



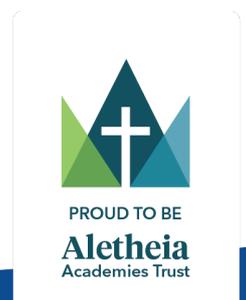
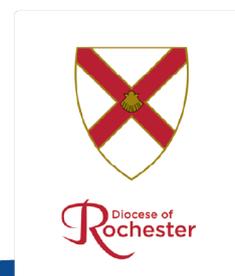
# Policy Document

Horton Kirby C of E Primary School

# Behaviour Policy

## January 2026

|                          |                       |
|--------------------------|-----------------------|
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# Contents

|  |          |
|--|----------|
| <b>Aims .....</b>                                    | <b>2</b> |
| <b>School Rules.....</b>                             | <b>2</b> |
| <b>Steps to achieve positive behaviour .....</b>     | <b>3</b> |
| <b>Sanctions &amp; Strategies .....</b>              | <b>4</b> |
| <b>Records.....</b>                                  | <b>4</b> |
| <b>Behaviour Outside School/Safer Internet .....</b> | <b>5</b> |
| <b>Parents and carers.....</b>                       | <b>5</b> |
| <b>Policy Communication .....</b>                    | <b>6</b> |
| <b>Appendix 1 .....</b>                              | <b>6</b> |
| <b>This is what we do here .....</b>                 | <b>6</b> |
| <b>School Rules.....</b>                             | <b>6</b> |
| <b>Appendix 2 .....</b>                              | <b>7</b> |
| <b>Consequences for poor behaviour.....</b>          | <b>7</b> |





# Aims

This policy is guided by our Christian values: compassion, courage, love, perseverance, respect and responsibility. Horton Kirby Primary School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community, where we value all children, regardless of need, ability, race, gender or wealth. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

Good behaviour has strong links to effective learning and is vital for pupils to carry with them both during and after their school years. Children and adults are expected to exercise self-discipline, to respect the rights of others and treat all with courtesy and respect.

## School Rules

These are displayed around school and within classes (in the form of poster in appendix1) They are discussed regularly in class and in collective worship.

- 1) Be equally kind and respectful to everyone at all times.
- 2) Treat all property and the school environment with respect. Walk around the corridors and stairs safely and quietly.
- 3) Take responsibility for yourself at all times:
  - Be the best version of you
  - Be organised
  - Wear correct school uniform
  - Attend school regularly and be on time

All members of the school community work towards the school aims and ensuring the school rules in the following ways:

- All adults in school lead by example, meaning that all staff and volunteers act responsibly and professionally, treat each other with respect and never denigrate pupils. Teachers do not shout at pupils.
- Children are supervised appropriately at all times.





- Fair and consistent behaviour strategies, steps, rewards and restorative approaches are used throughout the school.
- We encourage and recognise positive behaviour and good examples of rule following or displaying school values by daily worship.
- We teach good behaviour through restorative approaches.
- We provide opportunities for children to reflect on and discuss and contribute to good behaviour in collective worship by planning their own plays/presentations and through weekly circle time discussions, which address current concerns.
- We treat all children and adults as individuals by respecting their rights, values and beliefs.
- We foster strong and positive relationships with children and between children. We work in partnership with parents/carers to ensure expectations are clear so they can be reinforced.
- The school deals swiftly and appropriately with accusations and incidents of violence, bullying, racism and all forms of prejudice.

## Steps to achieve positive behaviour

- **School rules** are displayed in each class and are discussed at the beginning of each term. Each class discuss and agrees what they look like and how they fit in their classroom.
- **Rewards** are given to draw emphasis to positive behaviour and expectations. House points are displayed prominently and there are rewards for very specific actions such as 'good organisation' and demonstrating examples of our school values as well as good work. Weekly and termly certificates are given out for displaying our Christian values and good attendance. Classes with 100% attendance for the week get a 'non-school uniform' day, while children are also rewarded for making noticeable improvements with their attendance.
- **Weekly class circle times/PSHE** are opportunities for the class to bond, have fun and play social skills games, which reinforce good behaviour. Also, during this time children can discuss anything that bothers them including conflict with their peers and resolutions/agreements are sought at this time.
- Children also have access to 'Calm Corners' to reflect on their emotions/behaviour.
- **Lunchtime Nurture Group** is run for children who may be struggling with their playground behaviour, who find friendship groups difficult or the playground too hectic.





