

# **Leybourne SS Peter and Paul CEP Academy**

## **BEHAVIOUR POLICY**

### **Approval Arrangements**

All statutory policies in the Trust are ultimately the responsibility of the Trust Board. To enable it to discharge this responsibility appropriately and in collaboration with the constituent schools, the Trust Board will

1. set a full Trust wide policy,
2. set a 'policy principles' document (a framework within which Headteachers develop a full and appropriately customised policy),
3. or delegate to Headteachers or LGBs the power to develop their own policy.

**This is a Level 2 Policy against the Trust Governance Plan.**

**Review Body:** LGB  
**Approved:** February 2023  
**Updated:** March 2025  
**Next review:** March 2026  
**Review Period:** 1 year

This policy was approved by the LGB for implementation on the date above and supersedes any previous behaviour policy.

## *Rationale*

At Leybourne Ss Peter and Paul CEP Academy, we aim to nurture the spark of God within each member of our community. We provide our pupils with high quality learning opportunities, that allow us all to achieve our full potential in all we do, and to grow into well-rounded citizens of the world. Through embodying our Core Christian Values of Love, Trust, Compassion and Respect in everything we do, we aim to build a safe and joyful community with God.

It is the aim of Leybourne SS Peter and Paul CEP Academy that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community; our values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote a caring, happy, Christian environment where everyone feels happy, safe, and secure; with children becoming increasingly independent members of the school community.

The primary aim of the behaviour policy is to promote good relationships, so that people can work together with the common purpose of helping all to fulfil their potential. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our policy is designed to promote good behaviour, rather than merely deter inappropriate behaviour.

At Leybourne SS Peter and Paul CEP Academy, behaviour is seen as a form of communication and it is the responsibility of all adults and children to seek to understand what the behaviour is communicating. All members of the school community are expected to view behaviour in this way and are expected to respect each other (adults to children; children to adults; adults to adults; children to children). Respectful behaviour applies equally to online/virtual situations, as it does in the classroom.

Behaviour can have a positive effect, which results in children and adults feeling safe, secure and able to learn. Some behaviour can have a negative effect on the individual and/or on those around them. These behaviours result in children and adults feeling unsafe, unhappy and normal day-to-day activities and learning can be disrupted.

We endeavour to treat all children fairly and apply this behaviour policy in a consistent way. It is the responsibility of all members of the school community to encourage and praise good behaviour, and to identify inappropriate *choices* of behaviour in and around the school. Behaviour is viewed as a choice of the individual and some children require more support than others in making better or the best choices for their behaviour.

Respect supports the promotion of good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in enabling everyone to work together in an effective and considerate way and is designed to promote intrinsically positive behaviour choices. In addition, effective behaviour management is essential to the smooth running of our school and in the creation of an environment where everyone's rights are respected and their responsibilities are understood. This policy indicates the philosophy and the structures which will support that process in our school.

## *Aims*

This policy aims to support our children to grow in a safe and secure environment, and to become intrinsically positive, responsible and increasingly independent members of the school community. We also use extrinsic reward for good behaviour, as we believe that this enhances our ethos of kindness and co-operation and is a visual encouragement for all children.

- To help children understand that behaviour is viewed as a choice by the individual, supporting children to make the best choices to encourage positive behaviour.
- To treat all children fairly with effective, consistent use of the behaviour management system, whilst taking into consideration each child's specific needs.
- To develop children's self-confidence through a clear system of positive praise and rewards.
- To encourage good choices through realistic consequences, enabling children to reflect and restore expected behaviour.
- To give parents a clear understanding of what is expected from our children and how they can support their child and the school.

### *Objectives*

- To enhance the development of positive relationships between children, parents, staff and the wider school community, to ensure no child is left behind.
- To ensure all individuals are valued and respected.
- To communicate the school's expectations clearly to children, parents, staff and the wider school community, to ensure all flourish and achieve fullness.
- To develop good personal, social, moral and Christian attitudes.
- To develop children's independence, self-esteem and respect for others, so they are able to take responsibility for their own actions, through Christ's love and guidance.
- To enable children to learn in a safe and secure environment, free from anxiety.

