



Behaviour and Attendance Policy

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1 Introduction

Good behaviour is central to all we do at Kirton Lindsey Primary Academy. High standards of behaviour will be expected and promoted at all times in lessons and throughout every aspect of the Academy's life. All members of staff will set consistent high standards and pupils will be given clear guidance on what is expected of them. The Kirton Lindsey Primary Mindset will underpin all that we do. Our academy rules will be followed by all, and rewards and sanctions will be used to underpin and reinforce good behaviour. We will work in partnership with parents/carers to ensure that the Academy's values become central to the lives of pupils. We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding and in respect of pupils with Special Educational Needs.

2 Objectives

1. To create an ethos of Outstanding behaviour in the Academy to support pupils to be happy, secure and safe.
2. To ensure that all are treated fairly, shown respect and to promote good relationships.
3. To help pupils lead disciplined lives and to understand that good citizenship is based upon good behaviour.
4. To develop and embed The Kirton Lindsey Mindset across the school.
5. To use outstanding behaviour to promote community cohesion.
6. To prevent incidents of bullying.

3 Managing Behaviour

Managing behaviour is the responsibility of all academy staff. The way in which we improve behaviour relies on our familiarity and understanding of the policy enabling us all to show consistency of practice. As an Academy, we believe that all pupils must have the opportunity to concentrate and do well in lessons and that the work and progress of all pupils in lessons is important. In line with the Kirton Lindsey Primary Mindset we expect Excellence for All and aim to develop learners who are respectful, honest and kind. Staff will listen to parties in a situation following restorative practice before making a judgement. When discussing consequences we may suggest how situations can be put right but we do not force apologies. When thinking about a consequence the outcomes of it should be considered: Whether Logical (Does the consequence relate to the action/incident), Natural (Are there naturally occurring consequences that will have a greater effect and what is the punishment).

The Kirton Lindsey Behaviour System

The behaviour system is an effective way of promoting positive behaviour and is a means of being able to track and support those children who find it harder to meet the academy's expected behaviour code. We believe that it is important to promote a positive message regarding behaviour management at all times.

If, during the day, in lessons, or at break times, a child has to be reminded about inappropriate behaviour, or has broken a school rule, a verbal prompt will be used: This should be a reminder that they are not following our rules. At this point, a child may need a preventative intervention to prevent the behaviour from escalating.

If the behaviour continues, then the next step will be for the adult to give out a 'think bubble' card. If the behaviour stops, then the card will be taken away.

If the behaviour continues the adult will replace the 'think bubble' card with a 'chat bubble' card and a restorative conversation will take place between the adult and child at a time convenient to the adult. Restorative questions will be used (see appendix 2).

If a child receives a 'chat bubble' twice in a week the class teacher must ring/see the parent and discuss the behaviour.

Incidents where a child has received a chat bubble will be logged using Restorative Conversation 2 on Arbor including a brief summary of the actions taken after the incident and the restorative conversation. If the incident requires the involvement of a member of SLT, it will be recorded as Restorative Conversation 3.

There will be times when certain behaviours require more than the classroom process of behaviour and a straight chat bubble is required and/or intervention by a member of SLT (behaviours could include swearing, inappropriate/offensive language, leaving the classroom without permission, throwing something, unprovoked violence). However, the consequences for these will vary. Staff will listen to parties in a situation following restorative practice before making a judgement. When discussing consequences we may suggest how situations can be put right but we do not force apologies.

This is summarised in Appendix 3's Behaviour Flowchart

Lunch Time

During lunch time all staff will continue to use the 'think' and 'chat' bubble system. The terms 'think' and 'chat' will be used verbally after an initial reminder about following the rules. If a child needs to 'chat', the adult will have a restorative conversation with the child walking or sitting together on the playground. Pastoral staff are on duty during lunch time. Any significant incidents will be referred to pastoral staff immediately who will refer to SLT if required. Incidents at lunchtime will be recorded on Arbor in the same way as incidents throughout the day. Staff will listen to parties in a situation following restorative practice before making a judgement. When discussing consequences we may suggest how situations can be put right but we do not force apologies.

The academy shares this information with pupils in the following way as part of the academy rules.



