Behaviour Policy 2026

Knowle CE Primary Academy

Approved by:	Governing Body – Scrutiny and Standards	**Date:** April 2026
Last reviewed in:	April 2025	
Next review due by:	April 2027	

Our Academy Vision

Growing in God's Love; Flourishing Together

At Knowle CE Primary Academy, we provide a nurturing environment for all children and adults to grow in mind, body and spirit, enabling everyone to fulfil their potential. Individuals are celebrated for their unique gifts and flourish together through living out our school values, as we make a positive impact on each other, our local community and the wider world. As a result, children are well prepared for a future in which they will bear lasting fruit and make the world a better place.

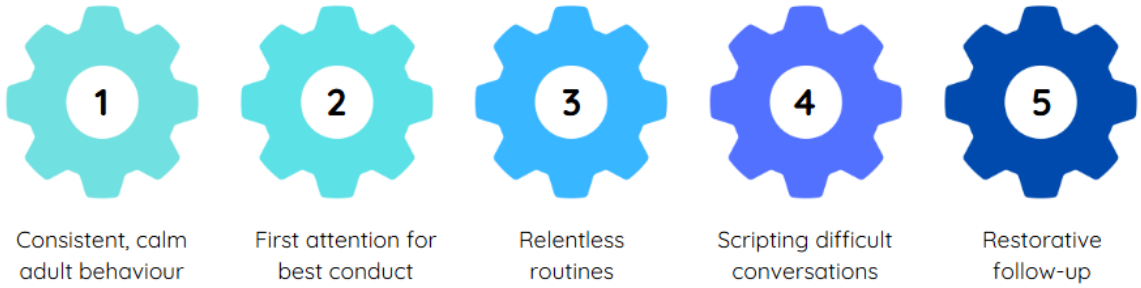
Statement of Principles

Knowle CE Primary Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This policy forms part of consistent whole school approach to support pupils' wellbeing and mental health, through providing a structured school environment with clear expectations of behaviour.

At Knowle CE Primary Academy, we are committed to enabling children to become the best version of themselves. Children are able to 'grow in God's love and flourish together' because we follow the key principles (our school rules) of:

- **Be Ready**
- **Be Safe**
- **Be Respectful**

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice (Paul Dix):



Aims of this Policy

- To create a culture that promotes respect for others, successful relationships, effective learning and self-discipline
- To empower children to take control over their behaviour and be responsible for the consequences of it
- To ensure that excellent behaviour is the minimum expectation for all
- To ensure that all pupils are treated fairly and with respect

Moral and Values Framework

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 forms our core Christian values. These values underpin the ethos of the school and the development of this policy.

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.

Behaviour Curriculum

At Knowle CE Primary Academy, we believe that good behaviour should be modelled and good habits can be taught. Through our Behaviour Curriculum, we define the routines and habits that we expect our pupils to follow. We want to support children to grow into adults who are polite, kind, respectful, safe and considerate of others. We believe that as pupils practise these behaviours, overtime they become automatic routines. We therefore explicitly teach the 'relentless routines' we expect children to follow, within the first two weeks of a new academic year. These routines directly reinforce our school rules of **being ready, safe and respectful,** and must be applied consistently by all members of staff throughout the year. Our behaviour curriculum can be found in appendix 5

We expect every adult to:

- Meet and greet pupils at the door
- Refer to **'Ready, Safe and Respectful'**
- **Model** positive behaviours and build relationships
- **Plan** lessons that engage, challenge and meet the needs of all pupils
- Use a **visible recognition board** throughout every lesson
- Be **Calm** and give 'take-up time' when going through the steps
- Engage in **reflective dialogue** with learners

- **Never ignore** or walk past children who are not meeting our behaviour expectations

Pupil voice has identified they want staff to:

- Help them to learn and feel confident
- Be just and fair
- Have a sense of humour
- Give them a fresh start at the beginning of each lesson
- Manage disruptive behaviour so they can learn effectively

Recognition and Rewards for Effort

We recognise and reward learners who go over and above our standards. Staff understand that at Knowle CE Primary Academy, the use of praise within a classroom environment cannot be underestimated; a quiet word of personal praise can be as effective as a larger, more public award. We recognise that praise is key in developing positive relationships with all pupils.

