Kingfisher
CE ACADEMY

Behaviour Policy

TPAT Guidance Management

Document history

Review date	Version	Reviewer / owner (post holder)	Executive approval	Approving body	Meeting date of policy approval
11th Nov 2024	**1**	**Sharon Bishop**	Rachel Surch	**TIB**	12/11/2024
Jan 2026	**2**	**Sharon Bishop (Headteacher)**	Rachel Surch	**TIB**	21/01/2026
September 2026	**3**	**Sharon Bishop (Headteacher)**	Rachel Surch	**TIB**	30/09/2026

Material changes since last publication

Section	Changes
21/01/2026	There has been a rewrite of the policy in light of government changes.
Child on Child & Bullying, Exclusions and Suspensions (Sept26)	Additional Paragraph with changes in legislation.

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Introduction

At Kingfisher C of E Academy, we are committed to creating an environment where high expectations of learning behaviours and conduct enable every child and adult to flourish. Our behaviour policy is designed to teach **self-discipline, not blind compliance**, and reflects our Christian vision and values. It emphasises respectful behaviour, partnership approaches to managing poor conduct, and dynamic interventions that support both staff and learners.

Our vision:
Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

Aims of the Policy

- To promote a positive, calm, and safe environment where all children can flourish.
- To establish a framework for staff that focuses on consistency, high expectations, and positive relationships.
- To create a culture of authentic behaviour—for learning, for community, and for life.
- To ensure that all learners are treated respectfully and with dignity.
- To help learners identify, accept, and take responsibility for the consequences of their behaviour.
- To build a community that understands behaviour as communication and encourages empathy and understanding.

Leadership and Management

- Designated Roles:
    - The Headteacher and Senior Leadership Team (SLT) oversee the implementation and monitoring of the behaviour policy.
    - Designated staff coordinate interventions, support staff, and ensure consistency across the school.
- Systems and Monitoring:
    - Behaviour incidents are recorded and tracked using CPOMS to identify patterns and inform practice.
    - Regular reviews of behaviour data are shared with governors and trustees to ensure accountability and improvement.

- Resources and Governance:
    - Governors and trustees are actively engaged in monitoring behaviour and supporting strategic decisions.
    - Resources are allocated for training, intervention spaces (e.g., The Lilypad, The Burrows), and specialist support services.

Staff Induction, Development and Support:

- All staff receive comprehensive induction on behaviour systems, school rules, and restorative practices.
- Regular training is provided on trauma-informed approaches, positive behaviour strategies, and inclusive practices.
- Ongoing professional development ensures staff remain confident and consistent in applying the policy.

Pupil Transition

- Induction: New pupils are introduced to behaviour systems, school rules, and routines during their first days.
- Re-induction: Pupils returning after absence or moving between key stages receive refresher sessions to ensure continuity and understanding.

Pupil Support

- Designated staff (e.g 1:1 support staff, ELSA workers) provide targeted support for pupils whose additional needs may affect behaviour.
- Individual stress reduction plans and risk assessments are created where appropriate.
- Access to specialist services includes SEMH interventions, outreach support, and mental health professionals.

Mobile Phones

- The use of mobile phones is prohibited throughout the school day for all pupils.
- Phones must be switched off and stored securely; any breach will result in confiscation and follow-up in line with the policy.
- This approach ensures focus on learning, reduces distractions, and promotes positive social interaction.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**

Calm, Consistent and Kind Adult Behaviour

At Kingfisher C of E Academy, calm, consistent, and kind adult behaviour is the foundation of our approach to positive behaviour management. It reflects our Christian vision and values, ensuring that every child feels safe, respected, and supported.

What this means in practice:

- Adults remain calm and in control before addressing behaviour.
- We follow agreed approaches and shared language so that expectations are clear and consistent across the school.
- We use scripts and predictable routines to manage challenging behaviour effectively.
- Significant incidents are recorded on CPOMs to identify patterns, inform reflection, and improve practice.

