

BEHAVIOUR & EXCLUSION - PRIMARY

KBA Policy 2025/26

Core Purpose Statement

At Kettering Buccleuch Academy, we are committed to creating a safe, respectful, and inclusive environment where every member of our school community can thrive

- Every child has the right to feel safe, secure, and valued, and to enjoy their learning without disruption.
- Every teacher and adult has the right to teach and work in a professional, respectful environment, free from obstruction.
- Every parent and carer has the right to know that their child is safe, treated fairly, and supported in developing the skills needed to engage positively within our school and wider community.

We believe that positive behaviour is taught, modelled, and reinforced through consistent expectations and supportive relationships. At KBA, we:

- Teach responsible behaviour through a range of proactive strategies.
- Promote self-esteem and an understanding of the expectations of good manners and personal conduct within our school and society.
- Set clear expectations for how adults and pupils interact with one another.
- Embed behaviour management into all aspects of school life through a structured and consistently applied system of praise and consequences.
- Ensure that all members of our school community can work and learn in an environment free from intimidation and bullying, responding swiftly and effectively when issues arise.

At KBA, we believe that a positive school culture is built on mutual respect, clear expectations, and consistent support. Our behaviour policy is part of a whole-school approach that promotes emotional wellbeing, personal responsibility, and a strong sense of community. Staff model the behaviours we expect to see, and pupils are encouraged to take ownership of their actions and contribute positively to school life. This policy works in tandem with our safeguarding and inclusion practices to ensure that every child feels safe, supported, and ready to learn.

Aims of Kettering Buccleuch Academy

At Kettering Buccleuch Academy, our aim is to provide a nurturing, inclusive, and aspirational environment where every pupil can flourish academically, socially, and emotionally. We are committed to:

- Delivering the highest standards of education through effective teaching and learning, supported by a broad, balanced, and personalised curriculum.
- Ensuring equal opportunities for all members of our school community, regardless of race, gender, sexuality, special educational needs, religion, culture, or ability.
- Promoting independent thinking, lifelong learning, and the development of self-esteem, confidence, and resilience.
- Encouraging mutual respect, empathy, and support for others, both within and beyond the school community.
- Fostering a culture of self-responsibility, where pupils and staff are empowered to recognise and challenge unacceptable behaviour, including their role as active bystanders.
- Providing a safe, caring, happy, and stimulating environment where all pupils feel valued and supported.
- Strengthening the partnership between pupils, staff, parents/carers, and governors, and building meaningful links with the wider community.
- Promoting teamwork and collaboration among staff to ensure consistency and shared responsibility.
- Creating a school ethos where pupils feel confident to report incidents of bullying, and where the whole school community understands that bullying is unacceptable.

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- Supporting both those affected by bullying and those involved in bullying behaviour, with the aim of fostering positive change and personal growth.

Staff Responsibilities

At Kettering Buccleuch Academy, our approach to behaviour is underpinned by the Six Principles of Nurture, which guide our ethos and inform how we understand and support children's behaviour. (See Appendix B for more information.)

Staff promote positive behaviour through the consistent implementation of high-quality teaching and learning practices:

- Quality First Teaching: Lessons are inclusive, engaging, and inspiring, supported by effective planning and ongoing assessment.
- Effective Feedback: Marking provides clear, constructive feedback and achievable targets.
- Daily Growth Mindset Sessions: Pupils are encouraged to develop resilience and a positive attitude towards learning.
- Minimising Disruption: Staff avoid over-reliance on 'time out' in other classrooms.
- Staff foster strong relationships through:
- Recognition and Rewards: Praise, house points, Class Dojo, Dojo assemblies, and positive messages to parents.
- Parental Engagement: Being visible and approachable, sharing both positive news and concerns.
- Reflective Practice: Considering the impact of teaching style and classroom routines.
- Fairness and Individuality: Avoiding whole-class punishments and recognising individual needs.
- Knowing the Child: Understanding each pupil's learning needs and personality.
- Recording significant contact with parents using CPOMs.

