



Kneller Hall Junior School
BEHAVIOUR AND DISCIPLINE POLICY

This policy applies to the whole school, including the Early Years Foundation Stage (where applicable), extra-curricular activities and all activities provided by or on behalf of the school.

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Signed:

Sasha Davies
Head
September 2026

Behaviour and Discipline Policy

This is the policy to promote good behaviour amongst pupils and set out the sanctions to be adopted in the event of pupil misbehaviour. It has been drawn up to conform with the requirements of paragraph 9(a) of the Schedule to the Education (Independent School Standards) Regulations 2014. This policy reflects the requirements of the Statutory Framework for the Early Years Foundation Stage, July 2025 (to be implemented in September 2025) and the Equality Act 2010.

It also reflects guidance in Behaviour and Discipline in Schools: Advice for headteachers and school staff, February 2024

The policy must also be read in conjunction with the appendix, as well as policies including the anti-bullying policy and Safeguarding Policy. It applies to all pupils in the school, including those pupils in the EYFS.

Aims and Expectations

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly and well. The school does not discriminate against pupils contrary to Part 6 of the Equality Act 2010. The school is a caring inclusive community which promotes effective strategies for managing behaviour and encourages pupils to act responsibly. It does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Discriminatory or extremist opinions or behaviours will be challenged as a matter of routine.

The behaviour and discipline policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. The school encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of others. The school aims to promote an environment where everyone feels happy, safe and secure.

Pupils are taught about safe behaviour in order to reduce risk and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet. They are taught about responsible use of all online communication and to understand the risks posed by the use of the internet and social media to bully, groom, abuse or radicalise others.

Corporal punishment or the threat of corporal punishment is never used. No punishment is ever used which could adversely affect a child's well-being.

The school rules or values are used as a means of promoting the positive rather than focusing on the negative. Every child in the school knows the standard of behaviour expected in school by class discussions of the rules or values. The rules/values are also displayed in classrooms and around the school. Expectations of behaviour are also discussed in PSHCE and in assemblies. (The school's core rules/values are set out in the relevant appendix accompanying this policy.)

Every member of the school community is expected to behave in a considerate way towards others. All children are treated fairly and this behaviour policy is to be applied in a consistent manner.

This policy aims to help children to grow and learn in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school and their wider communities.

Good behaviour is expected as a matter of course, to help develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than deter anti-social behaviour such as bullying. (See also Anti-bullying policy.) Decisions on rewards and sanctions are made which reflect the age and understanding of the child.

Rewards

The children are praised and rewarded for good behaviour in a variety of ways:

- Verbal praise, written remarks about good work, stickers, house points, sending children to the nearest teacher, Assistant Head Pastoral, Deputy Head, or Head for praise; House points are given to children in recognition of effort, good work or behaviour;
- Informal feedback to parents;
- Achievement is recognised in all areas, not just academic;
- Achievement is celebrated publicly in a variety of ways, including school publications and assemblies;
- Displaying pupils' work is a tangible reward available to the teachers. The work of every child is displayed at some point to encourage pride in achievement and the reward for effort. The aim is that the child experiences pleasure and self-satisfaction. By displaying work carefully and attractively, the teacher also conveys to the child that his or her efforts are valued and worthwhile;
- Reports to parents: these are also seen as a vehicle for constructive criticism and praise.
- House points are awarded to pupils for good academic work and general good behaviour.

A programme called E-praise will be brought in this academic year on a phase by phase basis. The programme enables better and more accurate recording systems for house points, rewards and demerits. The system will begin at an administrative stage for the Assistant head pastoral and role out to all pupils and staff as the academic year progresses. Further additions to rewards will be added to encourage good behavior on a phased approach. (see rewards and sanctions appendix).

The school acknowledges the effort and achievement of all children, both in and out of school. More detail about the school's rewards may be seen in the appendix accompanying this policy.

Sanctions

- The school employs a number of sanctions to support the school rules, and to ensure a safe, inclusive and positive learning environment is established. Sanctions are used appropriately and based on each individual situation.
- Children are expected to listen carefully to instructions in lessons. If they do not do so, they may be asked to move to a place nearer the teacher, or to sit on their own.
- Children are expected to try their best in all activities. If they do not do so, they may be asked to redo a task or, if they waste time, they may be asked to complete work at playtime or lunchtime.
- If a child is disruptive in class, the teacher may reprimand them in a manner commensurate with the child's age and needs. The school has a traffic light system which allows children to remediate their behaviour. By being given a yellow card warning or, at the young age group a move to yellow.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher will stop the activity and prevent the child from taking part for the rest of that session.
- If a child repeatedly acts in a way that disrupts or upsets others, the school will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

