



# Kenningtons Primary Academy

## Behaviour & Discipline Policy

**This Policy was reviewed by the Headteacher, approved by the Pupils, Admissions & Curriculum Committee and ratified by the Governing Body on a 1-year cycle.  
It must be displayed on the Schools Website.**

<b>Date of Approval</b>	15 <sup>th</sup> January 2026
<b>Review Duration</b>	1 Year
<b>Date of Review</b>	January 2027



### Aims

The Governing Body believes that in order to enable effective teaching and learning to take place, good behaviour in all aspects of school life is necessary. It seeks to create a caring, learning environment in the school by:

- promoting good behaviour
- promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- ensuring fairness of treatment for all
- encouraging consistency of response to both positive and negative behaviour
- promoting early intervention
- providing a safe environment free from disruption, violence, child-on-child abuse including bullying and any form of harassment
- ensure that pupils complete assigned work
- regulate the conduct of pupils
- encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the school's policy and associated procedures

This is written in line with the document: Behaviour in schools – Advice for Headteachers and School Staff (Department for Education) – February 2024

My Hidden Chimp – The school has also adopted strategies from Professor Steve Peters work 'The Silent Guides'. The Chimp Management mind model is used to support pupils in growing their understanding of themselves and their behaviour.

**This policy is written in conjunction with our Child Protection Policy.**

### Roles and responsibilities

**The Governing Body** established, in consultation with the Headteacher, staff and parents/carers, the policy for the promotion of good behaviour, which they regularly review. They ensure it is communicated to pupils and parents/carers, is non-discriminatory and that the school's expectations are clear. Governors support the school in maintaining high standards of behaviour. Governors review statistics on behaviour on a regular basis.

**The Headteacher** is responsible for the school's policy and procedures, and may delegate aspects of its day-to-day implementation and management to a designated member of the school's leadership team. Support for staff faced with challenging behaviour is also an important responsibility of the Headteacher and Senior Leadership team.

**All staff**, including teachers, support staff and volunteers, are responsible for ensuring that the policy and procedures are followed, and are consistently and fairly applied. Mutual support amongst all staff in the implementation of the policy is essential. Staff have a key role in advising the Headteacher on the effectiveness of the policy and procedures. They also have responsibility, with the support of the Headteacher and School Leadership team, for creating a high-quality learning environment, teaching positive behaviour for learning and implementing the agreed policy and procedures consistently.

Risk assessments are undertaken so that pupils may take part in activities safely.

The Investors in Pupils programme provides a pupil participation framework for schools. It is a concept to empower pupils, increase motivation and contribute to raising achievement. It is a framework for involving pupils in decision making, developing responsibility in their learning, behaviour, attendance, classroom management and induction. Pupils learn about how the school is run and in turn they learn how they can contribute to the running of the school. Pupils commit to common goals and teamwork by developing class mission statements and class targets. Personal targets encourage children to decide their own area for development in learning behaviour. They are responsible for reviewing their own targets and setting new goals.

**Parents/Carers** are expected to take responsibility for their own behaviour on or off the school site and will be made fully aware of the school policy, procedure and expectations.

Parents and Carers will be expected to support the school when reasonable sanctions have been used and will promote positive behaviour at home in order to have continuity between home/school.

**Pupils** also have a responsibility to ensure that incidents of disruption, poor behaviour, bullying and any form of harassment are reported. Children are encouraged to take responsibility and to develop self-discipline.

They will respect and care for others. They will listen and learn to together, resolving disputes positively. They will adhere to the school rules and be aware of their own emotions and actions, and take responsibility for these.

### **Procedures**

The procedures arising from this policy are developed by the Headteacher in consultation with the staff. The procedures will make clear to the pupils how acceptable standards of behaviour can be achieved and will have a clear rationale which is made explicit to staff, pupils and parents/carers. The procedures will be consistently and fairly applied and promote the professional responsibility of every member of the school towards the whole community.

## **Rewards**

A school ethos of encouragement is central to the promotion of good behaviour. Rewards are one means of achieving this. They have a motivational role in helping pupils to realise that good behaviour is valued. Integral to the system of rewards is an emphasis on praise both informal and formal to individuals and groups. Pupils receive merits and work towards earning bronze, silver and gold badges which result in an end of year reward. There are regular prize giving assemblies when achievements and progress are celebrated including ten behaviours rewards.

