equipment in a dangerous way - Refuse to follow instructions or ignore any adult - Refuse to attempt a piece of work - Take property which does not belong to you - Swear - Use inappropriate language (may not be swearing but still not acceptable for example: shut up / I hate you / your mum... etc.) - Speak aggressively or in an inappropriate manner - Fail to take responsibility for your actions	- You can expect us to speak to you about your behaviour. - You will be given a formal warning by your class teacher or the adult who has dealt with the incident. - If necessary, you will have time out. - You will be asked to complete a Reflection Sheet (see appendix) during this time. (Break/lunch time.) - You may be asked to do a task to make up lost learning time. - Your class teacher will be informed, if they have not previously been involved in the behaviour incident.

NB- children can jump levels according to the behaviour type. Persistence in lower-level behaviours can result in a higher level.

Kenilworth Primary School Behaviour Code

Behaviour Incident		Consequence
S T A G E 3	If you choose to: Ignore Stage 2 warnings - repeated behaviour Prod and poke/invoke personal space Rough play, play fight, push or shove Fight Steal Deliberately swear or use offensive language Spit at someone Continue to use any discriminatory language towards someone – immediate stage 3 and then move to stage 4 if continued Physically hurt someone deliberately Argue rudely or aggressively with any adult Deliberately damage property Be untruthful Refuse to follow an agreed resolution Behave in a way which is dangerous to others or yourself	• The incident will be recorded on CPOMS. • You can expect us to speak to your parents/carers about your behaviour and record your behaviour in the school Behaviour File. • You will be asked to complete a Reflection Sheet. • You will be asked to discuss the incident with a member of the SLT. • You may have to miss break and lunchtimes until SLT are confident that your behaviour is safe. • Any of these incidents may result in an exclusion from school depending on the nature and context of the incident.
S T A G E 4	If you choose to: Carry on with stage 3 behaviour Deliberately hurt someone causing serious injury Cause serious deliberate damage to property Behave in a way which is exceptionally dangerous to others or yourself Bully another person Continue to use offensive language	• The incident will be recorded on CPOMS. • You can expect us to send you to the Head teacher who will talk to you about your behaviour. • You will be asked to complete a Reflection Sheet. • Your parents/carers will be contacted immediately. • You may be given an internal exclusion. • You may be put on report for two weeks. • You may be excluded from school during lunchtimes. • You may be excluded for up to 5 days. • Repeated Stage 4 behaviour may result in a permanent exclusion.

Children with Special Educational Needs or Disabilities

We acknowledge our legal duty under the Equality Act 2010 to ensure that no child is disadvantaged by our school's policies and practices and under the Children and Families Act 2014 to use our 'best endeavours' to meet the needs of children with Special Educational Needs and Disabilities. Therefore, we do all we can to ensure that this policy and our practice does not discriminate, directly or indirectly. Some children with specific difficulties find it more difficult to behave appropriately at all times. Using the Graduated Approach, targeted support will be planned and put in place for children as needed and the impact reviewed. The SENCO may seek the advice of outside agencies including the Specialist Teaching and Learning Service and Primary Focus outreach. Preventative measures are put in place where appropriate, including identifying and pre-empting triggers of misbehaviour, giving short planned movement breaks, additional snacks, and adjustments for children with sensory needs. Sanctions will be used as appropriate with consideration given to the age and individual needs of the child. Some children with SEN have individual risk assessments & behaviour plans in place, these are discussed and agreed with parents. We are mindful that not all pupils requiring support with their behaviour will have identified special educational needs or disabilities. There may be a range of contributing factors including mental health needs and home situation.

In conclusion

We seek to provide a safe and happy environment in which pupils can learn. By following this policy, we expect to promote in pupils an understanding of the effect their behaviour has on other people and the importance of codes of conduct in our society.

Other useful policies

Anti-Bullying Policy
Race Equality Policy
Special Educational Needs Policy
Exclusions Policy
Child protection and Safeguarding Policy
Positive Handling Policy

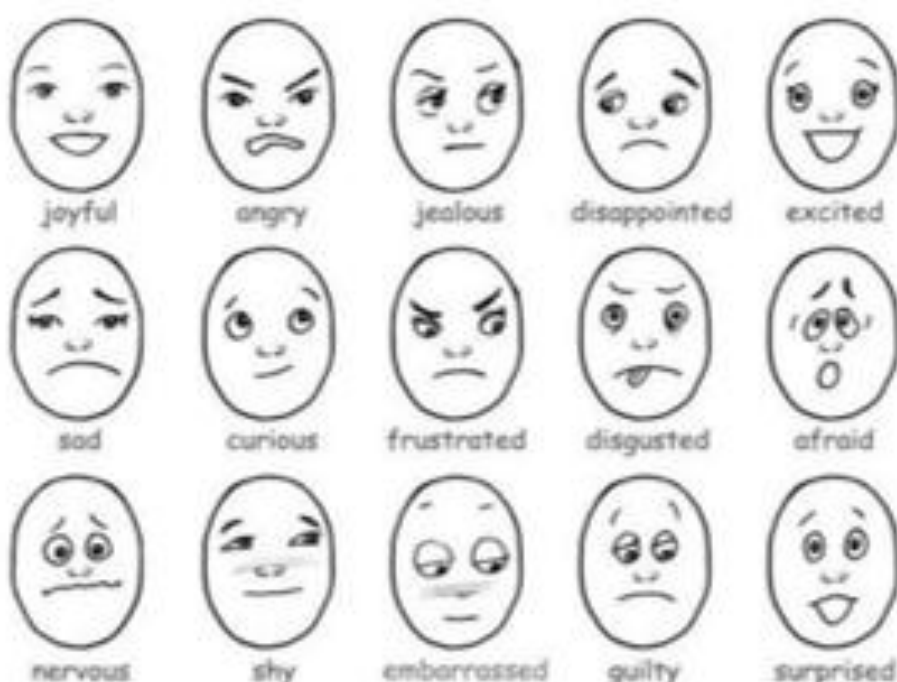
Reflection form

Kenilworth Thinking and Reflection sheet



Name:	Class:	Date:
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Colour how you were feeling in *red* and colour how you want to feel in *green*.



Tick the reason for reflection:

- persistent low level behaviour (stage 1)
- calling out
- not showing others respect
- not following instructions
- not looking after property
- distracting others from their learning.

Draw or write about the situation using the boxes below:

What happened and what did you do?

What can I do to make things right?

Who was hurt/ upset by what happened?

If this happens again, what is the right choice I can make?

Discussed with: _____

Consequence: _____