Behaviour and Discipline Policy

KIBBLESWORTH ACADEMY

2026 - 2027

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1. **Introduction**

Kibblesworth Academy is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Ready, Respectful, and Safe,' and those exemplified by our school values.

This policy is a statement of the principles, aims and strategies for the management of behaviour. It is intended to act as a reference point and to inform teachers, parents, governors, members, visitors and school inspectors.

2. Rationale

We believe that the ethos of the school is central to creating an environment which allows all pupils to develop and maintain high standards of behaviour and academic achievement. **The quality of relationships throughout the school is of the utmost importance.**

Strong relationships;

- Enable teachers to teach and pupils to learn.
- Raise self - esteem.
- Provide a harmonious atmosphere.
- Are required to take a full role in wider society.

3. Aims of the Behaviour and Discipline Policy

- To fulfill all legal requirements.
- To provide a safe, comfortable and caring environment where optimum learning takes place
- To foster the belief that there are no 'bad' children just 'bad' choices
- To encourage children to recognise that they can and should make 'good' choices
- To promote self-esteem and self-discipline
- To provide clear guidance for children, staff and parents of expected levels of behaviour
- To use a consistent and calm approach between pupils and classrooms.
- To ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- To ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches where possible before punishments and sanctions are applied.

In order to achieve the highest levels of behaviour, pupils need;

- Regular attendance.
- To access a safe, stimulating environment.
- To feel valued.
- To be offered an appropriate, well-balanced curriculum with realistic expectations.
- To have good role models.
- To have an understanding of right and wrong.

To support their children in this, parents need;

- To know that their children are safe and are going to be treated fairly.
- To be welcomed into school as partners in their children's education.
- To be well informed and involved with their child's life in school.
- To know they will be expected to take responsibility for the behaviour of their child, both in and outside school.

To support both parties, staff must;

- To champion our position that 'behaviour management is a team sport'
- To be able to teach without disruption.
- To take time to welcome children at the start of the day
- To ensure children transition safely to and from yards
- To celebrate the positive behaviours first, both in the classroom and around the wider school.
- To always redirect children's behaviour by referring to 'Ready, Respectful, Safe'
- To be supported by a clear and consistent implementation of the behaviour policy.
- To work in partnership with parents.
- To be supported by school staff, governors and other agencies.
- To be valued, consulted and informed.

Members of staff who manage behaviour well:

- Demonstrate "**deliberate botheredness**"
- **Deliberately** and **persistently** catch children doing the right thing and praise them in front of others
- Know their classes well and develop **positive relationships** with all children
- **Relentlessly** work to build mutual respect
- **Remain calm** and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional **care** and **compassion**

Application to Vulnerable Pupils and those with SEND

The school recognises that some pupils with SEND may be more likely to experience distress, sensory overload, communication difficulties or anxiety which may affect behaviour. We are committed to understanding the underlying causes of behaviour and responding in a supportive and inclusive manner.

Where it is identified that there may be an increased likelihood of the use of restrictive intervention, the school will work collaboratively with the pupil, parents, the SENDCO and other relevant professionals to develop appropriate behaviour support plans and risk assessments

These plans may include:

- Identified triggers and early warning signs
- Strategies for prevention and de-escalation
- Reasonable adjustments
- Communication strategies
- Safe spaces and self-regulation techniques
- Agreed responses for staff

These plans will be reviewed regularly and following any significant incident involving restrictive intervention.

4. Implementation

The school will offer formal and informal opportunities to promote self-esteem, confidence and independence, through the following;

- PSHE curriculum
- Continued study of Citizenship.
- Reflecting on the application of school values weekly in class.
- Celebrating achievement, and recognising progress.
- Circle time work.
- Support and training for parents.
- Strong links with the wider community.

4.1 The role of the class teacher

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

The class teachers in our school have high expectations of the children with regard to behaviour, and they strive to ensure that all children achieve to the best of their ability.

The class teacher treats each child fairly, and enforces the classroom code consistently.

The teachers treat all children in their classes with respect and understanding. If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the headteacher. Where external support agencies are involved in meeting the needs of a particular child, the class teacher liaises and works co-operatively with those agencies, as necessary, to support and guide the progress of the child.
The class teacher may, for example, in consultation with the school's Special Educational Needs Co-ordinator (SENDCO) discuss the needs of a child with the education social worker or the LA's behaviour support service.

