

Kirby Muxloe Primary School



Behaviour Policy

Status: Statutory

Date adopted by governing body: September 2025

Date for review: Autumn 2029

KMPS Vision Statement

Life in modern Britain is vibrant and exciting with many challenges and opportunities. It is vital that a child's first school equips them with both a love of learning and a strong moral compass.

At Kirby Muxloe Primary School, we aim to provide a safe, inclusive, welcoming and inspiring environment for learning and personal growth. We want every child to maximise their potential in all aspects of school life and to build kind instincts that enable them to make a positive difference to their community.

We will achieve this through our 6 school values:

Kindness through: Words and Actions, Gratitude, Empathy and Helpfulness

Integrity by being: Honest, Fair, Trustworthy and Ethical

Respect by: Listening, Being Courteous, Showing Humility and Following the Rules

Resilience by being: Courageous, Optimistic, Patient and Self Confident

Aspiration by being: Dedicated, Independent, Organised and Problem Solvers

Reflectiveness by being: Curious, Adaptable, Creative and Analytical

These values form the basis of all aspects of school life, including our behaviour approach, personal development opportunities and curriculum plan.

They are encapsulated in our school motto: '**Good people, great learners**'

KMPS Rules and Expectations and How These Are Taught and Shared

Behaviour Definitions

Negative Behaviour

This includes, but is not limited to:

- Talking, when an adult is talking or they have been told not to
- Running or shouting in lessons or corridors (unless part of the planned activity)
- Not wearing the correct school uniform (without parental explanation)
- Non engagement with their work, including refusal
- Saying unkind things to another child
- Hurting another child
- Being rude to a member of staff - words or tone

More Serious Negative Behaviour

More serious negative behaviours should be rare at Kirby Muxloe Primary School, but when encountered will be dealt with seriously. These behaviours may include:

- Repeated displays of negative behaviour that causes high levels of disruption to the learning of others
- Refusal to engage with the school rules and/ or follow repeated direction from staff
- Swearing, abusive, aggressive or discriminatory language being used
- Deliberate damage to or misuse of school equipment, IT systems or building
- Causing more significant injury towards another child
- Possession of an item that a staff member reasonably suspects has been or has the potential to be used to cause harm or damage to people or property
- Proven instances of bullying towards others (as defined in our anti-bullying policy)
- Extreme violence towards another child, including a use of an object or weapons
- Intentional violence towards a staff member
- Sexual violence and sexual harassment
- Malicious and/or false allegations against members of staff

The Kirby Code

The Kirby code sets out and defines our 6 values. It is not intended to be a set of rules in itself but a code to adhere to. A key aspect included is that children should follow our school rules, which are explained below.

School Rules

Whilst it would not be practicable to have rules for every single aspect of school life, it is important to set out clear rules on core aspects of school life. These will be reflective of the Kirby Code and our values, but will also encapsulate the examples of negative and more serious negative behaviour set out above. These rules will cover 3 main areas:

- 1) Classroom rules (also covering how children move around the school)
- 2) Break time rules (covering behaviour at break times on the playground and field)
- 3) Lunch hall rules

These rules may vary slightly over time but will be shared on our school website. Classroom rules will have similar core expectations but there may be slight variances in language and expectation between different year groups.

Values Curriculum

It is important that our values, including our expected behaviours) are specifically shared and taught to children as they move through the school. These are detailed in our values curriculum that will set out the key behaviours and skills that will be taught and expected to be largely mastered by the end of each year at KMPS. The aim is that by teaching the desired behaviours, rather than just expecting them, more positive behaviour will be seen.

Our values and behaviours will also be highlighted in our weekly assemblies and reinforced and modelled by staff on a day to day basis.

Communication of Rules and Expectations

Our policy, the Kirby Code and specific rules will be shared on our school website for parents to view whenever they need to. This can all be found via the Behaviour section of 'KMPS Learners' and/or class pages.

Rules will be regularly shared with children and displayed in key parts of the school. Staff will be regularly trained in these to promote consistency of approach.

Promotion and Rewarding of Positive Behaviour

Children should have their adherence to the rules and wider good behaviour recognised and rewarded as regularly as possible. This might include:

- Verbal praise, stickers, showcasing of work and positive behaviour in class
- Phone calls home, sharing of work, positive behaviour with parents/carers or SLT
- House points and/or informal class rewards as well as more formal rewards shown below:

Each Week	5 Times a Year	5 Times a Year	As Appropriate
Awarded weekly to 2 pupils by each class teacher for being either a 'good person' or a 'great learner'	Awarded to 2 pupils at each Special Values Assembly by each class teacher for being either a 'good person' or a 'great learner'	Given at each Special Values Assembly to 1 child in each key stage for displaying 1 of the values (6 awards for each assembly)	Teachers nominate a child for exceptional work/ behaviour - a golden certificate is given

KMPS has a traditional house system, with all children being part of either Phoenix, Unicorn, Griffin or Dragon houses. Children can earn points for their houses for work or behaviour and these are added up each week, leading to a half termly and overall annual cup being awarded to the winning house. Each house has two Year 6 house captains who lead and represent their houses. This helps build a sense of community and earning reward 'for the team' rather than just themselves.