### *Rewards and Consequences*

#### *Whole school*

Positive behaviour is always expected and encouraged at Leybourne SS Peter and Paul CEP Academy and rewarded in a variety of ways. We employ a whole school system of rewarding good learning using 'House Points'. The 'House Points' are totalled each week, by the year 6 House Captains. Each house is recognised for the House Points that have been earned, during our weekly Celebration Worship.

Children's learning and behaviour is celebrated through weekly "Star of the Week" and "Bright Spark" awards which are presented in Celebration Worship. Teachers also send children to discuss their learning with the Headteacher.

Children are also encouraged to share rewards and certificates that they have obtained in activities pursued outside of school.

### **Strategies for dealing with negative behaviour**

The school employs a number of strategies to enforce the school rules and ensure a safe and positive learning environment. Teachers employ a range of strategies to suit each individual situation. These can be in the form of:

- Positive behaviour management strategies which promote and reward appropriate behaviour
- The use of non-verbal gestures (such as a finger to the lips, contingent touch, pointing to visuals) / prompts in response to inappropriate behaviour
- Moving the child to a position closer to the teacher
- Redoing a task if appropriate
- If considered appropriate, a child may be given a period of 'time out'. This time allows

the child to calm down, reflect on his/her behaviour and consider consequences.

- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part until the behaviour is modified and the risk is reduced.

When there are incidents of serious, repeated inappropriate behaviour the following sanctions will be applied;

- The child will be given one verbal warning
- If the same behaviour is repeated within the same day, a child will be sent to the Head of Lower or Upper School as appropriate
- Any further incidents within the same day will result in the child being sent to the Headteacher

Obviously, there may be occasions when behaviour is considered so serious that the immediate action will be to involve the Headteacher.

The Headteacher will inform and meet with parents as considered necessary.

Negative behaviour choices are defined at Leybourne SS Peter and Paul CEP Academy as being behaviour that has a negative impact on those witnessing or involved with the behaviour and can be further defined as the following:

- Disruption to learning
- Unkindness to others
- Damage to property
- Rudeness to others
- Boisterous behaviour with potential danger to self
- Boisterous behaviour with potential danger to others

Consequences are given in proportion to and with relevance to the behaviour that has occurred. This includes 'putting things right' through restorative justice to repair any relationships. Some behaviours may result in a personalised behaviour contract with specific rules and consequences provided for the individual. Parents are informed and included during this process.

#### *Addressing potential bullying behaviour*

At Leybourne SS Peter and Paul CEP Academy, bullying is defined as a persistent behaviour that has a seriously negative effect on an individual. It is important to promote the wellbeing and safeguarding of all pupils. The school does not tolerate bullying of any kind. If we discover that an act of intimidation has taken place, we act immediately to stop any further occurrences of such behaviour, therefore preventing bullying. We understand that parents have an important role to play in supporting the identification of bullying and we encourage them to speak to their child's class teacher as early as possible so that negative behaviours can be stopped. We also actively encourage children to seek adult support as soon as possible and we have set up 'The Caring Corner' as a comfortable and inclusive safe place for playtime, where children can feel able to talk about issues that are troubling them, with Ms Miller, our FLO/ELSA.

A range of school strategies are implemented to provide opportunities for pupils to share their thoughts and feelings and to promote positive behaviour in both the real and virtual world:

- R(S)HE curriculum and additional lessons
- Theme weeks/days
- Computing curriculum
- Worship

- Zones of Regulation

### *Physical Restraint and Intervention Policy*

All members of staff will have their attention drawn to the regulations regarding the use of force by teachers, as set out in the DfE Departmental Advice (Guide for Heads and School Staff on Behaviour and Discipline – Power to use reasonable force, 26<sup>th</sup> April 2012). Staff only intervene physically to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the school setting. The actions that we take are in line with government guidelines on the restraint of children and are immediately reported to the Headteacher. Written records of such instances are retained by the Headteacher.

