

**Kirkby la Thorpe
Church of England Primary Academy**

Building a Hopeful Future through Kindness, Learning and Trust

Policy Title	Behaviour and Discipline Policy
Governance Function Area	Academic Performance
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Behaviour and Discipline Policy

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Vision and Values

At Kirkby la Thorpe, we strive to ensure that each person is empowered to flourish and contribute positively to society. We seek to equip our pupils with the knowledge, skills and qualities necessary to navigate the complexities of our world, rooting this in Christian love.

We are inspired by the life of St Thomas in all that we do so that we can:

Be Positive and Active Citizens: We strive for our pupils to communicate clearly, embracing tolerance and respect for the diverse beliefs and aspirations of others.

Be Curious and Independent Members of Society: We encourage curiosity and a thirst for knowledge, instilling a longing for justice and an empathy for those in need.

Have Confidence and Perseverance: Through trusting each other, we empower everyone to embrace challenges with confidence and perseverance, striving to achieve their full potential in all aspects of life so that they can be the best that they can be.

Have the Courage to Respectfully Challenge: We foster an environment where respectful dialogue and critical thinking are encouraged, empowering pupils to voice their opinions with courage and integrity so they can **build** a better future.

Know their heritage: We cultivate an appreciation for both local and national heritage, helping pupils understand their roots and identity within the broader context of history so that they have a sense of where they are from.

Values

We are on this journey together and our Christian values of **Kindness, Learning** and **Trust** support us as we travel.

St Thomas was one of Jesus' disciples. He encouraged others to follow Jesus on his journey (John 11.16), showing **confidence** and **trust**. He also has the **courage** to challenge his friends when they tell him that Jesus has resurrected from the dead; he does not take their words on face value, but asks questions with **curiosity** (John 20.24-29). Thomas was an important member of the early church, taking Jesus' good news for a **hopeful future** to people around the world. According to traditional accounts he travelled to India, **building** Christian communities across the region. This is a journey that would have required great **perseverance**. This matters to us because we consider the ancient global **heritage** of the Christian faith to be an important part of our own identity as a church school. St Thomas inspires us to **learn** from past and current events to build a more hopeful future.

Vision and Values alignment

The behaviour policy of Kirkby la Thorpe Church of England Primary Academy is intricately aligned with its vision and values, creating a cohesive framework that guides both student conduct and the overall school environment. Rooted in the core values of Kindness, Learning, and Trust, the policy ensures that every interaction and decision reflects these principles, fostering a safe, respectful, and positive atmosphere conducive to learning. By integrating these values into behaviour management practices, the policy emphasises the importance of modelling positive behaviour by all staff members, maintaining consistency in expectations, and promoting responsible citizenship among students. This approach not only supports the school's vision of building a hopeful future through empathy and resilience but also ensures compliance with legal frameworks and statutory guidance. Through structured recognition of positive behaviours and fair application of sanctions, the policy strives to cultivate a community where every individual feels valued, respected, and empowered to achieve their full potential in accordance with the school's overarching educational goals.

Statement of intent

Kirkby la Thorpe CE Primary School believes that behaviour for learning must be taught and modelled to pupils, in all aspects of school life, to ensure that our school is a safe, respectful and positive learning environment.

Everyone in our school is expected:

- to maintain the highest standards of personal behaviour; and
- be ready to accept responsibility for their actions.

As a school we recognise that our pupils' behaviour may be at different stages of development and that a **consistent approach**, by all staff members, is required to ensure a safe and happy environment; only then will pupils and staff be in a position to actively engage with their learning.

This policy outlines our school's approach to developing behaviour for learning, and is underpinned by some aspects of the work of Paul Dix (*When the adults change, everything changes*).

Legal framework

This policy has due regard to all relevant legislation and statutory and non-statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child Protection and Safeguarding Policy

- Anti-bullying Policy

Academy Code of Conduct

Our expectations of behaviour are outlined in a simple and straightforward way in our Home School Agreement for Pupils, and the Home School Agreement for Parents. (See Appendices).

Standards of Behaviour

Our team understands that the first step to modelling expected behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the Academy must act responsibly and professionally and will never denigrate pupils or colleagues.