Social skills games and activities address the issues that they may be facing and the aim is to re-integrate them into the playground.

- **Restorative Approaches** are used during sanctions. A 'restorative meeting' sheet may be used, partly as a record, but also as a prompt for them to reflect on their choices and plan future steps. This is discussed with an adult.

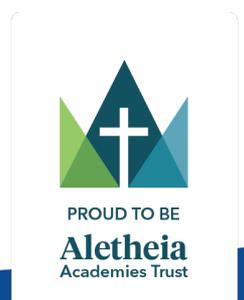
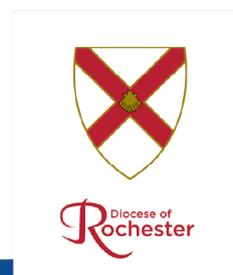
## Sanctions & Strategies

Our emphasis is always on encouraging positive behaviour, however there is a consistent and formalised system for dealing with behaviour contrary to the school rules. Appendix 2 – **Consequences for Poor Behaviour Choices**, sets out the behaviour we find unacceptable and the consequences that will be used to ensure our standards are met. It also seeks to set out the responsibilities of children, staff, parents and Governors at Horton Kirby CE Primary School in ensuring that our Behaviour Policy contributes to the high standards on which we all insist.

Report Cards will be shared with parents and referred to by staff as part of a restorative process towards understanding and improving behaviour, expectations for the future will be discussed between child and teacher. If a second report is required a formal meetings with parents involving Behaviour Lead or Head will take place to discuss plans moving forward and create a Personal Support Plans (alongside referrals to Early Help). If behaviour warrants an internal exclusions a formal re-integration meeting will be held with child and parent. A final resort is for the Headteacher to issue a Fixed Term Exclusion or Permanent Exclusion (see the school's Exclusion Policy for information regarding this these last resorts which are reserved for consistently poor behaviour and extreme examples of breaking school rules).

## Records

Records are kept on Arbor. These are for repeated or more serious breaches of the school rules. A log of incidents that need investigation will be kept. In these instances, children sometimes write down what they saw/heard. All these records are kept electronically. Where Personal Support Plans are needed, these are kept on computer file and are updated by a designated case worker, who will be the Behaviour Lead or Headteacher.





We are aware of the challenges some vulnerable pupils may face. Staff are trained in behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority. For consistent poor behaviour class teachers and case workers will keep a written or computerised log of all incidents as evidence for the need of more serious steps needed.

## Behaviour Outside School/Safer Internet

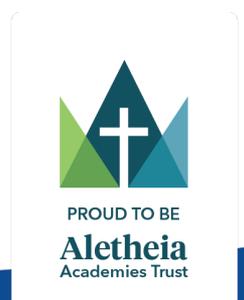
Pupils' behaviour outside school - for instance on school trips, journeys and sporting events – is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

For instances of 'cyber bullying', such as inappropriate and unkind texting or messaging on social media, we encourage children and parents to inform us. We will inform parents if they do not already know. We will support children and families by discussing these events in school, seeking resolution and reminding children of safe internet/social media practice.

## Parents and carers

Parents and carers play a big part in ensuring that their children are responsible for their own behaviour in school. We ask that parents and carers sign the home-school agreement to indicate that they will respect and support the school's behaviour policy and the authority of the school staff. Building school life into a natural routine – ensuring children are in school and on time, appropriately dressed, rested, and equipped – will encourage them adhere to school rules and procedures.