Management and Sanctioning of Negative Behaviour

The school's first approach will always be to encourage good behaviour. Sometimes, children do not follow the rules and expected behaviour and sanctions are required to reinforce them.

Staff (including student teachers) will make judgements regarding pupil behaviour based on their own observations and by talking to other staff and pupils to ensure they are clear about what has happened. Depending on their judgements, sanctions may be applied (in line with the stages below). Parents will be informed where the member of staff feels it appropriate to (usually where repeated negative behaviour or more serious negative behaviour has occurred).

Teachers can also confiscate items from children. These items will be given back at the end of the day (unless they are deemed a risk to health and safety when they will be given to and discussed with the parent/carer).

In very rare circumstances and In line with the DFE document, 'Searching, Screening, Confiscation: advice for schools' (updated July 2022)

'Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 3¹ or any other item that the school rules² identify as an item which may be searched for.'

All judgements will be made on behaviour both in school or elsewhere when under the charge of the teacher, including on school visits.

Management of Negative Behaviour

Example Behaviours	Example Sanctions/Responses	Support to Improve
<ul style="list-style-type: none">• Talking, when an adult is talking or they have been told not to• Running or shouting in lessons or corridors (unless part of the planned activity)• Not wearing the correct school uniform (without parental explanation)	<ul style="list-style-type: none">• Staff reminders and direction• Reminders, direction and potentially rehearsal• If ready solution available, child will be invited to change/ remove items (e.g. jewellery)	<ul style="list-style-type: none">• May move places or be put with different partners• Continual reminders and monitoring of behaviours• Support children in making an apology• Parents phoned to explore reasons for uniform not being worn
<ul style="list-style-type: none">• Non engagement with their work, including refusal• Saying unkind things to another child• Hurting another child• Being rude to a member of staff - words or tone	<ul style="list-style-type: none">• Expectation that work completed - may need to complete at break time• Clear reminders of expectations of kind words and actions• Clear reminders of how to interact with staff• Depending on the severity - may be appropriate to miss some break time	<ul style="list-style-type: none">• Private discussion about the work to remove barriers to learning• Private discussions to understand why they were unkind or hurt the other child• Private discussions to understand why they were rude to the member of staff• Support children in making an apology

Repeated Negative Behaviours

Where a pattern of negative behaviour is identified, the class teacher should discuss their concerns with the pupil's parents/carers. This may lead to additional monitoring/ communication such as weekly check in or an individual behaviour plan. This should be short term with an agreed end date.

Management of More Serious Negative Behaviour

Example Behaviours	Example Sanctions/Responses	Support to Improve
<ul style="list-style-type: none"> • Repeated displays of negative behaviour that causes high levels of disruption to the learning of others • Refusal to engage with the school rules and/ or follow repeated direction from staff 	<ul style="list-style-type: none"> • De-escalation - remove triggers/problems and use calm voice • Removal* from class to discuss in private • Time away from others in own class, outside or in another class (short periods) • Possible involvement of a member of SLT if still refusing to engage positively • Miss some break time (length dependent on severity) 	<ul style="list-style-type: none"> • Discussion with parents to discuss behaviour. Make them aware and discuss next steps to support improvement • Depending on amount of repetition a behaviour plan may be established and shared with pupils and parents/carers
<ul style="list-style-type: none"> • Swearing, abusive, aggressive or discriminatory language being used • Deliberate damage to or misuse of school equipment, IT systems or building 	<ul style="list-style-type: none"> • De-escalation - remove triggers/problems and use calm voice • Removal* from class to discuss in private • Involvement of a member of SLT • Miss some break time (length dependent on severity) 	<ul style="list-style-type: none"> • Discussion with parents to discuss behaviour. Make them aware and discuss next steps to support improvement • Depending on amount of repetition a behaviour plan may be established and shared with pupils and parents/carers
<ul style="list-style-type: none"> • Causing more significant injury towards another child • Possession of an item that a staff member reasonably suspects has been <u>or</u> has the potential to be used to cause harm or damage to people or property 	<ul style="list-style-type: none"> • Removal* from the situation • Involvement of a member of SLT • This may trigger an internal or external suspension (the length of which will be decided by the Head Teacher dependent on the nature of the behaviour) 	<ul style="list-style-type: none"> • Discussion with parents to discuss behaviour. Make them aware and discuss next steps to support improvement • A behaviour plan and risk assessment must be established and shared with pupils and parents/carers
<ul style="list-style-type: none"> • Proven instances of bullying towards others (as defined in our anti-bullying policy) 	<ul style="list-style-type: none"> • Involvement of the Deputy Head • <u>Possible</u> involvement of Headteacher • This may trigger an internal or external suspension (the length of which will be decided by the Head Teacher dependent on the nature of the behaviour) 	<ul style="list-style-type: none"> • Discussion with parents to discuss behaviour. Make them aware and discuss next steps to support improvement • A behaviour plan and risk assessment must be established and shared with pupils and parents/carers
<ul style="list-style-type: none"> • Extreme violence towards another child, including a use of an object or weapons • Intentional violence towards a staff member • Sexual violence and sexual harassment • Malicious and/or false allegations against members of staff 	<ul style="list-style-type: none"> • Involvement of the Headteacher • These will automatically trigger an internal or external suspension (the length of which will be decided by the Head Teacher dependent on the nature of the behaviour) 	<ul style="list-style-type: none"> • Discussion with parents to discuss behaviour. Make them aware and discuss next steps to support improvement • A behaviour plan and risk assessment must be established and shared with pupils and parents/carers