In each classroom, recognition boards are displayed enabling staff to routinely promote the positive behaviours they wish to see within lessons. Staff record the targeted social or learning behaviour they are promoting, and record the children's names who demonstrate this behaviour. Staff will determine how often the targeted behaviour is changed and the aim is for all children to demonstrate this behaviour.

A range of other rewards are given to promote positive behaviour, including positive messages sent home to recognise behaviours that are 'over and above'. These may include praise postcards, a phone call or face-to-face discussion at the end of the day. Other rewards and recognitions include house points, WOW Awards, Head Teacher Awards, an invitation to attend Governors' Tea and whole class reward systems.

Celebration Assembly – WOW Awards

Our celebration assembly is held on a Friday, where one child from each class is selected to receive a Wow Award for going over and above in consistently demonstrating our school values, our school rules or wonderful effort. Each child will receive one Wow Award each academic year and parents/carers will be invited to attend.

House Points are collected weekly and House Captains present the results as part of Celebration Assembly. A house point will be awarded when children demonstrate our school values or school rules. House Captains also present a 'Play Leaders' Award' to an individual pupil who demonstrates our school values during their lunch break.

Behaviour as communication

We recognise that behaviour is a form of communication about our thoughts and feelings. Through our PSHE and Zones of Regulation curriculum, we teach our pupils to identify and label their emotions and feelings and to develop skills in self-management and self-regulation. We teach our pupils that all feelings and emotions are ok but all behaviours are

not. When required, we use the PACE approach (Playfulness, Acceptance, Curiosity, Empathy) in response to moments of heightened emotion or dysregulation.

Responding to Inappropriate Behaviour

Staff will follow the stepped boundaries to manage and modify inappropriate behaviour in school:

Stepped Boundaries

Steps	Actions
1. Redirection/ Reminder	Gentle encouragement – a nudge in the right direction A reminder of our three simple rules – Ready, Respectful, Safe – delivered privately wherever possible E.g. "I noticed that you chose to…This is a reminder that we need to be (ready/safe/respectful). You now have the chance to make a better choice. Thank you for listening." Praise will be given if children model good behaviour as a result of the reminder
2. Caution	A clear verbal warning delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequence if they continue. The child will be reminded of their previous good conduct to show they can make good choices. E.g. "I noticed you chose to…. This is the second time I have spoken to you. Think carefully about your next step and make the right choice. Thank you for listening."
3. Last Chance	Speak to pupil privately and give them a final opportunity to engage. **Use the 30 second scripted intervention** • **I have noticed that** you are… • **At Knowle CE Primary Academy**, we follow our three rules of Ready, Respectful, Safe • **Because of your behaviour, you need to…** (refer to a logical consequence to support behaviour e.g. move to another table • **See me for** 2 minutes at the end of this lesson • **Do you remember yesterday/last week when you…** (refer to previous positive behaviour) • **That is who I need to see today** • **Thank you for listening**
4. Cool Off	Cool off is a time allowed to calm down, breathe, look at the situation from a different perspective and for children to compose themselves. This may take place in a different part of the classroom, immediately outside the classroom or in a different area of school. E.g. "I have noticed that you have chosen to continue to… You are still not following our school rules. You need to go cool off by…

5. Repair / Restorative Conversation	5 questions are usually enough from the following: What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future? If appropriate, children may be asked to record answers on a Reflect and Reset Sheet (appendix 1). This work may take place at playtime/lunchtime.

