

Kingsway Primary School

Behaviour Policy



Approved by:

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Section A: School approaches to managing behaviour

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1. Aims

At Kingsway Primary School we wish to promote good behaviour and discipline within a caring environment where children feel valued and secure. In order to create a positive climate for learning we aim to establish a good balance between rewards and sanctions. Staff encourage children to behave appropriately, and deal calmly and consistently with unacceptable behaviour.

To achieve good standards of behaviour and conduct, staff deal with behaviour issues as and when they occur, if necessary involving other members of staff. Unacceptable behaviour will not be ignored or condoned and sanctions highlight that there are consequences for unacceptable behaviour which breaches our whole school rules.

Most instances of poor behaviour are relatively minor and can be adequately dealt with through verbal warnings by a member of staff and the lower level of sanctions. However, where necessary a child's parents will be informed and work in partnership with the school to address and improve the unacceptable behaviour.

We feel it is important that good behaviour is constantly acknowledged and rewarded. To ensure that this is the case, children who do not breach the school rules will regularly receive dojo points and certificates as a thank you for their continued good efforts. We realise that for the majority of children who adhere to the school rules on a daily basis, the sanctions will not be required.

Aims of this Policy

- To enable children to develop in a secure, caring and happy environment
- To set clear guidelines for good behaviour throughout the school
- To encourage children to value their own effort and the efforts of others
- To encourage children to treat everyone with courtesy and consideration and to treat others as we would wish to be treated ourselves
- To encourage children to treat belongings, possessions and the school environment with care and respect
- To deal with unacceptable behaviour quickly and effectively.

2. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)

- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, around school, and at break and lunchtimes

Serious misbehaviour is defined as:

- Bullying
- Repeated breaches of the school rules
- Using abusive / discriminatory language
- Threatening behaviour
- Aggressive and Violent behaviour (towards anyone in school)
- Threatening behaviour
- Deliberate vandalism of property
- Deliberate and consistent disobedience

Where any of the above may have occurred, they will be logged on CPOMs and identified as negative behaviour. Parents should be informed, which includes the parents of others involved, and this should include the resolution and any further support required.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

5.2 The headteacher

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log via CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy.

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils

- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly on CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
 - The school's key rules and routines
 - The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
 - The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

The aims of our policy will be achieved by:

- Developing and sustaining the positive relationships between pupils, staff, parents, governors and the wider community

- All members of staff sharing a responsibility for good behaviour through the reinforcement of our school behaviour
- Promoting equal opportunities
- Weekly targets linked to our Kingsway KIT and weekly assemblies
- Developing and sustaining PHSE skills through the use of our Dimensions scheme and Kingsway PHSE progression framework.
- Working with outside agencies and recognising that some children with behavioural issues may be in need of early intervention and support through a multi-agency approach.

6.1 Mobile phones

We do not encourage the bringing of mobile phones to school.

If a pupil does bring their mobile phone to school for any reason, it will be turned off and kept securely until the end of the school day.

7. Responding to behaviour

7.1 RIGHTS, RESPONSIBILITIES AND RULES

For their rights to be maintained children have to take on the responsibility of following the rules. If children break the rules they must understand that they have chosen to do this and therefore must accept the consequences of their actions. We believe that every child should be encouraged to behave well and at Kingsway the vast majority do.

We have high expectations of children's behaviour and we have a clear framework in place to ensure that our standards remain high. The children and teachers have worked together to establish both rights and responsibilities for the whole school and within each classroom through whole school rules and classroom charters.

The rights, responsibilities and rules apply at **all times** and **in all places** whenever children are supervised by school staff.

Our Rights	Our Responsibilities
A good education To be safe To play To feel valued To make mistakes	To help others learn and have good attendance To be careful and aware of others' feelings To play with kindness and consideration To treat others how you want to be treated To learn from your mistakes

Our Kingsway Guide

At Kingsway...

- We do as we are asked first time.
- We listen and respond thoughtfully to others.
- We keep hands, feet, objects and negative comments to ourselves.
- We always show good manners.
- We always do your best.

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate. Please refer to our Child Protection and Safeguarding Policy for more information.

7.3 Promoting Positive Behaviour

We believe that most inappropriate behaviour can be modified by promoting positive behaviour at whole school, class and individual level.

Whole School Level

- There are clear and consistent systems for dealing with inappropriate behaviour
- All staff understand and refer to the school's behaviour procedures. They are aware of how this impacts on children's attitudes and behaviour in school.
- School assemblies are used to develop children's social, emotional and behavioural skills and link to our Kingsway KIT
- Positive behaviour around the school is noted and celebrated
- Parents show they are aware of and contribute to the school's positive behaviour ethos by supporting the behaviour procedures and behaving appropriately
- There are opportunities for all school staff to discuss and contribute to the development of systems underpinning positive behaviour