Excellence for All

Excellence is an idea, a way of thinking, a mindset, a way of behaving.

Be excellent in all that you do and expect the same of others.

Kirton Lindsey Primary Mindset

Developing Resilient Learners:

Respectful

Being respectful is all about the way that we treat each other. In our school we are polite, respectful and helpful regardless of who we are talking to.

We look after each other and we think about how other people might be feeling. We try not to upset each other.

We treat everyone well, not just our friends.

Resilient

Being Resilient is about choosing your attitude, embracing the challenge that is before you, being able to withstand the challenge or recover quickly from difficult conditions.

Ready

Being Ready is about being fully prepared for the situations that come to challenge us. We are ready when we have the knowledge and skills to take on what is thrown at us and to engage and contribute to that challenge

Academy run out of school hour activities – including Breakfast Club and After School Activities and Clubs

It is essential that we maintain a safe and enjoyable environment for all children attending clubs and out of school activities.

We adhere to our Behaviour Policy during clubs and out of school activities. We believe that by following these guidelines, we can ensure a positive experience for everyone involved.

If children do not follow our expectations and do not behave in a manner that keeps themselves and others safe at clubs or out of school activities, Our Behaviour Policy will be followed. In cases where poor behaviour choices persist, we will consider whether those children can continue attending these clubs and out of school activities. We will provide them with the opportunity to return after a designated period, allowing them to demonstrate that they can engage safely, just like their peers. Should the behaviour continue to be problematic, we will suspend their attendance. It is important to note that the clubs operate outside of the government-recommended 32.5 hours a week that children spend in school.

Zones of Regulation

The Zones of Regulation system is used to help each child develop skills in self-regulation. The Zones are based around the use of four colours to help children self-identify how they're feeling and categorise this based on colour. Using the Zones helps children better understand their emotions, sensory needs and thinking patterns. The children learn different strategies to cope and manage their emotions based on which colour zone they identify that they are in.

In using the Zones as a self-regulation tool, the children will learn how to:

- Recognise when they are in the different Zones and learn how to change or stay in the Zone they are in.
- Increase their emotional vocabulary so they can explain how they are feeling.
- Recognise when other people are in different Zones, thus developing better empathy.
- Develop an insight into what might make them move into the different Zones.
- Understand that emotions, sensory experiences such as lack of sleep or hunger and their environment might influence which Zone they are in.
- Develop problem-solving skills and resilience
- Identify a range of calming and alerting strategies that support them.

A Zones of Regulation poster will be displayed in every classroom (see appendix 4).

4 Rewards

There are a variety of praise and reward systems used at the academy to promote good behaviour. These include

- Praise – verbal, friendly words or gestures.
- Special Mention assembly – every week a member of each class will receive a certificate in Special Mention Assembly linked to one of the Academy Rules and the Academy Mindset.
- Referral to SLT.
- Special responsibility, privilege or trust. This could include:
 - being a class monitor (to be decided by each class)
 - Reading Ambassadors
 - Anti-bullying Ambassadors, or
 - Play Leaders.
- Informing parents – communicating good news whenever possible, for example, by a phone call and notes home.
- Stickers relating to the four Academy rules – Be a learner, Be kind and generous, Be honest, Be respectful.

5 Physical Restraint

All members of staff are aware of the regulations regarding [Restrictive interventions](#), including the use of reasonable force, in schools (relating to section 550A of the Education Act 1996). Staff only intervene

physically to restrain children to prevent injury to a child, or if a child is in danger of hurting themselves or to prevent them from committing a crime or damaging property. Key staff at Kirton Lindsey are 'Team Teach' trained - they are skilled in using de-escalation techniques but will also use positive handling techniques if reasonable force is required to resolve a situation. Academy staff will always take measures to try and avoid injury, but in extreme cases, it may not always be possible to avoid injuring the pupil.

All incidents where positive handling is required will be logged. A support and intervention plan will then be implemented for identified children and parents/carers will always be notified of this.

6 Children with specific needs

Children who have particular needs or difficulties may have additional support and specific intervention and support plans to encourage and develop good behaviour. This will, however, still sit within our whole academy guidelines.