* Removal will mostly not involve any physical interaction by staff. In extreme cases this may be appropriate - please see Positive Handling guidance below.

Suspension and Exclusion

Where a more significant sanction is appropriate, internal suspensions (child working away from the class for an extended period) will be considered first. External suspensions/permanent exclusions may be used in more serious situations. Details can be found in our exclusions arrangements policy.

Positive Handling

Physical intervention should be avoided whenever possible and where it is needed it must be in the best interest of the child or vulnerable adult and should be the minimum required. There are times when physical intervention is appropriate but it must be used in ways that maintain the safety and dignity of all concerned as far as possible. Section 550A of The Education Act 2006 under the heading 'Power to Restrain Pupils' allows teachers and authorised staff of a school to use reasonable force in accordance with the following:

- The pupil should be in immediate danger of harming themselves or others, in danger of seriously damaging property
- Staff will conduct a dynamic risk assessment as to whether any PPE is required before engaging in physical interventions.
- Only the very minimum force can be used as necessary to prevent injury or damage
- Every effort should be made to have a second member of staff before positive handling or applying restraint. These staff can act as witnesses or as support.
- Whilst moving a child, always speak calmly as a way of reassurance
- Afterwards the move or restraint should be discussed with the pupil (if appropriate) and shared with parents at the earliest opportunity
- Any restraints or positive handling should be recorded on CPOMS, recording who was involved and who witnessed the situation, any holding or calming strategies used, restraint strategies used and how the situation was resolved. The Inclusion Leader and Headteacher must be notified of any restraint used.

Identified staff in school will receive training in positive handling and restraint methods. The current system of training is accredited by Team Teach. Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessary as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.'

Any restraint or positive handling should adhere to the latest school issued positive handling guidance.

Additional Considerations

Children with Additional Needs

All staff should be aware of children whose special educational needs require a particular approach. It is the class teacher's responsibility to have clear plans for pupils likely to misbehave and ensure staff are aware of them.

Behaviour GRASPS should be shared with relevant staff so that a clear and consistent approach is used to make the child feel safe and secure. The inclusion leader will support teachers in putting in place suitable support for pupils with behaviour difficulties. Sanctions for these children may differ from the examples above and will be adjusted on a child by child basis as appropriate.

Child on Child Sexual Violence and Harassment

Sexual violence and harassment can occur between children of any age and sex and can involve single children or groups of children. It can take place in school or outside of school. Sexual violence and sexual harassment are both unacceptable and any report will be taken seriously and dealt with on a case by case basis in line with safeguarding and other advice. Children should feel able to report any instances to a member of staff and these will be reported to a DSL in the first instance.

Bullying

We define bullying as being, "the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online." Please refer to the schools Anti-Bullying Policy for further information and procedures.

Wider Strategies to Secure Good Behaviour

Pupil Transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, teachers hold transition meetings. To ensure behaviour is continually monitored and the right support is put into place, information related to pupil behaviour challenges may be transferred to relevant staff (and recorded on the Social Profile) by the end of the summer term. Information on behaviour challenges may also be shared with new settings for those pupils transferring to new schools.

Working in Partnership

We believe that pupils do well at school when parents/carers support the work of the school and there is a strong sense of partnership between home and school. Parents/carers can help promote positive behaviours by supporting the school's values and emphasising the need for good behaviour at school and praising achievement and success. We strongly encourage the wearing of school uniform which we believe builds a strong sense of identity, pride and belonging within our school community.

As a school, we operate an 'open door' policy both for parents and children so that we establish a safe and secure learning environment to share any anxieties and concerns. Staff always try to be available to talk to parents/carers about any concerns and also to share and celebrate positive behaviour.

Training and Guidance:

Teachers and other staff will be given relevant training and guidance on a regular basis. Further support will be provided along with opportunities to observe other teachers and staff as appropriate.

Monitoring and Evaluation:

The behaviour policy and practice to promote positive behaviour will be monitored and evaluated regularly using a variety of methods that provide individual staff with specific feedback as well as an accurate picture of the whole school.