### *The Role of the Class Teacher*

The class teacher consistently discusses 'Respect' with each class and individuals and explicitly explains how this behaviour can be demonstrated by all. If there are incidents of negative behaviour, the class teacher may discuss these with the whole class during 'circle time', or with individual children.

It is the responsibility of the class teacher to ensure that **being respectful to one another is emphasized** in their class, and that their class behaves in a positive manner during lesson time, enabling effective learning to take place, for all.

If the class reward/consequence system has been used to its full capacity and poor behaviour choices continue, other strategies, may need to be employed.

The class teachers in our school have high expectations of the children in terms of behaviour, to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the classroom rules consistently.

### *Role of All Staff*

All staff will ensure children know and understand that negative behaviour will not be welcomed in any area of the school. Adults are role models, both within and outside of school. Staff and children will use body language to show the behaviour is inappropriate by: ignoring the behaviour, requesting that other children do not interact with an individual displaying negative behaviours and removing items away from a child's reach if risk of harm is present. Staff will not intimidate or threaten a child by shouting directly at a child or standing over a child in a threatening way or by making derogatory or degrading comments. Staff in Leybourne SS Peter and Paul CEP Academy do not hit, push or slap children.

Staff may use 'reasonable force' to stop a child damaging property or from hurting themselves or others, and should inform the Headteacher immediately if that has been necessary.

Time out of class must be offered/enforced to enable the smooth running of the class. In these instances, staff may seek immediate support from members of the SEND Team and Senior Leaders.

Staff may decide to physically intervene and restrain a child if they pose harm to themselves, others or property. The actions that we take are in line with government guidelines on the use of reasonable force. Physical force is not used as a form of punishment, under any circumstance.

All staff members must listen carefully to concerns raised by parents, children and of staff regarding negative behaviours and must take action as soon as practicably possible, either in

the form of monitoring (notes should be recorded in a teacher's Day Book and class behaviour log) or it may be appropriate to log the concern on a Welfare Concern Form, which will be passed to the DSL (or DDSL in the absence of the DSL).

### *The Role of the Headteacher*

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.
- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has oversight of all reported serious incidents, when the class teacher logs these in the class behaviour log.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour, in accordance with the school behaviour policy.
- The Headteacher is responsible for reporting on exclusions to the LGB and LA and to ensure that the school policy is administered fairly and consistently.

### *The Role of Parents*

- Parents are asked to read this policy and sign in agreement of the standards of behaviour. This forms part of the Home-School Agreement, which is required when all children start at our school.
- Our school works collaboratively with parents, so children receive consistent messages about expected behaviour at home and at school.
- We expect you to support your child's learning, and to co-operate with the school, as set out in the home-school agreement. We believe it is fundamental to build a supportive communication between the home and the school, and we inform parents as per our policy, or individual-needs agreement, if we have concerns about their child's welfare or behaviour.
- If the school has to use reasonable consequences with a child, we expect parents to support the actions of the school. If parents have any concern about the way that their child has been treated, they should **initially contact the class teacher**. If the concern remains, they should contact the Head of Lower or Upper School, as appropriate. The Headteacher will hear any concerns that can't be resolved through these channels. In the unlikely event that you feel your concern has not been resolved through these channels, then you should follow the school's complaints procedure.
- **Parents are encouraged to speak to their child's class teacher**, as soon as they have any concerns relating to their own child's behaviour or wellbeing. This can be verbally, or via the child's contact book. Parents will be listened to and concerns shared with all relevant members of the school community (without breaching confidentiality).

No members of staff should be victims of intimidating or abusive behaviour from other adults – in school, on school premises or via social media.

### *The Role of Governors*

- The Governing Body is responsible for ensuring that the school has a Behaviour Policy, that it is reviewed regularly and published for parents to read. This can be found on the school website.

- The Headteacher has the day-to-day responsibility for the implementation of the school behaviour policy. Governors/The Tenax Schools Trust may give advice to the Headteacher about particular issues, which the Headteacher should take into account when making decisions about matters of behaviour.