The class teacher reports to parents and carers on the personal and social development of each child in their class.

The class teacher will, in the first instance, contact a parent if there are concerns about the behaviour or welfare of a child.

4.2 The role of the headteacher and SLT

The HT and SLT should;

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage the use of positive praise and the positive home contact model (see appendix 1)
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing children with more complex or challenging behaviours

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 their implementation of the policy.

The headteacher keeps records of all reported serious incidents of misbehaviour and has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

These actions are taken only after the school governors have been notified.

4.3 The role of the parents / carers

Our school requests that parents work in partnership with the school to promote good behaviour, to take steps to discourage poor behaviour, to reinforce the school rules and to support the school when sanctions need to be used with a child.

The school collaborates actively with parents and carers, so that children receive **consistent** messages about how to behave at home and at school. We explain the school rules in the school prospectus, and we expect parents and carers to understand and support them.

We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour. If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school.

If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If their concerns remain, they should contact the headteacher to discuss the issues involved.

If parents or carers wish to complain further about actions taken by the school, they should contact the Chair of the Governing Body, in accordance with the school’s Complaints Policy.

4.4 The role of the governing body

The governing body has the responsibility for agreeing as policy these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

Governors' support school through:

- Reviewing trends and patterns relating to the use of restrictive interventions
- Monitoring compliance with statutory recording and reporting requirements
- Scrutinising any disproportionate use of restrictive interventions involving pupils with SEND, pupils with protected characteristics or other vulnerable groups
- Challenging leaders where trends indicate that additional intervention, training or policy review may be required
- Ensuring that restrictive intervention data informs safeguarding, behaviour and inclusion practice across the school

The governors support the headteacher in adhering to these guidelines. The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

Under the terms of the policy, the education sub-committee of the governing body will receive notification if any pupil records three level 6 sanctions in one week or five in one month.

4.5 The role of the lunchtime supervisors

Lunchtime supervisory staff should deal with any minor incidents in a fair way. Staff should report incidents to the class teacher at the beginning of the afternoon session. Persistent negative behaviour should be brought to the attention of the Head. A positive environment should be maintained throughout. This is developed through the use of volume levels in the school hall, and rewards for positive behaviour.

Where behaviour at lunchtime has required the application of a time out, the lunchtime supervisor, wherever possible, should record the sanction on CPOMS before going home.

5. Behaviour for Learning

The ethos of the school has created an atmosphere in which a "whole school" approach to behaviour management can be nurtured. Our policy regarding the school rules is clear.

We recognise that clear structure of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

''When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.''

Paul Dix, Pivotal Education

Staff at Kibblesworth Academy have identified particular elements of good practice which they see as the keystones of our behaviour management strategy, and form the basis of the day to day application of this policy –



- Staff see consistency within classrooms and between classrooms as being key to the successful implementation of the policy.
- The school has 3 simple rules **'Be Ready,Respectful and Safe'** which can be applied to a variety of situations and are taught and modelled explicitly.
- Staff make a point of explicitly caring about the children – deliberate botheredness.
- Staff praise in public, but reprimand discretely, to maintain and protect relationships and trust.
- Positive praise is used wherever possible and shared between classrooms and home.
- Staff believe that consequences should be actioned as soon as possible, and restorative conversations should follow to help protect and build trusting relationships.
- Staff understand that for children to make the best progress and feel safe and secure, they must understand why they attend school and be ready to learn.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Elements of positive behaviour management and praise

Our Rules	Visible Consistencies	Over and Above recognition
– Ready – Respectful – Safe	– Daily meet and greet – Persistently catching children doing the right thing – Accompanying children as they move as a class around school – Praising in public PIP, reprimanding in private RIP. – Consistent calm language	– Postcards – Stickers – Certificates – Phone call / dojo / email – Verbal praise – Wider staff praise – Class rewards – Showing work to other adults – Roll of honour – Story time (KS1)

6. Rewards

Classroom rewards are flexible enough to take account of the age and needs of the children. All classrooms use the Class Dojo rewards system to reward children for positive behavior.

