Kirkheaton Primary School

Behaviour Policy 2025/2026

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Policy Reviewer: Jen Mc Bride

Rights Respect Responsibility Resilience

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Kirkheaton Primary School accepts and promotes the fundamental British Values as identified by the Department for Education. We will always encourage students to accept responsibility for their behaviour and to respect others, the academy and the wider community. We will give students opportunities for their opinions to be heard and introduce

them to the concept of democratic process and respect for the basis on which the law is made and applied in Britain. This will be explicit in our teaching.

There are **four** key principles which are fundamental to this policy and the work of our academy:

1) ***"Teachers have a right to teach/students have a right to learn"***
2) ***"Students and staff deserve to be and to feel safe at all times at academy"***
3) ***"Everyone has the right to be and feel respected and treated equally"***
4) ***"Students are responsible and accountable for their own behaviour"***

At Kirkheaton Primary School we seek to promote positive behaviour based on mutual respect between all members of the academy community. The ethos of the academy and the planning of the broad curriculum, promote the attitudes and values necessary for individual students to contribute positively to their own personal development and so to that of the academy.

Our key purpose is to ensure the safety and success of all our students, regardless of their starting point. In order to ensure success for all, we have in place a range of interventions to support students, develop positive relationships, and promote personal discipline, equality and respect

.

Students' positive attitudes to learning and conduct in class and around the academy positively impact on achievement and engagement.

The aim of this policy is *a' working document for adults, in order to support students in being as successful as they can be.'*

Positive Behaviour

Our system is simple, equal, fair and accessible to all. We will work in partnership with parents/carers to ensure that they are involved in adjusting poor conduct and celebrating successful changes in behaviour.

The rules are focused on the four Rs.

-Responsibility
-Respect
-Resilience
-Rights

These values are known, used and understood by all stakeholders in the academy. Staff are then skilled in role modelling, revisiting and unpicking expected behaviours if we are to support these rights.

Objectives

o To ensure that everyone connected with the well-being of the academy is familiar with this policy (i.e. students, staff, parent/ carers, governors)

- To develop trusting relationships at every level throughout the academy, thus encouraging a safe, calm, purposeful and happy atmosphere within the academy.
- To set good examples at adult level and raise awareness about what appropriate behaviour is.
- To foster a wide and positive partnership between parent/ carers, governors, community and other agencies such as the local fire and police services.
- To develop and encourage mutual respect throughout the academy and foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each student learns to accept responsibility for his/her behaviour and the impact of that behaviour on others.
- To have a consistent approach to behaviour throughout the academy with parental Cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety of all students and adults.

Monitoring Behaviour at the academy

Half termly analysis of behaviour will be carried out, and the findings and recommendations will be reported to staff and governors.
To Include:

- Inclusion analysis.
- Fixed term exclusions analysis
- Individual students analysis
- Attendance analysis – half termly

Part A: Behaviour guidelines

Leadership

Kirkheaton Primary School Governing Body (LAB) and Senior leadership team (SLT) are committed to supporting high standards of behaviour, equality and respect. The students will be able to voice their opinions about behaviour in academy and help to create academy policy through a variety of ways (questionnaires, academy council, focus groups). The Principal will have a high profile amongst the students and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The Principal will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that student's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act: 2010, Special Educational Needs and Safeguarding procedures.

In the Academy

Students are encouraged to have ownership and responsibility for the academy as a whole. The 4 Rs are applicable for around the academy too, and will be rewarded in many ways, in line with our rewards system.

In the classroom

Classroom management is key to promoting good behaviour, equality and respect. At Kirkheaton Primary School we expect all classrooms to have:

- A positive classroom tone, including tones of voice
- 'Please may I have your attention?" will be used consistently through academy
- Clear classroom display on the Steps are visible in all classrooms.
- Clear expectations about work appropriately differentiated activities
- A visual timetable so students know what is planned for the day.
- An attractive, tidy, well-cared for environment, including displays.
- A well-planned environment so that students can move easily, can find and self-access resources, property is respected etc.
- A time out area for students to 'cool down'
- Consideration of strategic seating arrangements for students when working on the carpet or at a table.
- All students are welcomed into the classroom at the start of each session

Break time and Lunchtime procedures

The following procedure is in place for staff, so a consistent level of discipline is applied in the playground during break times.