7 Bullying

Bullying is intentionally causing physical and emotional harm to others and is usually repetitive and systematic. It may include physical or verbal abuse or assault and may include deliberate exclusion of another or emotional and subversive intimidation. Bullying can be against pupils or adults.

Kirton Lindsey Primary Academy takes bullying very seriously and will respond assertively to any such behaviour, and this policy should be read in conjunction with the academy's Anti-Bullying Policy.

Bullying is one form of unacceptable behaviour which adversely affects the development and learning of both the bullied child and the bully. If bullying is detected it will be dealt with within the agreed procedures of discipline, and encouragement of good behaviour. Where necessary, either child's parents will be involved.

Persistent bullying may result in a pupil's exclusion.

8 Swearing

When a child is heard swearing, this must be recorded on Arbor and discussed with the child to ascertain their understanding of the word/s and the context in which they are being used. Staff will then use their discretion as to how the incident is dealt with.

9 Harassment

No level of racial, sexual or other harassment will be tolerated. This can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment, which might include: non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Any such incidences will be referred directly to the SLT, who will record the incident. All pupils involved will be interviewed, and parents informed as appropriate. Persistent harassment may result in a pupil's exclusion. Any concerns relating to sexual harassment and violence will provoke a response under safeguarding procedures, as stipulated in the Safeguarding Policy. The Designated Safeguarding Lead will be informed and inter-agency communication such as social care, early help/identified professionals will be notified as deemed necessary.

Sexual violence

When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003; Rape/ Assault by Penetration/Sexual Assault.

10 Staff Responsibility and Monitoring

In accordance with this policy, all staff have responsibility for the management of and recording of classroom behaviour. In addition, all staff share responsibility for the behaviour of children around the school (e.g. walking around the school, good manners etc). Some children may require an individual support plan to outline specific strategies for managing and supporting behaviour. All staff should be aware of the specific strategies to be used for such individuals so that a consistent and agreed approach can be maintained.

- Lunchtime staff are expected to manage and support behaviour at lunchtimes.
- The Principal/SLT will support and monitor pupil behaviour at all times and will liaise with staff and parents whenever required.

11 Suspension

Where a child’s behaviour is in breach of this policy and the academy rules, the Principal/SLT reserve the right to use fixed term or permanent Suspension as a strategy for managing the situation. Reasons for exclusion can include:

physical assault/ unprovoked aggression

verbal abuse and threatening behaviour,

bullying, including cyber bullying,

racist or sexual harassment & abuse,

sexual misconduct,

- drug and alcohol related abuse, damage to school or personal property.

Persistent disruptive behaviour including disobedience and violation of the academy’s rules is also reason for exclusion. Any exclusion procedure will be carried out in line with IET and DfE exclusion guidance.

12 Related policies

- Exclusion Best Practice Guidance
- Anti-Bullying
- E-Safety
- Safeguarding Policy

This policy will be reviewed annually by the Principal. At every review, it will be approved by the Academy Oversight Committee. This policy remains valid until it is reviewed and replaced, it does not expire by date alone.

Document Control

Contact	Principal
Status	Issued
Publication Date	November 2025
Review Cycle	Annually
Review Date	-
Next Review Due	November 2026
Approved/Ratified by	AOC/CEO
Version Control	
Draft	For comments /consultation
Issue	1

13 Appendices

Appendix 1 Kirton Lindsey Primary Mindset



Excellence for All

Excellence is an idea, a way of thinking, a mindset, a way of behaving.
Be excellent in all that you do and expect the same of others.

Kirton Lindsey Primary Mindset

Developing Resilient Learners:

<h3 style="text-align: center; margin: 0;">Respectful</h3> <p>Being respectful is all about the way that we treat each other. In our school we are polite, respectful and helpful regardless of who we are talking to.</p> <p>We look after each other and we think about how other people might be feeling. We try not to upset each other.</p> <p>We treat everyone well, not just our friends.</p>	<h3 style="text-align: center; margin: 0;">Resilient</h3> <p>Being Resilient is about choosing your attitude, embracing the challenge that is before you, being able to withstand the challenge or recover quickly from difficult conditions.</p>	<h3 style="text-align: center; margin: 0;">Ready</h3> <p>Being Ready is about being fully prepared for the situations that come to challenge us. We are ready when we have the knowledge and skills to take on what is thrown at us and to engage and contribute to that challenge</p>
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Appendix 2 Restorative Language Guide

When staff conduct restorative conversations, the following provides a guide as to the type of language and questions they should use.