Points are awarded for positive behaviours, including such areas as:

- Completing homework to a high standard,
- Working well with others
- Participation.
- Providing good answers in class.

Points earned are then converted into rewards.

Rewards are devised by individual teachers in consultation with pupils and are reviewed in line with pupils needs and at least annually and are given every day throughout the school in accordance with the following principles:

- A consistent whole school approach to reinforce and maintain high standards of behaviour and work.
- Opportunities to reward, celebrate or reinforce good behaviour and work, such as Roll of Honour and Academy Awards Assemblies.
- A differentiated approach to the specific needs of individuals set within the whole school framework for rewarding positive behaviour.
- Emphasis on rewarding positive behaviour and work.

Strategies

- Non verbal (thumbs up, smiles)
- Verbal praise (use of name, specific praise)
- Tangible rewards (stickers etc)

- Class tables and charts
- Dojo points
- Postcards to parents
- Class awards assemblies
- Hot chocolate Friday rewards (in each cohort)
- Contact with parents (telephone call, email, etc.)

Commendation letters will be sent home to the parents of children who have been identified over a half term as having achieved highly, through either meeting academic, behavioural or attendance based targets.

House points are also awarded to individuals as part of our weekly celebration assembly and also for positive behaviours at various points across the week. These points are then added to sports day results, with the winning house having the opportunity to go on a school trip together in the summer term.

7. Behaviours to be discouraged

- Poor attitude to work.
- Persistent disruption of lessons.
- Refusal/non-compliance/defiance.
- Bullying: physical and verbal.
- Violence of any kind (hitting, kicking, shoving, biting and spitting).
- Racial, homophobic or verbal abuse. (isolating, name calling, winding up, teasing, threatening, cheekiness, swearing).
- Absconding.
- Poor attendance.
- Repeated non-compliance with school rules.
- Destruction of property / equipment.
- Stealing
- Telling lies, blaming others.
- Poor punctuality

8. Sanctions

Sanctions *should*

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

9. Strategies

Adult Strategies to Develop Excellent Behaviour

IDENITIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

- Non-verbal reprimand
- Low key verbal reminders
- Planned ignoring as part of a planned strategy
- Graded warning system (traffic lights)
- Move pupil from activity
- Pupil seated alone for a set time.
- Withdrawal from lesson (as short as possible)
- Senior staff members involving parents/involving staff on a hierarchical basis.
- Individual behaviour program.
- Removal of privileges.
- Removal of break times – time out.
- Fixed term exclusion
- Permanent exclusion

Language around Behaviour

At Kibblesworth Academy, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as ‘kicked off’ or ‘screaming fit’ are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a **script** and behaviours should be discussed as the behaviours they are, and not be personal to the child.
Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.
Incidents are logged in the class file at the staff member’s discretion.

Possible microscripts associated with stepped boundaries

Stepped Boundaries	
Reminder	I noticed you chose to... (noticed behaviour) This is a reminder that we need to be (ready, respectful, safe) You now have the chance to make a better choice Thank you for listening Example - "I noticed that you're running. This is a reminder that we need to be safe in school. Please walk – thank you for listening.
Warning	I noticed you chose to... (noticed behaviour) This is the second time I have spoken to you. This is a warning. If you chose to break the rules again you will leave me no choice but to ask you to, (work at another table / work in another classroom / go to the quiet area etc. (learners name), do you remember when... (model of previous good behaviour)? This is the behaviour I expect from you. I know you can make good choices. Thank you for listening. Example - 'I have noticed you are not ready to start your work. This is the second time I have spoken to you about this. This is a warning. If you chose to break the rules again you will have made the choice to catch up with your work at breaktime. Do you remember yesterday when you started your work straight away and got it finished? This is the behaviour I expect to see from you. I know you can make the right choice. Thank you for listening.
Time out	I noticed you chose to... (noticed behaviour) You need to.. (step outside the classroom (outdoors) Playground – You need to... (Stand by another staff member / me / sit on the wall. I will speak to you in two minutes. Example – 'I have noticed that you chose to use rude words. You are breaking the school rule of being respectul. You need to go and sit on the wall or two minutes. I will come and speak to you. Thank you for listening.'
Repair and restore	What happened? What were you feeling at the time? How have you felt since? How did this make people feel? Who has been affected? What should we do to put things right? How can we do things differently?
Remember – it is not the severity of the sanction, it's the certainty that this follow up will take place that is important.	