- Staff will be appropriately placed to ensure full view of outdoor area.
- All staff deal with low level incidents themselves.
- If an incident requires more support, refer to the class teacher.
- The class teacher may require support, at which point the Principal/SLT will deal with the situation.
- Rewards, in line with the whole school reward policy, will be given out by lunchtime supervisors.

After Academy club

After School Clubs is an 'optional extra' where good conduct is necessary. If this is not maintained, then a student's place could be withdrawn. Staff running the clubs use the 4 steps.

Outside the academy gates and Off-site visits

Teachers have a statutory power to discipline students for misbehaving outside of the academy premises. *Section 89(5)* of the *Education and Inspections Act 2006* gives head teachers a specific statutory power to regulate students' behaviour in these circumstances 'to such extent as is reasonable'.

Subject to the academy's behaviour policy, the teacher may discipline a student for any misbehaviour when the student is:

- taking part in any academy-organised or academy-related activity or
- travelling to or from academy or
- wearing academy uniform or
- in some other way identifiable as a student at the academy.

Or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the academy or poses a threat to another student or member of the public or Could adversely affect the reputation of the academy.

The academy retains the right to formally exclude a student whose behaviour is unacceptable. In the case of a physical violence, the student may be given a day's inclusion or fixed term exclusion at the discretion of the Principal.

Relationships with students

The positive relationships that we build with our students are the foundation of our work and the biggest influence on promoting good behaviour. Our emphasis is on developing attachments and building trust. Students will then learn to be guided by adults.

Partnerships with parents/carers

Our aim is that your students are part of a positive learning environment so that they can reach their full potential. Parents/carers, staff and students need to work together to achieve this. Parents/carers know their students better than anyone and therefore it is crucial that academy staff and parents have regular informal and formal discussions. At Kirkheaton Primary School we have an 'open door' approach. This means that students and parent/carers feel that all staff are approachable and that they will be valued and respected in their own right.

What is Good Behaviour?

- Good behaviour leads to increased motivation and better learning
- Good behaviour means you treat all people equally and with respect
- Good behaviour means thinking and taking care of others
- Good behaviour means setting an example for younger students
- Good behaviour means being prepared for class
- Good behaviour means being sensible when moving around the Academy
- Good behaviour is what your parent/ carers and all academy staff expect

When good behaviour is not present, problems may arise. Although students can be expected at times to make mistakes and learn from them this is not acceptable where it interferes with the education and well-being of others.

The academy does not accept poor behaviour such as;

- deliberately disrupting a class or the smooth running of the academy
- Swearing and verbal abuse
- Absconding from lessons or the academy
- Racial abuse
- Violent behaviour including assault
- Vandalism, damage to property or theft
- Homophobic or Islamaphobic behaviour
- **Bullying (**Ref: Anti Bullying Policy**)**

Being involved in the above will result in a consequence.

Part B: Core Practises and Responsibilities

Everyone has the responsibility in helping to promote good behaviour in academy and on off-site visits

The Governors' responsibilities include
- To ensure the academy has an appropriate and up to date behaviour policy
- To participate in drafting and reviewing the behaviour policy

To support the Principal and staff in promoting and implementing the behaviour policy

The Principal's responsibilities include:
To ensure that the behaviour policy reflects the aims of the academy
- To ensure that all relevant parties including staff, governors, parents and students are fully aware of, and as far as possible committed to the academy's behaviour policy;
- To ensure that the behaviour policy is consistently and fairly applied throughout the academy;
- Liaison with parents and outside agencies.

All staff:
- To make students aware of the expectations and rights which promote positive behaviour
- To ensure the rights are embedded into each and every teaching session;
- To use the opportunities available to actively teach and promote good behaviour;
- To use the systems for rewards and sanctions as consistently and fairly as possible;
- To liaise with other staff, parents and outside agencies where appropriate regarding individual students;
- Engaging and dynamic teaching and learning
- To present as a good/positive role model, particularly in terms of dress code, punctuality and a positive approach. Discrete teaching through PSHCE using the SEAL programme

To support the class teacher in implementing the behaviour policy

Lunch Time Supervisors/Other Staff Including Supply Teachers, Visiting Specialists, Students on placement responsibilities include:
- To be aware of and implement the academy behaviour policy where it applies to lunch times;
- To use the opportunities available to promote good behaviour;
- To use systems for rewards and sanctions as consistently and fairly as possible;
- To liaise with the principal and class teachers regarding individual students when necessary;
- To be part of a team approach to the rights of all pupils

Student's responsibilities include:
- To understand the importance of the three core rights and their benefit for their own learning;
- To try to meet the academy's expectations and follow the academy rights;
- To aim to achieve personal targets (for example those set in individual plans, tick sheets or by class teachers) and be actively participant in the development of such targets.

