



Ash, Cartwright & Kelsey Church of
England Primary School (Aided)

Behaviour Policy

(Includes exclusion of pupils and anti-bullying)

Lead Governor: Patricia Coles
Lead member of staff: Head teacher

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Vision Statement

Our Christian vision guides our journey to provide a rich, well-rounded education enabling all to become the very best that God intended. We treat adults and pupils with love and dignity in a space where Christian values are developed and everyone can flourish.

Friendship Joy Community Forgiveness Perseverance
Creation

This set of values is reflected in all our policies.

Behaviour Principles Written Statement

Introduction

This document is a statement of the aims, principles and strategies for Ash Cartwright and Kelsey Church of England Primary School. Section 89 of the Education and Inspections Act 2006 provides that maintained schools must have measures to encourage good behaviour and prevent all forms of bullying amongst pupils. These measures should be part of the school's behaviour policy which must be communicated to all pupils, school staff and parents.

DfES guidelines have been taken into consideration in the formulation of this policy. It should be read in conjunction with the SEN Policy, Child Protection Policy and the Policy for Teaching and Learning to establish the ethos of the school and its distinctive Christian character. At Ash Cartwright & Kelsey Church of England (Aided) Primary School we aim, in accordance with the School's Christian Foundation, to provide a school that is welcoming, safe and stimulating, promoting a love of learning and offering opportunities for all to succeed. As a Church school we see friendship, forgiveness, joy, creation, community and perseverance as being at the heart of what we do. It is in this context that we seek to promote a sense of self-worth in both children and staff within a happy, safe and secure environment. All adults are responsible for managing behaviour around the school. The school also seeks to ensure forgiveness and reconciliation are key elements of the process of resolution through the use of Restorative Justice and the principles of nurture. Metacognition is a key thread which runs through our curriculum and school ethos. Children are encouraged to be accountable for their own behaviour and choices, As well as their behaviour, they are responsible for their actions, choices, words and success.

Rationale

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly. Our behaviour policy sets out measures to:

- Promote good behaviour, self-discipline and respect
- Prevent bullying
- Regulate pupils conduct and remind them they are responsible for the choices they make
- Ensure that all pupils are able to learn

Bullying is - "deliberately hurtful behaviour"

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages, social media or gaming, which can include the use of images and video) and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, special educational needs or disabilities, or because a child is adopted, in care or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences. Stopping violence and ensuring immediate physical safety is obviously a school's first priority but emotional bullying can be more damaging than physical; teachers and schools have to make their own judgements about each specific case. Many experts say that bullying involves an imbalance of power between the perpetrator and the victim. This could involve perpetrators of bullying having control over the relationship which makes it difficult for those they bully to defend themselves. The imbalance of power can manifest itself in several ways, it may be physical, psychological (knowing what upsets someone), derive from an intellectual imbalance, or by having access to the support of a group, or the capacity to socially isolate. It can result in the intimidation of a person or persons through the threat of violence or by isolating them either physically or online. Low-level disruption and the use of offensive language can in itself have a significant impact on its target. If left unchallenged or dismissed as banter or horseplay it can also lead to reluctance to report other behaviour. Early intervention can help to set clear expectations of the behaviour that is and isn't acceptable and help stop negative behaviours escalating. The school deals with any bullying through Restorative Approaches.

Definition of bullying:

It is repeated often over a period time.

It is difficult for those who are being bullied to defend themselves.

It can take place face to face and through a range of media devices and networks

Bullying can take many forms but three main types are:

- physical: hitting, kicking, taking belongings
- verbal: name-calling, insulting, racist remarks
- indirect: spreading unpleasant stories or excluding someone from social groups.

Principles

Our school is currently undertaking the Nurture UK Accreditation. We employ a play therapist who works with specific children on a weekly basis.

When we use the word 'nurture', we're talking about the social factors that shape the development of children and young people: who they spend time with, instead of who they were born to.

Born from an understanding of how children learn and develop, a nurturing approach to learning addresses the impact of a pupil's social environment on their emotional wellbeing, their social skills, and how ready they are to engage in school and the wider community.

By addressing missing nurturing experiences, teachers can help pupils to develop the social skills they need to thrive, and the confidence and resilience to deal with whatever life throws at them - not just at school, but for the rest of their lives.

