



BEHAVIOUR AND DISCIPLINE POLICY

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1. Purpose

Proverbs 22v6 says: *“Train up a child in the way he should go; and when he is old he will not turn from it.”*

At Kingdom Christian School we aim to:

- “Train up” our children to love God first and then to love their neighbour as themselves.
- Encourage the children to behave in a way that shows love and respect to all people and to demonstrate self-control.

We believe that all our children are precious gifts from God and have the right to feel respected, safe in class and the opportunity to achieve their full “God given potential.”

2. Policy Statement

We believe that children flourish when their personal, social and emotional needs are understood, supported and met and where there are clear, fair and developmentally appropriate expectations for their behaviour.

As children develop, they learn about boundaries, the difference between right and wrong, and to consider the views and feelings, and needs and rights, of others and the impact that their behaviour has on people, places and objects. The development of these skills requires adult guidance to help encourage and model appropriate behaviours and to offer intervention and support when children struggle with conflict and emotional situations.

This is a **statutory policy** and will be reviewed by the Governing Body annually.

3. Procedures

Behaviour Expectations

Our school rules all relate to scripture from the Bible which we believe are all encompassing for the expectations of the children.

- Always do your best (Work as if working for the Lord) (Colossians 3:23)
- Forgive others as God has forgiven you (Ephesians 4:32)
- Encourage friends and teachers with kind words and actions (1 Corinthians 13:4)
- Be obedient, do as you are told first time (Romans 13:5)
- Be honest, tell the truth (Leviticus 19:11)

These rules apply to all children at Kingdom Christian School and apply to all areas in the playground and on trips etc.

In short form, the rules are as follows

- Be honest
- Be obedient
- Be kind
- Be forgiving
- Work hard
- Always try your best

We teach the children at Kingdom Christian School about our Rules and Values through assemblies, circle time and our everyday interactions. The biblical rules for the classroom are displayed as a reminder to the children.

Behaviour in Class

Children should demonstrate a clear respect for the teacher as the person put in authority by God. They should:

- listen attentively
- do as they are told the first time
- speak respectfully
- express their appreciation for help given or things received

Children should demonstrate respect for each other by:

- not shouting out
- working quietly
- listening to each other's point of view
- not behaving in a distracting manner
- being careful with other people's property

Behaviour with Adults

Children should show respect by:

- obeying commands and instructions
- speaking politely and respectfully
- not interrupting conversations
- listening well
- expressing their appreciation for help given or things received

Behaviour with Other Children

We encourage children to:

- love and respect all children regardless of age, religion, sex, race and ability
- recognise that bullying can be verbal, emotional or physical
- look for ways to help and serve each other
- be quick to forgive each other
- be quick to apologise, even for accidents
- to always look for the good in others and to speak in a positive, encouraging manner
- not to look for revenge or retaliation

- to speak kindly and well of each other

Playground Behaviour

We look for all the above aspects of behaviour with both adults and other children to be operating in the playground.

In addition to this we expect children to:

- show kindness to children younger than themselves
- avoid physical contact when playing sports and physical games
- listen to the midday supervisor at all time
- refrain from going back inside during play time, unless they have sought permission from a member of staff

Behaviour at playtime should be dealt with by the teachers on duty or any problems should be reported to a senior member of staff according to severity or frequency.

In all aspects of disciplining children, Kingdom Christian School rejects corporal punishment in any form, including the threat of corporal punishment.

4. Classroom Rewards

Rewards and Positive Reinforcement

Proverbs 12:25 "An anxious heart weighs a man down, but a kind word cheers him up."

At Kingdom Christian School we strive to speak positive messages into our children to raise their confidence and feelings of self-worth. We encourage children who are displaying good behaviour and reinforce this through positive discipline and rewards. Good work is celebrated as well as positive behaviour and character traits.

Positive reinforcement has a reinforcing and motivational role. It helps a child believe he/she is valued. Positive reinforcement can be delivered in formal and informal ways. It can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements.

Rewards (General)

- Favourable comments can be entered on pieces of work
- Children's work can be displayed both in the classroom and corridors of the school
- Stickers given for good work and behaviour which may also include a visit to another class to share work or for a special sticker or praise
- Encouragement in and out of lessons should be used as much as possible

Points/Stickers Card

The school has adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on a reward card. Stickers are given to children who are displaying good standards in the following areas:

- Particularly good work/effort
- Displaying good manners
- Displaying a caring attitude towards others
- Showing kindness without being asked
- Tidying resources without being asked
- Showing forgiveness

Once the child collects stickers they are recorded on a reward card in the class. These points are gathered until the card is full. Once the card is full children are able to gain a prize from the reward box.