Parents, Guardians and Other Carers responsibilities include:

- To support the academy in implementing the behaviour policy and promoting good behaviour; • To advise the academy of any concerns about their student's behaviour in academy and support the academy's efforts to resolve any difficulties.

All members of the academy community will be treated equally and with respect

All members of the academy community have the right to feel listened to

All members of the academy community have the right to learn, free from disruption, bullying and harassment. This includes cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief (including non-belief), gender reassignment or disability

All members of the academy community have the right to be happy, feel secure and be able to learn at Kirkheaton Primary School .We believe it is vital that academy and parent/ carers should support each other to ensure that this can happen

All members of the academy community are expected to behave in a reasonable manner to themselves, to other students and adults equally, showing care, consideration, courtesy and respect to other people at all times

All members of staff will hold the highest expectations, modelling the behaviour that they want from the students

Positive and productive relationships with students are central to outstanding good behaviour management. **Adults take the lead with students who struggle to maintain positive relationships** .

Good behaviour is the expectation not the exception. We acknowledge good behaviour in all its forms in a variety of ways

Part C: Use of Rewards

Kirkheaton Primary School has a culture in which we believe in promoting and recognising success. Each class follows the Behaviour for learning which are clearly displayed in every room and around academy. These are referred to regularly and are adhered to at all times, with a series of rewards to support and identify this success.

We make sure that our students' good conduct is valued, appreciated and recognised. Our rewards include:

- Verbal praise
- Positive recognition through class and academy awards
- Stickers, certificates and raffle tickets
- Postcards of praise sent to home
- Reward for lunchtime behaviour
- Participation in celebration assemblies
- Housepoints
- Giving roles across the school
- Non-verbal praise

Celebration Assembly

Celebration assemblies are held every week and are devoted to publicly recognising achievement and in particular those who have followed the 4 Rs. from each class will be rewarded each week.
Student leaders will be nominated from different members of staff.

Lunchtime awards

Lunchtime staff will identify students who model good behaviours, manners and healthy eating and reward them with stickers and they will also give housepoints.

Attendance

The year group with the best attendance will be recognised each week.
A certificate is awarded each termly and yearly for 100% attendance

House Points

The use of a house points, that will be given in line with our 4 R's values. Every child is assigned a house team. They collect points individually (to be their best self); as a class (to earn a class reward) and as a team (towards the house team trophy).

Part D: Academy Uniform

The academy uniform, which is worn by all pupils, is as follows:

School uniform

Our colours are navy blue and sky blue and the uniform, which is worn by all pupils, is as follows:

- Navy blue sweatshirt or cardigan (school logo optional)
- Sky blue or white polo shirt (school logo optional) or white shirt/blouse
- Plain grey or black trousers or shorts (not jeans, leggings or sports trousers)
- Plain grey or black skirt, trousers or pinafore dress (with zip front)
- Plain, black shoes, boots or trainers (no logos)
- Blue gingham dresses may be worn in the summer term
- School navy blue book bag (optional)
- Hair accessories should be plain and in line with school colours

Other equipment to have in school:

- Waterproof coat (with hood)
- Water bottle

No jewellery should be worn. Discreet plain stud earrings may be worn. Children may also wear a watch (not a smartwatch). All jewellery must be able to be removed by the child for sporting/physical activities for Health and Safety reasons.

For PE all children need:

- Plain white t-shirt or the new blue logo top from our new supplier
- **School PE Hoodie (or plain navy hoodie / tracksuit top)**
- Plain black PE shorts / tracksuit bottoms / leggings
- A pair of plain black trainers
- No football / rugby / cricket kits / big logos on tops

Financial Considerations:

- Items of uniform are easily available for parent/ carers to purchase cheaply through the main uniform supplier or other low cost clothing suppliers.
- The Academy and its Governing body regularly considers and reviews the cost and availability of uniform when making contracting decisions.