- If a child repeatedly misbehaves, they will be sent to the class teacher, Assistant Head Pastoral, Deputy Head Teacher or Head Teacher. After discussing the matter with the Head, the class teacher may also meet with parents to explain his/her concerns.
- A record of the incident, discussions, and actions with the child will be kept on the school's online recording platform CPOMS, together with any recommendation for support/intervention to improve the child's behaviour. Positive reward systems should always be used whenever possible.
- If a child misbehaves regularly in lessons, teachers will check to ensure that work set for the child is suitable, as children may misbehave if they are anxious about possible failure or if they are bored. Where behaviour is an issue, senior members of staff may also examine work or make classroom observations to monitor the situation and/or offer advice.
- If there is a serious incident, the Head will be notified immediately. Ultimately, exclusion or expulsion may be the only solutions.
- More detail about each school's sanctions may also be seen in the appendix attached to this policy.
- Reasonable adjustments to rewards or sanctions will be made for any child with special educational needs or disabilities. These adjustments would be determined by the nature of the child's difficulties and are always at the discretion of the Head.

Bullying (See also Anti-Bullying Policy)

The class teacher must discuss the school's rules and values with the children in his or her class. In addition to the school rules/values, each class may also have its own classroom rules. These are agreed by the children and displayed on the wall of the classroom. If there are incidents of anti-social behaviour, the class teacher should discuss these with the whole class during 'form time'.

The school does not tolerate bullying of any kind. If an act of bullying or intimidation takes place or is alleged, it will be investigated immediately by either the Head, Deputy Head and any action necessary will be taken to prevent any further occurrences of such behaviour. While it can be very difficult to eradicate bullying, everything possible should be done to ensure that all children attend school free from fear. For further information please refer to the Anti-Bullying Policy.

Physical Intervention (See also the policy on Physical Intervention/Restraint)

Teachers must never hit, push or slap children or in any other way use physical force or threaten to use physical force. Staff should only intervene physically in order either to restrain a child to prevent injury to property or to others, or where a child is in danger of hurting him/herself.

In line with KCSIE 2026, where physical intervention is necessary it will be used for the least amount of time possible. The school does not operate a blanket "no contact" policy, as this could prevent staff from adequately supporting and protecting pupils; any physical contact remains proportionate to the situation and in line with this policy and the Physical Intervention/Restraint policy.

On any occasion where physical intervention has had to be used, it must be reported to the Head immediately and recorded with a note of the event placed on file. The parents must also be informed the same day. The actions that each school takes are to be in line with the official guidance cited below. It is not permitted for staff to shout excessively at children and no member of staff should ever shout at an individual child. If any member of staff feels under undue pressure by any particular situation, he or she should seek assistance from a senior colleague.

All members of staff are required to be aware of the guidance regarding the use of force by teachers, as set out in the DfE's non-statutory advice entitled Use of Reasonable Force and in the policy on Physical Intervention/Restraint.



The Role of Teachers (see also Pastoral Policy)

It is the responsibility of teachers to ensure that the school rules and values are enforced in their classes, and that their classes behave in a responsible manner during lesson time.

Teachers must ensure that all lessons are well planned and organised and are suitable for the ability of the pupils.

Teachers must have high expectations of the children in terms of behaviour and must always strive to ensure that all children work to the best of their ability.

Teachers must treat each child fairly and enforce rules consistently. The teacher should treat all children with respect and understanding.

If a child misbehaves repeatedly in class, the class teacher should keep a record of all such incidents on CPOMS. In the first instance, the class teacher should deal with incidents in the normal manner. However, if misbehaviour continues, the class teacher must seek help and advice from the Assistant Head Pastoral, Deputy Head or the Head.

The Head may liaise with an educational psychologist, as necessary, to support and guide the progress of each child. After discussing the issue with the Head, a teacher may, with the Head's consent, contact the child's parents if there continue to be concerns about the behaviour or welfare of the child.

The Role of the Leadership Team

To act as positive role models for children and staff and lead by example in terms of behaviour and line management of staff.

To provide support and advice to colleagues.

To monitor behaviour of children within phases and report to the Deputy Head or Head any serious issues or concerns with specific children.

To identify any training needs within key stages.

The Role of the Assistant Head Pastoral and Teaching Staff.

To implement and monitor the consistent implementation of the policy.

To support staff in responding to individual and group incidents (see rewards and sanctions appendix). Ensure everyone in the community has access to the policy and that relevant training occurs when needed.

To review policy in liaison with the Head.

To report serious incidents to the Head for review.

The Role of the Head

It is the responsibility of the Head to implement the school behaviour policy consistently throughout the school and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour and by supporting staff in the implementation of the policy.

The Head has the responsibility for deciding how to proceed with individual children who have committed serious acts of misbehaviour.

Fixed-Term and Permanent Exclusions

Only the Head has the power to exclude a pupil from school, and this action is always regarded as a last resort. The Head may exclude a pupil for one or more fixed periods. The Head may also exclude a pupil permanently. It is also possible for the Head to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head excludes a pupil, he or she will inform the parents immediately, giving reasons for the exclusion.

From 26 July 2026, suspensions and permanent exclusions are governed by the DfE's updated statutory guidance, Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units, which replaces the August 2024 edition and sits alongside the Behaviour in Schools guidance (February 2024).