### *Fixed Term and Permanent Exclusion*

In accordance with DfE guidance, Leybourne SS Peter and Paul CEP Academy views exclusions as a last resort.

Our school community is committed to securing a range of proactive and preventative strategies which enable all children to develop holistically, and in line with our distinctive Christian ethos in order that all may flourish and integrate fully into wider society.

We recognise that we are all susceptible to error, but through a structured and compassionate approach and parental support; all children, with appropriate guidance, can be encouraged to make good choices, through realistic consequences – enabling children to reflect and restore expected behaviour.

Only the Headteacher has the power to exclude a pupil from school, in accordance with Kent County Council Guidelines. “The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.”

The Headteacher will inform the LA and the Governing Body about any permanent exclusion, and about any fixed-term exclusions beyond five days, in any one term. The Headteacher will write to the parents within 24 hours explaining the reason for exclusion and makes it clear to the parents that they can, if they wish, appeal against the decision of a permanent exclusion, to the Governing Body. The school informs the parents how to make any such appeal.

The Governing Body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher. The Governing Body has an appeal panel which is made up of between three and five members. This committee considers any permanent exclusion appeals on behalf of the Governors.

When an appeals panel meets to consider any permanent exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA, and consider whether the pupil should be reinstated. If the Governors’ appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

For our schools in Kent the relevant link is <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/exclusion-and-reintegration/guidance-on-exclusion> and the Digital Front Door, through which Headteachers make notification of an exclusion is here <https://www.kelsi.org.uk/pru-inclusion-and-attendance-service-pias/access-to-the-service>

### *Monitoring*

The Headteacher and Heads of Lower and Upper Schools monitor the effectiveness of this policy. As requested they will report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

The school keeps records of incidents of negative behaviour. The class behaviour logs contain completed Serious Incident Forms.

The Headteacher keeps records of any child who is given a fixed-term exclusion, or any child who is who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of any exclusion, and to ensure that the school policy is administered fairly and consistently

### *Review*

The Governing Body reviews this policy **annually**. The Governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the Governing Body receives recommendations on how the policy might be improved.

### Reference A

[https://www.kelsi.org.uk/\\_data/assets/pdf\\_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf](https://www.kelsi.org.uk/_data/assets/pdf_file/0020/62165/Kent-LA-exclusion-guidance-for-schools-and-governors.pdf)

### Reference B – Keeping Children Safe in Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1161273/Keeping\\_children\\_safe\\_in\\_education\\_2023\\_-\\_statutory\\_guidance\\_for\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1161273/Keeping_children_safe_in_education_2023_-_statutory_guidance_for_schools_and_colleges.pdf)

This policy should be read with reference to other policies and documents:

- Safeguarding and Child Protection
- SEND information report
- Early Years Policy



### **Serious Incident Form**

|                          |  |                       |  |
|--------------------------|--|-----------------------|--|
| Child's Name:            |  | Location of Incident: |  |
| Date & Time of Incident: |  | Person Reporting:     |  |

Today's incident falls within the following category:

|                    |                            |                       |
|--------------------|----------------------------|-----------------------|
| Leaving the class  | Not following instructions | Harm to an adult      |
| Unsafe behaviour   | Disruption to Lesson       | Harm to another child |
| Damage to property | Harm to self               | Other:                |

Please tick all that apply

#### **Consequence:**

|                     |                              |                                   |
|---------------------|------------------------------|-----------------------------------|
| Apology note        | Loss of play time to reflect | Complete work at a different time |
| Loss of golden time | Work sent home               | Learn in alternative space        |
| Phone call home     | Other:                       |                                   |

Please tick all that apply

#### **Any Further Action required:**

|   |  |
|---|--|
| No further action taken   |  |
| Restorative justice   |  |
| Parent/carers meeting with SLT (could lead to fixed-term exclusion) |  |
| Behaviour contract  |  |
| Inform any outside agency involvement                               |  |

Please tick at least one of the options

A copy of this form has been:

- Sent to the parent/carers
- Filed in the class behaviour log
- Sent to the Headteacher, along with a brief summary of this incident, and the reflection sheet if completed.