We believe that the expectations of staff are summarised effectively in Behaviour in Schools Guidance, 2022

‘Staff have an important role in developing a calm and safe environment for pupils and establishing clear boundaries of acceptable pupil behaviour. Staff should uphold the whole-school approach to behaviour by teaching and modelling expected behaviour and positive relationships, as defined by the school behaviour policy, so that pupils can see examples of good habits and are confident to ask for help when needed. Staff should also challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct.’

This document also states:

‘All staff should communicate the school expectations, routines, values and standards both explicitly through teaching behaviour and in every interaction with pupils. Staff should consider the impact of their own behaviour on the school culture and how they can uphold the school rules and expectations. Staff should also receive clear guidance about school expectations of their own conduct at school.’

Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority. Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the Academy, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil’s behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

A response to behaviour may have various purposes including deterrence, protection and/or improvement, encouragement or coaching.

We work hard to ensure that discipline is consistent across the Academy so that behaviour boundaries and consequences are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face.

As a school we recognise that “the culture is set by the way the adults behave” (P. Dix, *When the adults change, everything changes: Seismic shifts in school behaviour*, Wales, Independent Thinking Press, 2022, p. 2).

Staff work with pupils to explicitly teach the expectations in an age-appropriate way and to provide frequent opportunities to remind children of the expectations. This will include.

- Sharing our KLT Values in assemblies, in our classrooms and in day to day school life.
- Sharing our rules of be ready, Be respectful, Be safe
- Providing a clear and progressive curriculum plan for Personal, Social, Health and Economic (PSHE) which includes aspects of for example, Positive Relationships, Friendships, Keeping Ourselves Safe and Kindness.
- Visitors or role models identified and highlighted for the children, who manifest our values and positive lives.
- All staff will model expected behaviours – demonstrating amongst other things patience, respect, understanding, active listening, fairness
- All staff will model and teach appropriate ways of speaking to other people, and how to have tricky conversations when for example, we might be feeling angry or sad.

For some pupils, when behaviour is more challenging over time support will include all of the above and may also include.

- One to one coaching and discussion about managing behaviours such as anger
- Pastoral support on a one to one or small group basis – for example, on an ad hoc basis or preplanned. Preplanned may be an appointment with a key member of staff, or involvement in Art Therapy or programmes such as Friends.

Staff work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and consequences, good support systems, praise, and rewards for expected behaviour are an important part of building an effective learning community. The Academy will report behaviour, to parents regularly. We encourage parents to communicate with the Academy if they have a concern about their child’s behaviour, and we will do as much as is possible to support parents as and when they need it.

Staff promote what behaviour is expected and good choices within the Academy curriculum and reminders of Academy rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Staff liaise with parents/guardians of our children to make them aware of any positive choices and work their child has completed and how their day has gone as well as letting them know about any issues that may have been highlighted.

We take our approach to ensuring children have every chance to succeed positively and to that end we have a team, who can support and advise pupils as well as liaise with parents and staff on matters relating to behaviour.

- Special Educational Needs Co-ordinator (Sendco)
- MHST and ELSA
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We also use Cpoms for recording behaviour that might indicate safeguarding concerns.

Parents will receive communication about positive behaviour – this may be through direct conversation with teachers, an award such as Who Shone or a ‘Well Done’ Postcard

When behaviour is more challenging, parents are involved at an early stage and throughout any stages after that – often led by our SENDCO who will ensure we follow the Graduated Approach. Support and routines would be put in place in-house in the first instance, and external support and advice would be sought further down the line if necessary.

Staff are a constant presence around the Academy, in-between classes, during breaks in the Academy day, and at lunch times, to check that pupils are using the Academy grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The Academy will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support. This could include but is not exhaustive to: 1 to 1 learning, smaller group learning, alternative provision (inc. change of class) etc.

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support, which is different from, or in addition to, that which is required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan and/or Pastoral Support Plan and/or Provision Maps will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the Academy’s Special Educational Needs Policy/ SEN Information Report for more information.

The Academy will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through the active development of pupils’ social, emotional and behavioural skills.

Behaviour for learning at KLT – Paul Dix

When teaching our pupils behaviour for learning, five pillars of practice are applied by school staff:

1. Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations
2. First attention for best conduct – rewards, recognition, praise, motivation, engagement
3. Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues
4. Scripting difficult conversations – de-escalation, managing disruption, delivering sanctions
5. Restorative follow-up – restorative practice, structuring sanctions, working with the most troubled, building relationships

To support consistency of application of our policy, and to promote behaviour for learning, our school rules have been simplified to:

- Be ready
- Be respectful
- Be safe

These run alongside our school values of 'kindness,' 'learning' and 'trust.'