The Academy has set aside a specific financial hardship budget to support families provide items of uniform where financial constraints are preventing the purchase of these items. The Principal or other designated senior staff can access this budget to help provide this support. In addition students are encouraged to donate items of uniform when they leave

Non-compliance:

- Initially any uniform infringement will lead to parental contact to ensure future compliance with uniform rules.

- If a student comes in without wearing an academy uniform, he/she may be given a uniform to change into for the duration of the academy day. (if the choice of clothing is distracting or unsafe)
- The Academy and its Governing body will review this uniform appendix regularly and at least every five years. Reasonable requests to vary this appendix, in particular to meet the needs of any individual student to accommodate their religion or belief, ethnicity, disability or other special considerations.
- Concerns raised about the Academy uniform should be pursued in accordance with the Academy's complaints procedure. Parental complaints about the supply and quality of the uniform can be made direct to the supplier.

Reference:
Academy Uniform. Guidance for governing bodies, academy leaders, academy staff and local authorities. September 2013 (Dfe)

Part E: Disciplinary Penalties/Sanctions

Behaviour management begins at classroom level with a positive, supportive and proactive approach. This could include:

- **Re-direction** Non-verbal cues, adjust seating plan, acknowledgement
- **Modelling** i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- **Ignoring** i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- **Positive Questioning** e.g. what are you doing?, what should you be doing?, Good you know what to do so can you do it,
- **Positive Choices** If you do this, then this will happen (positive outcome) If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- **Catch up learning and reparation** Focus on the learning, repair trust with the student
- **Assertive Intervention** Explain students' choices, show disappointment, re-engage
- **Compliance Training** i.e. provide practice in following instructions in settings where praise can be given. Use of games - Follow My Leader, Simon Says, etc.
- **Code of Conduct/Rules** i.e. positively phrased - incompatible with undesirable behaviour. Take the rule and provide examples. Use praise for positive actions.
- **Distraction** i.e. if a difficult situation is likely to develop distracting the student's attention, e.g.

give a specific task, send a message, etc.

- **Request for support** For example: violent behaviour, other students at risk of harm

For the vast majority of our students a gentle reminder or pointer in the right direction is all that is needed. If students choose to ignore early interventions then a more formal process is required and must be consistently applied. Staff will always deliver sanctions equally to all students, calmly, discretely and with care. It is in nobody's interest to confront poor behaviour with anger. De-escalation tactics by adults are important.

Parent/carers can be contacted and requested to attend academy to help with any difficulty that arises. Where a student's conduct falls below the standard expected one of the following penalties

- Inclusion
- Reparation: including collecting litter, removing graffiti, general cleaning duties
- Being placed on a monitoring report
- Isolated with a member of staff
- Removal of privileges
- Parental contact including parents being informed, asked to accompany their student to class and parenting contracts
- On Call procedures
- Removal from individual lessons to other appropriate members of the key stage
- Confiscation or removal of personal items
- Paying for or making a contribution towards broken/damaged Academy property
- Alternative academy day to be determined by the Principal

Parent/Carers will usually be informed when a sanction has been imposed.

Classroom Based Sanctions

In order to ensure consistency in the application of classroom based sanctions teachers will follow the outlined stages:
Should a student's behaviour in the classroom be unacceptable and disrupt teaching and learning, then the class teacher/ teaching assistant will intervene.
Each class has a charter which includes work from the class regarding their rights under the
UNCRC as appropriate to behaviour for learning. When discussing behaviours the language of the CRC will be used. These are the agreed staged interventions when behaviour prevents teaching and learning from taking place. 'Students have the right to learn' will be reinforced at every stage.

Within class it is expected that there are variety of informal pointers given to students to help them get their behaviour right before the formal system of consequences begins. A graded approach, which can be by-passed, regarding behaviour will operate. For **Stages 1 – 5**, the class teacher in conjunction with other supporting staff are responsible

Stage 1: The Reminder

- A clear verbal **reminder** directed at the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing.
- Say what you see 'you are out of your seat' followed by what the student needs to be doing in order to return to a state in which they can learn and others can learn. 'You need to go back to your chair and get on with your work. Thank you'.
- The student is made aware that if they don't make the right choice or if they don't follow the rules then they will be given a **warning**

Stage 2: The warning

- A clear **warning** directed at the student making them aware of their behaviour and clearly outlining the consequences if they continue. The student has a choice to do the right thing. This will be discretely recorded on the behaviour log (class or individual)

Say what you see 'you are out of your seat' followed by what the student needs to be doing in order to return to a state in which they can learn and others can learn. 'You need to go back to your chair and get on with your work. Thank you'.