Classroom Level

- PHSE whole class sessions take place weekly and these incorporate activities designed to promote children's social skills and emotional development linked to the Dimensions scheme.
- Clear classroom routines and interesting and suitably challenging lesson ensure a positive and secure learning environment.
- Children are taught the language of sharing and cooperation, choice and consequences
- Children are encouraged to identify their own and others' strengths and to recognise and value the diversity within their classroom
- Appropriate behaviour is quickly noted and celebrated by staff and peers through dojo points
- Success including matters of attitudes and behaviour is celebrated in a variety of different ways, including:
 - Weekly 'Kingsway KIT' certificate and display
 - Dojo points
 - May include use of stickers, stamps and certificates
 - Verbal praise from teacher and peers
 - Showing /discussing examples of good practice with other adults including the head teacher
 - A remark in the reading record /home school diary or directly to a parent
 - Work displayed on the proud display for each class

Individual Child Level

- Children's strengths are recognised and celebrated by staff on a daily basis
- Systems are in place for noting and drawing attention to good or improved behaviour
- When a child experiences difficulties in developing or sustaining appropriate behaviour there are systems which give additional support. This may include the involvement of other agencies
- Children are given responsibilities to encourage independence and self-discipline
- Children are given opportunities to share their views - class and school council, wellbeing questionnaires, pupil interviews

- Children are helped to understand the need to take responsibility for the outcomes of their choices and behaviour
- Each day is considered a new start; behaviour is considered separately from the child

7.4 Responding to misbehaviour

BEHAVIOUR AND SANCTIONS

At Kingsway, we have a clear system of rewards and sanctions. We use opportunities in the classroom and during assemblies, to remind pupils of our code of behaviour. By remaining consistent in our approach we aim to make our school a happy and safe place to be and one where children feel secure and content.

Sanctions

These sanctions may include:

- Reprimand from the teacher and procedures from the sanctions structure being used
- Moving the child away from others who may be being disturbed – this may include walking round with or being monitored by the adult on duty for a while during break time / lunchtime to avoid potential issues
- A child's property may be temporarily confiscated in line with school policy where keeping the property might lead to disruption or disagreement between pupils. The child would always know where the item would be kept for safety and returned to the child at the end of the day.
- Finish work at break time due to lack of work in classroom resulting from poor behaviour
- Withdrawal of privileges which may include time out, losing break / lunchtimes
- Children to take 'time out' to an agreed place e.g. with a linked member of the school leadership team or with the head teacher where the purpose is to avoid giving the child attention but ensuring discreet adult supervision whilst the child continues their work
- Children, having been made aware of the consequences of grave misbehaviour, may be sent straight to the head teacher

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents
- When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.7 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

7.8 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher / member of the senior leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

8. Serious sanctions

8.1 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive

- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as;

- Use of teaching assistants
- Long term regulation plans
- Multi-agency assessment and support

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil in the behaviour log.

8.2 Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to Section B for more information.

9. Pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. This may include;

- Short, planned movement breaks
- Adjusting seating plans in relation to visual or audio issues
- Adjusting uniform for a child with sensory issues
- Additional training for staff in understanding conditions such as autism
- Use of different spaces (sensory / nurture areas) where pupils can regulate their emotions during a moment of sensory overload.

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

NCC 0300 500 8080 to make a request to ICDS.

10. Pupil support

Some pupils require additional support to improve their behaviour.

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

This could include measures such as:

- Reintegration meetings
- Daily contact with an identified member of staff
- Regulation plan

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Staff training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Liaison with other agencies

Other agencies will be consulted with where the need arises. This may include NAP (North Ashfield Partnership, EP, Family Support worker or Early Help.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Child on Child Abuse Policy

Kingsway Behaviour for Learning overview (Sept 2024)

	What am I doing?	What will happen?
Excellent Role model	I take responsibility for my actions / I make good choices / I show respect through my behaviour for the learning of everyone	I will get an extra dojo point (2 points)
Always ready to learn	I am having a go at hard tasks / following instructions first time / showing good listening. I am listening, doing as I am asked, focussing on my learning.	I will get a dojo point I will be making progress with my learning.
A reminder 1	I have been distracted / distracting and not been on task with my work. I will focus and be ready to learn.	I will be given a verbal reminder if needed from the teacher / adult to support me to get back on track.
A behaviour warning 2	I need to reflect on my choices – What could I have done differently? What choice would I make next time? I will talk to my teacher / adult about choices at a suitable time. I will make better choices and be ready to learn.	I will be given another reminder from the teacher / adult and my parents will be informed.
Behaviour reflection time 3	I am continuing to break the Kingsway rules. I need to reflect on my choices – What could I have done differently? What choice would I make next time? I will talk to my teacher / adult about choices at a suitable time. I will make better choices and be ready to learn.	I will have 5 minutes to reflect away from distractions and my parents will be informed.
Removed from class due to behaviour 4	I am continuing to break the Kingsway rules and not responding to teacher / adult guidance. I will be sent to another class for 15 minutes. I will reflect on my choices and complete the reflection work given to me by my teacher. I will calm down and return to my classroom ready to learn. My teacher will welcome me back.	Dojo behaviour reminder to parents. <i>(incident recorded onto CPOMs for negative behaviour)</i>

