Behaviour for Learning Policy (Primaries)

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Executive Headteacher

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Scope

At the Knowledge Schools Trust Primaries (KSTP), we believe that every pupil and every staff member has the right to be part of a safe and supportive environment conducive to outstanding learning and teaching. This policy applies to all pupils and adults at KSTP.

Principles

The underlying principles of KSTP Behaviour for Learning Policy are as follows:

a. To ensure KSTP provide a safe, supportive and respectful environment for every person at the school by encouraging our whole community to follow the school rules
b. To encourage a positive approach to behaviour by consistently displaying the behaviour we wish to see from our pupils and by praising and rewarding good behaviour
c. To ensure that when behaviour falls short of acceptable standards, consistent procedures are followed, and sanctions are applied fairly and consistently to support pupils to modify their behaviour

Overview

Expected standards of behaviour are stated in the Home-School Agreement. They will be regularly reiterated formally, for example, in assemblies and informally, by all staff members.

The school ethos is built around a culture of high expectations, and this applies clearly to behaviour.

This policy applies in the school building, on school trips, and at all times when pupils are wearing their uniform, including travelling to and from school.

The policy will be reviewed periodically by the main board director responsible for safeguarding and the primaries Education, Curriculum and Outcomes Committee (ECO) who will take into account any changes to DfE guidance and legislation.

Praise and Reward at Knowledge Schools Trust Primaries

At KSTP, we believe that good behaviour is best promoted and developed by drawing attention to and rewarding well-behaved pupils. Our teachers acknowledge the importance of meaningful, informal praise in encouraging

positive behaviour; for example, verbal praise given in lessons, cover value stickers and written comments and stickers/stamps in exercise books that encourage pupils to strive for excellence. Class marble jars will reinforce positive class behaviour followed by a reward when the jar is full. Sometimes teachers will contact parents and carers to celebrate pupil achievement through a chat at the end of the day, phone calls or sending examples of work home.

The praise and reward system at KSTP is centred around the House or Teams system Pupils can earn house points for effort or achievement in learning. The house with the most points at the end of the term will be awarded a special experience, such as a trip to a place of interest, to celebrate their achievement and enhance the sense of fellowship. A running total of house points is celebrated in the school as appropriate.

Assemblies are used to celebrate the achievements of our pupils in front of their peers and often with their parents present. Usually, certificates are given to mark the occasion.

Each week, the class with 100% attendance and punctuality are also celebrated with differing awards. We recognise that in primary school, pupils may be absent due to extreme illness. However, our targets for attendance and punctuality are aspirational and are intended to encourage dedication to learning and to prepare pupils for the equally high expectations of our secondary school.

Unsatisfactory Behaviour at Knowledge Schools Trust Primaries

KSTP holds pupils to the highest standards of behaviour, in lessons, in all areas of the school and beyond. Every adult working in the school has the responsibility to challenge children making wrong choices. Adults adhere to the sanction system, and challenging behaviour is recorded onto our online reporting system, CPOMS. This information is inputted so patterns of behaviour can be identified, and children can be supported in making the right choices.

Pupils in EYFS & KS1

The following table outlines examples of unsatisfactory behaviour and explains the sanction system for children in EYFS and KS1. There will be a visual behaviour chart for sanctions in each classroom that pupils and staff will be able to refer to. A pupil's name will be moved along the chart as appropriate. Pupils will be encouraged to amend their behaviour in order to move backwards and off the chart. All children will start off on the 'sun' and can move up to the 'rainbow' for exceptional behaviour or work. They will be awarded 5 house points each time this happens.

NB. We recognise that pupils in Reception will have developing communication skills and may need to have appropriate behaviour in school explicitly modelled; therefore, they may not accelerate to the 3rd sanction automatically for a first

offence such as biting or hitting. Should pupils in Reception continue to demonstrate high-level inappropriate behaviour, regular sanctions will apply.

We have high expectations for all pupils. While expectations remain the same, the level of support may vary. Reasonable adjustments and additional support will be provided where necessary.