Our approach is rooted in our vision and values. Through our behaviour culture, we nurture spiritual skills that help children flourish as individuals and as members of our community. These include:

- Honesty and authenticity
- Focus and presence
- Peacefulness and the ability to relax
- Empathy and compassion
- Forgiveness and reconciliation
- Hope in the face of challenge

- Generosity without depletion
- Resilience in grief and loss

Routines matter. Routines are the foundation of classroom practice. When calm and consistent routines are embedded, children feel secure and ready to learn. We use the same rules and language in every classroom and across school life to provide a firm foundation for success.

Boundaries

At Kingfisher C of E Academy, we recognise that clear boundaries, rooted in our Christian vision and values, are essential for creating a safe and respectful learning environment. Our school rules—**Be Safe, Be Respectful, Be a Role Model**—are understood and lived by all children and adults. These rules are not just expectations; they are expressions of our theology and values, guiding how we relate to one another and to the wider world.

Our Vision:
Discovering and Learning Together, so all can Flourish.
'A tree planted by streams of water, which yields its fruit in season' (Psalm 1:3)
Wisdom – Hope – Service – Resilience

Boundaries provide security and freedom within which children can grow spiritually and academically. They help us nurture qualities such as honesty, empathy, forgiveness, and resilience—skills that enable flourishing in life and faith. When boundaries are clear and consistently upheld, children experience fairness and learn to take responsibility for their choices.

Dealing with Poor Behaviour Beyond the School Day

We expect our pupils to uphold our values and school rules at all times, including beyond the school premises and outside the school day. Poor behaviour that negatively impacts the school's reputation or learning environment will be addressed in line with this policy. This may involve parents and, where necessary, external agencies such as the police.

Examples include behaviour:

- During any school-organised or school-related activity
- When travelling to or from school
- When wearing school uniform
- When identifiable as a pupil of Kingfisher C of E Academy
- That could disrupt the orderly running of the school
- That poses a threat to another pupil

- That could adversely affect the reputation of the school

Our response will always reflect our commitment to justice, compassion, and restoration, ensuring that consequences are fair and that opportunities for reflection and growth are provided.

Our Expectations of All Adults

At Kingfisher C of E Academy, every adult plays a vital role in modelling our vision and values and ensuring that our school rules—**Be Safe, Be Respectful, Be a Role Model**—are lived out daily. These expectations reflect our commitment to creating a calm, consistent, and spiritually nurturing environment where all can flourish.

We expect every adult to:

1. **Meet and greet** children warmly at the door or gate, setting a positive tone for the day.
2. **Refer to the school rules** regularly, reinforcing shared language and expectations.
3. **Model positive behaviours** and build strong, respectful relationships with all pupils.
4. **Plan engaging and challenging lessons** that meet the needs of every learner.
5. **Use visible recognition strategies** (e.g. verbal praise and house points) to celebrate effort and achievement.
6. **Remain calm, consistent, and emotionally available**, ensuring that every child feels safe and supported.

By living out these principles, adults create an environment where boundaries are clear, relationships are strong, and spiritual growth is nurtured alongside academic success

First Attention to Best Conduct

At Kingfisher C of E Academy, we believe in catching children doing the right thing first. Our priority is to focus on the majority of pupils who consistently meet expectations—those who deserve our first attention. This does not mean ignoring poor behaviour; rather, it ensures that positive conduct is recognised and celebrated, reinforcing our school rules: **Be Safe, Be Respectful, Be a Role Model**.

How we do this:

- Verbal praise that is specific and meaningful (e.g., *"You showed great listening during the discussion"*).
- Recognition boards or class alternatives to celebrate collective success.
- Stickers with explanations where appropriate.
- Certificates that identify and affirm positive behaviours.
- House points awarded with clear reasons linked to our rules and values.

By giving first attention to best conduct, we create a culture where positive behaviour is the norm and every child feels valued.