Stage 3: The Reflection

- The student is asked to take a 5/10 minute time out, and go to a designated time-out space in another class.
- They should not take any work with them as this time is intended to be for reflection on their own behaviour. This is not a time for the adult and student to discuss the incident
- At the end of the time-out period the student returns to their classroom and continues with their work. There will be an opportunity to reflect, with adult support as appropriate.
- If the student is not ready to return to class, the class teacher can arrange for the student to work elsewhere if practicable for the remainder of the session

- A student who repeatedly reaches Stage 3 or behaves beyond these boundaries, should be formally logged for future reference and referred to a more senior member of staff for support
- The class teacher should discuss the “Time out” with the parent/ carer before the end of the academic day, where possible.

Stage 4: Removal

Where all of the above have occurred in a single session, the final stage would be a removal where a student would be given their work to take to another class. Following this there would be a debrief session to discuss the behaviours displayed leading up to the incident.
If the incident is serious, the student may be removed in the first instance without going through the previous stages.

(If the unacceptable behaviour is physically hurting another child deliberately or back chatting/rudeness to an adult, the Principal/AP will need to be informed via CPOMS)

Where a student fails to comply with a specific sanction, more serious consequences will arise Other possible intervention:

SEND- For those pupils with additional needs, individual plans or adjustments to the structure will be made, where necessary and at the discretion of the teacher/SLT.

Principal Intervention:

The Principal will arrange a meeting with the student and parent/ carer as above if there is persistent insufficient progress. Logs will be studied and the action plan will be reappraised. Extreme behaviour may necessitate exclusion.

Whilst this is a graded system, where serious or persistent misconduct arises, exclusion may be used and other agencies where applicable will be informed, including the police where appropriate. A series of fixed-term exclusions may well be a contributory factor to a managed move or permanent exclusion.

In accordance with the Governors’ Charging and Remissions Policy, parents/carers will be required to cover the cost of any damages, breakages, losses and defacement for which their student is responsible.
For certain behaviours The ‘The Reflection’ may be the most appropriate first point of call. This must be used at the teacher’s discretion where it is felt that the behaviour may be too disruptive to others.

Behaviour should be logged directly onto a behaviour log on the same day. These will be retained for monitoring purposes, and as far as is practicable, on a daily basis these will be collated and acted upon.

Inclusion

Sometimes students may be placed in inclusion for a period of time for persistent misbehaviour or for an isolated serious incident. In inclusion students work alone out of lessons in a separate room , or different from their own class, supervised by staff. The purpose of inclusion is to provide a serious consequence before exclusion but also to offer an opportunity for students to reflect on and to modify their attitudes and behaviour.

Fixed term Suspension
The academy may use these in response to a serious incident, or persistent misbehaviour and disturbing the learning of others continues. All incidents are investigated fully and students are given the opportunity to make a written or verbal statement. The Head teacher will consider all exclusions in line with current regulations. Where exclusions are issued, telephone and letter will inform parents about the nature of the incidents. Students will be issued with work for the period of their exclusion and a re-integration meeting/interview will be held prior to readmission. Parent/ carers are expected to attend. During days 1-5 of an exclusion parents are legally responsible for their student's whereabouts, with the possibility of a penalty notice if the student is found in a public place without reasonable justification.

Permanent exclusion
In rare and exceptional circumstances the Head teacher reserves the right to permanently exclude a student in line with current guidance. The academy's process of excluding a student is fair and equitable to students from all groups/ backgrounds. Our procedures for disciplining students and managing behaviour are fair and applied equally to all students, irrespective of their gender, ability or disability, ethnicity or their religious persuasion.

