



# Behaviour Policy

May 2022

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## Knowle CE Primary Academy

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Principal: Miss J Godsall

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## Our Academy Aims

# Preparing Children for the Future

### Be Healthy

We aim to empower each child to become physically, mentally and emotionally healthy in order that they can learn effectively and choose a healthy lifestyle.

### Embrace Christian Values

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values

### Stay Safe

We aim to develop and sustain a happy and secure environment in which children become self-confident, articulate, emotionally aware, socially adept, literate and numerate in order to make the right life choices and, therefore, be inherently safer.

### Make a Positive Contribution

We aim to empower children to actively engage in the planning of their learning experiences, and have the confidence to express themselves in discussion and in writing in order that they will choose to engage positively in social and community roles, becoming global citizens.

### Enjoy and Achieve

We aim to empower each child to experience the joy of learning and to achieve success, developing their capacity to learn independently and interdependently in order that they choose to be engaged in lifelong learning

### Achieve Economic Well-being

We aim to empower each child to develop a positive attitude, become self-motivated, and develop key academic and social skills, which enable them to think creatively and choose to impact on, influence and shape the world they live in.

# Learning for Life

## How this policy was developed

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This policy has been developed through a period of consultation with pupils, parents, staff, governors and the wider community. It should be read in conjunction with the academy's legal obligations, DfE guidelines for '*Behaviour and Discipline in Schools, Advice for Headteachers and School Staff*' (January 2016), '*Use of Reasonable Force; Advice for Headteachers, Staff and Governing Bodies*.' (July 2013), '*Valuing all God's Children*' (May 2014) and '*Searching, screening and confiscation; Advice for Headteachers, School Staff and Governing Bodies*' (January 2018), Mental Health and Behaviour in school (November 2018) and the academy's Anti Bullying Policy. This policy is available for parents to view on our school website and parents are encouraged to talk to staff if they have any concerns.

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## Introduction

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"A school's approach to mental health and behaviour should be part of a consistent whole school approach to mental health and wellbeing. This should involve providing a structured school environment with clear expectations of behaviour, well communicated social norms and routines, which are reinforced with highly consistent consequence systems. This should be paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities." (DfE 2018)

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## Aims

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- To provide a culture within the school that promotes respect for others, successful relationships, effective learning, active participation, self-discipline and self-motivation.
- For children to control and take responsibility for their own behaviour so that they are able to relate well to other children and adults.
- For children to consider the consequences of their actions and to be able to make amends if their behaviour is unacceptable.

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## Equal opportunities

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We treat all members of the school community equally, regardless of age, disability, gender reassignment, race, religion, sex or sexual orientation. We believe in providing our children with a safe environment where they are protected and taught how to protect themselves from any forms of negative behaviours such as bullying, homophobic behaviour, racism, sexism, sexual harassment and any other forms of discrimination including discriminatory and derogatory language.

## **Moral and Values Framework**

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The following values are shared, owned and understood by our whole school community, including parents, governors, pupils, and staff. We have adopted St. Paul's analogy of 'The Fruit of the Spirit' which are our core Christian values and underpin the ethos of the school.

### **LOVE**

Care for one another unconditionally.

### **JOY**

Find joy not just in earthly things and not from triumphing over someone else, but rather through counting our blessings, growing an appreciative heart, and knowing how precious each of us is to God.

### **PEACE**

Know that we are safe in God's hands no matter what may happen.

### **PATIENCE**

Act with grace, tolerance and forgiveness.

### **KINDNESS**

Show people that they matter and that they have value by giving time, listening, showing empathy and concern.

### **GOODNESS**

Help others and stand up for others who cannot stand up for themselves.

### **FAITHFULNESS**

Be trustworthy and reliable and trust in God.

### **GENTLENESS**

Be considerate and understand how powerful we are and the damage we can do if that power is not under control.

### **SELF-CONTROL**

Learning to be responsible for ourselves - and the importance of holding ourselves in check even in difficult situations.

The whole school community work closely together to promote positive behaviour.

We aim to empower each child to develop socially, morally, ethically and spiritually by experiencing and sharing in our Christian beliefs and values. Children take part in:

- Daily Collective Worship and church services
- PSHE Jigsaw lessons and other sessions (such as Anti-Bullying Week) which are integrated throughout the curriculum where children discuss behaviour and ways of supporting those finding it difficult to behave appropriately
- The School Council provides a forum for discussion promoting responsibility and self-discipline
- JAFFA for KS1 children and KPOW for KS2 children which are provided by Knowle Parish Church are Christian based clubs promoting spirituality.
- Prayer workshops led by the Church for pupils in KS1 & KS2
- 'Mindfulness' through the Jigsaw Programme from Nursery to Year 6 to teach the children how to look after their mental wellbeing.