The process of developing a nurturing culture will be different for every school. It isn't about signing up to an off-the-shelf programme, but about looking at a school's core beliefs, its knowledge of its pupils' needs, and its commitment to supporting them to achieve their very best.

This is underpinned by Quality First Teaching and an understanding that a nurturing approach promotes healthy outcomes for pupils by responding to their emotional needs.

Nurture is based on modeling good behaviour, the positive reinforcement of good behaviour, praising appropriate behaviour and whenever possible rewarding it. We link this in with our school values.

Every child has the right to learn but no child has the right to disrupt the learning of others.

The establishment of a calm, positive and caring ethos is an essential prerequisite for learning. This is something that is always worked at. The overarching principle in our school is that children have to be feeling ok both physically and mentally to be able to learn. Some children will need to 'empty their bucket' when they arrive at school to ensure that they can learn.

A calm atmosphere depends on an ethos of trusting relationships and a process of co-operative team work and the school welcomes and encourages the involvement of the LA, Governors, Parents and Carers and others in the community. Good order is worked for, it does not simply happen. Adults set high standards, act as exemplars of the behaviour we expect and apply the rules fairly.

Behaviour Policy

Responsibilities

All members of the school community - Staff, Parents, Pupils and Governors work towards the school aims by:

- Providing a well-ordered environment that reflects the principles of nurture, in which all are fully aware of behavioural expectations.
- Treating all children and adults as individuals and respecting their rights, values and beliefs and linking this with our school values.
- Fostering and promoting good relationships and a sense of belonging to the school community.
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures.
- Encouraging, praising and positively reinforcing good relationships, behaviours and work.
- Rejecting all bullying or harassment in any form.
- Helping to develop strategies to promote acceptable behaviour both within and outside the classroom, and applying these consistently through Restorative Approaches.
- Caring for, and taking pride in, the physical environment of the school.
- Working as a team, supporting and encouraging each other.

Adults in particular:

- Take the initiative to greet and be greeted; speak and be spoken to; smile and relate and communicate.
- Address the problem rather than simply reacting - acknowledge feelings ie I can see that you are feeling angry. Guide children to use Regulation Stations.
- Avoid confrontation.
- Listen
- Establish the facts.
- Judge only when certain.
- Use Restorative Justice to deal with issues
- Do not impose denial of access to so-called 'fun parts' of the curriculum as a sanction. All children are entitled to full access to the National Curriculum and Curriculum Guidance for the Early Years Foundation Stage
- Use de-escalation techniques where applicable

In the classroom adults strive to:

- Use daily check in and check out/zones of regulation to ascertain how the children are feeling

- Use 'What I want my teacher to know' boxes so children can communicate with staff
- Create and sustain a positive, supportive and secure environment in which well prepared, stimulating lessons happen.
- Arrive before the class and begin on time.
- Be prepared for every lesson.
- Keep everyone engaged and interested in their learning.
- Motivate and extend pupils.
- Mark all work promptly and in accordance with the school's approach to assessment.
- Encourage creative dialogue because confidence in discussion is important.
- Maintain an attractive, stimulating, bright, clean and tidy learning environment.

Rules

These have been devised over a period of time after various discussions with the children, to hear their opinions. When these rules are given to the children opportunity is given to discuss them and ensure that they are fully understood and accepted. All rules displayed in the appropriate place. Classes devise their own 'in-house' rules to promote a productive working environment and earning dojos.

Class rules

Each class discusses the rules that will apply in their room. An example of such rules is shown below:

- Keep your hands, feet and objects to yourself
- Always be polite.
- Speak to each other in a friendly voice.
- Listen and carry out instructions the first time.
- Be kind.
- Allow others to get on with their work.
- Leave other people's belongings alone.
- Treat others how you would like to be treated.

Playground rules

- Keep to play areas agreed - all areas have separate and clear rules
- Use outdoor Regulation Station consistently and promptly
- The mindfulness station is for sitting and quiet colouring
- Keep your hands and feet to yourself
- Be helpful, kind and polite
- Respect other people's games.

- Remember the prefects on duty are there to help.
- MMS report incidents to the relevant teacher at the end of lunchtime. More urgent matters are referred to the member of SLT.
- When the field cannot be used games of football are not allowed.