We ask parents and carers to work with the school in support of their child's learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unsettled behaviour. We ask that parents and carers be prepared to attend meetings at the school with staff or members of the senior leadership team to discuss their child's behaviour and to adhere to any parenting contracts put in place.





We also expect that parents/carers conduct themselves with respect when communicating to staff, whether in school or via the 'See Saw' app. We have a zero tolerance policy towards aggressive or abusive behaviour from parents – please see our 'Staff Protection Policy' where this is outlined further.

## Policy Communication

This policy can be viewed on our website and is available from the school upon request. It is written in consultation with all staff and Governors.

## Appendix 1

### This is what we do here

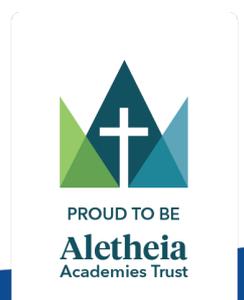
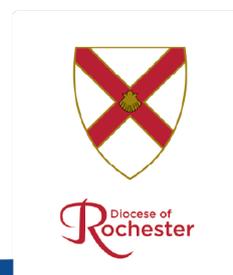
Our school Christian Values are compassion, courage, love, perseverance, respect and responsibility. We hold these values dear and expect everyone in school to live by them. From these values come 3 school rules which cover a lot of positive behaviour, attitudes and British Values. We would expect that these are actions that we can all live by wherever we are, but it is especially important we display this behaviour in school at all times:

#### School Rules

- 1) Be equally kind and respectful to everyone at all times.
- 2) Treat all property and the school environment with respect. Walk around the corridors and stairs safely and quietly.
- 3) Take responsibility for yourself at all times:
  - Be the best version of you
  - Be organised
  - Wear correct school uniform
  - Attend school regularly and be on time

In short:

Respect everyone, respect the school, be responsible





## Appendix 2

# Consequences for Poor Behaviour Choices

### **Ethos**

The ethos of the 'consequences for poor behaviour choices' document is that there are clear consequences for children displaying behaviours that do not meet our agreed high standards.

This document sets out the behaviour we find unacceptable and the consequences that will be used to ensure our standards are met. It also seeks to set out the responsibilities of children, staff, parents and Governors at Horton Kirby CE Primary School in ensuring that our Behaviour Policy contributes to the high standards on which we all insist.

All adults, including Specialist Teachers and Lunchtime staff are to be aware of the expectations and consequences outlined in this document and follow in a consistent way. Children need to be clear of the behaviour expectations of the school.

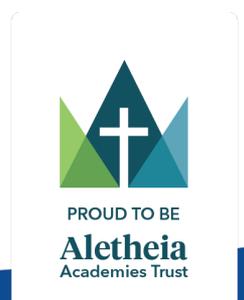
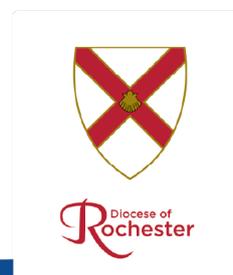
### **Consequences for Poor Behaviour Choices**

The purpose of a consequence is to ensure that an unwanted behaviour changes and is not repeated and that children are aware that it is the behaviour choice that is 'bad' and not them. A restorative approach is taken to support the children to understand why the behaviour occurred and how we can move on, learning from the incident.

### **Verbal warning:**

A verbal warning should be given in the first instance, to remind children of the expectations and allow time for them to self-regulate and show good behaviour. A verbal warning may be given for the following:

- calling out
- causing low level disruption
- talking or chatting when it is not appropriate to do so
- being disrespectful to others and not showing our school values
- not showing appropriate behaviour for the classroom, playground or around the school
- not following instructions.





### **Step 1:**

Where a child is continuing to not meet the behaviour expectations after a verbal warning (unwanted behaviour examples outlined above), their behaviour will move to a '**Step 1**' and a restorative conversation will take place with the child. This will be based around the following questions:

#### ***Restorative Questions***

1. What happened?
2. What were you thinking about at the time?
3. What have your thoughts been since the incident?
4. Who do you think were affected by your actions and how were they affected?
5. What do you need to do to make things right?