- Individualised 'Induction' meeting with children who join the academy in-year to ensure clarity of understanding re. expectations and the rules for behaviour at Knowle CE Primary Academy

## **Responsibility**

All staff have a duty to ensure that the agreed behaviour policy is adhered to both within classrooms and across the wider school site and premises. Any negative behaviour or inappropriate language is always challenged.

Children need to take responsibility for themselves and the choices they make. We want children to:

- Have a positive attitude to learning, contributing whenever possible
- Enter school/the classroom with the right equipment, ready to learn
- Stay on task organising themselves for learning
- Not let their behaviour interfere with learning for themselves and others
- Build positive relationships with peers and adults
- Demonstrate respect for others, the academy and themselves

## **Abide by the School Rules**

At the beginning of the school year children are reminded of the School Rules. These are displayed in classrooms and in each of the school Halls. The School Rules are:

- Try your best in all you do
- Follow an instruction from an adult straight away
- Keep your hands, feet and other objects to yourself
- Walk in school - give way to adults and others
- Show respect and tolerance for the views of others
- Speak politely at the right volume:
  - listening and singing in Collective Worship
  - silence for the register
  - use please and thank you
- Play together so everyone can learn
- Tell the truth

## Develop relationships with respect for each other (See Anti Bullying Policy)

- The ethos promoted is one of inclusion whereby everyone enjoys working and playing together.
- Children are encouraged to include those who are alone or unhappy so that they can be part of the group.
- Children are taught how to compromise and negotiate.
- If there is a dispute both sides have the opportunity to give their version and to suggest how they can bring about a solution/reconciliation/agreement.
- Adults and children are expected to speak to each other respectfully avoiding shouting and sarcasm. Swearing is not acceptable. Threatening, defiant, aggressive body language, derogatory language about disability and homophobic and racist language is also completely unacceptable behaviour and must be challenged and reported.
- Adults and children are expected to say and demonstrate that they are genuinely "Sorry," when appropriate and attempt to put things right.
- The beliefs, feelings and values of others are respected.
- Older children are encouraged to help and support younger children.
- Mixed-gender groups are encouraged to work and play together, valuing each others' contribution.
- **ALL** members of the school community who have disabling conditions are treated respectfully and included.

## Property

- All members of the school community are expected to have respect for property and to keep things tidy both in the classroom and other school areas.
- Deliberate or careless damage to school property, the building or the environment may result in a request to the parents for reimbursement.

- Children are not allowed to swap or sell items. They may share the use of small items e.g. pens, pencils etc in school but may not take other people's property home.
- Children are not allowed mobile phones without the prior consent of the Principal. Electronic equipment i.e. iPods, iPads, Fitbits, electronic games, are not allowed in school.

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## Uniform Expectations

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At Knowle CE Primary Academy we care about our appearance and take pride in our school uniform. Children are expected to adhere to the uniform expectations outlined in the academy's policy. Children are encouraged to keep shirts tucked in, have their tie pulled up to the neck, school shoes with laces are tied up. Children are not allowed to wear jewellery (juniors may wear watches). "Fashion" hairstyles are not allowed including the use of hair dye/coloured spray. Hair bobbles must be discreet and hairbands etc must be in line with the school colours - large accessories are not allowed. Teachers are asked to liaise immediately with parents and children if the school uniform policy is not adhered to.

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## Rewarding Good Behaviour

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At Knowle CE Primary Academy we have developed an ethos that recognises and rewards good behaviour. Adults consistently have high standards and expectations of children. Good behaviour and improved behaviour is praised and staff will actively "catch a child being good".

Praise begins with frequent use of encouraging language and gestures, both in lessons and around the school, so that positive behaviour is instantly recognised and positively rewarded. Children who behave well are used as role models for others. A great deal of praise does not involve tangible rewards - a quick word, written comment, visit to another member of staff etc. are very effective ways of promoting appropriate behaviour.