Our school rules are displayed in each classroom and learning space. School staff recognise that such behaviours do not occur by themselves. They need to be directly taught to pupils and modelled in each and every interaction, being referred to as necessary. Such consistency of approach requires commitment and focus by all members of the school community.

The school rules—***Be ready, Be respectful, Be safe***—are practical and specific guidelines designed to shape day-to-day behaviour and support a positive learning environment. They are simple, memorable, and applicable in every context, providing a consistent framework for expected conduct.

The school values of ***kindness, learning, and trust*** provide a broader moral and philosophical foundation. They reflect the overarching principles and aspirations that shape the school's culture and ethos, influencing how the rules are understood and applied.

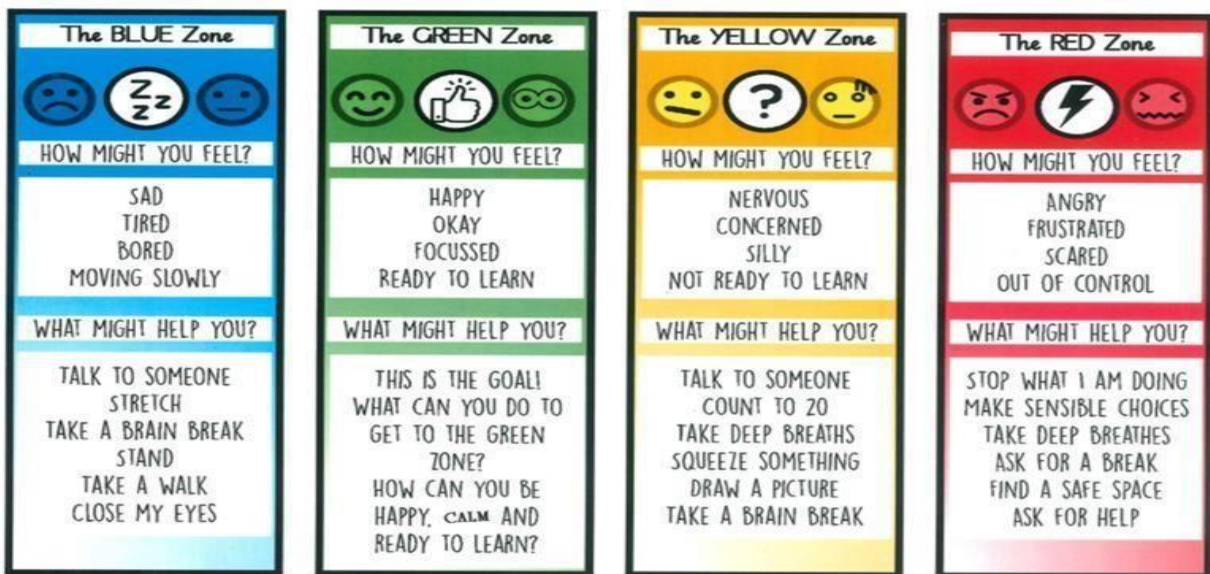
Together, the rules and values work in harmony: the rules provide clear behavioural expectations, while the values inspire and deepen the purpose behind these behaviours. For example, being *ready* for learning is grounded in the value of *learning*, while *respectful* behaviour reflects *kindness* and builds *trust*. This connection ensures that practical actions are always aligned with the school's vision and values.

Zones of regulation

As a school we recognise that some pupils may be at different stages of their behaviour development than others; in such circumstances, bespoke behaviour plans may be developed, with all parties working with the child, to ensure an individualised approach.

The zones of regulation are used at our school to help pupils understand how they are feeling and to provide both pupils and staff with the language to talk about how we are feeling.

When staff and/or pupils recognise that they are entering the blue, yellow and red zones, support will be offered, as necessary, to guide pupils back to the green zone. This may take various forms, including activities outlined in the BOSS Toolkit for Regulation, the use of calm spaces, and the use of the school’s ‘nest.’



Roles and responsibilities

All school staff are responsible for the consistent application of our school’s behaviour policy. We expect all adults to demonstrate the behaviours of calmness, consistency, positivity, kindness, respect and to **praise good conduct publicly**.

In developing their emotional control, we do not expect to see adults in our school shouting, using negativity or humiliation or **reprimanding pupils in public**.