Logical Consequences - Responding to Inappropriate Behaviour

The primary purpose in responding to any example of inappropriate behaviour is to help pupils to reflect, put right and to learn from what has happened. We respond to inappropriate behaviour calmly and wherever possible aim to correct all behaviour in private. In challenging inappropriate behaviour across school, it may be necessary to immediately implement a logical consequence. Logical consequences are useful in supporting children to establish secure boundaries. Rather than a punitive measure, consequences should link directly to the pupil's behaviour to support children's developing understanding of cause and effect. We will ensure consequences do not shame children and we will support children to understand that the consequence is reasonable.

Examples of Logical Consequences:

- If a pupil is tripping up their peers in the lunch queue, they will have to queue with an adult
- If a child is spraying water on their peers in the toilet, they will go to the toilet when other pupils are not using them
- If a pupil is repeatedly displaying challenging or unsafe behaviour during unstructured playtime/lunchtime, they will spend their playtimes in an alternative space where there is more structure and supervision

Persistent Inappropriate Behaviour

If a child has two incidents in a week requiring a repair/restorative conversation, the class teacher will inform parents.

If there continues to be two or more incidents in a week (or regular incidents) requiring a repair/restorative conversation, the class teacher must inform a member of the leadership team and a meeting with parents/carers will be arranged. A review of the Reflect and Reset Sheets will take place. An individualised support plan will be considered at this point.

Children with More Complex Needs

Whilst whole school behaviour interventions and strategies which are consistently implemented should be effective for most pupils, some pupils will display distressed and

complex behaviours and require additional support. In these cases, consistency does not always mean responding in the same way to each child or behaviour, but rather responding in a way that is consistent with our school vision and values. Inappropriate behaviour can sometimes be the result of educational need, trauma, mental health needs or other vulnerabilities. We will address these needs via an individualised graduated response. This may include:

- Targeted SEMH support
- Use of ABCC charts which analyse and understand the function of behaviour
- Use of co-regulation plans
- Individualised behaviour plans or risk assessments
- Other reasonable adjustments such as soft starts, movement breaks and adjustments to school uniform
- Use of individual rewards

Further guidance can be sought from the Inclusion Leader.

Serious Incidents

All serious behaviour incidents must be referred to the Senior Leadership Team through the completion of a serious incident report (appendix 7). Examples include:

- Fighting or physical aggression towards pupils
- All forms of bullying
- Using abusive/offensive language
- Physical aggression towards adults
- Racist, sexist or homophobic comments

Senior leaders will communicate all serious incidents with families through a Serious Incident Letter. Pupils will meet with a member of the leadership team to complete a Serious Incident Reflection (appendix 6).

In responding to serious behaviour incidents, it may be necessary to consider:

- 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 suspension 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. Details of the process followed can be found in the Principal's office.

Fixed Term Suspensions

Knowle CE Primary Academy believes that, in general, suspensions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal

aggression and disruption. If a child seriously breaches the school's behaviour policy and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in school, the Principal may take the decision to suspend for a fixed period. If this decision is taken, work will be set for the pupil to complete at home. Following a fixed term suspension, the pupil and parents will meet the Principal (or member of the leadership team) to discuss the pupil's reintegration to school and the best way to support the child.

Permanent Exclusion

A permanent exclusion should be seen as a last resort. A permanent exclusion will only occur when allowing the child to remain in school would be seriously detrimental to the education or welfare to the pupil concerned, or to the other pupils in school.

Searching Pupils and Confiscation

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 (school leaders) 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.

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).

Malicious Allegations

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.

Educational Visits/After School Clubs/Wraparound Care

If children's behavior presents a serious Health and Safety concern to themselves or other pupils, the Principal may decide to withdraw a child from an educational visit, attendance at an afterschool club or wraparound care.