Staff model and teach expected behaviours:

- Encouraging independence and critical thinking.
- Recognising when pupils need time to regulate.
- Giving clear instructions and simplifying incident discussions.
- Setting expectations around respectful communication.
- Using positive redirection and restorative approaches.
- Facilitating role play and strategy-building.
- Taking pupil concerns seriously and applying the anti-bullying policy.
- Leading restorative meetings and conferences.

Staff ensure consistency across the school:

- Referring to classroom expectations and school values
- Modelling respectful behaviour in all areas.
- Applying sanctions fairly and proportionately.
- Co-creating class expectations with pupils.
- Respecting that an adult's decision is final.
- Implementing the systems and procedures outlined in this policy.

Parents' and Carers' Responsibilities

At Kettering Buccleuch Academy, we believe that strong, respectful partnerships between home and school are essential for pupils to thrive. When parents, carers, and school staff work together, children are more likely to feel safe, happy, and motivated to achieve their full potential.

Parents and carers can support their child by:

- Explaining the purpose of school.
- Engaging with your child's learning.
- Supporting the school and raising concerns appropriately.
- Acting on school communication.
- Understanding the school's approach to bullying.
- Avoiding direct involvement in incidents.
- Modelling respectful behaviour.
- Ensuring good attendance and punctuality.
- Preparing your child for learning.

- Sharing relevant information with the school.

Important Note:

During the school day, all parents, carers, and visitors must report to the school office before contacting any member of staff or pupil. It is not appropriate to approach staff while they are teaching or supervising children. Similarly, it is not appropriate to approach support staff directly about behaviour concerns without first consulting the class teacher, Key Stage Leader, Deputy Head, Primary Headteacher, or Principal. Parents are also reminded that canvassing the views of other parents regarding behaviour incidents involving their child is not appropriate and may compromise the school's ability to manage the situation fairly and confidentially.

The Child's Responsibilities

At Kettering Buccleuch Academy, we believe that every child plays a vital role in creating a safe, respectful, and positive school environment. Our expectations and values are displayed throughout the school and are regularly discussed in assemblies, classrooms, and during pastoral time.

Our Core Behaviour Expectations:

- *Respecting myself, other people, and our school property.*
- *Being a friend to myself and others.*
- *Listening to adults and doing the right thing the first time.*
- *Taking responsibility for my actions and my learning.*
- *Looking smart. Acting smart. Being smart.*

Our Primary School Values:

- Communication
- Caring
- Community
- Creativity
- Collaboration
- Culture
- Curiosity

Pupil Voice and Responsibility:

- Reflecting on behaviour and learning choices.
- Taking part in restorative conversations.
- Contributing to discussions about behaviour and expectations.
- Supporting peers in making positive choices.

Reward Systems and Support Mechanisms

At Kettering Buccleuch Academy, we believe that the most effective form of behaviour management is to identify, reinforce, and celebrate positive behaviour. We actively promote behaviours that contribute to a respectful and productive learning environment across all phases of the school.

In the Primary phase, pupils participate in termly whole-school celebration assemblies where their behaviour and achievements are recognised. A second assembly focuses on the social and emotional aspects of learning. Pupils are also given roles and responsibilities such as School Council membership and Student Leadership positions.

Classroom-based reward systems include:

- ❖ Class Dojo points for individual and group achievements
- ❖ Positive messages and contact with parents
- ❖ Dojo star awards
- ❖ Headteacher awards
- ❖ Whole-class incentives and recognition

For pupils who experience difficulty in adopting successful learning behaviours, the school provides a range of support strategies. Parental engagement is essential in reinforcing the school's ethos and supporting behaviour improvement.