Restorative and Inclusive Approaches

At Kingfisher C of E Academy, we recognise that behaviour is a form of communication. Our aim is not simply to manage behaviour but to teach strategies that help children regulate and thrive. We know that punitive approaches have limitations and do not teach new behaviours. Instead, we prioritise positive relationships and restorative practices, rooted in our Christian vision of hope, Wisdom, service, and resilience.

Our offer to support children includes:

- Trauma-informed practice through *Five to Thrive*.
- Emotionally available adults who provide safety and connection.
- Zones of Regulation displayed in every classroom to support emotional literacy.
- TEEP approach to increase engagement and reduce cognitive overload.
- Adaptive teaching to meet diverse needs.
- Calm spaces such as *The Lilypad, The Burrows, libraries, and the ELSA room*.
- Outdoor learning areas for movement and reflection.
- Specialist support including ELSA workers, SOS alternative provision, TPAT SEMH intervention, outreach services, and access to a Mental Health Nurse.

Our restorative approach ensures that consequences are fair, relationships are repaired, and children learn strategies for resilience and growth—spiritually, socially, and academically.

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour is a form of communication that can indicate current/recent trauma or adverse childhood experiences (ACES) or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately. We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding and therefore not solely linked to SEMH.

The school recognises its duties under the Equality Act 2010. Reasonable adjustments will be considered and implemented where appropriate for pupils with SEND, medical needs or disabilities to ensure that behaviour expectations are fair and equitable.

Kingfisher C of E Academy provides the following in-school support for children with SEMH:

- ELSA support workers
- SOS alternative provision
- TPAT SEMH intervention
- Mental Health Nurse.

Self-Regulation and being ready to learn is always our primary aim at Kingfisher. For the majority of our learners, a gentle reminder is all that is needed, although there are some occasions when it is necessary for a child to receive additional support away from the primary learning environment. Moreover, this is carried out with care and consideration, taking individual needs into account where necessary.

Children who may require adjustments:

A few children may not benefit from normal incentives and sanctions. These children are unable to recognise the normal boundaries of behaviour. They are often unhappy, angry and suffering from low self-esteem. They may have emotional or physical needs which are not being met. The usual systems for incentives and sanctions will not motivate these children. To help these children break out of a negative pattern, a small achievable target should be set, with a motivating reward so that they can experience success. This will be set in discussion with the SENDCo with the use of the Core Standards and Swindon Borough approach. The school will also seek external support where appropriate.

The school recognises the close relationship between attendance, wellbeing and behaviour. Where behaviour concerns may be linked to poor attendance, emotionally based school avoidance or wider safeguarding concerns, a coordinated response will be planned with parents and relevant professionals.

Individual Stress-Reduction Plans and Risk Assessments:

Where a child's behaviour becomes a more significant pattern or requires any form of positive handling, the SENDCo will write an individual risk assessment and the class teacher/ team supporting the child will write an individual stress-reduction plan. Both will be shared with the child and their parents. This is to ensure that we can keep both the child and their peers safe whilst in school by stating clear, shared strategies that should be applied when the child is unable to regulate their own behaviour.

Physical support and intervention (Team Teach/CPI)
There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff who are trained in Team Teach / CPI techniques to support this. However, it must be noted that all members of staff may use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child or another adult may be at risk. A calm and measured approach to a situation is needed and members of staff should never give the impression that they have lost their temper
or are acting out of anger or frustration. Use of reasonable force is always a last resort. All incidents of this kind will be recorded by the staff involved in the Bound and Numbered book and scanned onto CPOMs. Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

Practical steps in managing and modifying unexpected behaviour:

Children are held responsible for their unexpected behaviour. Staff will address unexpected behaviour in a collaborative and consistent manner. Staff will apply the practical steps for managing unexpected behaviour. It is the aim that children should be kept at steps 1 and 2 for as long as appropriate.

Steps:

1. Redirect and Remind:

   A reminder of our 3 rules – Be Safe, Be Respectful and be a Role Model. Repeat reminders if necessary.

   Gentle encouragement: support to make the right choices

   De-escalate and co-regulate where reasonable and possible

   Praise will be given if the learner is able to model expected behaviour as a result of the reminder.

2. Reminder:

Clear verbal advice, delivered 1-1 wherever possible, making the child aware of the unexpected behaviour.
Clearly outline the consequences of the unexpected behaviour.
Pupils will be reminded of their previous good conduct to remind them that they can make good choices.

3. Final Reminder: (5 mins or an appropriate and timely reflection or de-escalation before using the reflection script)

Talk to the child and give them an opportunity to engage and demonstrate the expected behaviours.
Use the scripted intervention, some examples are:
I have noticed that you ....

- At Kingfisher, it is expected that we.....refer to rules and values.
- Because of that you need to.....(refer to action to support behaviour e.g. moving to another table, complete learning at another time, time out to reflect)
- See me for 5 mins after class/ during break

At this point the pupil will be informed that they will receive a consequence for their behaviour, and this will be during the next available and appropriate time. Children will be expected to complete a restorative and reflective dialogue on completion of the consequence.

Graduated Consequence: (SLT on duty)

1. Time out in calm space in class.
2. Time out in partner class.
3. Missing Break time or lunchtime (5mins).
4. Call SLT on duty (stay in class) – Class Teacher must speak to Parent at the end of the day / missed learning to go home / Class Teacher to record on CPOMs.
5. SLT to remove from class (where appropriate) – Class Teacher to record on CPOMs/ SLT to add action – Phone call home / not to be discussed on playground.

Repair – Restorative Conversation

At Kingfisher C of E Academy, repairing relationships after an incident is an essential part of our restorative approach. When a child is calm and regulated, and the adult is emotionally available, a restorative conversation should take place. This process helps rebuild trust, teach reflection, and restore harmony within our community.

Key Principles:

- Conversations happen at an appropriate time after the incident (e.g., lunchtime or next break), ensuring the child is regulated and ready to engage.
- A different adult may support the process if a "change of face" is helpful for both child and staff.
- All restorative conversations are recorded on CPOMS for monitoring and reflection.

Restorative Questions

No more than five questions are usually sufficient:

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected and how?
6. How can you repair the harm (relationships, damage)?
7. What could you do differently in the future? *(Consider previous strategies and stress reduction plans.)*

Supporting Individual Needs

Staff ensure that restorative conversations are age-appropriate and tailored to individual needs while maintaining high expectations for all pupils. Where necessary, individual stress reduction plans and risk assessments are created to support specific needs.

Our approach is trauma-informed and rooted in our Christian vision of hope and resilience. We work closely with expert partners when needed, including:

- Trust-level Behaviour Support
- Educational Psychologists
- Mental Health Nurse Service

Through these restorative practices, we aim not only to resolve conflict but to teach empathy, responsibility, and forgiveness—helping every child flourish spiritually, socially, and academically.

Child-on-Child Abuse and Bullying:

Child-on-Child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others.

All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing behaviour, violence, and rituals.

Pupils are expected to demonstrate the same standards of behaviour online as offline. Online behaviour that causes harm to members of the school community or brings the school into disrepute will be addressed in line with this policy.

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face-to-face or online (Anti-bullying alliance, 2021)

The following measures are in place to prevent bullying:

- Participation of Annual Anti-Bullying week and a program of PHSE lessons.
- Annual participation of Internet safety week/ Day,
- We cover online bullying in PHSE and Computing.
- Share picture books that deal with issues of bullying.
- Assemblies and Posters that provide information and who we can talk to.

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support. Child-on-Child including sexual abuse and harassment, are dealt with very seriously. We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk and this behaviour could be because that child may also be in danger. Where sexual harassment peer-on-peer abuse occurs, we always seek advice from Brooks Traffic Light tool, our Police Constable Support Officer and First Response.

Kingfisher C of E Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and wellbeing.

All child-on-child abuse including bullying, dysregulated behaviour and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Academy Council three times a year. Please see the school's safeguarding policy for more information.

Child-on-child abuse is behaviour by an individual or group, intending to physically, sexually, or emotionally hurt others. All staff recognise that children are capable of abusing their peers including bullying (including online bullying) physical abuse, sexual abuse and sexual harassment, initiation/hazing type violence, and rituals.

At Kingfisher C of E Academy, we ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and wellbeing. All child-on-child abuse, bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS and investigated thoroughly. They are regularly analysed and reported to the Local Advisory Board at least three times a year. Please see the school's safeguarding policy for more information.

Exclusions and Suspensions:

Fixed Term Suspensions (External)

We believe that, in general, suspensions and permanent exclusions are not an effective means to help a child move their behaviour on. However, if the child has had a serious breach of the school rules and other children or adults are at risk of harm. A suspension may be considered where there has been a serious breach of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others

A plan for reintegration will be put in place. The meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration. Each day is a new day and where a child has transgressed it is expected that they will be welcomed and treated without any animosity when they return. All fixed term exclusions are recorded on Arbour (our management system), Synergy (Swindon Schools Portal) and reported to the Local Advisory board after every incident. Please see the exclusions and suspensions policy for more information.

In line with the guidance set out in "Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" (DfE, effective from 26 July 2026, p.17), the school may, in exceptional safeguarding circumstances, temporarily prevent a pupil from attending the school site where this is necessary to protect their safety or the safety of others. This is a safeguarding measure, not a disciplinary suspension or exclusion, and will be implemented only following consultation with the Designated Safeguarding Lead (DSL) and where no suitable alternative arrangements can safely be made. Parents/carers will be informed without delay, and appropriate educational provision will be considered in line with statutory guidance.

Appendix A – Kingfisher C of E Academy (Behaviour Blueprint)

This is how we do it here…

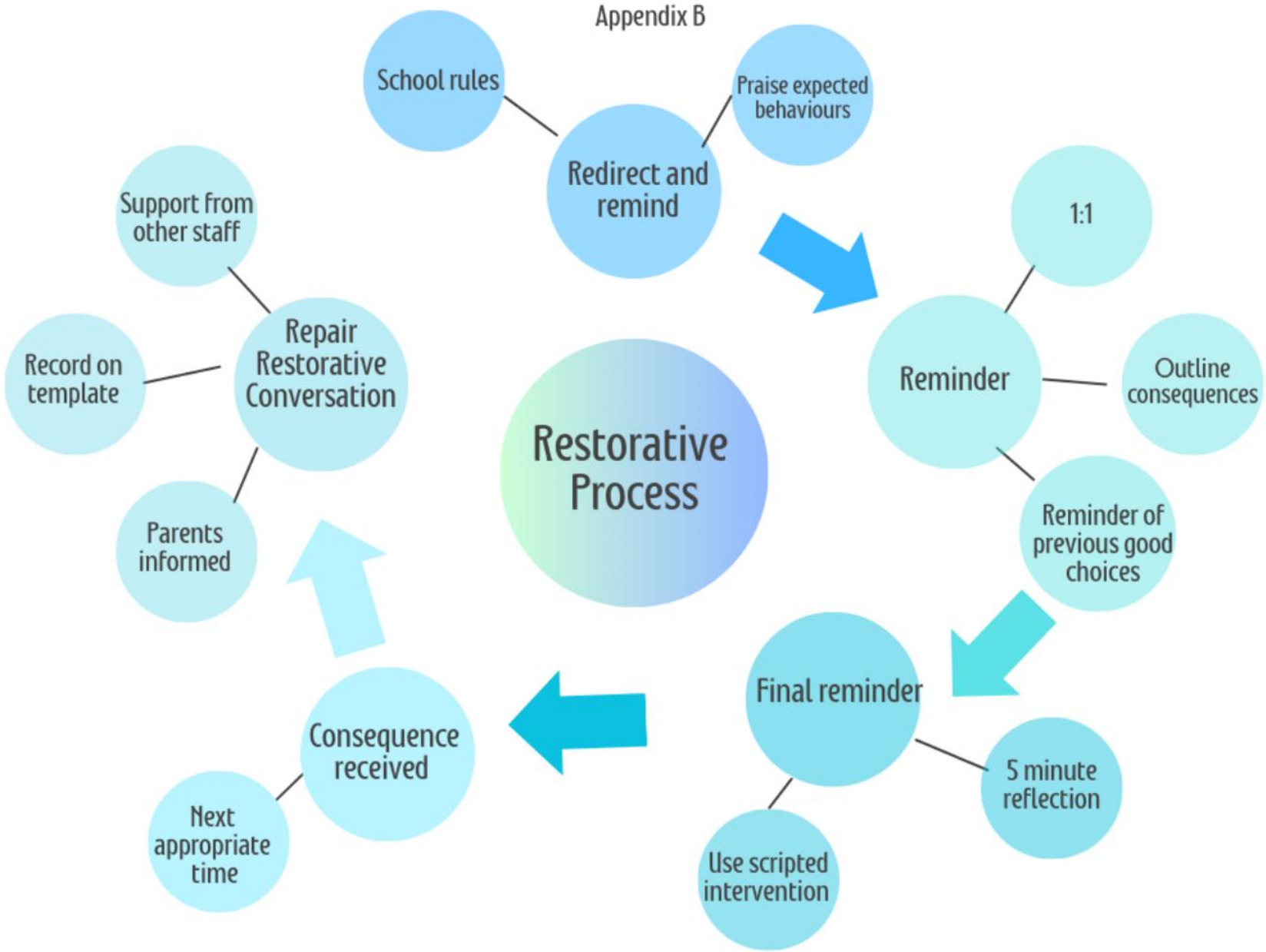
At Kingfisher C of E Academy, we have high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Rules	**Over and Above**	**Visible Adult Consistencies**
Be Safe	Praise	Meet and Greet
Be Respectful	Recognition Board	First attention to best conduct
Be a Role Model	Stickers / Wow cards	Calm and emotionally available

Calm and Consistent Routines

Emotion Coaching	**Sanctions/Restorative process**	**Restorative Conversation**
Step 1 – Notice the emotions Step 2 – Deal with the behaviour: "it's ok to feel.... but it's never ok to.... Step 3 - Problem solve	• Redirect & Remind • Final reminder • Consequence or reflection time • Change of adult / SLT	What happened / were you being safe? Why did we have to keep you safe? What were you thinking / feeling at the time? What do you think / feel about it now? Who else has been affected? How can we repair this? What needs to happen to put things right? How can we do things differently in the future?

Appendix B


Restorative Process
School rules
Praise expected behaviours
Redirect and remind
1:1
Outline consequences
Reminder
Reminder of previous good choices
5 minute reflection
Use scripted intervention
Final reminder
Next appropriate time
Consequence received
Support from other staff
Record on template
Parents informed
Repair Restorative Conversation

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CONSEQUENCES

Revisit and remind in class

Time out in calm space in own classroom

Time out in calm space in partner classroom

Missing 5 minutes of break/ lunch with teacher on duty. Handover end of day and work sent home to be completed.

Call SLT on duty (child stays in class). Phone call home to parents/carers.

Call SLT on duty (child removed from class). Work to be provided. Phone call home to parents/carers.

Fixed term suspension will only be used for a serious breach of the behaviour policy when all reasonable adjustments have been in place

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Restorative conversation

Name……

Date……

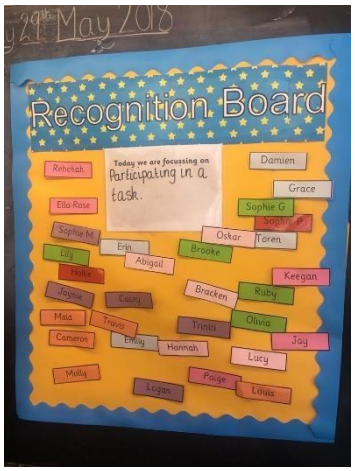
Prompts
• What happened/were you being safe? Why did we have to keep you safe? • What were you thinking/feeling at the time? • What do you think/feel about it now? • Who else has been affected? How? How did this make people feel? • How can you repair this (e.g. relationships, damage)? What needs to happen to put things right? • What could you do differently in the future?

I am feeling…

Appendix D

Recognition boards

(From 'When the Adults Change, the Children Change' by Paul Dix) A recognition board is the simplest way to shift the culture of your classroom

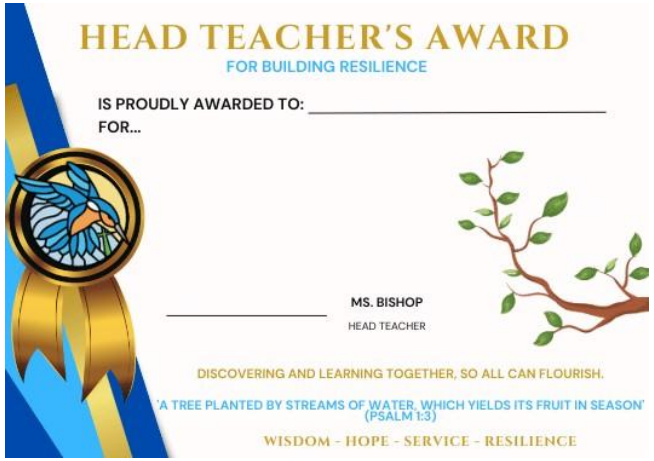


It doesn't mean it prevents you from dealing robustly with poor behaviour; it just means that you that you are dealing with less of it. The behaviour of one child is not everyone else's business. It is between you and the individual. The advertising of poor behaviour does not help, but routinely advertising the behaviour you **do** want does.

Simply write at the top of the board the behaviour on which you want to try and focus on. Try "One voice" for classes constantly talking over each other. Or "speak politely" to emphasise manners or "hands and feet to yourself" for those who give them to others too freely. Perhaps your focus is less about social behaviours and more about learning behaviours. It could be "accurate peer feedback" or "persuasive language" or "show working."

When you see the children demonstrating the behaviour well, write their name on the board. The recognition board it not intended to shower praise on the individual. It is a collaborative strategy. **We are one team, focused on one learning behaviour and moving in one direction.** Pursue the behaviour you want by chasing it hard and reinforcing it enthusiastically. The recognition board fosters a positive interdependence in the classroom, but there is no prize, no material reward. At the end of the lesson/day depending on the context, the aim is for everyone to have their name on the board.

Even pupils who have received private sanctions can be caught demonstrating positive behaviours. One doesn't cancel out the other. It is perfectly natural to behaviour badly and have to deal with the consequences, and the next minute to do something brilliant and receive the positive consequences. If I drive my car too fast and get caught for speeding, I get a fine and points on my licence. I have done something wrong and I am punished for it. Half a mile down the road I stop to let a group of children and their teacher cross the road. The teacher smiles at me and I have received a positive consequence. Does the policeman run down the road after me having seen my good behaviour offering to tear the ticket up? No of course not. **We live with the fact that there are two separate incidents that have distinct outcomes**. Yet in many classrooms (and in many homes) the wires are have become crossed and behaviour becomes too complicated to manage well. Behaviour ends up being a game and not a responsibility. Untangle the behaviour in your classroom by keeping the positive and negative consequences separate.

Appendix E

- Praise Certificates
- Headteachers Awards
- House points
- Wow Cards
- Values Certificates
- Stickers