Behaviour Expectations outside the School Gates

The academy expects the same standard of behaviour outside of school as it does inside, and reserve the right to discipline beyond the school gate. Our policy covers any inappropriate behavior when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil from our school
- Poses a threat or harm to another pupil or member of the public, including online behaviour
- Could adversely affect the reputation of the school

In the incidences above, the Principal may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes a threat to a member of the public, the police will always be informed.

The Use of Reasonable Force to Control or Restrain – See separate Restrictive Interventions Policy March 2026

The Restrictive Interventions 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. 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.

All our school staff have a legal power to use reasonable force in certain situations.

Staff can use reasonable force to prevent or stop a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Where it is known or anticipated that a pupil's behaviour might require restrictive interventions, a risk assessment will be completed and, where appropriate, we will implement an individual behaviour support plan alongside parents.

Monitoring, evaluation and review

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 2027

Reflect and Reset

What happened?

How were you feeling?

How do you think they were feeling?

What needs to happen to put things right?

Next time, I will

How are you feeling now?

Knowle CE Primary Academy Behaviour Blueprint

Visible Adult Consistencies

Meet and greet
Calm and consistent
First attention to best conduct

Be Ready
Be Respectful
Be Safe

Recognition Board

Over and Above

Values
Effort
Consistency

Relentless Routines

1. Wonderful Walking 2. Legendary Lines 3. Eyes on me 4. Tremendous Transitions

Stepped Boundaries

1. Redirection/ Reminder
2. Caution
3. Last Chance
4. Cool Off
5. Repair

Microscript

- I have noticed that you are…
- At Knowle CE Primary Academy, we follow our three rules of Ready, Respectful, Safe
- Because of your behaviour, you need to… (refer to a logical consequence to support behaviour e.g. move to another table
- See me for 2 minutes at the end of this lesson
- Do you remember yesterday/last week when you… (refer to previous positive behaviour). That is who I need to see today
- Thank you for listening

Reflect and Reset

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Positive Praise Postcard

Just a quick note to let you know...

Ready Respectful Safe

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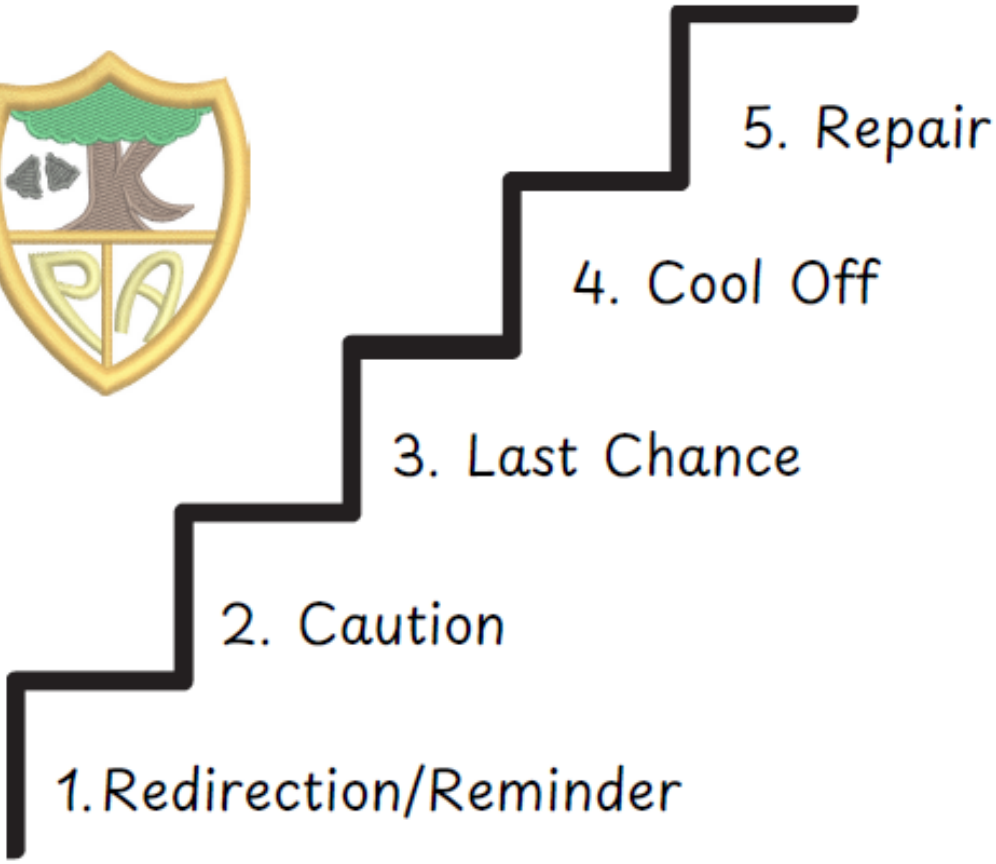
Just a quick note to let you know...