The Equality Act 2010 and Infringements
This relates to Disability, Age, Gender, Gender Re-assignment, Pregnancy and Maternity, Race, Religion or Belief and Sexual Orientation.
Where transgressions occur, these will be addressed in accordance with the law and with regard for council and police procedures.
2) Further intervention/s are required from senior staff for repeat offenders

Appendix G: Anti-Bullying

We acknowledge that at times bullying can exist, but we strive to eradicate it.
All forms of bullying are unacceptable, and the academy will investigate and respond to any claims and act where these can be reliably substantiated. (Please see anti-bullying policy for further details)
The academy considers bullying to be unprovoked, persistent and repeated attacks by a perpetrator/s upon a specific victim/s or regular, indiscriminate, unprovoked attacks upon different victims by the same perpetrator/s. The academy does not take the view that all frequent quarrels, arguments and disputes between students or disciplinary offences constitute bullying. They may be treated as misconduct and dealt with as part of the academy's approach to managing behaviour. In the first instance, any claims of bullying should be brought to the attention of the class teacher, or if considered more serious, a member of the senior management team.

The academy will investigate incidents of alleged bullying, and where evident will apply suitable sanctions. Additionally, the academy may make a referral to support agencies regarding all parties and to the police who may be contacted independently of the academy by families.

The academy will initiate an intervention programme for any student who has been bullied or has bullied. These will be delivered by support staff and may include restorative practice.

At Kirkheaton Primary School all staff get to know the students well and expect to support their friendship problems as and when they arise. All students are encouraged to talk to their teachers when they have a concern and through assemblies and PSHCE lessons, they learn that if a pattern of unkind behaviour begins to emerge they **must** speak out. They also learn that if they know bullying is happening and don't act to prevent it, then they share some responsibility for the hurt the victim is feeling.

Part H: Behaviour Modification/ Interventions

Our beliefs about behaviour are:

- **Behaviour is a choice:** We believe that individuals are responsible and accountable for the choices they make and the consequences that follow. We understand that learners should be equipped to make positive choices and will support them to do so.
- **Behaviour can change:** We strongly believe that behaviour is a learnt response that can be changed. It can be changed when positive role models demonstrate alternatives and lead or guide individuals to develop new behaviours that are more considerate of others. We understand that behaviour does not change all at once and will stagger expectations and offer praise when progress is made.
- **Behaviour communicates**: We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly.
- **Behaviour is about everyone:** We believe that behaviour is about everyone. We all have a role to play in modelling, supporting and managing behaviour. As staff we understand that our actions will be scrutinised and will exemplify our core values to learners with on-going clear examples.

Where Students are persistently unable to comply with the Academy's core expectations, a personalised intervention will be appropriate. Some of the intervention that the academy currently provides to support an improvement in behaviour are:

1) Re-tracking sessions to support an improvement
2) Allocation of a Key Worker / Key Adult
3) Focused intervention sessions e.g. Anger management
4) Social and emotional assessment to support an identification of these specific needs
5) A "Nurture" group type placement, including positive re-engagement activities
6) External agency involvement
7) Exploration of further specific support through an Education Health Care Plan (EHC)
8) Family Support Intervention/s
9)Other alternative strategies as required bespoke to the particular needs of the student
10)Referral to the Primary Student Referral Service (PPRS) via the Single Point Referral (SPR)
11) process to access Strand 1 (in academy) or Strand 3 (PPRS placement)
12) Governor Behaviour Panel

N.B. All the above are time limited interventions with an expectation that the student will return to mainstream classrooms after a period of intervention.

Bereavement

If a student has experienced a loss, the Principal should be contacted, to make appropriate staff aware as a first instance, and then possible bereavement work could be completed with your student, if we deem it necessary/appropriate.

External agency involvement

Kirkheaton Primary School is linked with a lot of external agencies. These agencies are involved for a wide range of reasons, and are all positive steps to making your child the best that they can be, and in turn support the academy through its improvements.

Part I: South Pennine Academies Behaviour Principles

All practices at Kirkheaton Primary School sit in alignment with the behaviour principles outlined by our trust, South Pennine Academies as detailed below.

South Pennine Academies take as our first priority the responsibility to safeguard and promote the welfare of all our students. As such, the Trust Board of South Pennine Academies is charged with the duty to set the framework of the behaviour policies of each academy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all staff and students.

