



Behaviour Management Policy

Kington St. Michael CE Primary School

Policy agreed (date):	10th March 2026
Policy published (including on website) (date):	22nd March 2026
Next review (date):	9th March 2027
Reviewed by:	Full Governance Board

Aims

- The KSM Behaviour Policy is designed to support the way in which all members of the school can live and work together. It aims to promote an environment in which everyone feels happy, safe and secure, and can learn and reach their full potential. It supports the overall aims and values of our school. The welfare of our pupils is paramount.
- Our Behaviour Policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. It aims to allow everyone to work together in an effective and considerate way and with mutual respect.
- At KSM we treat all children fairly and apply our Behaviour Policy in a consistent way, whilst bearing in mind the differing needs of all individuals.
- This policy also aims to develop and support pupils to manage their attitudes and learning behaviours through support and encouragement.
- This policy aims to help children grow in a safe, secure and learning environment, and to become positive, responsible and increasingly independent members of our school community, who take responsibility for their own actions.
- The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour. There is a clear code of conduct for the use of all at KSM.
- This Behaviour Policy applies to pupils at school or taking part in any school organised or school related activity off the school site.
- The adults in our school have an important role in modelling high standards of behaviour, both in their dealings with the children and with each other, as their example has great influence on the children.

KSM Philosophy and Principles

- How we behave comes from our sense of belonging.
- Every person is an individual and understanding them and establishing a positive relationship is the first step to enabling them to flourish.
- Behaviour is a communicator of emotion, and we must always fully consider and address the underlying feelings that are preventing someone from behaving positively.

At KSM, we recognise and value the importance of good, positive behaviour. Behaviour that enables all children to learn and teachers to teach in a safe and happy environment. To achieve this, we believe that **everyone is responsible for working together through a consistent approach to Behaviour Management.**

In developing our KSM Behaviour Policy, we have acknowledged the ideas of circle time, assertive discipline, emotional literacy, and equal opportunities. We use the ideas from these strategies in the continuing development of our Behaviour Policy. The KSM Behaviour Policy is a working document and therefore will be monitored, reviewed and updated as appropriate. We welcome feedback and discussion.

Developing good relationships

Our ability to behave and learn well is affected by how we feel about ourselves, our self-esteem. Our feelings of worth or self-esteem develop from relationships with each other. Children model themselves especially, on the actions and behaviour of adults that work with within the school and their carers at home; therefore, it is vital that we are aware of the need to build up the quality of relationships both adult-to-adult; and adult-to-child, to set the best possible example to our children.

In all relationships, adults need to:

- know the name of the person we are communicating with - and to use it respectfully
- listen carefully
- give positive attention
- show basic courtesy
- ask questions gently
- make sure we do not interrupt
- ensure that we do not 'put down' the other person
- be spontaneous and honest
- share feelings
- act where necessary
- be fair and equitable
- smile, display open body language and show warmth

Policy into Practice

The KSM Golden Rules

The KSM Golden Rules underpin our whole KSM Behaviour Policy. The KSM Golden Rules provide an expectation of behaviour, at all times and in all places. The Golden Rules are discussed regularly with all of our children so that they understand them and appreciate the need for them.

Classroom Rules and Routines

The class teacher will establish classroom rules and routines specific to their class. The rules are developed with the class and are displayed in the classroom, as a reminder to everyone within the class what our behaviour expectations are. We always set rules at the beginning of the academic year, to establish belonging and we revisit these regularly, and always at the beginning of a new term.

School Rules and Routines

Specific rules and routines are established for certain places and certain activities to retain focus and maintain safety. These places are:

- In assembly
- When walking around the school
- In the playground and at playtimes
- In the toilets
- In Forest School
- On the school bus
- At The Nest, Wraparound Care
- In classrooms
- In specific lessons e.g., PE, cooking or DT
- On school trips, visits and sporting events

Sanctions and Rewards at KSM

Rewards

Rewards are given to pupils to recognise and reinforce expected behaviour. These can be awarded to an individual, group, class or to the whole school. Appropriate rewards may include: House Points, verbal praise, non-verbal praise, stickers, extra responsibilities, sharing work with the Headteacher, sharing achievements with parents through a phone call, email, a certificate to take home, Celebration Assemblies (whole school recognition for achievement) or placing a star in the class jar.

Specific KSM Rewards

Level 1 – Praise

Level 2 – House point/s or Smileys (Blackbird Class)

Level 3 – Star in the Jar

Level 4 – Sticker/sent to member of the SLT for praise

Level 5 – Supersonic Certificate or Wall of Fame

Behaviour Pathway and Graduated Sanctions

The school operates a clear, consistent and graduated behaviour pathway to ensure that all pupils experience a safe, calm and purposeful learning environment. The system is designed to be fair, predictable and proportionate. It enables staff to address low-level disruption quickly, identify patterns of behaviour early and apply appropriate support and sanctions where required.