Ready Respectful Safe

Stepped Boundaries



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Wonderful Walking

- Facing forward
- Walking in a straight line
- Sensible hands
- Walk quietly on the left-hand side
- Without leaning on walls whilst waiting

We use **Wonderful Walking** to keep everyone safe in school and make sure the learning of other children is not disrupted as we move around school.

Eyes on me

- Immediately stop what you are doing
- Put down your equipment
- Look at the adult who is talking
- Focus your attention

Knowle CE Primary Academy Behaviour Curriculum

Legendary Lines

- Line up as requested by the adult
- Line up in a straight line
- Line up quietly
- Arms by your side
- Facing forward

We use **Legendary Lines** to be calm, respectful and ready to move around school.

Tremendous Transitions

- Follow the adult's instructions
- Tidy up if required
- Move quietly and safely between activities

We use **Tremendous Transitions** to be safe and ready for our next activity.

Marvellous Manners

- Say please and thank you
- Give way to adults in schools
- Hold doors open for people behind you

We use **Marvellous Manners** to be respectful to everyone in school.

Knowle CE Primary Academy Behaviour Curriculum

Behaviour in Dining Hall

- We wash hands before eating
- We use a quiet voice
- We line up quietly
- We walk in the dining hall
- When eating, we stay in our seats
- We use our cutlery
- We say please and thank you
- We put our hand up for adult attention
- In Key Stage 1, we ask to eat our pudding
- We clear away our table space, cutlery, plate, cup and leave tidy
- We put our leftovers or rubbish into the bin
- We remember to be ready, be respectful and be safe

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DINING HALL BEHAVIOUR

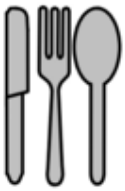
Wash hands

Quiet voice

Line up

Walk

Stay seated

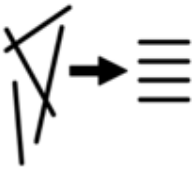


Use cutlery

Please and Thank you

Hand up

Ask to eat pudding



Tidy up

Put leftovers in the bin

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TOILET CONDUCT

Be sensible

Flush the toilet

No loitering

Wash hands

Use soap sensibly

Quiet voice

Put any rubbish in the bin

No food or drink

Serious Incident Reflection

My name:	Date:
Where it happened:	
Other people involved:	
What happened:	
How I was feeling:	
Who did I tell or ask for help:	
What the adult did:	
Consequence:	When:

Serious Incident Report

Date of incident:	Time of incident:	Location:

Child/children involved:	Class:	Adults present:

Please provide details of the incident that took place:	Serious behaviours
	Fighting or physical aggression towards pupils Bullying Abusive/Offensive language Physical aggression towards adults Racist/Sexist/Homophobic Comment

Please provide information of what action was taken, including any physical intervention required:

Report written by:	Signed:	Reported to:

Follow up actions:

What:	When:	Who:

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RECOGNITION BOARD

KNOWLE CE PRIMARY ACADEMY

SCHOOL RULES

BE READY

BE RESPECTFUL

BE SAFE