The Shout Out Award (weekly)

Each week teachers give a shout out to children who have been displaying good effort or behaviour. Teachers write their shout out on cards which are placed in the reward box. If a child receives a 'shout out' then they are able to choose a prize from the box.

5. Unacceptable Behaviour and Sanction System

At Kingdom Christian School we believe that it is important for children to learn their actions have consequences. Positive actions lead to positive consequences, but negative actions lead to negative consequences. Therefore, we have a clear sanction system in place so that children are aware of the consequences of their behaviour. We believe that it is beneficial for the child to receive a sanction even after they have apologised as sanctions are an important part of character training. With any sanction there will be a conversation between the adult and child to give the child an opportunity to apologise and feel they are able to move on.

Sanctions for minor incidents

For minor incidents there will be 1 warning given to give the child the opportunity to follow the expected level of behaviour. If the child continues to offend after 1 warning, then the child will go down on the thermometer depending on the nature of the incident (see appendix a) a sanction can be applied.

Examples of minor incidents include:

- laziness with work
- Calling out in class
- Playing inconsiderately/misuse of equipment
- Disturbing or distracting others

Sanctions for major incidents

When a child commits a serious offence, the steps above are missed out and a more appropriate sanction is applied. The head teacher will investigate the offence and take appropriate action which will depend on the age of the child and the offence. This may include a report card to be completed after each session, school detention or suspension. The child's parents will be informed. A Behaviour Record is completed to keep a log of the behaviour.

Likewise, if a child repeatedly commits serious offences they may be suspended from school. If a child is suspended from school, he or she will only be allowed back to school after they have admitted their offence, apologised to all parties concerned and demonstrated a genuine desire to correct their behaviour. This period of time will last a minimum of the remainder of a school day to a period of time sufficient for all of the requirements of return to be met.

On these occasions the headteacher and class teacher will work closely with the parents to clearly identify the problem and decide upon a plan of action to see improvement in the child's behaviour.

If a child is suspended 3 times in a school year, members of the school Governing Body will be required to assist in the situation and take appropriate action. A letter will be sent to the parents outlining the important matters that were discussed and warning of the possibility of permanent exclusion if the child's behaviour does not improve sufficiently before a given date.

If the child's behaviour does not then improve sufficiently, the school governors will write to the parents stating that their child has been excluded from school with immediate effect.

Examples of major incidents include:

- violence or aggression
- bullying
- damage to school property
- racism
- stealing

In exceptional circumstances permanent exclusion may be considered for a first or 'one off' offence. These may include:

- Serious actual or threatened violence against another pupil or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property

6. Support for the Child

If a child displays frequent, negative behaviour, we understand that this can be a cry for help. We aim to support the child through intervention programmes such as '*positive play*' sessions with an adult in order to begin to understand their thoughts and emotions. The child will be given coping strategies and techniques to channel their behaviour in a more positive manner. The parents of the child will be contacted, and the school will work in partnership with the parents to try and improve the child's behaviour. The school may choose to involve outside agencies to support the child (Educational Psychologist, Child Psychiatrist, School Doctor, Social Workers).

Children with Special Educational Needs

For some children with special educational needs (SEN) a slightly different set of procedures may be needed. They may require an individual reward system which focuses on their area of need. They may need to be dealt with in a slightly different manner if they have sensory sensitivity- i.e. one to one in a calm space. The child may require a 'cooling off period' where the teacher gives them time to cool off before they address the incident. Visual signs illustrating the school rules

and routines are often used to clearly show children what is expected of them. These strategies will be tailored to the child's needs when the situation arises.

Strategies will be put into place with input from the SENCO and head teacher when a child with SEN requires a more personalised approach to behaviour management.

All adults working with the child will be made aware of the strategies and they will be detailed on the child's Individual Education Plan and kept in the child's file.

The school will do its utmost to enable all children to flourish through carefully communicating behavioural expectations.

7. Use of Physical Intervention

An adult may need to use physical intervention on a child in extreme circumstances to 'control' or 'restrain' their behaviour in order to prevent them from harming themselves, another person or school property. It can also be used to prevent pupils from causing disorder.

In these rare circumstances adults are aware that only 'reasonable force' is to be used. This means to use only the appropriate amount of force needed to resolve the incident.

Incidents requiring 'reasonable force' may include breaking up two children who are fighting, removing a child from the classroom who is refusing to move, stopping a child throwing a dangerous object (This is not a definitive list).

If "reasonable force" has been used for any of the reasons shown above, parents are to be informed on the same day that it occurs. The intervention will be recorded as soon as possible within the child's file, which states clearly when and how parents were informed.

