BEHAVIOUR POLICY AND STATEMENT OF BEHAVIOUR PRINCIPLES

Knaphill Federation of Schools	
Policy: Behaviour Policy and statement of behaviour principles	
Governors' Committee Responsible: FGC	
Policy Originator: V Harbridge	**Review Period:** Annual **Last Reviewed:** September 2025
Status: Statutory	**Next Review Date:** Summer 2026

Aims

At Knaphill, we aim to promote the highest levels of behaviour and to support pupils in their responsibility for their own behaviour management. Good behaviour and self-discipline have strong links to effective learning and are vital skills for pupils to carry with them both during and after their school years. At Knaphill, we promote good behaviour, self-discipline and respect. We believe that good behaviour comes from **clear expectations** and **consistency.** Our main aim is to ensure that all children feel safe at our school and equip them with the life skills necessary to become responsible citizens. In order to do this, all adults are responsible for ensuring high standards of behaviour and teach our children to take responsibility for their own behaviour

This policy aims to:

> Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment

> Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

> Outline the expectations and consequences of behaviour

> Provide a consistent approach to behaviour management that is applied equally to all pupils

> Define what we consider to be unacceptable behaviour, including bullying and discrimination

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

> Behaviour and discipline in schools: advice for headteachers and school staff, 2016

> Behaviour in schools: advice for headteachers and school staff 2022

> Searching, screening and confiscation at school 2018

> Searching, screening and confiscation: advice for schools 2022

> The Equality Act 2010

> Keeping Children Safe in Education

> Exclusion from maintained schools, academies and pupil referral units in England 2017

> Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022

> Use of reasonable force in schools

> Supporting pupils with medical conditions at school

It is also based on the Special Educational Needs and Disability (SEND) Code of Practice.

In addition, this policy is based on:

> Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

> DfE guidance explaining that academies should publish their behaviour policy and anti-bullying strategy

> This policy complies with our funding agreement and articles of association.

Bullying

Please see the Anti-bullying Policy for more information.

Roles and responsibilities

The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the head teacher to account for its implementation.

The Head teacher

The head teacher is responsible for:

> Reviewing and approving this behaviour policy

> Ensuring that the school environment encourages positive behaviour

> Ensuring that staff deal effectively with poor behaviour

> Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils

> Ensuring that all staff understand the behavioural expectations and the importance of maintaining them

> Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

> Offering 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, so they can fulfil their duties set out in this policy

> Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

> Ensuring that the data from the behaviour log (recorded on CPOMs) is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Being positive role models.
- Having a clear and consistent approach to behaviour using the KFOS Behaviour Ladder.
- Encouraging a calm, purposeful and happy atmosphere.
- Increasing independence and self-discipline, so that each child learns to accept responsibility for their own behaviour.
- Enable pupils to develop reasoned, self-disciplined and socially acceptable behaviour, demonstrating respect towards each other and adults.
- Creating clear boundaries of acceptable behaviour to ensure safety.
- Ensure everyone reaches a high level of self-esteem where they are happy, feel good and enjoy each other's company.

- Maintain high standards of appearance and orderliness around the schools, encouraging pupils and adults to take a pride in themselves, their school and the wider community.

- Providing a personalised approach to the specific behavioural needs of particular pupils

- Ensure inclusive practice and equality of opportunity.

- Recording behaviour incidents promptly using CPOMs.

Parents and carers

Parents and carers, where possible, should:

> Get to know the school's behaviour policy and reinforce it at home where appropriate

> Support their child in adhering to the school's behaviour policy

> Inform the school of any changes in circumstances that may affect their child's behaviour

> Discuss any behavioural concerns with the class teacher promptly

> Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school

> Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

> The expected standard of behaviour they should be displaying at school

> That they have a duty to follow the behaviour policy

> The school's key rules and routines

> The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard

> The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

School behaviour curriculum

All adults are responsible for ensuring high standards of behaviour and teach our children to take responsibility for their own behaviour by:

Pupils are expected to:

> Behave in an orderly and self-controlled way

> Show respect to members of staff and each other

> In class, make it possible for all pupils to learn

> Move quietly around the school (including Fabulous Walking at KLS)

> Show good manners to all members of the school community and visitors

> Treat the school buildings and school property with respect

> Wear the correct uniform at all times

> Accept sanctions when given

> Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Mobile phones

Pupils are allowed to bring their mobile phones to school if they are given permission by their parents/guardians. These need to be turned off when entering the school site and will be given to a teacher to store in a locked, safe place.