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All staff

All staff, in line with the five pillars of practice will:

Meet and greet pupils each and every morning.

Model positive behaviours and **relentlessly** work to **build mutual respect**.

- **Plan** lessons that **engage, challenge** and **meet the needs of all learners**.
- **Deliberately and persistently catch pupils doing the right thing** and **praise them in front of others**.
- **Always redirect pupils** by referring to the **school's rules**.
- **Focus on effort** not achievement.
- **Celebrate** when children go **above and beyond** expectations.
- **Be calm** when going through the behaviour pathway.
- **Never ignore or walk past children** who are **poorly behaved**.
- **Follow up every time**, retain ownership and engage in **reflective dialogue** with learners.

SENCo

The role of the SENCo is to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. The SENCo will:

- **Be a visible presence** in and around the school to **encourage appropriate conduct**.
- **Regularly share good practice**.
- **Support staff** in returning learners to learning by sitting in on restorative conversations.
- **Support staff** in managing learners with **more complex** or **entrenched negative behaviours**.
- **Using behaviour records** to **identify behaviour targets** and **organise interventions**.
- **Regularly review provision** for learners who fall beyond the range of written policies.
- **Carry out regular learning walks** to **support, coach and model expectations**.

Headteacher

The headteacher is responsible for reviewing and consistently implementing the behaviour policy, encouraging positive behaviour and supporting staff to deal effectively with poor behaviour. The headteacher will:

- **Be a visible presence** around the school.
- **Celebrate staff and children** whose efforts **go above and beyond expectations**.
- **Encourage use of positive praise**, phone calls/emails/postcards home and certificates/sticker.
- Ensure that **staff training needs** are **identified and met**.
- **Assist staff** in returning pupils to learning by supporting restorative conversations.
- **Support staff** in managing pupils with **more complex** or **entrenched negative behaviours**.
- **Monitor that the policy is implemented** by staff **consistently** with all groups of pupils.
- Ensure that all **staff understand** the **school's behavioural expectations** and the importance of consistently maintaining them.

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- **Provide new staff with a clear induction** regarding the **school's behaviour policy** and ensure that they understand the school rules and expectations.
- **Offer appropriate training in behaviour management** and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it.
- **Review the school's behaviour log to identify trends and patterns of pupil behaviour**, ensuring that **no groups of pupils are disproportionately impacted** by this policy.

The governing body will:

Make a statement of behaviour principles and **provide guidance** for the headteacher on promoting good behaviour where appropriate.

Ensuring that the behaviour **policy does not discriminate on any grounds**, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- **Handle complaints** regarding the behaviour policy, as outlined in the school's Complaints Procedures Policy.
- Ensure that the **behaviour policy is published** on the school's website.

Parents/Carers

Our school will endeavour to work with families to build positive, working relationships with parents/carers to support the positive behaviour of pupils. Parents/carers are expected to:

- **Participate in school life** and **understand its ethos**.
- **Understand the school's behaviour policy** and **reinforce it** with their child/ren.
- **Support their child** to follow the behaviour policy.
- **Sign the Home school agreement**
- **Inform the school of any changes in circumstances** that may affect their child's behaviour.
- **Discuss any behavioural concerns** with their child's class teacher promptly. • **Raise any concerns** about the management of behaviour with the school directly.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during Academy hours without reasonable justification and, if invited, to attend a reintegration interview at the Academy with their child.

Pupils

Pupils are expected to:

- **Follow the school's rules and values**.
- **Take responsibility** for their behaviour and actions. • **Show respect** to members of the school's community.
- **Carefully read and sign** the Home School agreement
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Academy rules that apply at all times to all members of the Academy community

- Always be on time.
 - Keep your appearance smart and tidy, and wear specified Academy uniform at all times to and from the Academy.
 - Rude, derogatory, racist, or defamatory language will not be tolerated.
 - Be considerate of your peers and the extended community. Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.
 - Be polite and respectful at all times. This applies to staff, other pupils, any visitors to the Academy, and to members of the general public.
 - Take care of your environment, both on the Academy site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
 - Unauthorised absence from Academy will not be tolerated.
 - Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Disobeying staff is not tolerated.

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- The following items are not allowed in Academy under any circumstances:
 - Alcohol and drugs including “legal highs”
 - E-Cigarettes, Cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
 - Mobile phones should be handed in to class teachers and locked away in a cupboard. The phone should be turned off and not switched on until home time. Learners should not use phones whilst still on the school premises. Phones are brought to school at the owner’s risk.
 - Unauthorised electronic or recording devices
 - BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon
- Any article which a staff member 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)
- Any activity that is judged to be Gambling is not allowed on Academy property.