WARNING	1st sanction	2nd sanction	3rd sanction
Verbal reminder about good choices	The child moves their name onto the cloud.	5-minute time out in class on time out spot.	Pupil is sent with the child to another class within their Key Stage—10-minute time out in a neighbouring class. If a pupil is directly put on the storm, then will be sent to a member of SLT for time out and time for reflection. Children will miss the remaining of the session (no more than one hour) and will have appropriate work to complete. Parents/carers informed at the discretion of the SLT.
Children who choose not to follow the school rules will receive the above sanctions.			Consistent inappropriate behaviour from the previous stages can lead to the 3RD sanction being implemented. Any of the following high-level inappropriate behaviour

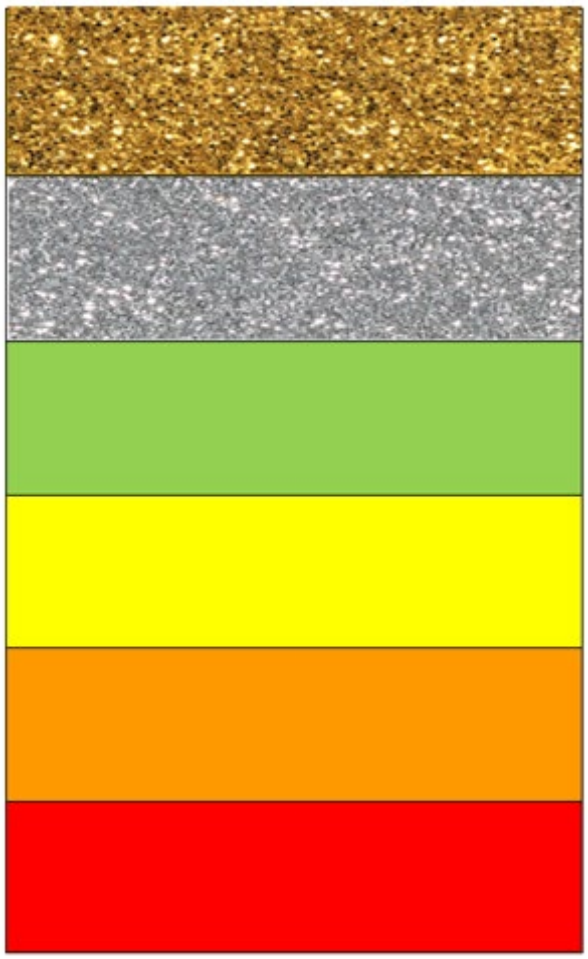
	will move automatically to the 3rd sanction, without going through the first three sanctions: • Inappropriate language including racism, religion, homophobia • Bullying (any ongoing inappropriate language, physical contact or online bullying) • Inappropriate physical contact - Stealing - Leaving class without permission - Vandalism of school property, e.g. graffiti Any of the above behaviours require a Serious Incident form to be completed with the child and a member of staff

Pupils in KS2

Each day the children will start on green. They can then move upwards to silver and then to gold during lessons and earn house points for following the school rules and school values. They will receive five house points/dojos for silver and ten house points/dojos for gold. However, if they do not make good choices, they will move to yellow (official warning). If they continue behaving inappropriately, they will move to orange. They will be asked to work in an area away from distractions and others. They will still be in class and taking part in the lesson but will be moved to sit at a different desk without distractions. If their behaviour continues to be unacceptable, they will be placed on the red. Here, we will ask the child to have a time of reflection for 10 minutes in another classroom and will have a discussion with the Phase Leader or member of SLT. If a child's behaviour means they are repeatedly moved to Red, they will spend time with a member of SLT and parents will be contacted.

For schools with detentions in KS2, please see Appendix A.

KS2 School Behaviour Scale



Supporting Pupils Managing Their Behaviours

At KSTP, we believe that the most effective way to support children in making the right choices is to:

- Praise and reinforce positive learning and behaviour choices
- Ensure all staff consistently have high expectations of behaviour and explicitly model what is expected.
- Staff provide opportunities for reparation
- Staff have access to a range of 'in house' strategies and support, including individual reward charts, timers, and calming down opportunities.
- Working in partnership with parents
- Working in partnership with outside agencies (e.g. Educational Psychologists, Early Help Team, Intervention Team Primary

- Support from SLT, either as a one-off or part of a sustained programme designed to help them manage their behaviour.

Fixed-Term Suspension and Permanent Exclusion

KSTP will maintain a presumption against fixed-term suspensions, recognising that pupils should be in school, continue learning, and undertake work designed to alter their behaviour. However, this sanction does remain for exceptional circumstances, such as when the safety or education of other pupils is at risk.

Fixed-Term Suspensions and Permanent Exclusion Suspensions may be used:

a. In response to a serious one-off incident, particularly where behaviour is unsafe or significantly disrupts others.

b. Where there are repeated breaches of the behaviour policy and other strategies have not been successful A 'Reset and Reflect' day may also be used, where a pupil works separately from their class within school. This provides time for reflection, support, and preparation for a successful return to the classroom. KSTP follow the statutory guidance set out by the Department for Education (DfE): Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England.

Off-Site Behaviour

Pupils are expected to meet the school's behaviour expectations when off-site on trips, visits and residentials and during before and after school provision (both on and off-site) and travelling to and from school. These expectations also apply to pupils' online behaviour when their online conduct may have an impact on the safety, wellbeing, or reputation of the school community.