Responding to behaviour

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

> Create and maintain a stimulating environment that encourages pupils to be engaged

> Display the KFOS Behaviour Ladder and other agreed behaviour support strategies

     o KLS: Five Fabulous Things, Tens frame for immediate rewards and shared class reward

> Develop a positive relationship with pupils, which may include:

     o Greeting pupils in the morning by their name

     o Establishing clear routines, including an agreed strategy for stopping the children

     o Communicating expectations of behaviour in ways other than verbally

     o Highlighting and promoting good behaviour (10:1 ratio)

     o Concluding the day positively and starting the next day afresh

         ▪ This may also need to happen after break/ lunch

     o Having a plan for dealing with low-level disruption that is based on positive behaviour management strategies

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with:

- Specific verbal praise that identifies the positive behaviour

- Immediate rewards using the collection of ten class points (Tens Frame)

- Whole Class rewards – gem jar, etc

- Rewarding individuals using house points – language linked to our school values

- Communicating praise to parents via written correspondence

- Reward certificates linked to our school values

- Visits to the Head Teacher for Head Teacher Awards

Responding to misbehaviour

All staff will use the KFOS Behaviour Ladder to escalate behaviour support or to provide sanctions. The list of behaviour is exhaustive and staff are expected to use their professional judgement when needed.

For younger children, a visual version of the Behaviour Ladder is shared with children and staff use visual cards to support children in understanding their behaviour and appropriate sanctions.

The Behaviour Ladder is shared with parents/ guardians and is referred to when reporting behaviour.

Step of behaviour/ types of behaviour	Dealt with by	Action: Emphasis on restorative process	Type of action appropriate for children with specific SEND needs
Step 1 Talking and being distracted Distracting other children (e.g. talking about content unrelated to the lesson) Talking inappropriately to others (e.g. calling names, unkind words, using a negative tone) Ignoring instructions (e.g. running inside) Wasting learning time (e.g. hanging out in the toilets)	Teaching Staff	•Non-verbal signal •Describe the preferred behaviour, reminding them of times they have made good choices •Verbal reminder of expected behaviour/ class rules •Verbal reminder and consequence explained	Warning (verbal or visual) **Please note: It is important to provide processing time.**
Step 2 Continuing with the above behaviours Talking and being distracted Distracting other children Talking inappropriately to others	Teaching Staff	•Time out at a concentration station within the classroom for a chance to modify their behaviour •5 minutes away from the group (with a timer) in classroom	Warning (verbal or visual) with a movement break
Step 3 Continuing with the above behaviours Inappropriate behaviour such as pushing, elbowing, littering, breaking resources **Inappropriate behaviour such as pushing, kicking, spitting, elbowing, littering, breaking resources**	Teaching Staff	•Rest of session away from group within classroom •Sent to Year Team Leader's classroom if a change of location or face is appropriate •Loss of playtime / lunchtime (5m) to reflect on behaviour and restore relationships – use Reflection sheets - pupils must be clear about the reason for the action and expectations going forward. •Write a letter of apology or make a card to say sorry •Use of Comic Strip Conversation to develop social understanding Record on CPOMS	Rest of session away from group within classroom (with 1:1 support as appropriate)
Step 4 Repeated incidents of the above behaviours. Swearing Suggested bullying/ name calling Biting	Class teacher/ Year leader Teaching Staff	Record on CPOMs Withdrawal * to *assistant head or head* to reflect followed by lunchtime catch up ** *Withdrawal - 5 minutes **Catch up time - (with SLT member in his / her classroom) •Class teacher to inform parents. •Formal discussion with parents (and with child if appropriate) to discuss behaviours and agree next steps e.g. individual reward system, daily parent communication etc.	Withdrawal out of room Class teacher to inform parents. Discussion with YTL/SENDCo to discuss triggers and possible next step
Step 5 Continued previous behaviours despite intervention Fighting Bullying Theft	Assisstant head teacher	Record on CPOMs •Withdrawal for remainder of morning or afternoon, •Involve a member of the Senior Leadership Team (SLT) to support the child to regulate and reflect SLT informed and parents informed by class teacher. •Possible Internal Exclusion - this does not qualify as a legal exclusion, but ensures learning and teaching for all pupils can continue uninterrupted. The reason for the exclusion is discussed with the child and pupils are encouraged to reflect on the reasons for this decision. The pupils will complete allocated work whilst internally excluded.	Withdrawal out of room Removal to Assistant or Headteacher Head / Assistant Head to inform parents.
Step 6 Aggressive behaviour Racism or discrimination Extreme swearing Any issues involving media such as Facebook, mobile phones and Youtube Threats made against staff Using racist, anti-disability or homophobic language with understanding	Head teacher	Record on CPOMs Withdrawal for remainder of morning or afternoon, SLT informed and parents informed by head teacher Time off the playground Internal fixed term exclusion for a period of time. Fixed term exclusion for a period of time.	Withdrawal out of room. Once calm, move to Head / AH office. Record on CPOMs Behaviour Risk Assessment or Pastoral Support Plan agreed with parents, staff and child