10. Hierarchy of responses

Stage 1 Reminder	REMINDER – reminder of rules and the expectation of better behaviour to follow – a chance to turn it around.
Stage 2 Warning	WARNING – last chance – if the behaviour persists a sanction will be put in place.
Stage 3 TO 1	First time out – behaviour has persisted and time out is given instantly outdoors if appropriate This must be recorded at the earliest opportunity on **CPOMS**
Stage 4 HT / DHT Involved	Any child who is issued with a timeout is also given a blue slip which outlines the length of their time out and the reason it was given. This must be signed by the member of staff who has given the time out. The pupil must report to the HT, or in their absence, the DHT to discuss the time out and strategies to avoid further consequences. The HT / DHT must sign the blue slip which is then returned to the person who has given the time out to demonstrate that a discussion has taken place. This will then prompt a restorative conversation if it hasn't already taken place.
Stage 5 Repair/ restore	Once a time out has been given, a **restorative conversation must take place**. This is non-negotiable, and must be done at the first available time which does not disrupt teaching.
Stage 6 Repair / restore	Once a time out has been given, a restorative conversation must take place. This is non-negotiable, and must be done at the first available time which does not disrupt teaching.
Stage 7 TO 3	Radio SLT at the point of third indiscretion for immediate discussion where next steps are considered. This could include monitoring and making SENDCO aware.
Stage 8	Parents of "persistent offenders" asked to come in by **teacher** to discuss issues and possible support strategies. The head teacher is informed that contact with parents has been made. This would also include a restorative conversation outlining expectations.
Stage 9	Pupil is asked to go to the **head teacher** who will invite parents for further discussion. The use of behaviour and support strategies to target improvement could be introduced at this point. It may also be appropriate to consider a referral to Primary Behaviour Support. If this is the case, a single point of contact should be identified by the SENDCO. Moving forwards, this person should organise regular meetings with the parents and agree either face to face contact or written feedback on the progress of the behaviour plan. This could also include written progress updates from behavioural support. In certain cases, it may also be appropriate to refer the case to an educational psychologist if it is deemed the child's needs are best catered for by an Education Health Care Plan.
Stage 10	If persistent disruptive behaviour continues, or an incident is deemed as serious, such as involving violence towards another pupil or staff, verbal abuse towards pupils or staff, bullying, or racial or sexual discrimination, the pupil can receive a **supervised internal suspension**, initially up to one half day. This will take place in a room away from the child's usual class. This information will be passed on to the education committee and the LA.
Stage 11	If internal suspension is seen to be ineffective, after a maximum of two internal suspensions within one half term for related behaviour, an external suspension may be put in place. Depending on the severity of the incidence, this should be for a fixed period of either half a day or a full day. This is recorded, and the information passed to Gateshead LA and the Education Committee.
Stage 12	External suspensions can be stepped up to a maximum of five days. No more than three external suspensions should be used for related behaviours. At the point of the third suspension, Ian Stewart (Gateshead LA Admissions) may be invited to school with the parents of the pupils to discuss a managed move, if appropriate as part of a broader behaviour support plan , as a last resort to avoid a permanent exclusion.
Stage 13	If a managed move was not accepted, or failed, and the behaviour continues, a permanent exclusion from the Academy will be considered by the head teacher.

Support will continue within school and through external agencies where appropriate throughout the hierarchy of consequences to avoid the ultimate sanction of permanent exclusion. This is always taken as a final resort. From Stage 9 a monitoring form may be used (if appropriate to the needs of the child) and the pupil will have a weekly meeting with the head teacher to discuss progress against targets. This option will also be available for parents.

A child will usually move sequentially through these consequences, however, there may be occasions where the child's behaviour necessitates moving through the consequences more rapidly. In instances of serious breaches of school policy (see below) exclusion may be considered. If exclusion is a potential option for any child, (Stage 9 onwards), the pupil will be on a monitoring form, with meetings with the head teacher taking place weekly until the matter is resolved.