The restorative questions need to take place at the following times, where appropriate:

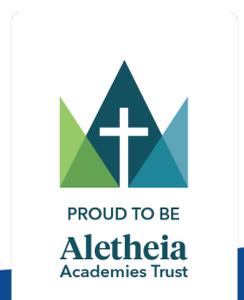
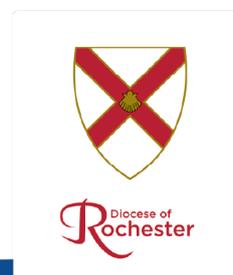
- at the beginning of playtime, where the child will miss a few minutes playtime to reflect their behaviour
- at the beginning of lunchtime, where the child will miss a few minutes of lunchtime to reflect on their behaviour
- At the end of the day before the child goes home. This needs to be followed up at the beginning of playtime the next day.

### **Step 2:**

If the child continues to show the inappropriate behaviour and is escalating, with the risk of getting to crisis point, staff may use their professional judgement to determine whether the child needs to have a 'Change of Space' (Partner class, Forest Room or Ocean Room). In this instance, the child will be taken to an alternative place, for a change of face and space to de-escalate and will be classed as '**Step 2**' on the behaviour ladder. The restorative conversation can take place with the alternative adult, or with the original member of staff as appropriate. This must be communicated clearly between staff. The incident and reason for Change of Space must be recorded on Arbor and parents may be informed.

### **Step 3:**

Step 3 behaviour is defined as:





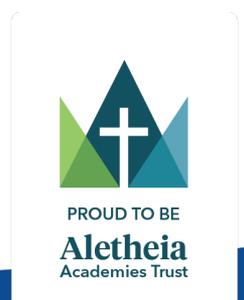
- Continuation of previous Step 2 behaviour after completed consequence (change of space)
- Using rude words or inappropriate language (swearing).
- Using homophobic language
- Racism or racist language (direct or indirect)
- Physical altercations / fighting / intentional physical behaviour / physical assault
- Deliberate vandalism of other's or school property
- Putting others safety at risk
- Using threatening, derogatory or insulting language / gestures
- Unauthorised self-exiting
- Refusal
- Theft

In the event of Step 3 behaviour being shown (outlined above), the adult who has dealt with or witnessed the incident must:

- Investigate the incident to confirm it is Step 3 and have clarity of what has taken place and by whom. The incident must be recorded on Arbor and parents / guardians must be informed about the incident.
- Child (or children) will be taken to a member of SLT, who will listen to all involved and investigate further if needed. The incident will be discussed with the child or children involved, explaining why the behaviour is Step 3. The reasons why this behaviour was shown and how the situation could have been avoided will be explored using the outlined restorative questions stated above.

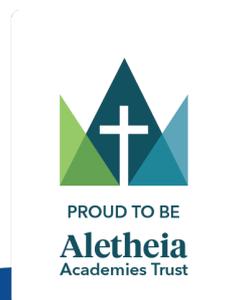
An SLT member will then decide on the consequence / consequences from the table below to ensure that they are appropriate and fair, The consequence(s) will be discussed this with the child. These consequences must also be recorded in the 'follow up' section on Arbor by the member of SLT who has made the decision.

| Step 3 Behaviour | Consequence / Actions<br>(Actions in bold – must be followed.<br>Consequences not in bold are<br>discretionary) |
|------------------|---|
|------------------|---|