The, South Pennine Academies behaviour principles, have our Key Priorities as their foundation:

Key Priorities

- Strong and Effective Leaders
- High Performing Staff
- Successful Students
- Engaged Community **Notes**

1. This Statement has been drawn up in accordance with the Education and Inspections Act, 2006, and DfE: Behaviour and discipline in schools Advice for headteachers and school staff (January 2016).
2. The purpose of the Statement is to provide guidance to the Principals in drawing up their individual Behaviour Policy so that it reflects the shared aspirations and beliefs of all stakeholders in South Pennine Academies; Trustees, Local Academy Boards, staff, parents and students, as well as taking full account of law and guidance on behaviour matters. It is intended to help all staff to be aware of and understand the extent of their powers in respect of recognition and reward for good behaviour, discipline and sanctions for unacceptable behaviour and how to use them. Staff should be confident that they will always have the Trustees' support when following this guidance.
3. This is a statement of principles, not practice: it is the responsibility of the Principal to draw up the academy's behaviour policy, though the Principal must take account of these principles when formulating this policy. The Principal should also take account of the guidance in DfE: Behaviour and discipline in schools Advice for headteachers and school staff (January 2016).
4. With consideration of our duty of care to the students, this written statement and the policies that are influenced by it apply to all students when in school, when travelling to and from school, when engaged in extra-curricular activities such as educational trips and visits (residential and non-residential) and when being educated as a member of the South Pennine Academies community off-site.
5. The Behaviour Policy is to be published on the academy's website and distributed to all members of staff.

Principles

<u>High standards of behaviour and attendance:</u>

The Trust Board of South Pennine Academies, believe that high standards of behaviour and attendance lie at the heart of a successful academy which enables all of its students to make the best possible progress in all aspects of their educational life and that all staff should be

able to teach and promote good learning without interruption. It should be clear that behaviour should not jeopardise the health and safety of any member of the school community. The right to feel safe at all times:

All students, staff and visitors have the right to feel safe at all times in the academy and free from the effects of unacceptable behaviour. There should be mutual respect between all members of the academy community and the policy should help to foster this.

Inclusivity: South Pennine Academies is an inclusive trust. All members of the Trust's community should be able to work or study, free from any form of discrimination, harassment or bullying (as laid down in the Equality Act, 2010.) To this end each academy must have a clear and comprehensive Anti-bullying Statement (in this or other policies) that is known and understood by all, consistently applied and monitored for its effectiveness. Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation or background should be clearly set out and regularly monitored for their effective implementation.

Engaged Community: Parents/carers should be encouraged and helped to support their children's education, just as the students should be helped to understand their responsibilities during their time within the academy. Parents/Carers and students will be made aware of the behaviour expectations of the academy during the admissions process, this may include a 'Home School Agreement'. All academies are encouraged to have an open door policy and positively promote welcoming all parents/carers into the academy.

Academy Rules:

The Academy Rules should be clearly stated in the Behaviour Policy. These should set out expected standards of behaviour and shared with and explained to all students. The Trust Board expect the rules to be consistently applied by all staff.

Rewards:

The emphasis will be on encouraging positive behaviour through;

- high expectations;

- the modelling of good behaviour

- a focus on learning;

- praise and rewards.

The Trust Board would like to see a wide range of rewards consistently and fairly applied in such a way as to encourage and reward good behaviour in the classroom and elsewhere. These should be made clear in the Behaviour Policy (or other policies).

Unacceptable/poor behaviour:

Sanctions for unacceptable/poor behaviour should be known and understood by all staff and students and consistently applied. The range of sanctions should be described in the Behaviour Policy so that students, staff and parents can understand how and when these are applied. Sanctions, when necessary, will enable the student to reflect on, and learn from, their behaviour and to make reparation wherever possible. The focus on positive behaviour, forgiveness and reconciliation will significantly reduce the need for exclusion, however, when making decisions the Principal must balance the needs of the individual with those of the wider school community and where student behaviour places others at risk, the safety of the student body as a whole is paramount. The Trust strongly feel that exclusions, particularly those that are permanent, must be used only as a very last resort.

Power to use reasonable force or make physical contact:

Given the overriding need to keep the students and staff safe, the Principal, or representative(s), will utilise their powers to search or use reasonable force in order to keep individuals from harming, or further harming, themselves or others.

Situations in which reasonable force may be used (including removing disruptive pupils from classrooms, or preventing them from leaving) will be included in the policy documentation of the academy. A definition of 'reasonable force' should be included, which should also explain how and when pupils may be restrained. The Trust Board expect appropriate staff to be trained in the use of reasonable force and restraint.

- Policy should make clear the authority to search students for prohibited items and to confiscate where necessary. The Trust Board would expect the Principal to inform the relevant authorities, including the Local Academy Board, when items prohibited by law, weapons, non-prescription drugs etc are brought onto the academy premises