Behaviour Policy

St Katharine's Knockholt Church of England (VA) Primary School

Date of policy:	September 2026
Date of last review:	September 2026
Date of next review:	September 2027
Policy authorised by:	Governing Body
Policy approved date:	November 2026

Our key aims are:

- To ensure a safe and happy school
- To promote Christian values of kindness, consideration, tolerance, forgiveness and respect
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To ensure a whole school approach to behaviour which is used and approved by all the staff in the school
- To ensure that parents are informed and are aware of the choices and consequences procedures
- To provide a system of rewards for kindness, good behaviour, effort and hard work
- To provide clearly understood sanctions which will be implemented if an individual acts inappropriately

Therefore, the following principles apply:

- Every child has the right to learn but no child has the right to disrupt the learning of others
- The establishment of a sound, positive and caring ethos is an essential prerequisite for learning

All members of the school community – teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- Providing a well-ordered environment in which all are fully aware of behavioural expectations
  Helping all children to understand why there are expectations of behaviour, where they stand in relation to them and that they exist for the benefit of everyone
- Treating all children and adults as individuals and respecting their rights, values and beliefs
- Instilling in children a respect for self, others and property
- Fostering and promoting good relationships and a sense of belonging to the school community
- Offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- Encouraging, praising and positively reinforcing good relationships, behaviours and work
- Rejecting all bullying or harassment in any form
- Helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- Caring for, and taking pride in, the physical environment of the school
- Working as a team, supporting and encouraging each other

SANCTIONS:

Should children not conform to the agreed rules; the following sanctions will be applied in (approximate) order

although it is the teachers' professional judgment to match the sanction to the behaviour depending on the circumstances and context.

- Verbal warning(s). After two verbal warnings in any lesson, further action should usually be taken
- Move to a desk or area away from the other children
- Sent to another classroom for a period of time
- Miss a playtime or part of a playtime
- Child referred to a more senior member of staff
- Discussion with one of the Headteachers
- Parents informed informally

- Home/school behaviour contact book
- Sent to one of the Headteachers and parents informed
- Sent to one of the Headteachers and the incident recorded – parents informed and invited to discuss the situation with the Headteacher. An action plan agreed and a date set for evaluation.
- Extreme case – Exclusion.

After any sanction it is important to endeavour to find some good behaviour to reward if at all possible. For some children who have behavioural difficulties, a behaviour plan may be necessary. Rewards and sanctions will be personalised and regularly reviewed by the relevant staff (usually the class teacher, SENDCO or Headteachers and parents).

EXCLUSIONS

Exclusion is the ultimate sanction for persistent uncooperative behaviour, which is seen to be affecting the educational entitlement and progress of other children in the school. Parents will have prior warning that this step will be taken. Exclusion can range from one day, to a set number of days (fixed term) amounting to a maximum of 45 days in one school year. In extreme cases, exclusion would be permanent, although the school will seek to work with other schools to secure another placement for the pupil.