## **Sanctions**

Sanctions are needed to respond to inappropriate behaviour both in and outside of school and include:

- Missing time from next play – payback of time
- Community Respect – pupils discuss how to improve their behaviour choices and responses, and how to actively make things right.
- Loss of privileges e.g. representing the school in sport
- Letters / Parentmail to Parents/Carers
- Verbal contact home with Parents/Carers
- Meeting arranged with Staff and Parent/Carers
- Discussion with Parents/Carers and planned intervention
- Isolation (removal from classroom)
- Suspension
- Permanent Exclusion

A range of sanctions are clearly defined in the procedures and their use will be characterised by clarity as to why the sanction is being applied and what changes in behaviour are required to avoid future sanctions. Most sanctions may be implemented by all members of staff.

Only the Headteacher may suspend or permanently exclude a child, and the numbers of suspensions and permanent exclusions each term are reported to the Governing Body. The appropriate Local Authority Exclusion Notification procedure is followed if a pupil is suspended or excluded.

Children with identified Special Education Needs have their own individual sanctions, as appropriate.

## **Special Educational Needs and Disability (SEND)**

The school will explore underlying SEND when dealing with children with social emotional and mental health needs and those who have had adverse childhood experiences or trauma.

## **Training**

The Governing Body will ensure that appropriate high-quality training on all aspects of behaviour management and modification is provided to support the implementation of the policy. Many school staff are restraint trained using 'Positive Handling'.

## **The powers to use reasonable force**

The term 'reasonable force' covers the broad range of actions used by most staff that involve a degree of physical contact with pupils.

The legal provisions regarding school discipline provides members of staff with the power to use 'reasonable force' to prevent pupils committing an offence, injuring themselves or others, damaging property and to maintain good order and discipline in the classroom.

This is in accordance with the Department for Education non-statutory advice "Use of Reasonable Force" document. It is intended to provide clarification on the use of force to help school staff feel more confident about using this power when they feel it is necessary and to make clear the responsibilities of head teachers and governing bodies in respect of this power (DfE, Use of reasonable force, July 2013). The advice is for school leaders and school staff in all schools in England and the document is **guidance only**.

Actions may include staff physically removing a pupil from a room if they have refused when instructed to do so, or maybe preventing a pupil from behaving in a way that disrupts a school event.

Kenningtons Primary Academy does not require parental consent to use reasonable force on a pupil.

We acknowledge our legal duty to make reasonable adjustments for disabled children or children with Special Educational Needs.

## **Power to search pupils without consent**

In addition, the Headteacher and authorised staff can use such force as is reasonable given the circumstances to conduct a search for 'prohibited items' such as:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic items
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

### Mobile phones

The school does not allow pupils to bring in, or use, mobile phones, or other smart technology, within the school setting.

Mobile phones or other smart technology found to be in school will be removed from the pupil and taken to the Headteacher, who will confirm next steps. Such devices will be stored safely within the school office and Parents will be notified when they can collect the device. School will not return the item to the pupil.

Staff will not store a mobile phone, or other smart technology, for a pupil – any device given to staff will be taken to the Headteacher in a timely manner.

DfE guidance states that Schools have legal duties to support pupils with medical conditions and to take reasonable steps to avoid disadvantage to a disabled pupil caused by the school's policies or practices on mobile phones. The school should assess each case for adjustments or adaptations on its own merits.

### **Inter-relationship with other school policies**

In order for this policy to be effective, a clear relationship with other school policies, particularly equal opportunities, special educational needs, anti-bullying and child protection, has been established.

### **Involvement of outside agencies**

The school works positively with external agencies. It seeks appropriate support from them to ensure that the needs of all pupils are met by utilising the range of external support available.

### **Pastoral Team**

The Pastoral Manager and Emotional Wellbeing staff assist and encourage vulnerable pupils throughout the school day.

Appropriate interventions are provided to help ensure pupils, and their families, receive the support they need as early as possible. Some interventions sit within the universal offer, some are more bespoke – and they can include, Lego Therapy, Yoga or referral to School's Counselling Service.

### **Bullying**

Please see Anti Bullying Policy.

### **Racism**

Please see Equality Plan.

### **Child on child abuse**

Please see Child Protection policy.