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Support mechanisms include:

- Behaviour incident logging system for tracking patterns and identifying pupils at risk
- Weekly or daily behaviour reports with individual targets monitored by senior staff and shared with parents
- Nurture and social skills groups for pupils with specific behavioural needs
- Restorative justice meetings facilitated by class teachers or senior staff (see Appendix B)
- Reintegration meetings for pupils returning from exclusion
- Organised and zoned playground activities with adult-led team games and quiet areas
- Alternative play opportunities at lunchtime for pupils who find unstructured time challenging
- Support from class teacher, Key Stage Lead, SENCo, and other staff
- Solution-focused interventions tailored to individual needs
- Time in the Reset Room as part of the Remind, Regulate, Reset structure (see Appendix A)

These systems and strategies work together to ensure that all pupils are supported in making positive choices and are recognised for their contributions to the school community.

Conscious Discipline

At Kettering Buccleuch Academy, we embed conscious discipline strategies across the Primary phase to support pupils in developing self-regulation and emotional awareness. These strategies are designed to help children recognise and manage their emotions independently or with adult support.

Key elements of our approach include:

- Safe spaces within year groups where pupils can take time to regulate and reflect.
- Daily class commitments and classroom responsibilities that promote ownership, routine, and a sense of belonging.
- The use of 'wonderful walking' and a consistent hands-up and focus signal across all classrooms to promote calm transitions and gain attention respectfully.
- The consistent use of restorative language by staff to de-escalate situations and encourage reflection and accountability.
- Behaviour standards are modelled by all staff and reinforced through visual displays across the school, ensuring pupils are consistently reminded of the expectations.

This whole-school approach supports a calm, respectful, and inclusive learning environment where all pupils feel safe, valued, and ready to learn.

Sanctions

At Kettering Buccleuch Academy, we believe that sanctions should be fair, consistent, and used as part of a wider strategy to support positive behaviour. Our approach is rooted in the Remind, Regulate, Reset structure, which provides pupils with clear opportunities to reflect and improve their behaviour before further action is taken.

Remind, Regulate, Reset

This three-step process is used consistently across the Primary phase to manage behaviour in a supportive and structured way:

- Remind – A verbal reminder is given to the pupil, making them aware that their behaviour is not appropriate and reminding them of the expectations.
- Regulate – If the behaviour continues, the pupil is given the opportunity to move to a designated space within the classroom to regulate and calm themselves independently before returning to their seat.
- Reset – If the behaviour persists or escalates, the pupil will be removed from the classroom and taken to the Reset Room (explained later in the policy). This ensures that learning for others is not disrupted and provides a space for reflection and restorative support.

All incidents that result in a pupil reaching the Reset stage will be logged on Arbor, and parents will be informed via a phone call from the class teacher.

Additional Sanctions and Procedures

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- Consistency: Appendix A provides guidance to staff on maintaining a consistent approach to behaviour management across the school.
- Confiscation: Staff have the right to confiscate items such as jewellery, mobile phones, toys, and sweets. These will be stored safely and returned at the end of the day, term, or when collected by a parent or carer.
- Uniform Violations: Wearing inappropriate clothing or footwear, as outlined in the KBA dress code, will result in contact with home. Repeated violations will be escalated to the Head of Primary or Deputy Head.
- Attendance and Punctuality: Repeated absence or lateness, as recorded by school systems, will trigger interventions by the Attendance and/or Safeguarding Team.
- Staff Responsibility: All staff have a duty to intervene at any stage where behaviour is deemed inappropriate, Regardless of whether they are the class teacher or not.

Exclusions

Only the Principal, Headteacher, or a Deputy Headteacher (as delegated) may authorise exclusions.

Reset Room Procedure

From September 2025, Kettering Buccleuch Academy will be introducing the Reset Room as part of our behaviour management strategy. This designated space, supervised by senior members of staff, is intended to support pupils who are disrupting learning in the classroom.