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| <p>Continuation of previous Step 2 behaviour after completed consequence (change of space)</p>  | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• Put on a break time / lunchtime transition report or on a full behaviour report</li> <li>• <b>Child to miss <u>all or some of</u> break time and/or lunch play</b> – this could be with a member of SLT or standing with an adult on the playground. This may be for more than 1 day</li> </ul>  |
| <p>Using rude words or inappropriate language (swearing).</p> <p><i>*These words can be judged as being ‘yellow level’ ‘orange level’ or ‘red level’ language. Refer to Appendix B document for examples.</i></p> | <p><b>Yellow level language:</b></p> <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• Parents informed</li> <li>• Child to miss <u>part of</u> break time or lunch play – this could be with a member of SLT or standing with an adult on the playground.</li> </ul> <p><b>Orange level language:</b></p> <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• <b>Child to miss some of / all of break time or lunch play – this could be with a member of SLT or standing with an adult on the playground.</b></li> <li>• Child put on a break time / lunchtime transition report or on a full behaviour report</li> </ul> <p><b>Red level language:</b></p> <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed in person.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• <b>Child put on a full behaviour report</b></li> <li>• <b>Child to <u>miss all of</u> break time and/or lunch play – this could be with a member of SLT or standing with an</b></li> </ul> |





|  |  |
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|  | <p><b>adult on the playground. This may be for more than 1 day.</b></p> <ul style="list-style-type: none"> <li>• <b>Half day out of class – either in partner class if appropriate, or phase leader class.</b></li> <li>• Internal exclusion – where time is spent with a member of SLT and/or the class’s Teaching Assistant in the Behaviour Support Room. <i>This can only be authorised by a member of SLT.</i> The child will complete work during this time that is set by the class teacher.</li> </ul> <p><b><i>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</i></b></p> |
| Using homophobic language                      | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• Child put on a break time / lunchtime transition report or on a full behaviour report</li> <li>• <b>Child to miss some of or all of break time or lunch play – this could be with a member of SLT or standing with an adult on the playground.</b></li> </ul> <p><b><i>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</i></b></p>   |
| Racism or racist language (direct or indirect) | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed in person.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• <b>Incident reported online to KCC.</b></li> <li>• <b>Internal exclusion – where time is spent with a member of SLT and/or the class’s Teaching Assistant in the Behaviour Support Room. <i>This can</i></b></li> </ul>  |





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|   | <p><b><i>only be authorised by a member of SLT . The child will complete work during this time that is set by the class teacher.</i></b></p> <p><i>*As part of the above consequences, the child will also miss all of their break time and lunch play for the duration of the exclusion. An internal exclusion overrides a full behaviour report.</i></p> <p><b><i>*If racist language is being used by a child regularly then they may face a more serious consequence at the discretion of SLT e.g. an external exclusion.</i></b></p>  |
| <p>Physical altercations / fighting / intentional physical behaviour / physical assault</p> | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed in person.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• <b>Child put on a transition or full behaviour report</b></li> <li>• <b>Child to <u>miss all of</u> break time and / or lunch play – this could be with a member of SLT or standing with an adult on the playground. This may be for more than 1 day.</b></li> <li>• Half day out of class – either in partner class if appropriate, or phase leader class.</li> <li>• Internal exclusion – where time is spent with a member of SLT and/or the class’s Teaching Assistant in the Behaviour Support Room. <i>This can only be authorised by a member of SLT . The child will complete work during this time that is set by the class teacher.</i></li> </ul> |





|   |   |
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|   | <p><i><b>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</b></i></p>   |
| <p>Deliberate vandalism/misuse of other's or school property</p>      | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• Child put on a on a full behaviour report</li> <li>• Child to miss some of or all of break time and/or lunch play – this could be with a member of SLT or standing with an adult on the playground.</li> <li>• Half day out of class – either in partner class if appropriate, or phase leader class.</li> </ul> <p><i><b>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</b></i></p>  |
| <p>Putting others safety at risk intentionally</p>                    | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• <b>Child put on a on a full behaviour report</b></li> <li>• <b>Child to <u>miss some of / all of</u> break time and/or lunch play – this could be with a member of SLT or standing with an adult on the playground. This may be for more than 1 day.</b></li> <li>• Half day out of class – either in partner class if appropriate, or phase leader class.</li> </ul> <p><i><b>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</b></i></p> |
| <p>Using threatening, derogatory or insulting language / gestures</p> | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed in person.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> </ul>   |