1. To the person who has done the harm:

What happened?

Who else was there/around when it happened?

What were you thinking at the time?

Who has been affected/upset/harmed by your actions?

How do you think they have been affected?

2. To the person who has been affected:

What was your reaction at the time of the incident?

How do you feel about what happened?

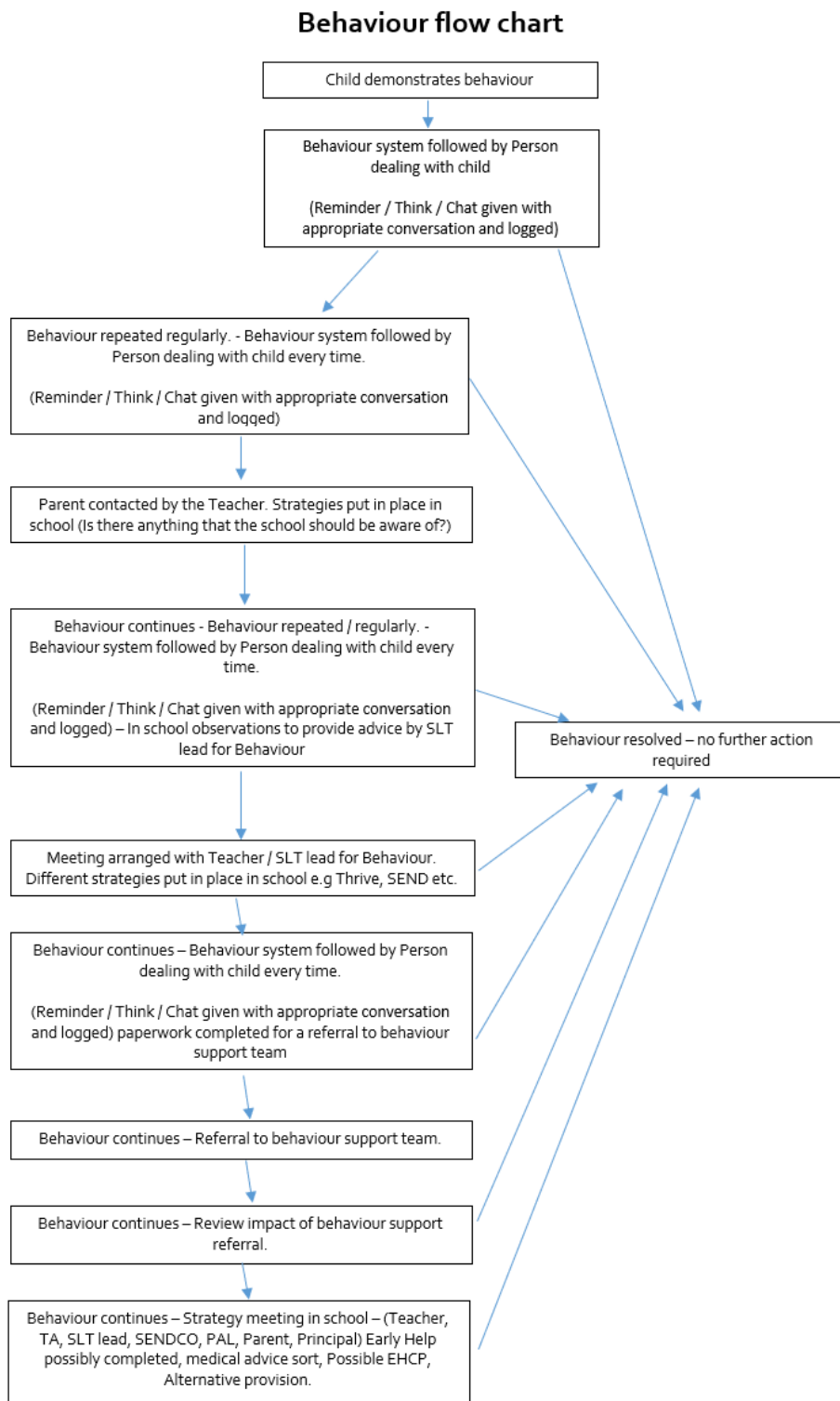
What did you think at the time?