Purpose and Expectations

The Reset Room provides a calm and safe environment where pupils can continue their learning away from the classroom. Before returning, each pupil will engage in a restorative conversation with a member of staff. This conversation will focus on:

- Reflecting on their behaviour,
- Discussing strategies for improvement,
- Ensuring the pupil is emotionally regulated and ready to rejoin the class.

Pupils will spend a fixed period of one hour (from the moment they start their work) in the Reset Room before returning to their lesson. This approach is designed to minimise disruption to the learning of others while supporting the individual pupil's needs.

The Reset Room is used as a supportive intervention to manage ongoing disruption within the classroom, allowing pupils time to reflect, regulate, and re-engage with their learning in a calm environment. However, incidents of a more serious nature—such as physical aggression, bullying, or defiance that significantly undermines the safety or order of the school—may result in a fixed-term exclusion, in line with the procedures outlined in this policy.

Behaviour Pathway: Remind, Regulate, Reset

Prior to being sent to the Reset Room, pupils will move through the Remind, Regulate, Reset structure, as outlined in our behaviour policy. This ensures that pupils are given multiple opportunities to correct their behaviour before removal from the classroom.

Communication with Parents

When a pupil is removed to the Reset Room, their class teacher contact parents via a phone call to outline the reason for the removal.

If a pupil is removed on multiple occasions, parents will be invited to attend a meeting with the class teacher to explore additional support strategies. Continued disruptive behaviour may result in further meetings with the Head of Key Stage or Deputy Head to review and implement further interventions.

Fixed-Term and Permanent Exclusion

Fixed-Term Exclusion

A fixed-term exclusion may be issued at the discretion of the Principal or Headteacher for a defined period of time. This may be in response to:

- Persistent disruption to the learning of others,

- Intimidation or bullying,
- Persistent defiance or disregard for academy rules,
- A single serious incident that breaches the academy's behaviour expectations.

During the exclusion period, pupils will be provided with appropriate work to complete at home and must not be seen in a public place. Parents will be invited to attend a re-admission meeting with a senior member of staff to discuss the incident, review support strategies, and agree on expectations moving forward.

For further details, please refer to the United Learning Exclusion Policy.

Permanent Exclusion

Permanent exclusion may be considered in cases where:

- A pupil has persistently disrupted the learning of others despite prior interventions and support,
- A pupil has been involved in a single serious incident, which may include (but is not limited to):
- Possession of drugs, knives, weapons, or fireworks,
- Acts of intimidation, bullying, or serious physical assault.

Permanent exclusion is a last resort and will only be applied following a thorough investigation and in line with statutory guidance.

Mobile Phones and Electronic Devices

Mobile phones and headphones must not be seen or heard during lessons unless explicitly permitted by the teacher for educational purposes. If a pupil is found using a mobile phone inappropriately, it may be confiscated and securely stored until the end of the day. Repeated misuse may result in the phone being held until collected by a parent or carer.

Behaviour Outside of School

Pupils are expected to uphold the values and expectations of KBA at all times, including when off-site or in the local community. This includes:

- School trips and visits,
- Travel to and from school,
- Online behaviour and social media use

Sanctions may be applied for behaviour outside of school if it:

- Poses a threat to another pupil or member of the public,
- Could adversely affect the reputation of the school,
- Undermines the maintenance of good order and discipline among the pupil body.

Sexualised Behaviour

While it is developmentally normal for children to be curious about their bodies, it is essential that clear boundaries are maintained to ensure the safety and wellbeing of all pupils.

- Staff should respond to low-level incidents by discussing appropriate behaviour with the child, suggesting alternative activities, recording the incident, and informing the Designated Safeguarding Lead (DSL).
- Any disclosure or observation of serious or inappropriate sexualised behaviour involving other children or adults must be reported immediately to the DSL.
- Repeated or serious incidents will result in a referral to Children's Social Care and/or the Police, in line with safeguarding procedures.