Extreme Behaviours

Some children exhibit behaviours which communicate distress, anxiety, trauma or unmet needs. The school seeks to understand the underlying reasons for behaviour and will always seek to de-escalate situations using supportive and trauma-informed approaches.

Where behaviour presents a significant risk to the safety of the pupil or others, the pupil may be directed to a supervised alternative space away from other pupils while support is provided and the immediate risk is reduced.

Where a pupil is prevented from leaving an area, this may constitute seclusion and will only be used where necessary to protect people from harm. Any such incident will be managed, recorded and reported in accordance with the school's Use of Restrictive Interventions Policy. Seclusion is never used as a punishment or disciplinary sanction.

Restrictive interventions, including reasonable force

Our school is committed to creating a safe environment in which restrictive interventions are rarely required. Staff will always seek to prevent incidents through positive relationships, early intervention, de-escalation strategies and reasonable adjustments before considering any restrictive intervention.

Restrictive interventions, including reasonable force, restraint and seclusion, are safety measures and are never used as a punishment, sanction, threat or deterrent. They may only be used where it is lawful, necessary and proportionate to do so.

All members of staff have the legal power to use reasonable force where necessary to prevent a pupil from:

- Causing injury to themselves or another person
- Committing a criminal offence
- Damaging property
- Causing serious disorder within the school environment

Any intervention must use the least restrictive option, the least amount of force and be applied for the shortest time necessary to reduce the risk of harm.

Where a restrictive intervention is used, staff will seek, wherever possible, to:

- Preserve the dignity and wellbeing of the pupil
- Communicate calmly and clearly with the pupil
- Continually assess whether the intervention remains necessary
- Reduce or end the intervention as soon as it is safe to do so

All incidents involving significant use of force, restraint or seclusion will be managed, recorded and reported in accordance with the school's Use of Restrictive Interventions Policy.

The following practices are prohibited:

- Any intervention intended as punishment
- Any intervention that restricts breathing, airway or circulation
- Pressure to the neck, throat, chest or abdomen
- Covering a pupil's mouth or nose
- Planned floor restraint

If a pupil is unintentionally brought to the floor, staff must move to a safer position or disengage as quickly as possible.

Debrief, reflection and post-incident support

Following any significant incident involving force, restraint or seclusion, the school will conduct a review of the incident as soon as reasonably practicable.

The purpose of the review is to:

- Understand what happened and why
- Identify any triggers or contributing factors
- Evaluate the effectiveness of de-escalation strategies
- Consider whether changes are required to behaviour support plans or risk assessments
- Reduce the likelihood of future incidents

Where appropriate, separate opportunities will be provided for the pupil and staff involved to reflect on the incident. These discussions will focus on understanding, learning and restoring relationships rather than blame. Wherever possible, the process will be facilitated by an adult not directly involved in the incident.

The school will ensure that appropriate emotional and physical support is available for pupils, staff and, where necessary, any witnesses affected by the incident.

Physical attacks on adults

At Kibblesworth Academy we take incidents of violence towards staff very seriously. We understand that staff are the adults in the situation and can use a common sense approach to de-escalate the situation wherever possible and keep themselves and others safe. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy and should call for support if needed. Only staff who are trained in physical intervention and de-escalation techniques should ordinarily restrain a child, although staff should feel confident to exercise their duty of care should a child be at imminent risk of harm.

All staff should report actions directly to the HT or SLT and should be recorded on CPOMS and in the Team Teach log as soon as possible. We appreciate these incidences can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of the SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Wherever possible a restorative conversation will take place between the member of staff and pupil at the earliest possible time to protect relationships.

Where a child has been violent towards a member of staff, some form of exclusion, either internal or external, will be likely in most cases due to the serious nature of the incident, although this will depend on the outcome of any initial investigation**.**

11. Exclusions and Suspensions

- Exclusion and suspension guidance is based upon current DFE guidance (August 2024) and current legislation, which sets out the responsibility of the headteacher, governing body and the LA.
- Suspension and exclusion **will not be used if there are alternative solutions available.** (eg, reparation, which enables a pupil to redress the harm that has been done)
- Only the headteacher has the authority to exclude or suspend and will notify parents/carers within one school day by phone and by letter.
- Detailed records of incidents are kept and exclusions are reviewed by the governing body.
- Suspensions and exclusion will only be used for serious breaches of school policy, eg:
    - Verbal abuse
    - Violent or threatening behaviour
    - Persistent, defiant, disruptive behaviour
    - Racist or homophobic abuse
    - Bullying
- The Head teacher may cancel an exclusion that has not been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and VSH.
- A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision by the head teacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.
- When establishing the facts in relation to a suspension or permanent exclusion decision the headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

- If a pupil is at risk of permanent exclusion, a Pastoral Support Program will be implemented.