Drugs

The Academy will not tolerate drug use of any sort on Academy property or during off-site Academy activities. The Academy takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in Academy. If they need medication they can go to the academy’s main office so that it can be witnessed by Mrs Adams and Mrs Atkin.

Medication

We are aware that it may be necessary for some pupils to take medication during the academy day. Parents should make the Academy aware of this in writing as soon as their child starts taking the medication. Further details around medication are set out in the ‘Supporting Children with Medical Needs’ policy.

With antibiotics etc:

- The medicine is stored in the fridge along with a medication form
- Two members of staff will watch/administer the medicine then the form will be signed by both and placed back in the fridge with the medication
- At the end of the day, parent/guardian must sign the form also and collect the medicine
- Once the course is complete, the form will be filed in the child’s pupil file.

Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. Any pupil involved in any alcohol-related activity may be permanently excluded.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Kirkby La Thorpe Academy wants to make sure that all pupils feel safe at the Academy and accepted into our Academy community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The Academy practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the Academy. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the Academy will:

- Take it seriously
- Act as quickly as possible to establish the facts
- Record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- Provide support and reassurance to the victim
- Make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the Academy will make sure that they understand what they have done and the impact of their actions
- Ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used
- Consider whether suspension or exclusion is appropriate in light of the circumstances.

Searching and Confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the Academy. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the Academy's rules say must not be brought into Academy. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- "legal highs"
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves)." Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in Academy will be destroyed.

Use of Force/ Positive Handling

Section 93 of the Education and Inspections Act 2006 enables Academy staff to use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
- causing personal injury to, or damage to the property of, any pupil (including him or herself); or
- prejudicing the maintenance of good order and discipline at the Academy or among any pupils receiving education at the Academy, whether during a teaching session or otherwise.

Kirkby la Thorpe does not encourage the use of force and it will be used very rarely in special circumstances. There is no definition of when it is reasonable to use force, and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

All staff at the Academy have the authority to use force when reasonable, and this extends to any other person whom the head has given the responsibility to be in charge or in control of the pupils. Staff can also use this power when they are lawfully in charge of pupils but off the Academy premises – i.e., on a Academy trip.

Following serious incidents involving the use of force, the Academy will speak to the parents concerned and make them fully aware of the incident.

Such serious incidents involving the use of force will also be recorded by the Academy.

Attendance

Regular attendance at Kirkby la Thorpe is required by law, and Kirkby la Thorpe Academy takes attendance very seriously. There is a register taken twice daily, and disciplinary action will be taken against any pupils who are repeatedly late in returning to class. Parents or carers will be contacted to discuss possible reasons and Academy support systems that could help. Pupils attendance range should be 96% and above. More information can be found in the **Attendance Policy**.

Uniform and appearance

Effective teaching and learning need proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

Kirkby la Thorpe Academy uniform should be worn by all pupils in Nursery through to year 6. Pupils who come in without the correct Academy uniform on will receive a slip/letter to explain to parents/carers the expected uniform. If not addressed, a conversation with the child's parents/guardians will also take place. The incorrect items should be replaced as soon as possible and no longer than 1 month.

The standard uniform is as follows:

Classroom Uniform

- KLT logo items do not need to be purchase but do need to closely match the items listed.
- Red jumper/cardigan
- White polo neck shirt
- Grey, skirts, shorts, trousers or pinafores. Jogging or tracksuit bottoms and dark jeans are not permitted
- Tights should be grey or black
- Red book bag



PE uniform

- A plain red t shirt (no designer logos or images)
- Black shorts and jogging bottoms for outdoor PE
- A plain black jumper
- Trainers



School Shoes

- Shoes to wear in school should be polishable. The photographs show the appropriate footwear to be worn in school. Shoes with white bases, sports logos or appear to be trainers or plimsolls are not be worn
- Simple, plain black boots can be work during winter, but shot include tassels, glitter, fur or be 'builder' in style.



Jewellery

For health and safety reasons and the potential risk of damage and/or loss, Kirkby la Thorpe has decided that no jewellery may be worn by pupils during school hours on school premises. The only jewellery learners are permitted to wear are one small pair of stud earrings, a watch, or any religious adornment.