Indoor Lunch time rules

- Be well-mannered, use 'please' and 'thank you' and don't speak with your mouth full.
- Talk quietly.
- When an adult raises their hand everyone puts up their hand and listens quietly.
- Put your hand up if you want something - make sure you eat your main meal before starting your pudding.
- Try to keep the tables clean and tidy and use the cutlery provided
- Walk around school quietly.
- Children only go to classes to hang up/collect coats

Pupil Support Systems

The school uses restorative scripts to deal with conflict/behaviour incidents. Children are also trained to be Restorative Justice Ambassadors. Staff/ambassadors will work through the main Restorative Justice questions:

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

This approach links in with our Christian ethos and is based upon the principles of respect, responsibility, repair and reintegration. A Restorative Justice contract may need to be drawn up for ongoing issues. This will be led by a member of SLT.

Why use Restorative Approaches?

Restorative Justice approaches are...

- * An understanding of how a community works
- * An understanding of our responsibilities to the communities that we are part of where we:
- * Confront unacceptable behaviour

- * Praise acceptable behaviour
- * Model restorative approaches
- * Develop self-regulating communities
- * An understanding of the skills needed to communicate with each other and a commitment to developing these.

They include:

- * Communication skills - Listening, Questioning, Answering and a shared language

Rewards

Postcards are sent home to parents for children 'doing the right thing.' These are an instant way to promote and celebrate good choices so families can share in successes. Each child will be able to collect house points/dojo points which will be shown in class under the child's individual name. At the end of the week house captains will collect the number of points from each class and add them into the total for each team across the school.

House points can be given for work, behaviour and demonstrating the school values. 1 house point can be awarded at a time. At the end of each term, the winning house will earn a reward of their choice ie a forest school session, trip to the park etc.

Each week, each teacher will nominate a child in their class to receive the **Star of the Week Award**, this certificate will be presented in Friday celebration worship giving details of exactly why that child has received the award. This can be given for work and behaviour.

Sanctions

No school however positive or imaginative can eliminate disciplinary difficulties entirely. There should be a consequence for breaking school rules. Each class has a display of the 'Zones of Regulation' and a Regulation Station to encourage children to regulate their emotions and reactions. Time out in the Regulation Station will be used and the children will have to complete any work that they have missed. Children must complete a Restorative Justice reflection sheet and these are stored centrally in the Headteachers office. Boxall profiles will be completed for specific children if required. Children must engage with Restorative Justice and should think of a way to show that they are sorry.

Positive Handling

See **Positive Handling Policy and Use of Reasonable Force** Advice for head teachers, staff and governing bodies document

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

Exclusion

Reference: <https://www.kelsi.org.uk/kent-PRU-and-attendance-service-KPAS/exclusion-and-reintegration/guidance-on-exclusion>

Exclusion is usually the last resort and follows other strategies to enable the child to conform to the expectations of the school. However, when these strategies have been applied and the child continues to act in a manner that disrupts the learning environment; behave in a manner that breaks the school Behaviour Policy; challenges the authority of staff, harms the welfare of themselves or others; or causes damage to property then exclusion may be considered. If a child is struggling to self-regulate then a part time timetable may be required - this will be used to 'build in successes' so that a child is not set up to fail, if they are feeling overwhelmed.

There may be instances when a single act may warrant exclusion. In most cases a range of strategies are tried. This is not meant to prevent immediate action to protect pupils and staff including for example a fixed term exclusion. A permanent exclusion may be given for a first offence, for example involving violence, but only where the Head Teacher has had further opportunity (not in the 'heat of the moment') to consider the incident in question.

There are three types of exclusion that a school may use: • Permanent - The pupil will not return to the school. • Fixed term - This is a temporary exclusion which can be between 0.5 and 45 school days in length. No pupil may be excluded for more than a total of 45 school days in any one academic year. • Lunchtime - Fixed-term exclusion where the pupil is excluded from the school premises for one or more lunchtimes.

INFORMAL or UNOFFICIAL exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

Permanent exclusion should usually only be used as a final step when a wide range of other strategies has been tried and failed. It is an acknowledgement by the school that

it has exhausted all available strategies for dealing with the child. There may be exceptional circumstances where, in the head teacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- A deliberate pre-meditated act that results in the breaking or destruction of school property or the property of an individual has taken place.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.