In all Key Stages, individual and whole class reward systems are also used to promote positive behaviour such as effort, determination, good learning, kindness, consideration and any other behaviours that need reinforcing. These will typically include, stickers, stamps, 'gold' coins, raffle tickets, pebbles in a jar etc. At the end of each term, children who have consistently modelled good behaviour and have therefore not been placed in the 'Amber Zone' receive a **Gold Letter** from the Principal. (See Behaviour Zone Boards)

In KS2, children achieving 20 house points receive a Certificate of Merit. House Points are collected weekly and House Captains present the results as part of Celebration Assembly.

In all Key Stages, children are awarded WOW awards for significant achievements. Parents are invited to a Celebration Assembly on a Friday to see their child collect their award. EYFS & KS1 children receive two WOW awards a year and KS2 children receive a minimum of one.

Across the academy, Behaviour Zone Boards (see separate heading) are used to support children to manage and monitor their own behaviour.

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## Responding to Inappropriate Behaviour

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Although the academy endeavours to create an environment where all children appreciate the need to behave appropriately, from time to time it is necessary to reinforce this using a series of clearly explained sanctions and consequences. On an individual basis reasonable adjustments will be made where necessary for children with Special Educational Needs and Disabilities and children who have suffered adverse childhood experiences such as loss or separation, abuse, neglect or bullying. Where there are concerns about behaviour, the academy will instigate an assessment to determine whether there are any underlying factors such as undiagnosed learning difficulties, difficulties with speech and language, child protection concerns, or mental health problems.

### The Behaviour Zone Board

All year groups/classrooms have a Behaviour Zone Board that is easily accessible and visible to all children. Each class teacher will determine how this is displayed but the following graduated approach must be adhered to as below.

**GREEN** is GOOD!

From Nursery onwards children are taught that 'being on **GREEN**' indicates the standard of behaviour expected of children at Knowle i.e. at least GOOD. In Nursery, there is a focus on understanding and maintaining 'GOOD' behaviour and displays promoting good behaviour will focus on '**GREEN** is GOOD!' rather than on a zone board.

In Reception, children are introduced to the Behaviour Zone Board which is:

**GOLD**  
**SILVER**  
**GREEN**  
**YELLOW**  
**AMBER**  
**RED**



Children start each day on **GREEN**, reinforcing the expectation regarding 'good' behaviour as the norm. Better than good or exemplary behaviour can be quickly rewarded by movement up the board. Less than good behaviour, with ample reminders to improve, results in movement down the board. Children can quickly recover their position by making good choices. If they reach **GOLD** they will receive a certificate to take home that day. (**RED** zone consequences - see below)

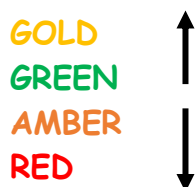


In Key Stage 1, the Zone Board is simplified and children join in a wider whole school approach:



Children start each day on **GREEN**. Better than good or exemplary behaviour can be quickly rewarded by movement up the board. If they reach **GOLD** they will receive a certificate to take home that day. If less than good behaviour is apparent, teachers will check for understanding of expectations and/or issue a verbal warning. If the behaviour continues to decline or does not improve, a child will be put on **AMBER**. Once on amber, a child is encouraged to demonstrate positive behaviour so that they may move back to **GREEN**. However, if the inappropriate behaviour continues, a further final warning will be issued before moving on to the **RED** zone.

In Key Stage 2, the Zone Board is further simplified:



Children start each day on **GREEN**. Exemplary behaviour will be result in moving up the board to **GOLD** and this will result in the award of a certificate to take home that day. If less than good behaviour is apparent, teachers will check for understanding of expectations and/or issue a verbal warning. If the behaviour continues to decline or does not improve, a child will be put on **AMBER**. Once on amber, a child is encouraged to demonstrate positive behaviour so that they may move back to **GREEN**. However, if the inappropriate behaviour continues, a further final warning will be issued before moving on to the **RED** zone.

### Reaching the Red Zone

Should a child be moved to the **RED** zone the following actions will be taken:

In Reception - the class teacher will speak directly to the parents at the end of the school day to explain the circumstances and to ask for parental support, as appropriate, to address the issue

From Year 1 to Year 6 - the child will be taken to see the Principal who will make a record of the behaviour on the child's electronic school record (SIMS) and a written Red Letter will be issued to parents. Should further 'red zones' occur, a meeting will be arranged with the child, parents and the Principal to discuss the way forward. All staff can move children up and down the zone boards. It is the responsibility of the member of staff issuing the **AMBER** to inform the class teacher so that it can be logged on the child's electronic school record (SIMS).