Where a pupil does not meet these expectations, consequences may be applied in line with this policy. This may also include removal from part or all of an activity, or withdrawal from future clubs, trips or residential visits. Where a pupil has previously demonstrated unsafe or inappropriate behaviour, a risk assessment will be undertaken to determine whether it is safe and appropriate for them to participate in off-site activities.

If, at any stage, a pupil's behaviour places themselves or others at risk, they will be removed from the activity immediately. If necessary, parents or carers will be expected to collect their child or make arrangements for them to be collected as soon as possible.

Decisions regarding participation in off-site activities are made by the Headteacher and are based on the safety and wellbeing of all pupils and staff, as well as the need to maintain the school's standards and reputation when representing the school in the wider community.

Off-Site Directions and Managed Moves

The school has the power to direct that a pupil be educated off-site with the aim of improving future behaviour. It must not be used as a disciplinary sanction or punishment for misconduct. The off-site direction may be to a Pupil Referral Unit (PRU), an Alternative Provision Academy, or another academy/school (or unit therein).

Parental consent is not required for an off-site direction, and pupils are expected to attend the other setting as directed. If they do not attend, their absence will be unauthorised and dealt with in the same way as it would if they failed to attend the school.

The arrangements for the off-site placement will be based on an understanding of the support the pupil needs in order to improve their behaviour, as well as any SEND or health needs the pupil has. It may be full-time, or part-time in combination with attendance at the school or another setting. The expectation is that the pupil will continue to receive full-time broad and balanced education. A personalised plan will be put in place which sets out the objectives for the pupil's improvement and attainment, the time frame involved and the arrangements for monitoring and assessment. The off-site direction will be regularly reviewed by the school including the pupil and parents/carers.

An off-site direction may also be used as a trial period to a possible managed move (see following section). The school will agree a fixed period for the trial period at the outset; this will be reviewed regularly.

An off-site direction that may result in a managed move may not be appropriate following a serious breach and/or persistent breaches of the Behaviour for Learning Policy.

During the period of an off-site direction by the school to another school/academy, the pupil must be dual registered which means that they will be registered at both the school and the school/academy to the which the pupil is directed off-site.

Managed Moves

A managed move is the permanent transfer of a pupil to another mainstream school/academy. It is designed to give pupils who are at risk of a permanent exclusion a fresh start in another school/academy without a permanent exclusion on their record. As it is a proposed permanent transfer to another setting, parental consent is required, and Parents/Carers will be consulted when this is being considered. A managed move will only be considered and happen when it is in the pupil's best interest.

If an off-site direction described above is successful and results in a managed move, the new school academy will be expected to give permission to the Academy for the pupil's name to be deleted from the Academy's roll, at the time the transfer becomes permanent.

Bullying

The KSTP emphasises creating and maintaining a happy and safe learning environment for all our pupils and therefore has a zero-tolerance attitude to bullying. It is expected that staff respond to all reports of bullying sensitively and swiftly.

Harassment and Prejudice

At KSTP we believe that we are all equal, regardless of race, culture, gender, sexual orientation or religion. Learning and growth can only occur when pupils and staff have the self-confidence and security that comes from being fully valued and respected and from experiencing equality of opportunity. Harassment and prejudice have no place in our school community of pupils, staff, parents and visitors, and will not be tolerated. This policy should be read in conjunction with our Equalities Policy.

Harassment may present itself in the following ways:

a. Physical assault because of race, culture, gender, sexual orientation or religion
b. Derogatory language, including name-calling, insults and jokes, and also including speech that is not directed at any one individual but groups in general
c. Bringing offensive printed or digital materials into school or showing or sending them to other members of the school community
d. Verbal abuse and threats
e. Incitement to others to behave in an offensive way
f. Ridicule of an individual for cultural differences, e.g. food, music, dress
g. Refusal to cooperate with other pupils or staff because of race, culture, gender, sexual orientation or religion

To further promote an environment that celebrates racial and cultural diversity and mutual respect, KSTP will:

a. Ensure displays reflect our diversity
b. Challenge any discriminatory language or attitudes within the classroom
c. Challenge discriminatory language or attitudes in books and other materials
d. Encourage pupils to share and celebrate their differences through the curriculum as well as in tutor time and assemblies

All racist, homophobic and other incidents of harassment or bullying are reported to the Headteacher and logged. These are reported to the governing body on a term basis.

Violent Behaviour

KSTP will not tolerate the use of physical violence in any circumstances, regardless of provocation. We do not anticipate that there will be severe incidents of violence. However, we wish to protect pupils at all times and will also discourage playfighting. If physical intervention is required, all procedures will be followed according to the Physical Intervention section of this document.