All jewellery SHOULD be removed for Physical Education lessons, including swimming and related out of hours' activities. Learners must be able to remove earrings by themselves. Staff are not permitted to remove earrings.

If learners are unable to remove jewellery, for whatever reason, they will not be permitted to take part in the lesson or activity, as they may be endangering themselves and others. It is not acceptable for learners to miss P.E. lessons as these form part of the National Curriculum set out by the Department for Education.

Piercings should be done at the beginning of the summer holiday, in order that the piercing has healed, and earrings can be removed for P.E. lessons.

Hair and makeup

Pupils are not permitted to wear any makeup or nail varnish.

Hair must be neat, tidy and of a style acceptable to the school, avoiding extremes. Learners should avoid extremes of personal appearance. This includes hair colouring and haircuts.

Hair should not be dyed (either permanent or semi-permanent) beyond colours close to natural hair colours (e.g., extreme bleaching and/or red, pink, green, blue, or purple colours). Hair should be only one colour and not a combination of 2 or more complementary or contrasting colours e.g., blonde hair with pink streaks would be inappropriate.

Long hair will be tied and secured away from the face, neck and shoulders when learning activities dictate e.g., sport.

Hair clips and hair bands and other hair-retaining devices should be plain black in colour and discreet.

Headscarves should be plain black or white.

Face coverings of any type are not permitted to be worn on school premises (unless this is an approved mask for medical purposes, such as COVID-19 etc.) – This decision has been made as such items can cause others to feel intimidated and distressed and children need to be identifiable at all times.

Regulating pupil's offsite conduct

Pupils who are caught or known to have been misbehaving on the way to or from Academy, near the Academy premises or where it would be considered reasonable to impose consequences for behaviour outside Academy e.g. cyberbullying, will be disciplined by the Academy. This also applies to pupils who break Academy conduct during work experience, Academy trips, or extended Academy activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in consequences. The Academy will take into consideration:

- the severity of the misbehaviour;

- the extent to which the reputation of the Academy has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has **KLT Behaviour Blueprint**

Discipline, Consequences and Rewards

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. Staff ensure that children are praised publicly and reprimanded in private, and rewards will never be taken away from a child i.e. deducting of house points. Teachers at KLT are empowered to manage their classrooms consistently and will use the KLT Blueprint, aspects of Paul Dix along with other appropriate behaviour management strategies to meet the differing needs of different classes.

Discipline

KLT operates using the following disciplinary measures:

	KLT Behaviour Blueprint	
Reminder	Non-verbal cues	For example, this could be a glance or staff member positioning themselves nearby to regain individuals' attention and focus.
	Rules	A reminder of the three simple rules delivered privately, where possible. Repeat reminders if reasonable adjustments are necessary.
Caution	Verbal reminders	A clear verbal warning is given (privately), wherever possible, using their name and a brief explanation of how to improve behaviour and clearly outlining the consequences if they continue, e.g. having time out. Use the phrase "think carefully about your next step."
	Seating/ change class	If an individual's behaviour continues to distract others, they will be moved to another seat within the class/ year group area.

Last chance	Script	<p>I've noticed you are..... It is the rule about..... that you broke.... You have chosen to..... Do you remember last..... when you..... That is who I need to see today. Thankyou for listening</p> <p>Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention. Request that the child stay behind for two minutes after class. The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed reduced or substituted.</p>
Time out	Time in another class/area	<p>Time out might be a short time (5 minutes) outside the room, on the thinking spot or at the side of the field of play. It is a few minutes for the child to calm down, breathe, look at the situation from a different perspective and compose themselves.</p>
Repair	Restorative conversations. After the episode of escalation	<p>This might be a quick chat at breaktime in the playground or a more formal meeting</p> <p>What happened?</p> <p>What were you feeling at the time?</p> <p>What have you thought since?</p> <p>Who has been affected by the actions?</p> <p>How have they been affected?</p> <p>What needs to be done to make things right?</p> <p>How can we do things differently in the future?</p>

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Stages of behaviour and associated consequences

Behaviour management strategies are wide and varied and therefore this is not an exhaustive list and should be used as a guide.