Schools should consider whether or not to inform the police where such a criminal offence has taken place. They should also consider whether or not to inform other agencies, e.g. the Youth Offending Service, social workers etc. These instances are not exhaustive but indicate the severity of such offences and the fact that behaviour can affect the discipline and wellbeing of the school community. The LA must be informed of the exclusion within one school day via Digital Front Door. If the pupil lives outside the LA in which the school is located, the head teacher must also advise the 'home' LA of the exclusion so that they can make arrangements for the pupil's full-time education from the 6th school day of the exclusion.

Parents must ensure that the pupil is not present in a public place during school hours without reasonable justification. Parents can be prosecuted, or given a fixed penalty notice of £120 if they fail to do this. The pupil may also be removed from the public place by the police and taken to designated premises. If the LA is advised that a parent has failed to comply with supervision requirements during the first 5 school days of a permanent exclusion, our School Attendance Service will take further action if, after enquiries / evidence gathering, the relevant officer decides that there are sufficient grounds on which to proceed.

It is important that the Head Teacher (or senior member of staff in her absence)

1. *Takes into account that the circumstances of no two events will be the same.*
2. *Exercises professional judgement, taking into account the particular factors that apply at the time.*
3. *Follows the procedure and informs parents at the appropriate time.*
4. *Ensures that alternative strategies have been tried and failed.*
5. *Feels that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil, other children and adults in the school*

Before the child is re-admitted to school, a meeting between the parents and the school will be arranged. The purpose of the meeting will be to discuss strategies and a way

forward to ensure that the- offending behaviour patterns are not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and the school, will be made. One copy will be kept in the school's record and one sent to the parents.

Providing children with opportunities to discuss appropriate behaviour

We seek to involve children in developing the policy and practice of the school through:

- Ensure that classrooms reflect the principles of nurture
- The House Captains/Vice Captains who meet with the Headteacher.
- A programme of personal social, health and citizenship education set in a moral framework designed to promote mutual respect, self-discipline and social responsibility - links to Restorative Justice
- A clear focus for work on relationships and feelings as part of the PSHE work throughout school - celebrate Anti-bullying week every year.
- A programme of religious education and character education which includes ethical issues (see RE and Collective Worship policies).
- Circle time - an opportunity for open discussion held in class groups at regular intervals.
- The agreement of a set of rules by each class at the beginning of Term 1.
- The use of Restorative Justice sessions

Liaison with parents

Parents are kept informed about their child's behaviour. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. The book is written in by the teacher or teaching assistant at the end of each day and sent home. It is important that successes are also included and shared with parents.

The parent writes in it each evening and returns the book to school. This can be an onerous task for the class teacher and it may be that when the behaviour improves the contact book can be reduced to a weekly contribution.

Outside Agencies

Concerns about any pupil should be discussed with the Special Educational Needs Co-ordinator (SENCO). There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SENCO and Head Teacher. Any outside agency will need information, therefore teachers document

evidence of behaviour carefully so that it can be collated when required. Outside agencies include:

Educational Psychologist/school play therapist/NELFT team in school
Specialist Teaching Service
EHT (Early Help)
Teacher for Hearing Impaired
Teacher for Visually Impaired
Speech & Language Therapist
Physiotherapist
School Nursing Service
Social Services
Health Visitor
NELFT external service

Monitoring

The teachers' meeting includes 'Children to mention' as a standing item on the agenda. TA's have the opportunity to discuss children with the class teacher on an on-going basis and with the SENCO at their meetings.

Children are reminded of rules at the beginning of each term. Particular issues are dealt with in class or assembly as appropriate.

The system will be looked at when this policy is next reviewed. (See front cover.)

Appendix

A. Domestic Rules

1. Entrance and Exit from School Grounds

- a. Use the gates from School Road.
- b. Cars must be parked in the spaces provided before children leave or enter vehicles.
- c. Use the pedestrian crossings and footpaths.

2. Morning Break 10.15-10.30 or 10.30 - 10.45 am

- a. From the classroom using either the outer classroom door or the doors
- b. Children must line up in their classes on the playground

3. Lunch Break 12 - 1pm

- a. Hands washed and hand gel applied before and after lunch.
- b. Grace is said in class.
- c. At the end of break access to the school building is via the doors classroom double doors

4. Afternoon Breaks (Infants only)

- a. From the classroom using the side entrance
- b. At the end of break access to the school building via the side entrance

Children should not need to access classrooms during break times. At lunchtimes children will access classrooms to collect coats etc.