Any member of staff seeing a physical confrontation or similar incident must:

a. Remove pupils to a quiet area and keep them isolated from each other.
b. Check whether pupils need medical attention.
c. Inform a member of the SLT who will work with the pupil(s) to prevent reoccurrence.

The parents/carers of pupils involved in violent incidents should always be informed, either by telephone or in-person. The seriousness and context of the violent incident may lead to immediate fixed-term suspension or permanent exclusion.

Physical Intervention (Use of Reasonable Force)

In line with DfE guidance, all school staff have the legal power to use reasonable force where necessary to prevent a pupil from:

a. Causing injury to themselves or others
b. Committing an offence or causing significant damage to property
c. Seriously disrupting the good order of the school
d. Engaging in unsafe behaviour

Reasonable force will only be used:

a. As a last resort, when other strategies have not been effective
b. Using the minimum force necessary and for the shortest possible time
c. In a way that maintains the safety and dignity of all involved
d. Not as a form of punishment

All incidents of physical intervention will be:

a. Recorded in line with school procedures
b. Reported to parents or carers as soon as possible

Searching, Screening and Confiscation

The school follows DfE guidance on searching, screening and confiscation. Staff may confiscate any item that is prohibited, unsafe, or detrimental to good order and discipline.

The following items are not permitted in school and may be confiscated:

a. Dangerous or illegal items – including weapons (including replicas), drugs, alcohol, fireworks, or any item that could cause harm
b. Prohibited substances – including tobacco, cigarettes, vapes and related materials, pornography, including any item that could be used to commit an offence or cause injury
c. Electronic devices – including mobile phones, smartwatches, or any device with smart or camera functionality, unless explicitly permitted by the school
d. Personal items not required for learning – including toys, games, make-up, jewellery beyond what is permitted or other non-essential items, unless permission has been given

Items that are dangerous or prohibited will not be returned to pupils. Other items that are not permitted in school may be confiscated and retained by the school for a period of up to six weeks or returned directly to parents or carers, depending on the nature of the item and the circumstances. Mobile phones and smart devices are not permitted in school. Pupils in Year 5 and Year 6 may be permitted to bring a 'brick' phone (with no camera) to school if they are walking to or from home alone. They must deposit this in the front office when they arrive at school. Any child found with a 'brick' mobile phone will have it confiscated for 1 week. Any child found with a smart device (including smart phone) will have it confiscated for 2 weeks.

Appendix A: Fixed-Term Suspensions and Permanent Exclusions – Summary of Process

KSTP follow the statutory guidance set out by the Department for Education (DfE): "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England." Parents/carers can access the full guidance here: School suspensions and permanent exclusions - GOV.UK

When might a fixed-term suspension or permanent exclusion be used?

Fixed-term suspension or permanent exclusion may be considered in response to repeated breaches and/or a serious breach of the Behaviour Policy. These decisions are always made as a last resort, following consideration of support strategies.

Process Overview

1. Incident occurs
    - Dangerous or illegal items – including weapons (including replicas), drugs, alcohol, fireworks, or any item that could cause harm
    - Behaviour is investigated by senior staff
    - Pupil voice is gathered
    - Consideration given to SEND, safeguarding and context
2. Decision made by Headteacher
    - Options considered:
        - No fixed-term suspension
        - Fixed-term suspension
        - Permanent exclusion
3. Parents informed
    - Parents are contacted as soon as possible
    - Written confirmation provided including:
        - Reason for decision
        - Length of fixed-term suspension (if applicable)
        - Next steps
4. During fixed-term suspension
    - Work is provided for the pupil (for the first days of suspension)
5. Reintegration meeting (after fixed-term suspensions)
    - Held with the pupil, parents/carers and key school staff
    - Focus on support, expectations and successful return
6. Governing Board involvement (where required)
    - Reviews permanent exclusions in line with statutory thresholds

- Parents have the right to make representations

7. Right to challenge

- Parents may request a review or independent panel (for permanent exclusions), as set out in DfE guidance Key Principles 12
    - Decisions are lawful, reasonable and proportionate in line with the school responsibility to
      maintain a safe and purposeful environment for learning
    - The school considers SEND needs and reasonable adjustments
    - Safeguarding is prioritised at all times
    - Early intervention and support are prioritised before permanent exclusion where possible

Appendix B: Detentions at Earl's Court and West London Free School Primaries

Pupils in Year 6 who: reach red on the behaviour scale, who have incorrect uniform or do not complete their home learning, will receive a same-day detention, which is 15 minutes at the start of their lunch play, where they complete a reflection sheet with a member of staff. If the behaviour occurs in the afternoon, it is applied the next school day. Parents are always informed if a detention is issued.

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