11.1 Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil or meet their often complex needs. This can arise from an accumulation of fixed term exclusions or as a result of a very serious one off offence.

Serious one-off offences may include

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

Exclusions will not be used for:

- Minor incidents (failing to complete homework, forgetting dinner money)
- Poor academic performance
- Non-attendance, lateness

12 Governors' Statement of Behaviour Principles

This Statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (The school behaviour policy: the role of the governing body) and the Equality Act 2010.

The purpose of this statement is to provide guidance for the headteacher in drawing up the Kibblesworth Academy Behaviour Policies (Positive Behaviour and Anti-Bullying Policies) so that they reflect the shared aspirations and beliefs of governors, staff, parents and carers for the children in the school, as well as taking full account of law and guidance on behaviour matters. Staff should be confident that they have the governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the headteacher to draw up the Behaviour Policies at Kibblesworth Academy, though they must take account of these principles when formulating this.

The headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for headteachers and school staff (January 2016).

The Governors at Kibblesworth Academy, believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

<u>Principles</u>:

- All children, staff and visitors have the right to feel safe, valued and respected, and learn free from the disruption of others
- Kibblesworth Academy is an inclusive school and all pupils, staff and visitors are free from any form of discrimination
- The school's behaviour policy should be rooted in our guiding values – be caring, brave, curious, responsible and involved.
- The school's behaviour policy reflects our desire to operate a positive, trauma informed behaviour policy within school.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are known, understood and used consistently by staff, in line with the behaviour policy
- The governing body expects restrictive interventions to be used only as a last resort, where necessary and proportionate to maintain safety. Restrictive interventions, including reasonable force, restraint and seclusion, must never be used as a punishment or disciplinary sanction. The governing body further expects leaders to monitor restrictive intervention data regularly to identify trends, support vulnerable pupils and ensure compliance with statutory guidance and reporting duties.
- Governors would like to see a wide range of rewards, consistently and fairly applied in such a way to reward good behaviour around the school.
- The behaviour policy and associated school rules are understood by pupils and staff
- It is recognised that the use of rewards and sanctions must have regards to the individual situation and the individual student and the Headteacher is expected to use their discretion in their use. Sanctions however should be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, offering support as necessary
- The behaviour policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Governors expect pupils and parents to cooperate to maintain an orderly climate for learning.
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour or abuse by pupils or parents towards the school staff will not be tolerated. If a parent does not conduct themselves properly, the school may ban them from the school premises and, if they continue to cause disturbance, he or she may be liable to prosecution.

The governors expect the Headteacher to include guidance and clarification for staff on their powers to search (for banned items), to use reasonable force (make physical contact with children), and to discipline pupils for misbehaviour outside school (including notifying police) witnessed by a member of staff or reported to school when:

- Taking part in school organised or related activity
- Travelling to or from school
- Wearing school uniform or in some other way identifiable as a pupil.

13. School Policies

The behaviour policy should operate in conjunction with policies for

- Equal opportunities
- Anti bullying
- Child protection
- Use of restrictive interventions policy (including reasonable force, restraint and seclusion)
- Drugs
- Attendance
- SEND
- Complaints procedure
- Home school agreement

It has also been written with due regard to the DfE publications –

- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (August 2024)

- Behaviour in schools – Advice for headteachers and school staff (Feb 2024)

- Keeping Children Safe in Education (KCSIE) (September 2025)

- Mental health and behaviour in schools (November 2018)

- Behaviour and discipline in schools – guidance for governing bodies (Sept 2015)

- Working together to improve school attendance (August 2024)

13. Monitoring and evaluation

This policy is due for full review Autumn term 2025 by the Full Governing Body of Kibblesworth Academy.