Stages	1	2	3	4
Behaviour	<p>Name calling</p> <p>Playfighting</p> <p>Teasing other children</p> <p>Rocking on chairs</p> <p>Low level behaviour- playing with rulers, tapping pens, misuse of an object</p> <p>Calling out</p> <p>Refusing to listen to instructions</p> <p>Pressing the green button without permission</p> <p>Running in school</p>	<p>Not being where they should be within school</p> <p>Transitions between lessons</p> <p>Drawing on books/ lack of respect of own work</p> <p>Defiance- not listening to instructions</p> <p>Inappropriate language</p> <p>Throwing items</p> <p>Pushing and rough play</p>	<p>Vandalism- Intentional damage to school or another's property</p> <p>Climbing</p> <p>Persistent bullying- first time identified instance</p> <p>Throwing items at people</p> <p>Physically hurting others</p> <p>Refusal to follow Instructions in a dangerous situation</p>	<p>Absconding</p> <p>Bringing prohibited items on site</p> <p>Bullying- including online</p> <p>Pre-meditated Harm- kicking, hitting</p> <p>Harmful Sexual Behaviour</p> <p>Persistent bullying- beyond first instance</p> <p>Stealing</p>
What?	<p>Supervised time with adult, 5 mins</p> <p>Time out</p>	<p>Supervised time with adult, 15 minutes</p> <p>Missing out on an activity</p>	<p>Time out in another year group/class to re-set behaviours and de-escalate</p>	<p>Time out in another year group/class to re-set behaviours and de-escalate. May also involve internal or external exclusion</p>
Where?	Classroom/ outside	Classroom/ outside	Different class	Headteacher

When?	As soon as possible break/lunch	As soon as possible break/lunch or next day break	As soon as possible- remainder of current teaching session	As soon as possible- remainder of current teaching session. May have to take place the next day
Who responsible for decision ?	Class teacher/ who ever gave the sanction	Class teacher/ who ever gave the sanction	Class teacher/SENDCO/Pastoral support Headteacher must be informed if not involved in the initial decision	Headteacher/ SENDCO External exclusion. The Headteacher must always make this decision
Supervised by	Class teacher/ who ever gave the sanction	Class teacher/ who ever gave the sanction	Class teacher in the alternative classroom/ pastoral support	Class teacher in the alternative classroom/ pastoral support/ headteacher

Persistent Poor Behaviour

Parents will be informed of any consequences from Stage 2 upwards OR if we are persistently seeing Stage 1 behaviours repeated over time. Such behaviour should be recorded on CPOMS.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behaviour, class teachers will work in conjunction with parents/carers, ELSA, SENCO and headteacher, to devise an individual support plan.

Rewards

Kirkby la Thorpe strongly believes that it is important to encourage good conduct and choices throughout the Academy by celebrating and rewarding achievable expected high standards of behaviour.

<u>Rewards</u>	
Who Shone	To be given out in celebration assembly. These are to reflect the Values of KLT (kindness, learning and trust)
House Points	To be awarded by teachers and other staff and recorded on a chart in each classroom for personal and group achievement. Four house Cubes/marbles in the class jar, according to house colours can be given. For an individual a tally should be used. The learners earn house points for their house and the winning house will be awarded a prize at the end of each term.

	<p>Everyone also receives a certificate for the amount they have achieved, and this is a running total throughout the year.</p> <p>Bronze - 50 Silver - 100 Gold – 200</p>
Stephen's cup	The Stephen's cup represents our KLT values and is for children that go above and beyond
Times table award	This award is based on statistics from Timestables Rockstars and the reason for the award may be different each week. For instance, it may be for logging in the most, being at the top of their chart or achieving a new band status etc.
Personal awards	Children on a Friday in Collective Worship are able to share any achievements that they have had outside of school.
Times table certificates	When children achieve a new timetable they will be awarded a certificate.
Attendance awards	Certificates will be awarded Termly (Aut, Spring, Summer) for 100% attendance and for 98 or above % attendance to individual pupils. Weekly class awards for the class with the best attendance
Recognition board	<p>The class are given a focus for instance 'One Voice' or 'Speak Politely' it can also be learning behaviours. When you see children demonstrating the behaviour well, their name is written on the board. One team, focussed on one learning behaviour and moving in one direction.</p> <p>There is no prize or material reward- the aim is to have everyone on the board at the end of the week.</p>
Headteacher sticker	Adults can chose send children to show work to the headteacher. This can be for any subject and this is rewarded with a headteacher sticker.
Postcards	Postcards are also used for children who may have gone above and beyond. This can be sent home by class teachers and also the Headteacher

SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from the above sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents/carers and relevant school staff and outlined on the child's learning plan.