As requested by the School Council, children whose behaviour results in repeated 'amber zoning' throughout the week, will receive a 20 minute lunchtime 'detention' which

will be supervised by a senior teacher and will be an opportunity for children to reflect on their behaviour and to recognise that actions have consequences.

Inappropriate behaviour is not to be ignored. All staff have statutory authority to discipline children whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (Section 90 and 91 of the Education and Inspections Act 2006). Adults should remain calm and objective and avoid making snap judgments - assessing the situation. The responsible adult has to make a professional judgment about whether further action is necessary. Children should be encouraged to take responsibility for their behaviour and to appreciate things from other people's perspectives - frequently an apology is all that is required, followed by an agreement not to repeat the behaviour.

In certain circumstances it will be necessary for all staff to be made aware of a child's behaviour so that a consistent approach can be maintained. However, it is important that children are not pre-judged on their prior behaviour and each incident is looked at individually.

Consideration is given to the needs of the individual and to the effect on the other children. Some children will need clearer guidelines and sanctions and the class teacher has a professional duty to meet these needs. Some children will need to have behaviours and expectations made clear in a manner suitable for their developmental age.

### **Involving Parents**

Class Teachers will decide if and when it may become necessary to involve a child's parents in discussions about behaviour at school. Occasional 'lapses' or misunderstandings/developmental, age-appropriate behavioural 'mistakes' would not normally be reported to parents as they are part of the learning process. Should class teachers decide that parental involvement is appropriate, then they should record the outcome of any meetings/discussions on the forms provided at Appendix i, Appendix ii of this policy.

Staff will use their professional judgment and may find it necessary to bypass some of the steps outlined above if the behaviour warrants it, moving straight to the 'red zone' and the Principal.

### **During teaching time**

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1. A warning or reminder about appropriate behaviour is given
2. A second warning is given linked to a consequence if the child does not respond e.g. move to another seat within the classroom or move to a quiet area of the classroom to reflect on their behaviour. This will be amber zoned.

3. Sometimes a removal of the child from the situation and any onlookers may need to occur, although this may not always be possible during lessons. Reinforce expectations regarding conduct.
4. 'Time out' in another classroom. If a child is disrupting the learning of other children the teacher may decide that an "internal exclusion" whereby a child is sent to another class for a short period of time, is appropriate. The number of internal exclusions is monitored by the class teacher. The class teacher will decide whether it is necessary to contact parents at this stage.
5. Further inappropriate behaviour and no improvements will result in a red zone.
6. Child is referred to the Principal and a letter is sent home.

From Step 4 onwards teachers may use the loss of the next playtime/and or lunchtime as an appropriate sanction. This may include completion of work missed due to inappropriate behaviour. When choosing sanctions, teachers need to ensure that the child is clear about why the action is being taken and should always carry out the promised action. If children are withdrawn from play it must be for a set period. Children must not be left on their own unsupervised.

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## **Lunchtime**

Children are expected to treat all supervisors with respect, responding to their requests immediately. Lunchtime supervisors must be referred to by name. They may give stickers/house points. Children are expected to line up quietly for their meals in a sensible manner. Wastage of food should be avoided. Table manners particularly "Please and Thank You" are required. Children are not allowed to throw food on the floor or to share food (NB many children have allergies and are on specific diets).

Children must ask permission to go to the toilet. In line with the rest of the school day inappropriate behaviour will be dealt by:

1. A warning or reminder about the behaviour is given.
2. A second warning is given linked to a consequence if the child does not respond e.g. walk with a Lunchtime Supervisor. (Amber Zone) Class teachers must be informed so they are able to monitor subsequent behaviour on return to the classroom and make a record as necessary
3. Remove the child from the situation and any onlookers, although this may not always be possible, and reinforce expectations regarding conduct.

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## **Educational Visits/After School Clubs**

Children are to be aware that they are representing the school even when they are not in school uniform. Their behaviour should be exemplary at all times. Dependent on the nature of the visit and the level of challenging behaviour the Principal may decide to withdraw a child from an educational visit on Health and Safety grounds.

Children are required to treat external staff with the same respect as school staff. Children's behaviour at after school clubs is expected to be exemplary. Those running clubs are expected to support the school Behaviour Policy and to assume responsibility for the children until they are collected by parents or carers. If children misbehave then they may not be allowed to attend the club.