What have you thought about since?

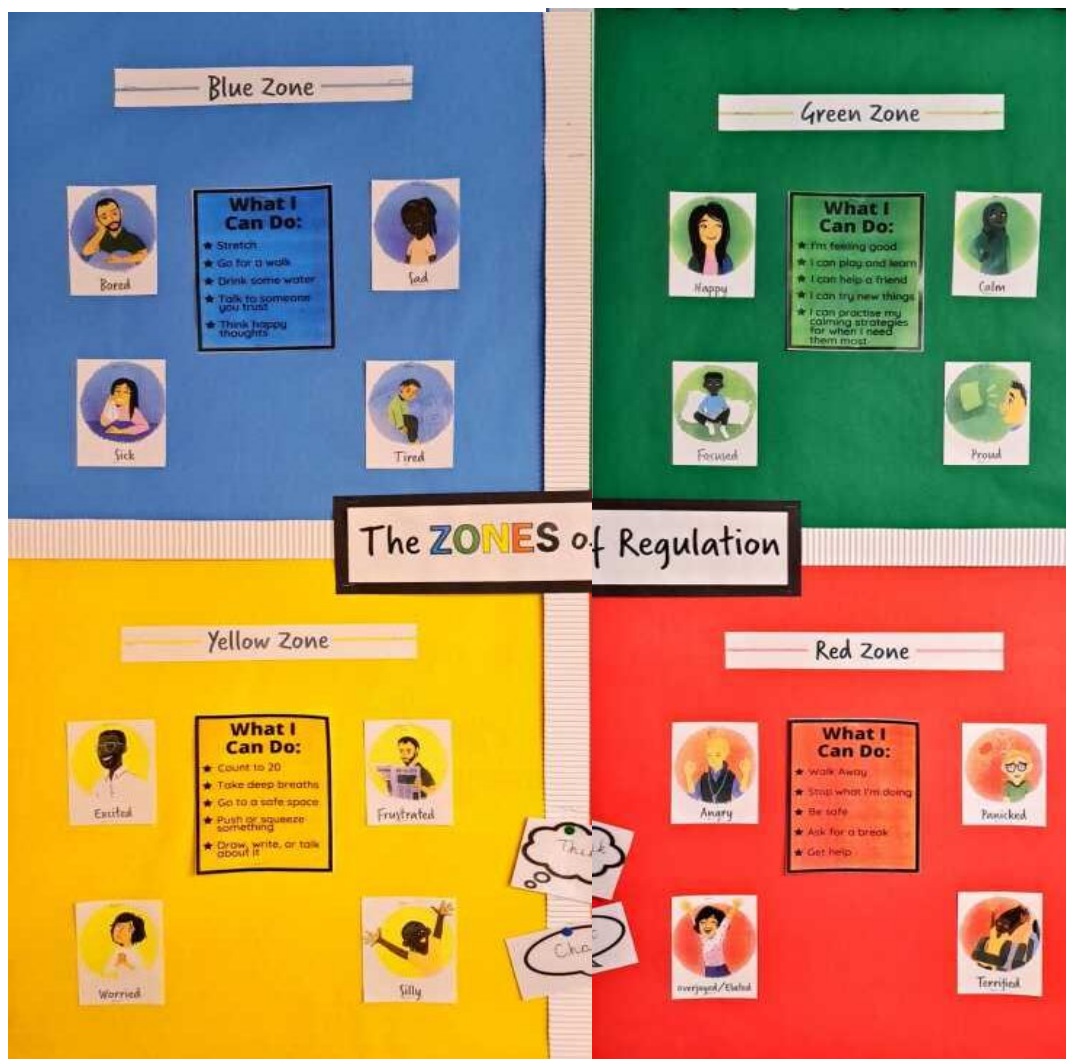
How has it upset/hurt/harmed you?

What has been the worst or hardest thing for you?

Appendix 3 Behaviour Flow Chart



Appendix 4 Zones of Regulation Poster



IET reserves the right to make amendments to this policy at any time without notice.

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