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

> Causing disorder

> Hurting themselves or others

> Damaging property

> Committing an offence

Incidents of reasonable force must:

> Always be used as a last resort

> Be applied using the minimum amount of force and for the minimum amount of time possible

> Be used in a way that maintains the safety and dignity of all concerned

> Never be used as a form of punishment

> Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff are trained in 'Positive Touch' to understand how to correctly use Reasonable force and how to ensure it is used as a last resort.

Staff are required to complete a Restrictive Physical Intervention (RPI) form if reasonable force is used. This will be reviewed with a member of SLT and uploaded to CPOMS.

Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

> Taking part in any school-organised or school-related activity (e.g. school trips)

> Travelling to or from school

> Wearing school uniform

> In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

> Could have repercussions for the orderly running of the school

> Poses a threat to another pupil

> Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

> It poses a threat or causes harm to another pupil

> It could have repercussions for the orderly running of the school

> It adversely affects the reputation of the school

> The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Head teacher will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

> Proportionate

> Considered

> Supportive

> Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

> Responding to a report

> Carrying out risk assessments, where appropriate, to help determine whether to:

  o   Manage the incident internally

  o   Refer to early help

  o   Refer to children's social care

  o   Report to the police

Please refer to our child protection and safeguarding policy for more information.

Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

Serious sanctions

Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time. Please see the KFOS Behaviour Ladder for information of when this may occur.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the head teacher and only as a last resort.

Please refer to our Exclusions Policy for more information.

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

> Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices (Equality Act 2010)

> Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

> If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. These may include:

> Specific behaviour support plans and risk assessments to ensure that all strategies are carefully considered

> Individual reward charts when needed

> Social stories to support understanding of expected behaviour

> Planned movement breaks

> Allocated safe spaces

> Regular SEND training for staff

> Use of sensory strategies and sensory circuits

Adapting sanctions for pupils with SEND

The KFOS Behaviour Ladder included adaptions made for pupils with SEND, however each behaviour incident and pupil will be supported on an individual basis.

The school will assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCo) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This may include:

- Reflection time with the class teacher, HSLW or a member of SLT
- Daily check in when needed
- Reintegration meetings following a suspension
- A behaviour report card with specific targets
- Working with parents and guardians
- Specific interventions
- Social stories

Pupil transition

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- How to use the Behaviour Ladder
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

> Behavioural incidents, including removal from the classroom and Restrictive Physical Intervention

> Attendance, permanent exclusion and suspension

> Use of pupil support units, off-site directions and managed moves

> Incidents of searching, screening and confiscation

> Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed every termly by Debbie Harrison (Head Teacher).

The data will be analysed from a variety of perspectives including:

> At school level

> Behaviour type – eg: physical, verbal

> By age group

> By time of day/week/term

> By protected characteristics

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the Full Governing Committee at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by Dorothy Greentree (Chair of Governors).

Links with other policies

This behaviour policy is linked to the following policies:

> Exclusions policy

> Child protection and safeguarding policy

> Physical restraint policy

> Anti-Bullying Policy

Appendix 1 – Behaviour Definitions

Misbehaviour is defined as:

> Disruption in lessons, in corridors between lessons, and at break and lunchtimes

> Non-completion of classwork or homework

> Poor attitude

> Incorrect uniform

Serious misbehaviour is defined as:

> Repeated breaches of the school rules

> Any form of bullying

> Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

> Sexual harassment, meaning unwanted conduct of a sexual nature, such as:

- Sexual comments

- Sexual jokes or taunting

- Physical behaviour like interfering with clothes

- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content

> Vandalism

> Theft

> Fighting

> Smoking

> Racist, sexist, homophobic or discriminatory behaviour

> Possession of any prohibited items. These are:

- Knives or weapons

- Alcohol

- Illegal drugs

- Stolen items

- Tobacco and cigarette papers

- Fireworks

- Pornographic images

- Any article 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)

Bullying is defined as the repetitive, intentional harming of 1 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

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites