

# Kempshott Junior School

## Behaviour Policy

Policy Ratified by Governing Body	February 2026	Review Yearly
Date of Review	Spring Term 2026	
Date of Next Review	Spring Term 2027	

### **Safeguarding Statement**

*At Kempshott Junior School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Kempshott Junior School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.*

### **Our Ambition**

At Kempshott Junior School, we believe that every child has the right to feel safe, valued, and empowered. Our vision for behaviour and attitudes is rooted in connection, compassion, and mutual respect. We recognise that behaviour is a form of communication. We aim to understand the needs behind behaviours and support children in developing the self-awareness, emotional literacy, and regulation skills they need to thrive both in school and beyond. We uphold the highest of expectations, underpinned by a shared understanding between adults and children of their purpose: to minimise disruption, maximise effective learning time, and foster a calm, focused environment where everyone can thrive.

These expectations are fundamental to ensuring that every child makes strong, sustained progress across all areas of school life: academically, socially, and emotionally. Our community is built on strong, trusting relationships between children, staff, and families. Through consistent, compassionate guidance and clear boundaries, we nurture a culture where children are active participants in shaping a positive, respectful, and inclusive environment.

### **We empower children to:**

- Make thoughtful choices;
- Learn from mistakes with support;
- Take responsibility for their actions in a safe and non-judgmental space;
- Celebrate their growth as individuals and members of the school community.

We are committed to supporting all children to make progress - developing confident, kind, and resilient learners who understand themselves and others, and who apply these values in the wider world, now and in the future.

### **Key principles of our approach to behaviour:**

- Maintaining a calm, investigative and solution-focused mindset towards behaviour that can be helpful for the individual and those around them; training and supporting all adults in the school to respond by acknowledging and addressing the unmet needs and missing skills that underlie the behaviour, rather than focusing on the behaviour itself.
- Positive, kind, relationships, whilst maintaining clear professional boundaries: prioritising strong, kind, trusting relationships between staff, children and their parents/carers. Adults must position themselves for rather than against the child, with the core belief that when people feel better, they do better. Clear professional boundaries must be established and consistently demonstrated by all adults.
- High expectations, high support: expecting all children to achieve their very best and make good ongoing progress; rigorously providing high quality, systematic and carefully planned support (with the child, not done to the child) for any pupils who are not yet able to meet those

expectations. High expectations should always be teamed with kindness and unconditional support. Adults will be firm as needed, making high expectations consistently clear, whilst remaining calm and constructive.

- Understand needs: when emotional, physical, sensory and learning needs aren't well met, challenging behaviour may be the outcome for some children and young people. By understanding needs, one is in a better position to prepare to meet them well.
- Follow-up is essential – 'without follow-up, there will always be mopping up'. We believe that, like all other areas of learning, we must have a systematic and rigorous approach to improvement and consistently follow-up any times when a child does not meet the agreed expectations. Consistent follow-up is essential in securing good progress.
- Children's voice at the centre – supporting children to understand their behaviour and decide on goals and how to achieve them should be at the heart of our work; by doing so, we secure intrinsic motivation and positive self-advocacy.
- Teach Life Skills: attention control, impulse control, processing speed, working memory; cognitive flexibility and emotional regulation are key skills for life. They need to be taught and practised

### **Class Expectations Agreement**

There are some expectations we can have which are common to all situations: talking and acting in ways which mean the people around us feel safe and respected; looking after our physical world so it is in a good condition for others to enjoy. The process of establishing our Class Expectations Agreement each year enables children to feel greater authorship in boundaries and leads children to have a greater investment in keeping to these. It also means children understand the purpose of the expectations; knowing the 'why' results in individuals feeling more controlled and better motivated to keep to the boundaries agreed. These expectations are consistent across the school.

### **Help children to plan and prepare to be at their best:**

All adults will follow a routine in which expectations are agreed ahead of a task or event and children are given the opportunity to consider what they may need in order to work at their very best. An essential element of our approach therefore includes agreeing expectations prior to a relevant activity or event and helping children think through and agree what will help everyone to feel safe, content and able to learn or play at their best, what they might find difficult in keeping to that agreement and what will help them manage it well. We call this strategy 'Prep for best'. Whilst some children with higher needs and poorer life functioning skills may require 'Prep for best' which is individual to them, these strategies should also be a routine element of daily practice in every class and for all children.

Staff will use their professional judgement and experiences prior to activities or events, to use our 'Prep for best' sequence (with the visual cue so children know it is 'Prep for best' time), during which the class think through their needs, what might go wrong and decide what will help them to prevent this so they can be at their best. This may not need to be repeated for regular activities once all children have established how they will be at their best but should be repeated regularly as a reminder and always take place prior to any new or unfamiliar task. Prep for best is a crucial element of our approach to behaviour since it ensures all staff set consistently high expectations and ensures a proactive rather than reactive approach to behaviour. Prep for best is also a good habit for children to develop and prevents an individual from launching into a task without preparation. It is a habit that will be of great help far into their future studies and work.

All staff will consistently hold high expectations throughout the day. When needed the following steps will happen to help remind children about expected behaviour:

- Give a non-verbal response e.g. a shocked expression, finger on his/her lips etc.  
Praise someone demonstrating the desired behaviour.
- Remind the child of the expected behaviour making reference to the Class Expectations Agreement or learning behaviours whenever it is relevant.
- The teacher or class room adult should take strategies to aid regulation of the child eg brain break, work break, move place, change groups, take up time, choice of two, adapt task etc

If these actions fail to rectify the inappropriate behaviour the member of staff will initiate the following actions.

- **Step 1** - If a child behaves in a way that goes against the class charter or expectations, they are given a look and reminder of expected behaviour.
- **Step 2** - If the inappropriate behaviour continues, a verbal warning is given and the child is reminded of expected behaviour. It is hoped at this stage any inappropriate behaviour is 'turned around'.
- **Step 3** - Should the inappropriate behaviour continue, the child should be given a red dojo. At this point they are offered a de-escalation strategy. (If a child is put on red in a group or set this must be communicated to the Class Teacher). An opportunity should be made to establish the difficulty, steps taken to aid and further steps that can be taken to aid regulation/behaviour.
- **Step 4** - If a child continues to behave inappropriately once they are on red they should be sent to another teacher or the year leader for a change of face with their work to do. The year leader will discuss their behaviour at a convenient time. Where possible a change of face within or across year groups may be most appropriate at this stage.
- **Step 5** – If the child's behaviour is still of concern a child from the class should be sent or an internal phone call made requesting support from SLT or the inclusion manager.

Restorative conversations can happen at the end of lesson/break if required e.g. 5mins, when everyone is calm, using a problem-solving technique focusing on understanding need, building skills and planning how to do better. We use this method because we know that punitive consequences make children feel bad but don't help children work out how to meet their needs better next time

If a child places themselves or others in immediate danger it may be necessary to remove the rest of the class from the room an internal phone call made requesting support from SLT or the inclusion manager should be made. If a violent incident occurs or the need for physical intervention the relevant forms must be filled in. Ensure that a debrief is offered to the child and the adult involved.

The Head Teacher/SLT will decide next steps in this incidence e.g. internal exclusion and will liaise with parents unless otherwise delegated by head teacher/SLT.

Consequences are focused on natural and logical impact i.e. If we are kind in how we respond to others, they will feel safe. If we respond unkindly, others feel unsafe and feel scared. They may then not wish to spend time with us.

At Kempshott we use protective and educational consequences to support change and base this on what makes sense. We use Protective and Educational consequences (ConEDsequences). These are focused on helping the child to do better rather than feel worse. At Kempshott Junior School, the Zen Den, lunch club or Zen Zone can provide a safe and enjoyable experience for those who find it hard to manage well, whilst still ensuring others' safety and wellbeing.

### **Recognising Children's Achievements**

Our aim is for all children to build internal motivation, independence and a clear moral compass which are crucial for children's futures; by building these early, they will be better equipped to avoid the common pressures experienced in teenage hood and beyond which lead to anti-social behaviour. Adults will support children to recognise and celebrate progress in all areas of learning, including prosocial and pro-learning behaviour through building effective professional relationships and providing positive feedback and praise. Whilst supporting children to develop this internal motivation, the following will also be given in school to recognise children's achievements:

- Positive praise
- DoJo points.
- Stickers
- Good news card
- Presentation award

- Sharing work/behaviours with other staff/SLT
- Messages home via dojo/good work shared
- House Points

### **House points**

- There will be a central display in the hall where house points are logged each week and a running total is kept.
- Points can be awarded to an individual by any member of staff (including Teachers, LSAs Office staff and Lunchtime Staff).
- Points will be logged by the Class Teacher and a monitor will collate the points ready for the weekly celebration assembly.

A cup will be presented to the winning house at the end of the year, this will enable Sports Day and house event points to contribute towards the total.

### **Awarding Dojo points**

- Staff award Dojo points for a special effort in class; for upholding the elements of the School Charter or for demonstrating one of the school learning behaviours.
- On average children should achieve one or two dojos at least per week
- The amounts of dojos given and the reasons should be consistent within a year group

### **Awarding a commendation**

- When a child has collected 50 Dojos they are exchanged for a blue commendation certificate.
- Commendation certificates will be presented in class or year group assemblies.
- Children are encouraged to take their Commendations home to share with their family.
- The onus is on the child to keep their Commendations in a safe place, however the Teacher should also keep a record of the number of commendations received in Arbor.

### **Certificates**

All bronze, silver, gold and platinum certificates will be awarded in whole school celebration assemblies.

- 5 commendations = Bronze certificate
- 10 commendations = Silver certificate
- 15 commendations = Gold certificate
- 20 commendations = platinum certificate (parents invited in and book token presented)

DoJo Points, Commendations and Copper, Bronze, Silver and Gold Certificates are carried over from week to week, term to term and year to year.

### **Routines to Support our High Expectations**

Routines and high expectations must be agreed between the children and adults in the classroom at the beginning of each academic year, practiced, consistently maintained and revisited to become established and embedded. A Class Expectations Agreement will be displayed in each classroom. The use of a supportive and compassionate system will address, and ensure that low level disruption is rare as well as supporting higher level incidents.

- Walking within the school in single file
- Lead through the school silently
- Walk on the left-hand side
- Music and thinking question when entering assembly
- Visual time tables used within class rooms
- Walk into assembly silently
- Whistle to stop, whistle to line up, whistle silence at the end of play times

### **Supporting Children with Special Education Needs and Disabilities and/or challenging behaviour**

- Some of the procedures outlined above may not be appropriate for children with a PSP/EHCP.
- Children requiring additional support to manage their behaviour should have a PSP which has been agreed by the class teacher, SENCo/inclusion manager and parents. This should be shared with all staff that come into contact with the child and updated as necessary.

- Outside agency support will be arranged as necessary in consultation with the SENCo and staff should discuss CPD opportunities regarding managing challenging behaviour.
- ABC forms should be completed to track behaviour incidents.
- Individual charts and reward systems should be used as appropriate.
- Challenging behaviour risk assessments should be completed for all off site visits (EVOLVE).
- Those pupils with Special Education Needs (SEN) and disabilities as well as those with additional challenges that some pupils may face will be taken into consideration when administering sanctions and rewards. The school acknowledges that learners with more challenging behaviour may need specific support and an individualised approach. These pupils will be brought to the attention of the school's SENCO and will have an Individual Education Plan (IEP) or Personal Support Plan (PSP) . Other agencies may become involved to assess the needs of the pupil. The school recognises that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs.
- If such needs are identified the school aims to ensure the pupil receives appropriate support. Further information is available in the school's SEND Policy.

### **Bullying Behaviours at Kempshott Junior School**

Every child has the right to feel safe, valued, and respected. Bullying is not tolerated in any form, and we are committed to creating a culture where kindness, empathy and respect are the norm. Definition of Bullying: Bullying is defined as repeated, negative behaviour that is intended to make others feel upset, uncomfortable or unsafe.

Bullying can take many forms, including:

- Emotional - name-calling, exclusion, intimidation
- Physical - hitting, kicking, pushing, or damaging property
- Verbal - teasing, threats, or hurtful language
- Social - spreading rumours, deliberate exclusion from groups
- Cyberbullying - using phones, social media or technology to cause harm
- Identity-based - targeting someone for their race, gender, religion, disability or sexuality

### **Preventing Bullying**

We place a strong emphasis on prevention and education. This includes curriculum teaching through PSHE, RE, computing and online safety; Anti-Bullying Week and themed assemblies; ongoing work with School Council, Anti Bullying Ambassadors; regular opportunities for pupils to raise concerns through Worry Boxes or trusted adults; high expectations for pro-social behaviour supported by supportive and restorative approaches Responding to Bullying If bullying is suspected or reported:

- It will be taken seriously and investigated thoroughly by staff
- All incidents are recorded on CPOMS, and appropriate actions taken
- Victims will be listened to, supported and protected from further harm
- Those displaying bullying behaviour will be supported to understand the impact of their actions, and supported towards more positive behaviour
- Parents or carers of all children involved will be informed and involved in any follow-up
- Monitoring and follow-up will take place to ensure the issue has been resolved, we intend our response to bullying focuses not only on stopping harmful behaviour but also on rebuilding relationships and supporting all children to thrive socially and emotionally. We will also involve external support agencies (e.g., Primary Behaviour Service) where necessary.

### **Prejudicial or Discriminatory Behaviour**

Our school is fully inclusive and promotes equality of opportunity for all, regardless of race, religion, gender, sexual orientation or disability.

All members of staff are deeply committed to promoting the principles of equality, tolerance and diversity. We encourage our pupils' behaviour to play a highly positive role in creating an environment where difference is valued and nurtured. Under the Equality Act 2010, children and young people in

education are protected from discrimination. It is against the law to discriminate against anyone because of:

- Age
- Disability
- Race including colour, nationality, ethnic or national origin
- Religion or belief
- Gender
- Sexual orientation

When members of school staff make a determination that a child either is, or is likely to be, engaging in abusive or discriminatory behaviour, the school's sanctions and consequences will be applied in line with the behaviour policy. Protecting victims from experiencing further discriminatory behaviours will be a priority in all circumstances. Any concerns relating to child-on-child abuse or discriminatory behaviour must be reported to the Designated Safeguarding Lead (DSL), who will provide oversight, ensure appropriate actions are taken, and determine whether the matter meets the threshold for further safeguarding intervention.

Incidents regarded by members of staff or the DSL to be very serious may be referred to external agencies, including the police. Child-on-child abuse or discriminatory behaviour will not be tolerated, and prejudicial or discriminatory language or behaviours will be challenged. Any incidents of a racist nature will be addressed in line with these principles, and parents/carers will always be informed if their child has been involved in a racist incident. All racist incidents will be recorded on CPOMS for both the victim and the perpetrator, and will be reviewed by the DSL to monitor patterns, assess ongoing risk, and ensure appropriate support and follow-up actions are in place.

The main purposes of the form are:

- To ensure there is a clear focus on supporting the victim and their family;
- To ensure consistency and effectiveness in tackling racism at Kempshott Junior School;
- To ensure systematic tracking and analyses of racist incidents;
- To assist in reporting of racist incidents to Hampshire County Council and other appropriate bodies.

At Kempshott Junior School, we believe that behaviour support is most effective when rooted in strong, respectful partnerships between families and staff. Parents and carers bring deep knowledge of their children and play a vital role in helping us understand and meet their needs. Working together, we can create a consistent and nurturing approach that supports every child's growth. To help build this positive collaboration from the start, we invite all families to engage with our Home School Agreement and open communications via dojo, which reflects our shared commitment to open communication and mutual support:

- Keeping us informed about any challenges their child may be experiencing at home that could affect wellbeing or behaviour
- Letting us know about life events or changes - such as bereavement, medication changes, or shifts in family circumstances - that might influence their child's experience at school
- Recognising that a connected, values-led approach to behaviour relies on ongoing partnership between home and school
- Talking with their child about our shared school values and reinforcing the positive messages we promote together
- Joining us for Parents' Evenings and other school events that celebrate learning and strengthen relationships

#### **Additional Statutory Obligations Legal Guidance:**

The Department of Education guidance, 'Behaviour and Discipline in Schools; Advice for Headteachers and school staff (January 2024)' has been read and used to guide the school on the legal obligations, powers and responsibilities in terms of managing behaviour within the school. Explicit roles and responsibilities of the school community

### **Pupils are Expected to:**

- Know the school expectations and engage respectfully in discussions about them
- Adhere to the school expectations, including during off-site visits, and when travelling to and from school
- Support other members of the school community in promoting the expectations of good behaviour

### **Parents and Carers are Expected to:**

Know the Behaviour Policy and actively support it through discussions with their child as appropriate, role modelling and leading through example to support the expectations of the school  
Ensure their child adheres to the school's expectations

### **Members of Staff in School are Expected to:**

- Set high standards of professional behaviour, politeness and self-discipline
- Plan to build and foster relationships rooted in mutual respect through 'preparing for best' - connect with and listen to pupils, making it clear through their response that pupils' comments are taken seriously and are of importance
- Actively support the Behaviour Policy through implementation and discussion with pupils
- Seek advice from senior leaders and report any concerns regarding the implementation of the behaviour policy
- Model emotional regulation, support pupils through challenging moments, and use restorative conversations to repair relationships

### **Governors are Expected to:**

Refer all matters regarding discipline to the Headteacher who, in consultation with relevant parties, will investigate; know, support and promote the school's Behaviour policy.

### **Suspension and Exclusions**

The school will apply suspensions and exclusions only after an extensive range of interventions and support strategies have been applied. The school conforms to the Local Authority and DfE Guidance. Parents of children suspended from school will be informed immediately through a telephone call home to parents and a formal letter which provides all parties' rights, responsibilities and details of the suspension.