Support from external agencies

Where a child displays more complex or entrenched negative behaviours, appropriate support will be accessed from relevant agencies to support both the pupil and staff members in direct contact with the child. This may include, but is not limited to:

- Input from school-based ELSA;
- Support from the Mental Health in School Team;
- Referral to Healthy Minds;
- An Early Help Assessment and Team Around the Child plan;
- Support from the Lincolnshire County Council SEND team, via ASK Sal;
- Support from identified agencies such as the Working Together Team, Specialist Teaching Team or other relevant agency;
- A Pastoral Support Plan;
- Support from the BOSS Team; and/or
- Use of the Lincolnshire Behaviour Ladder of Intervention, via the Pupil Reintegration Team.

Suspensions and exclusions

Internal suspensions are used to remove the pupil from class, but not from the school site, for disciplinary reasons. It may be a formal process, but it's not legally a suspension. The pupil is kept within school and the school can work with the pupil to address the issues leading to the behaviour, and in some cases support the pupil in learning that their behaviour will not result in being sent home. School work will be given to the child to complete in an area separate to their class so that learning can continue. Parents/ carers should be informed and given the reasons for it. This will also be logged internally by school.

In exceptional circumstances it may be necessary to suspend a pupil for a fixed time. This course of action is always considered very carefully and the decision to suspend or exclude a pupil is always made on an individual basis, based on a reasonable and measured response to the situation.

Where possible, we always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education, preventing the need for suspension or exclusion.

Permanent exclusion will always be a last resort, and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, meeting the needs of individual the child will drive all decision making. Further information can be found in the school's Exclusion policy.

Sexual abuse and harassment

The school promotes and enforces a zero-tolerance approach to all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. All staff are trained in the Brooke Traffic Light Tool.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Disciplinary sanctions for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

Where the school is responding to a report of sexual violence, the school will take immediate steps to ensure the victim and other pupils are protected. The DSL will work closely with the police, and any other agencies as required, to ensure that any action the school takes, e.g. disciplinary sanctions, will not jeopardise the police investigation.

Complaints

The Academy has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the Academy will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see the **Trusts Complaints Policy**.

Appendices: Home School Agreement



KIRKBY LA THORPE CHURCH OF ENGLAND PRIMARY SCHOOL

'Building a Hopeful Future through Kindness, Learning and Trust'

HOME SCHOOL AGREEMENT

We value working in partnership with children and their families. To help us do our very best for your children we agree to

Kirkby La Thorpe will:

- Provide a safe, secure and caring learning environment.
- Encourage good attendance and punctuality and recognise this with rewards and certificates
- Contact you if there are any concerns, e.g. school uniform, behaviour, learning
- Promote high standards of behaviour to ensure a safe and caring environment
- Share the progress of your child, through books being sent home and parent consultation meetings and an annual report sent each summer term
- Provide a balanced curriculum which challenges your child to reach their full potential and fulfils the requirements of the National Curriculum
- Value and celebrate individual achievements
- Welcome parental input and respond to your questions or concerns as quickly as possible
- Encourage children to be self-motivated and enthusiastic learners who always try their best
- Develop positive values and a caring attitude towards the school community and the environment
- Teach children to develop a positive attitude to others, regardless of age, disability, gender, race, religion or belief, sex marriage or civil partnership.
- Keep parents informed about school activities through ParentPay/newsletters and the website etc.
- Set regular homework and mark it if appropriate.
- Be welcoming and offer opportunities for parents/carers to become involved in the daily life of the school.
- Treat children fairly, care for them well and ensure their happiness.
- Help your child to develop a sense of responsibility, be considerate of others, and support them to make the right choices.
- Provide the children an healthy balanced lunch menu

Child's Agreement

I will:

- Always try my best and work hard to learn
- Come to school regularly and arrive on time
- Behave well and be polite and helpful to others
- Follow the school and class rules
- Be polite, friendly and show respect to other children and all adults
- Talk to grown-ups if I have a problem
- Look after others
- Take responsibility for myself and my actions
- Do my homework regularly and return it to school on time
- Bring all the equipment I need every day including my PE kit, book bag and reading books
- Wear the correct school uniform by following the school dress code
- Take good care of the school equipment, school environment and living things
- Use the internet safely, just as I am taught in class

Child's name

Child's class

Childs' Signature