Corporal (physical) punishment of any kind should never be used - it is unlawful to use force as a punishment. We reject the use of corporal punishment or threat of corporal punishment.

Staff will receive annual training during staff meetings to make sure their knowledge of physical intervention is up to date.

This is in reference to the Government Document *Use of reasonable force Advice for head teachers, staff and governing bodies (2013)*.

Version Control Table

Version	Date	Changes	Approval
1	2026	Re-branded to KCS and updated references in text. Formatting.	SO

Appendix A: Examples of Misbehaviour and Sanctions

Below are some examples of types of behaviour from minor to serious offences and possible sanctions which could be imposed at school following a warning. Please note that these sanctions are a guideline and for minor offences the class teacher is to use his or her discernment when deciding when and how they should be applied. If a member of staff is unsure of the sanction to apply, they should consult the headteacher.

For serious offences it is recognised that with all negative behaviour, there are differing levels of seriousness and repetition, this will be taken into consideration when applying sanctions.

Behaviour	Sanction
Persistent laziness with work	Stay in at break and complete work
Calling out in class Disturbing or distracting behaviour Rude to adults – teachers or assistants. (inc. disobedience i.e. repeated minor offences)	<ol style="list-style-type: none"> 1. Child to sit on their own in silence for 2mins/ receive a time out. 2. If behaviour continues children will spend brief period of time outside the classroom and then they will spend playtime writing a letter of apology to their class teacher. A behaviour slip is sent home and it is recorded in the class behaviour log. 3. If behaviour persists children will be sent to another class and then they will write lines at playtime. A behaviour letter is sent home and it recorded in the behaviour log. If a child receives three letters home in the space of a term there will be a meeting with the child, parents and leadership team and the child will be placed on report. (See Step 4). 4. Meeting with parents. Child placed on report.

<p>Speaking unkindly to others</p>	<p>Sit on their own for the rest of the lesson and/or miss their break. Write a letter of apology during the next break time.</p>
<p>Playing inconsiderately e.g. misuse of toys/playground equipment, too rough with others</p>	<ol style="list-style-type: none"> 1. Stopped from playing with playground toys, or, made to stand quietly next to the wall for 2 or 10 minutes. 2. If behaviour persists children will spend playtime writing a letter of apology to the head teacher. A behaviour slip is sent home and it is recorded in the class behaviour log. 3. Child placed on report to monitor playtimes.
<p>Hurting other people</p>	<ol style="list-style-type: none"> 1. Child to sit on their own in silence for 2 mins/receive a time out an appropriate time out. 2. If behaviour continues children will spend playtime writing a letter of apology. A behaviour slip is sent home and it is recorded in the class behaviour log. 3. Sit outside headteacher's office and wait to give account. Reflect on what they have done. Write a written account of behavior. Give this to the headteacher with an explanation. A behaviour letter is sent home. Three letters in one term generates a meeting with parents and senior leaders. Child is placed on report. (See step 4). 4. Repeated incidents child placed on report

Deliberate and / or repeated lying	<ol style="list-style-type: none">1. Write a letter of apology2. Sit outside headteacher's office and wait to give account. Reflect on what they have done. Write a written account of behavior. Give this to the headteacher with an explanation. Parents informed via behavior letter.
Bullying (Please also note our Anti-Bullying policy)	Withdrawn from certain activities e.g. playtimes, if that's where the offence took place. Must be accompanied by an adult during certain activities for a given time. In cases of severe or persistent bullying, exclusion may be necessary. Child placed on report.

Appendix B: Charlie Taylor Behaviour Checklist

The quality of teaching and the organisation of the physical environment have a considerable effect on children's behaviour. We use the Charlie Taylor Behaviour Checklist as a guide.

Always:

- 1) Create an interesting, stimulating and attractive classroom environment.
- 2) Provide an ordered environment in which everything has a place. Children should know where materials/equipment are and how to treat them with respect.
- 3) Make sure the children know what is expected of them and that their work is matched to their ability.
- 4) Be aware of what is going on around you.

Remember to:

- Set high standards
- Apply rules firmly and fairly
- Smile and relate
- Avoid confrontation
- Listen
- Stay calm
- Use humour
- Know the children as individuals
- Look out for good behaviour
- Praise quickly and consistently

Never:

- Humiliate - it breeds resentment
- Shout - it diminishes you
- Overreact - the problem will grow
- Use blanket punishment - the innocent will resent you
- Over punish - never punish what you cannot prove

Children's Rights:

- To be looked after by caring adults
- To be taught well
- To be able to rely on an atmosphere conducive to learning
- To be made to feel welcome
- Not to be talked down to
- To feel as important as anyone else
- Not to be smacked or shaken
- Not to be bullied
- Not to hear swear words