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## **Behaviour Expectations outside the School Gates**

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The academy expects the same standard of behaviour outside of school as it does inside. Staff are able to challenge negative and unacceptable behaviour when they see a pupil travelling to or from school, wearing school uniform or in some way identifiable as a pupil at the academy. Any challenges must be made on the academy premises.

**All forms of physical punishment are unacceptable and could render a member of staff liable for prosecution.**

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## **Extreme Behaviour**

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In a small number of cases the initial system of rewards and sanctions is not sufficient, and it may therefore be necessary to consider:

- A separate, individualised behaviour and reward system
- Not allowing children to go on educational visits/residential visits (if their behaviour is such that it may constitute a safety concern for themselves or others).
- Applying internal exclusion by placing a child in an area away from other pupils, usually with a member of the Senior Leadership Team.
- Applying a Fixed Term Exclusion from school
- Excluding a child permanently (This would only be considered in the most extreme cases and when all other strategies to support the child have been exhausted.)

The Principal (or if the Principal is absent whoever is acting for the Principal) has the power of exclusion. Parents are immediately informed by telephone of exclusion and by letter. The Principal can extend fixed-term exclusion or convert a fixed-term period exclusion into a permanent one. These actions require a further letter to parents. Details of the Exclusion Process followed can be found in the Principal's office.

In circumstances where it is necessary to search pupils for prohibited items the statutory guidance must be adhered to:

- School staff can seize any prohibited item found as a result of a search. They can also seize any item; they consider harmful or detrimental to school discipline.

- School staff can search a pupil for any item if the pupil agrees.
- The Principal and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. (In line with the Anti-bullying policy)

Examples of prohibited items are; knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images and any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

With regard to drug related incidents, advice is sought from the LA and drugs liaison service. (See Drugs, Alcohol and Tobacco Policy)

With regard to pupils who are found to have made malicious accusations against school staff, with full involvement of the child's parents, the governors and the LA, the Principal will consider whether to apply an appropriate sanction. This may be a fixed term exclusion, as well as a referral to the police if there are grounds for believing a criminal offence may have been committed. The allegation and the sanction decided upon will form part of the child's school record and will stay on the child's school file.

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## **The Use of Reasonable Force to Control or Restrain - See separate Positive Handling Policy February 2018**

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### Use of Physical Restraint on Disruptive Pupils

Where it is known or anticipated that a pupil's behaviour might require physical control or restraint, a specific plan / positive handling plan will be drawn up for that pupil and communicated to all involved including parents and staff.

Reasonable force can be used in the following circumstances if appropriate:

- Where a criminal offence is being committed
- In self-defense where risk of injury is imminent
- Where there is a developing risk of injury (to themselves or others) or significant damage to property
- Where the behaviour is prejudicial to maintaining good order and discipline at the school or among the pupils
- When the action occurs on the school premises or during an authorised activity off the premises

The Positive Handling Policy aims to give all members of the academy's community clear guidance so that any physical intervention that they undertake is carried out in line with an agreed strategy and within the law. In particular, it aims to describe the circumstances in which restrictive physical intervention is an appropriate response and how staff will fulfil their responsibilities in those circumstances. The Principal will be responsible for ensuring that staff, Governors and parents are aware of the policy and ensuring that the necessary training/awareness-raising takes place.

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## **Conclusion**

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Teachers cannot teach and children cannot learn if there is inappropriate and challenging behaviour. The school community needs to be clear about the behaviour it expects and to implement a consistent approach where everyone takes responsibility for their own behaviour and that of others.

## **Monitoring, evaluation and review**

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Teaching and learning of behaviour will be monitored through classroom observations, pupil discussions and assessments. Regular evaluation of the effectiveness of this policy will be completed by staff, Governors (including Parent Governors) and children. Information gathered will be used to inform future practice.

**Policy review date: May 2023**

# Knowle CE Primary Academy

## Internal Consultation Form

<b>Date:</b>	
<b>Child's Name:</b>	
<b>Class:</b>	
<b>Method of contact i.e. phone call/meeting etc.</b>	
<b>Reason for Contact:</b>	
<b>Action:</b>	

cc Principal  
Child's School File





Date of consultation with parents:	
Action agreed by School:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Action agreed by Child:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Action agreed by Parents:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Signed (School)	
Signed (Parents)	
Signed (Child)	
Date of next meeting if required:	

cc      Principal  
           Child's File