Examples of behaviour which may result in exclusion include:

- Drug abuse
- Alcohol abuse
- Theft
- Bullying (including online bullying)
- Physical assault/threatening behaviour
- Unacceptable online behaviour either in or out of school hours
- Fighting
- Sexual harassment
- Racist abuse
- Sexual misconduct
- Child-on-child abuse
- Damage to property
- Persistent disruptive behaviour

The process of exclusion relates to such behaviour occurring at any time during the school day, including excursions from school on any educational trips and visits.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

Parents are expected to support their child's learning, and to cooperate with the school. Staff endeavour to build a supportive dialogue between home and school and will inform parents at an early stage if there are concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head. If these discussions cannot resolve the problem, the school's formal complaints process can be invoked.

The Role of the Governors

The school implements these general guidelines on standards of discipline and behaviour, and of reviews their effectiveness. The Governors support the Head in carrying out these guidelines.

The Head has the day-to-day authority to implement the school behaviour and discipline policy, but Governors may give advice to the Head about particular disciplinary issues. The Head takes this into account when making decisions about matters of behaviour.

Recording and Monitoring

The Head and Assistant Head Pastoral monitors the effectiveness of this policy on a regular basis. She also reports to the Governing body on the effectiveness of the policy and, if necessary, makes recommendations for improvements.

The school keeps a record of incidents of misbehaviour and safeguarding on an online platform called CPOMS. As well as E-Praise this academic year on a phased introduction. The log is monitored by the Assistant Head Pastoral and Deputy Head for any pattern or escalation of poor behaviour. There is a termly report which is reviewed by SLT.

The Head keeps a record of any pupil who is suspended for a fixed term, or who is permanently excluded or has any other sanction imposed for a serious disciplinary offence, being the record required by paragraph 9(c) of the Schedule of the Education (Independent School Standards) Regulations 2024

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Examples of Behaviors for specific rewards and sanctions

Behaviour Recognition Guide

Quick-reference examples for staff and pupils

This guide sets out example behaviours for each level of our recognition and behaviour system, from house points through to red cards. It's intended as a quick, shared reference for staff and pupils so that everyone has a clear, consistent understanding of what falls into each category. It doesn't replace the full Behaviour Policy, and staff should always use their professional judgement – the context and pattern of behaviour matters as much as the specific example.

Category	When it's used	Example behaviours
House Points	Awarded for general good behaviour, effort and achievement – the everyday positives worth recognising.	● Trying hard with a piece of work, or showing improvement ● Helping a classmate without being asked ● Good manners and politeness ● Positive contribution to a class discussion ● Good teamwork or sportsmanship ● Representing the school well on a trip or at a fixture ● Tidying up or helping out without being asked
Green Card	Reserved for exceptional, stand-out good behaviour – going well beyond the everyday. A Green Card automatically earns 10 house points.	● An outstanding act of kindness or generosity ● Showing real courage, resilience or leadership ● Going out of their way to include or support another pupil ● An exceptional piece of work reflecting real pride and effort ● Consistently and visibly living out the school's values over time ● Owning up honestly to a mistake when it would have been easy not to
Demerit	For minor, low-level behaviour that falls short of expectations – not serious, but still needs noting and correcting. Demerits are recorded separately from house points and don't reduce a pupil's house point total. Reaching 10 demerits in a term results in an automatic yellow card.	● Calling out in class instead of putting a hand up ● Forgetting PE kit, pencil case, iPad or other equipment ● Not completing homework ● Arriving late to a lesson without good reason ● Not following an instruction the first time it's given ● Chewing gum or minor uniform infringements ● Being unprepared for a lesson
Yellow Card	For poor behaviour that is more consistent or continues after reminders, or a deliberate negative action.	● Continuing to call out or disrupt a lesson after being reminded ● Repeatedly forgetting equipment or homework despite warnings

Category	When it's used	Example behaviours
		● A deliberate negative action, such as intentionally being unkind to a peer ● Answering back or being cheeky towards a member of staff ● Unkind or unfriendly comments towards a peer ● Minor dishonesty, such as blaming someone else ● Persistent low-level disruption across a day
Red Card	For very poor behaviour – anything physical towards peers, or rude/disrespectful behaviour towards staff.	● Physical aggression towards a peer (hitting, pushing, kicking) ● Rude, defiant or disrespectful behaviour towards a member of staff ● Deliberate damage to school or others' property ● Theft or serious dishonesty ● Discriminatory language or behaviour of any kind

A note on using this guide

- These are examples, not an exhaustive list – similar behaviours should be judged against the same category.
- Context matters: a first-time slip is usually a gentle reminder, not an automatic demerit or card – the categories describe a pattern or level of seriousness, not a single incident.
- Demerits sit below yellow cards: they're for the everyday, low-level lapses that need noting but aren't yet a pattern of poor behaviour.
- Staff should follow the escalation and recording procedures set out in the full Behaviour Policy alongside this guide.