Please refer to the schools Suspension and Exclusion Policy.

### **Behaviour Outside of School Off-Site Visits**

The expectations provided in this Behaviour Policy apply whilst pupils, staff, volunteers and helpers are involved in any off-site school visit.

### **Travel to and From School**

The expectations provided in this Behaviour Policy apply whilst pupils are travelling to and from school. In doing so, their behaviour will maintain the positive reputation of the school. Once the school becomes aware of incidents involving its pupils whilst travelling to and from school, then it has a legal duty to respond in accordance with this behaviour policy.

In the Community The school will respond to all non-criminal inappropriate behaviour and bullying which occurs anywhere off the school premises when this is reported to the school. Responses and sanctions will be in line with this policy and will involve the pupil's parents or carers.

### **Managing Pupil Transition**

We carefully manage the transition of pupils as they progress from one year group to the next and from Key Stage to Key Stage. Pupils have transition sessions with their new class and teacher, and we hold handover transition meetings at every stage to enable clear communication for staff. We are especially careful in ensuring that transitions for pupils with particular needs are fully prepared at each stage both internally and externally. We have good communicative relationships with both KS1 feeder schools and

local secondary schools and pupils are encouraged to attend taster days and visit prospective new schools.

### **Screening, Searching and Confiscation**

The guidance provided in the Education and Inspection Act 2006 and the ‘Searching, screening and confiscation Advice for Headteachers, school staff and governing bodies’ (February 2014), states that staff are authorised to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in possession of a pupil that are illegal or banned from school. These are items that would be deemed unsafe and any other items the Headteacher feels would be detrimental to maintaining high standards of behaviour.

These include but are not limited to knives, weapons, alcohol, illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images and articles that have been or could be used to commit an offence or cause harm; the first priority being to ensure that pupils and adults are in a safe and secure environment when they are in school.

Any items that may jeopardise the safety of others or themselves will be taken from the pupil without notice. A staff member can search a pupil with the child’s permission to look for any item that is illegal or banned from the school. It is only the Headteacher, or a staff member who has been authorised by the Headteacher, who has the power to search a pupil without the pupil’s consent if they suspect they are in possession of illegal items. Section 93 of the Education Act 2011 states that members of staff have the legal right to seize an electronic device to examine any data or files on the device if there is good reason to do so. These data or files may be erased before returning the item to the owner if they believe there is good reason to do this.

### **Mobile Phones:**

Kempshott Junior School does allow pupils to bring mobile phones into school if they are to be used to communicate with parents and carers before and after school as a safety precaution. However, phones must be handed to the class teacher at the beginning of the school day, when they will be stored for the remainder of the school day. School does not accept responsibility for phones handed to class teacher to be placed into a class box and subsequently given to the office for safe keeping until the end of the day. Parents accept full responsibility. Phones must be switched off on the school site.

Pupils, parents and staff are not permitted to use mobile phones in school unless permission is granted by Head Teacher or staff use within the staff room/designated areas.

### **Allegations Against Staff**

Allegations against staff will be taken seriously and will be dealt with quickly and in a fair and consistent manner which provides effective protection for the pupil and supports the person who is the subject of the allegation. Every effort will be made to maintain confidentiality and guard against publicity while an allegation is being investigated. Suspension will not be used as an automatic response when an allegation has been reported. Appropriate pastoral care will be provided to any member of staff who is subject to a formal allegation (Further details can be found in the Manual of Personnel Practice).

All allegations will be reported to the Local Authority Designated Officer (LADO). Intervention and Restraint If a child’s behaviour places themselves or others at risk, trained staff may use reasonable physical restraint as a last resort, in line with government guidance (Use of Reasonable Force – DfE).

Safety is paramount, and staff should not intervene physically if doing so would place them at significant risk. The child should be removed from the situation as soon as possible and taken to a member of the Senior Management Team. Parents or carers will be contacted promptly. An incident form must be completed and the incident logged. The Senior Leadership Team will review the situation, ensure appropriate follow-up, and update any relevant behaviour plans or risk assessments.

**Monitoring & Review**

The Head Teacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the Governing Body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The Governing Body reviews this policy yearly. 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.

**Relationship with Other School Policies:**

This policy should be read in conjunction with the school's Acceptable Use of IT, Attendance, Child Protection, Complaints, Anti bullying, Safeguarding, Equality and Supporting Children with Medical Conditions.

This policy will be reviewed annually and will be shared to all staff, parents, pupils and governors on our school website, governor meetings and staff training as needed. It will be available from the school office on request.