The aim of the behaviour pathway is to:

- maintain high expectations of behaviour for all pupils
- ensure that learning is not disrupted
- support pupils to regulate and improve their behaviour
- involve parents at an early stage where concerns arise
- ensure that suspension is a last resort after graduated responses have been implemented

Tier 1 – Low Level Disruption (Managed by the Class Teacher)

Examples may include:

- calling out
- off-task talking
- not starting work
- minor 'silliness'
- misuse of equipment
- low-level defiance

Responses and sanctions (in order):

1. Non-verbal reminder
2. Verbal reminder of expectation
3. Formal warning e.g., 'this is last chances'
4. Relocation to another classroom (agreed partner classroom), Blackbird to Sparrow, Sparrow to Blackbirds, Eagles to Hawks, Kingfishers to Eagles, Hawks to Kingfishers (child takes work, stay in class for 10 minutes)

The purpose at this stage is to correct behaviour quickly, to track any emergent pattern and minimise disruption to learning.

Tier 2 – Repeated or Disruptive Behaviour (Class Teacher and SENCO or Deputy Headteacher/Headteacher)

Examples may include:

- repeated Tier 1 behaviour
- rudeness to adults
- refusal to follow instructions
- disrupting the learning of others

- leaving the classroom without permission

Responses and sanctions:

1. Time out in a partner class (10 to 20 minutes)
2. Completion of a Reflection Sheet
3. 10 to 15 minutes loss of playtime/enrichment
4. Class Teacher to telephone parents or carers
5. Incident logged on CPOMS and teacher to upload Reflection Sheet, with bullet points of behaviour on to CPOMS
6. SENDCo informed

At this stage, patterns of behaviour are identified and parents are involved early.

Tier 3 – Serious Behaviour (Deputy Headteacher or Headteacher)

Examples may include:

- swearing at staff
- aggressive behaviour
- throwing objects
- damage to property
- persistent defiance
- bullying behaviour
- unsafe behaviour

Responses and sanctions:

1. Removal from class to ELSA Room or designated safe space
2. Internal reflection session (up to half a day)
3. Restorative conversation with either the SENDCo, Deputy Headteacher or Headteacher
4. Formal meeting with parents and carers, with Class Teacher and either SENDCo, Deputy Headteacher or Headteacher
5. Behaviour Support Team at Wiltshire Informed
6. Implementation or review of a Behaviour Support Plan
7. Consideration of SEND needs, reasonable adjustments and possible review of provision
8. Incident formally recorded as a serious behaviour on CPOMS, with a note of incident and meeting minutes

The purpose at this stage is to review the support around the pupil as well as address the behaviour.

Tier 4 – Dangerous or Extreme Behaviour (Headteacher)

Examples may include:

- physical assault
- serious bullying
- racist or discriminatory incidents
- running off site
- deliberate harm to others
- serious damage to property
- persistent Tier 3 behaviour with no improvement

Responses and sanctions:

1. Immediate removal from the class
2. Parents/carers contacted and asked to attend school
3. Internal suspension where appropriate
4. Fixed-term suspension considered by the Headteacher
5. Local Authority informed where a pupil has an EHCP or is a LAC/PCLA Child (SEND Team, Virtual Schools, Behaviour Support Team)
6. Risk assessment completed
7. Emergency review of support plans or EHCP provision

At this stage, the safety of individual child, other pupils and staff is paramount.

Reasonable Adjustments for Pupils with SEND, EHCPs, and Adopted or Previously Looked-After Children

The school recognises that some pupils, including those with SEND, EHCPs, and those who are adopted or previously looked after, may require reasonable adjustments to the way this behaviour pathway is implemented.

These adjustments relate to the support, intervention and graduated steps leading to sanctions, not to the expectations of behaviour.

Where behaviour is a concern, the school will consider whether unmet need, disability, trauma, attachment needs or other factors have contributed. In such cases the school will:

- review support strategies and provision
- consider whether a Behaviour Support Plan is required
- consult with parents/carers and relevant professionals
- consider whether an early review of the EHCP is necessary
- involve the Local Authority, Virtual Schools, SEND Team and/or the Wiltshire Behaviour Support Team where appropriate

No pupil will be suspended because the school feels unable to meet their needs or because of their SEND, disability or background.

Restorative Approach with ELSA, 1:1 TA or Class Teacher

Following Tier 2, 3 and 4 incidents, pupils will take part in a restorative conversation to support reflection and repair. This will include:

- what happened
- who was affected
- how the situation can be put right
- what the pupil will do differently next time

Suspension

Suspension is a last resort and will only be used when the school can evidence that a range of graduated responses, support strategies and reasonable adjustments have been implemented and have not been successful in ensuring the safety, wellbeing and learning of others.

All suspensions will follow statutory guidance and be lawful, reasonable and proportionate.

When the rules are broken, there must be appropriate sanctions that are fair and consistent. We feel that the child must recognise their inappropriate behaviour but also realise that they have a choice. They can choose to behave differently, in a positive way. The last resort is suspension from school on a temporary or a on a permanent exclusion basis following Wiltshire's Policy on Suspensions and Exclusion.

Banned Items

To maintain good order and safety of our community, certain items are banned from the school:

- weapons
- illegal drugs
- alcohol
- pornography
- fireworks or flares

Mobile Telephones

Any mobile telephones and smart watches brought to school by children, must be taken directly to the school office. They will be locked away for the school day and may be collected again at the end of the day.

Reflection Time

Following reminders of our behaviour expectations, children may be asked to move to another classroom or the ELSA Room, or they may be asked to miss a portion of their playtime/Enrichment Time for 'Reflection Time'. This is quiet time, and age-appropriate coaching questions are used to structure thinking and to support children in learning from mistakes and making appropriate changes to their behaviour.

At KS2, this conversation may be supported with a Reflection Sheet, on which the child draws or writes (the adult may annotate) their reflections on the incident and learning to take forward. Any incomplete or missed learning may be completed at another time in the school day or sent home for completion.

Regulation Time

Following disruptive, aggressive or otherwise negative behaviour, a child may need time, and support, to regulate their emotions. This is in recognition of the fact that some of the most disruptive behaviour stems from an acute feeling of vulnerability, resulting in a 'fight or flight' response to a perceived provocation or threat. Staff will use strategies in line with ELSA training to support

regulation and the child may be encouraged to access activities to support that regulation. Once the child is emotionally able to reflect, they will be supported to do so, and the appropriate next steps and sanctions will be taken in line with the policy.

Unacceptable Behaviour

There is no place for violence, bullying, harassment (racial, sexual or any other sort), vandalism, rudeness or bad language in KSM. Behaviour such as this is always discouraged and dealt with robustly by school staff.

Any child that observes or experiences bullying, harassment or vandalism is encouraged to tell a trusted adult to access help and support. At KSM school pupils and adults are encouraged to use the **'tell, tell, tell'** approach.

Individual Behaviour Plan (I.B.P.)

We recognise that some children may have additional needs. There may be a specific behaviour need, which may need addressing and supporting on a more individual basis. It is essential that the class teacher monitors pupils' behaviour to ascertain the need for an Individual Behaviour Plan.

The Individual Behaviour Plan lists strategies of support and potential triggers to help the child manage and regulate their behaviour. The plan is developed between the school, child and parents. (See SEND Policy). The I.B.P is a joint commitment involving all those concerned. It is a tool to support the child and to help them to learn and develop strategies to manage their behaviour. If the difficulties continue, it may be necessary to involve outside agencies such as the SEND Support Team, Virtual Schools or the Wiltshire Behaviour Support Team in order to access additional, appropriate support for the pupil.

An Individual Behaviour Plan will be put in place if:

- Other measures have been unsuccessful in positively impacting upon behaviour patterns
- a child is engaging with several external agencies to support their behaviour
- an incident occurs that leads to a suspension

An individual behaviour plan pulls together key information and advice to inform short-term targets which are then reviewed and adapted in collaboration with staff, external agencies and parents/carers.

Bullying

Bullying of any kind is not tolerated at KSM. If anyone perceives themselves to be bullied it will be dealt with immediately and sensitively. All children at KSM are encouraged to share their worries with a trusted adult. We ask all adults to discuss any worries disclosed to them or any inappropriate incidents they have seen or had reported to them with the DSL or DDSL immediately. The concerns and disclosures are dealt with sensitively and confidentially. The school's Anti-Bullying Policy is co-written with the School Council and shared with all children regularly. Anti-bullying advice is taught to all children across the school. All instances of bullying are recorded and discussed with Governors.

Responding to Challenging Behaviour: Guidance for Staff

- **Be constructive:** Effective behaviour management is about empowering the child to learn from the mistake and adapt their future behaviour. The staff member's role is to guide this.
- **Research fully:** Staff will make sure they know the full facts about the behaviour and the reasons for it before choosing an appropriate response.
- **Know the children:** Behaviour management is a human interaction – staff will consider the intent or emotion behind the behaviour and adapt their response accordingly.
- **Clarity of instruction:** Staff will specifically identify the behaviour they want to see rather than what they don't want to see.
- **Tone of voice:** Staff will choose a tone of voice which is proportionate to the behaviour and treat the child responsible for the behaviour with respect.
- **Using the 3Rs:** This approach references Dr Bruce Perry's Regulate, Relate, Reason model for responding to a child whose behaviour is indicating they are emotionally dysregulated. This is a sequence of three stages, each of which should be followed, and staff's response at each stage is outlined

Summary of KSM Rules and Routines

The School Council, pupils and staff developed the following rules and routines. They apply to both staff and children.

Whole school assemblies

- Enter the hall silently and respectfully
- Sit in designated class areas
- Listen politely to those conducting the assembly
- Put hand up before speaking
- When directed, leave the assembly quietly

Moving around the school environment

- Walk around the school sensibly; no running inside
- Move quietly around the school as others will be working.
- Open doors for others

Playtimes

- Stay on the playground unless a member of staff directs otherwise
- Remember to be quiet in the Quiet Area
- Do not climb on anything other than the designated play trail
- When the whistle sounds, stop and listen
- Always play sensibly and be kind to others
- Help others if you see anyone upset or hurt
- At the end of playtime, walk to the class line when asked and line up quietly

On-site rules (applicable to all persons always when on school grounds)

- Do not climb on anything within the school grounds (other than play trail)
- Do not use any school equipment unless supervised by an adult
- Do not ride any personal bikes, scooters etc, within school grounds
- Treat property and others with respect
- Do not enter school grounds when the school is closed

Staff Training

We recognise that all behaviour is a form of communication; that it is interactional and contextual. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management and restorative strategies
- Special education needs and disabilities associated with challenging or withdrawn behaviour e.g. autism or ADHD.
- Solution focussed thinking and questioning.
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child-on-child abuse.
- Positive handling and de-escalation techniques. This training takes place when required as part of a response to risk assessment and needs analysis of children.

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

Staff support

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Working with Parents and Carers

At Kington St Michael CE Primary School, we keep all parents and carers well informed about daily school life. We do this through many ways such as sharing policies on the school website, publishing regular newsletters, information within the school prospectus, holding parents' evenings as well as formal and informal discussions. If we are working with a child who has specific behaviour needs, we endeavour to devise strategies to support the child, which can be applied both in school and at home. It is a collaborative process, a partnership with school working closely with parents and carers to support the child. Parents and teachers meet regularly to review progress.

The school works collaboratively with parents, so 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 to read these and support them.

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

If a parent has any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains unresolved, they should contact the SENDCo or the Headteacher.

If these discussions cannot resolve the concern, we ask parents to follow the steps outlined in the School Complaints Policy.

The Role of Governors

The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The Governing Body supports the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school behaviour policy, but Governors may offer advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Violence, aggression and physical restraint

For aggressive and violent behaviour, in which a child deliberately, maliciously targets or attacks another person or object with the perceived intention to cause harm, there needs to be a separate procedure.

In line with Wiltshire L.A and Government Guidelines, the school operates a Violence and Aggression Policy.

At Kington St Michael CE Primary School, the aim is always to work with children and parents in a positive and constructive way. The school, however, recognises the need to inform parents about actions that might need to be taken if a child were involved in a serious incident, for example:

- attacks and hurts another child or a member of staff
- leaves the school premises without permission in school day
- put themselves in such a position as to cause themselves harm
- damages property

In situations such as these, staff will intervene, talk and reason with the child about their actions and the possible outcomes from their actions. It may be necessary in some situations, such as if the child is in immediate danger of hurting them self, another child or a member of staff to apply reasonable restraint e.g., Holding a child's hand or arm, blocking a pupil's path. Physical restraint would only be used as an absolute last resort to prevent a serious incident from happening. Parents would be informed of the incident and any restraint used on the same day it occurred. This will be recorded in the Red Book.

Some members of the staff have received Team Teach training and they would physically restrain a child if necessary. All instances when Team Teach is used are recorded.

If restraint is required or if violent, behaviour is witnessed:

- The child will be removed from the environment e.g., classroom or playground. It may be necessary to remove other children from the locality of where the incident is occurring.
- Physical restraint may be used if necessary. This will need two adults following the Team Teach procedures.
- to ensure the safety of the child
- to ensure the safety of the other children
- to ensure the safety of any adults involved.

- The Headteacher or person in charge will attend the situation to ascertain what has happened and to evaluate the situation.
- The school will telephone the parents or carers of the child, explain what has taken place.
- If a suspension or exclusion is decided upon, this decision will be made by the Headteacher. Parents or carers will be called and asked that their child is collected immediately. This is considered a suspension, and appropriate procedures and paperwork are completed in line with our school Suspension and Exclusion Policy.

Following a serious incident, everyone concerned needs post an incident report on CPOMs. They are also asked to reflect and discuss why they think the incident occurred and what could be done differently to avoid a similar incident from occurring again. It is a stressful situation for all involved.

If it is not possible for the child to go home following an incident the child can go to a quiet space within the school (such as the ELSA Room) to calm and regulate.

The person in charge of the child who was involved in the incident will complete a work-related violence and abuse reporting form, as soon as possible after the incident. Supporting evidence should be included.

Following a suspension, when the pupil returns to school, the Headteacher will meet with the child and parents or carers before the child returns to class to discuss support that might be needed.

Monitoring

The Headteacher and SENDCo, monitor the effectiveness of this policy on a regular basis. The Headteacher also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school records all incidents of misbehaviour on CPOMS. The Headteacher keeps a record of any pupil who is suspended for a fixed-term, or who is permanently excluded.

It is the responsibility of the Governing Body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently.

Review

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



KSM Golden Rules

- To be honest
- To be kind
- To be helpful
- To be polite
- To respect property
- To listen
- To always do our best
- To be happy at KSM and if we are ever worried, to tell, tell, tell.



Appendix 1

Adults at KSM use the following scripts with children:

- STEP 1 - Recognising, empathising, validating the feelings and labelling them
- STEP 2 - (if needed) Setting limits on behaviour
- STEP 3 - Problem-solving with the child

<p>Step 1 - Empathise, validate and Label</p> <p>Recognise all emotions as being natural and normal and not always a matter of choice Recognise behaviour as communication</p> <ul style="list-style-type: none"> • What physical/verbal signs of the emotion are being felt? • Look from the child's perspective • Use words to reflect back the child's emotion - help the child to label the emotion • Affirm and empathise – allow time to calm • Provide a narrative for the emotional experience 	<p>Scripts</p> <p><i>'I can see you are feeling...'</i> <i>'I wonder if you are feeling'</i> <i>'I can see you are frowning and kicking. I would be feeling that too if that happened to me...'</i> <i>'I am noticing that your face is...your breathing is....'</i> <i>'I imagine that made you feel sad/upset/angry...'</i></p>
<p>Step 2 - Set Limits</p> <ul style="list-style-type: none"> • State the boundary limits of unacceptable behaviour • Make it clear certain behaviours are unacceptable, but retain the child's self-dignity (crucial for responsive behaviour and wellbeing) 	<p>Scripts</p> <p><i>'At KSM we follow the golden rules...'</i> <i>'What are you doing?'</i> <i>What should you be doing?'</i> <i>What are you going to do next?'</i> <i>'Now it is XXXX, next it is...'</i> <i>'It is not ok to XXXX, this is not safe.'</i> <i>'We all need to be safe...let's go to...'</i> <i>'I understand that you may be angry, but at KSM we all follow the rules.'</i></p>
<p>Step 3 - Problem solve with the child</p> <ul style="list-style-type: none"> • Wait until the child is calm and fully regulated Explore the feelings that gave rise to the behaviour/problem/incident • Scaffold alternative ideas and actions that could lead to more appropriate and productive outcomes • Empower the child to believe they can overcome difficulties and manage feelings and behaviours 	<p>Scripts</p> <p><i>'This is not a safe place to be angry. Let's go to a safe place.'</i> <i>'Next time you are feeling like this, what could you do instead?'</i> <i>'I am listening...how can I help you?'</i> <i>'You need to sit by... or in front of... which one do you want to do, make the choice?'</i> <i>(This or This)</i> <i>'At KSM we are here to learn...'</i> <i>'Do you need some help to apologise to anyone? I can help.'</i> (repair)</p>

Appendix 2








KSM Reflection Sheet – Thinking Time

What happened?

What would you do differently next time?

How are you feeling?

Frustrated or Angry	Upset	Embarrassed	Confused	Disappointed
 A cartoon face with a furrowed brow, slanted eyes, and a small frown. A hand is shown at the bottom left, holding a pencil as if about to write.	 A cartoon face with a downturned mouth and two blue tears falling from its eyes.	 A cartoon face with a slight frown and two pink blush marks on its cheeks.	 A cartoon face with a neutral expression and a question mark floating to its right.	 A cartoon face with a sad expression. A thought bubble above it shows a thumbs-up gesture with a red diagonal line through it, indicating a failed attempt or disappointment.