|                           |   |
|---------------------------|---|
|                           | <ul style="list-style-type: none"> <li>• Child put on a on a full behaviour report</li> <li>• <b>Child to miss some of / all of break time and/or lunch play – this could be with a member of SLT or standing with an adult on the playground. This may be for more than 1 day.</b></li> <li>• Half day out of class – either in partner class if appropriate, or phase leader class.</li> </ul> <p><i><b>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</b></i></p>  |
| Unauthorised self-exiting | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• Child put on a break time / lunchtime transition report or on a full behaviour report</li> <li>• <b>Child to miss all or some of break time or lunch play – this could be with a member of SLT or standing with an adult on the playground.</b></li> </ul> <p><i><b>If frequent or deemed severe enough, half a day out of own class or an internal / external exclusion could be issued at the discretion of SLT.</b></i></p> |
| Refusal                   | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• <b>Work will be sent home for the child to complete if they continue to refuse and there is an insufficient amount of work completed.</b></li> <li>• Child put on a on a full behaviour report</li> <li>• Child to miss some of or all of break time and/or lunch play – this could be with a member of SLT or standing with an adult on the playground.</li> </ul>   |



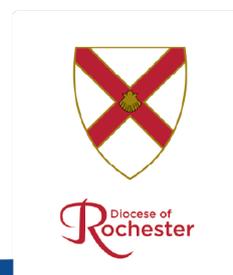


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|-------|---|
|       | <ul style="list-style-type: none"> <li>• Half day out of class – either in partner class if appropriate</li> </ul> <p><i>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</i></p>   |
| Theft | <ul style="list-style-type: none"> <li>• <b>Staff member to record on Arbor</b></li> <li>• <b>Parents informed.</b></li> <li>• <b>Child spoken to by a member of SLT</b></li> <li>• Child put on a on a full behaviour report</li> <li>• Child to miss some of or all of break time and/or lunch play – this could be with a member of SLT or standing with an adult on the playground.</li> <li>• Half day out of class – either in partner class if appropriate, or phase leader class.</li> </ul> <p><i>If frequent or deemed severe enough, an internal or external exclusion could be issued at the discretion of SLT.</i></p> |

**If children are put onto a full report on 3 occasions within a half term, they will have a 1-2 day internal exclusion. If a child has 2+ internal exclusions within a half term, then they could receive a 1/2 -2 day external exclusion. This must follow the behaviour policy e.g. meetings with parents & behaviour support plans being put in place to support the child.**

**When dealing with all incidents of behaviour:**

- Be consistent and aware that consequences and rewards must be administered by all staff at the school. ***Any system is only as strong as its weakest link***, thus we will all be vigilant to ensure that the behaviour Policy is administered throughout all aspects of school life.
- Refer to the behaviour ladder that is displayed in each classroom, with the behaviour type and consequences outlined





- Deal with poor behaviour in a non-emotional and calm way and where possible, discretely.
- Use the behaviour consequence table within this document which outlines consequences of behaviour to ensure consistency of approach
- Share the behaviour consequence document with the child if appropriate to support the child to identify their behaviour and where they are on the behaviour ladder, including the appropriate consequence.
- Record on Arbor, monitor behaviour and contact parents and carers regarding behaviour as outlined below.

### **Roles and Responsibilities**

**Staff responsibility:** All staff are responsible and accountable for demonstrating the school values and following this document and procedures consistently and fairly for all children. All Staff are responsible to record behaviour on Arbor and communicate behaviour issues to the correct person if necessary.

**Parent's responsibility:** Behaviour is managed effectively by parents and staff working together towards the high standard on which we all insist. It is important that the school and parents work together, if and when issues arise, so that children receive a consistent message. We know it can be difficult for parents at times and we are here to help and offer advice and support if needed. Parents are to speak with the class teacher in the first instance if they have any questions or concerns regarding their child's behaviour. Parents have a vital role to play in the good behaviour of their child at our school. Parents can support the school by demonstrating to children that the school rules, values and behaviour expectations are important and being a positive role model.

Behavioural Steps as displayed in classrooms.