Bullying

Bullying is not tolerated at KBA. It undermines equality of opportunity and the safety of our school community. All staff, pupils, and parents share a responsibility to prevent bullying and to respond swiftly and robustly when it occurs.

Please refer to the KBA Anti-Bullying Policy for further information on definitions, procedures, and support.

Appendix A – Example of unacceptable behaviours

- Repeated calling out
- Not putting hand up to speak
- Interrupting others
- Refusal to complete work
- Ignoring instructions
- Deliberately distracting others
- Low-level defiance
- Leaving seat without permission
- Talking during teacher instruction
- Misuse of classroom equipment
- Inappropriate language (non-directed)
- Minor playground disagreements
- Repeated low-level disruption
- Lack of effort or engagement
- Minor misuse of technology

These behaviours follow the Remind → Regulate → Reset pathway, with restorative conversations and parental contact if the pupil reaches the Reset stage.

Example of Behaviours Leading to Detentions or Fixed-Term Exclusions

These behaviours are more serious and may bypass the Reset Room process depending on severity. They are likely to result in immediate removal, formal sanctions, or exclusion:

- Physical aggression or fighting
- Bullying (including cyberbullying)
- Racist, homophobic, or discriminatory language or behaviour
- Theft or vandalism
- Serious defiance or refusal to follow adult direction
- Threatening behaviour towards staff or pupils
- Malicious or inappropriate use of technology
- Bringing prohibited items into school (e.g. vapes, fireworks, weapons)
- Serious verbal abuse towards staff or pupils
- Repeated Reset Room referrals without improvement
- Sexualised behaviour (as outlined in the safeguarding section)
- Behaviour that significantly disrupts the safety or learning of others
- Behaviour outside of school that damages the reputation of the academy

These incidents are logged, investigated, and may result in detentions, internal isolation, or fixed-term exclusions, depending on context and severity.

The behaviours listed above are illustrative examples and do not represent an exhaustive list; other actions not explicitly mentioned may also warrant similar sanctions based on their nature and severity.

Appendix B – Restorative Practice and Nurture

At Kettering Buccleuch Academy, our approach to behaviour is deeply rooted in both nurture principles and restorative practice, which together support the emotional wellbeing, social development, and behavioural growth of all pupils.

The Six Principles of Nurture

These principles underpin our ethos and guide our understanding of children's behaviour:

- ❖ Children's learning is understood developmentally
- ❖ The classroom offers a safe base
- ❖ The importance of nurture for the development of wellbeing
- ❖ Language is a vital means of communication
- ❖ All behaviour is communication
- ❖ The importance of transition in children's lives

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All staff have received training in the application of these principles, and our accredited nurture provision, the Rainbow Room, provides targeted support for pupils who benefit from additional emotional and social development opportunities. This provision helps children build resilience, develop positive peer relationships, and gain the confidence to manage life's challenges both in and out of school.

Across all classrooms, the nurturing ethos is reflected through:

- The use of safe spaces for regulation and reflection,
- Restorative conversations to support conflict resolution,
- De-escalation strategies embedded into daily practice,
- A consistent, calm, and emotionally supportive learning environment.

Restorative Practice

To complement our nurturing approach, we use restorative practices to help pupils reflect on their behaviour, repair relationships, and develop empathy and accountability.

Following a behaviour incident, pupils are supported through a restorative conversation, facilitated by a class teacher or senior member of staff. These conversations provide a structured opportunity for pupils to:

- ❖ Share their thoughts, feelings, and needs,
- ❖ Understand the impact of their actions on others,
- ❖ Explore how to make amends and move forward positively.

Restorative practice helps to:

- ❖ Promote mutual respect and understanding,
- ❖ Reduce repeated incidents of conflict or disruption,
- ❖ Strengthen relationships between pupils and between pupils and staff,
- ❖ Foster a positive emotional climate across the school.

Together, our nurturing and restorative approaches ensure that behaviour is not only managed, but understood, supported, and used as a foundation for personal growth and positive change.

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