Kingsway Primary School

Behaviour Policy

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Section A: School approaches to managing behaviour

Contents

1. Aims 3
2. Legislation, statutory requirements and statutory guidance 3
3. Definitions 3
4. Bullying 4
5. Roles and responsibilities 5
6. School behaviour curriculum 7
7. Responding to behaviour 8
8. Serious sanctions 11
9. Pupils with SEND 13
10. Pupil support 14
11. Pupil transition 15
12. Staff training 15
14. Links with other policies 15

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Data Protection Act 2018, UK GDPR, and Data (Use and Access) Act 2025
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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

Kingsway uses the following behaviour definitions.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature. These incidents require a safeguarding response. Sexual harassment includes:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Sharing of unwanted explicit context
    - Making or sharing of nudes or semi-nudes, including images digitally altered or wholly generated by artificial intelligence (e.g. deepfakes)
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers
    - E-cigarettes or vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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: • Racial • Faith-based • Gendered (sexist) misogyny or misandry • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality). This includes prejudice against girls and women (misogyny) or against boys and men (misandry)."
Sexual harassment and sexual violence	Unwanted behaviour of a sexual nature, including explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, inappropriate touching, upskirting, or making or sharing of nudes or semi-nudes (including images digitally altered or wholly generated by artificial intelligence, such as deepfakes) – this mandates an immediate safeguarding response and must be reported to the DSL
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. This includes making or sharing of nudes or semi-nudes, including images digitally altered or wholly generated by artificial intelligence (e.g. deepfakes)

Kingsway takes a relational and restorative approach to preventing and responding to bullying. We recognise that positive relationships, respect and a strong sense of belonging are central to creating a safe and inclusive school community. When incidents occur, restorative conversations help children understand the impact of their actions, take responsibility and repair relationships. Through our curriculum, we reflect the diversity of our school and wider communities, promoting respect, empathy and understanding. Our PSHE and RSE curriculum provides opportunities for children to explore friendships, emotions, boundaries, difference and respectful relationships. We work closely with families to ensure concerns are addressed consistently and sensitively.

Bullying is a form of child on child abuse and therefore a safeguarding issue. All safeguarding concerns about a child should be recorded in writing.

5. Roles and responsibilities

5.1 The Local Governing Body

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 appropriate filtering and monitoring systems are in place on school devices and networks, and that these are reviewed at least once every academic year by the Trust IT Lead, the Trust Safeguarding Lead and the DSL
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 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 (see appendix 3 for a behaviour log)
- 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

Kingsway creates a culture of excellent behaviour by explicitly teaching, modelling and celebrating the behaviours we want pupils to demonstrate every day. Our expectations are rooted in our school values of KIT: **Kindness, Independence and Teamwork**. These values provide a consistent framework for understanding what successful behaviour looks like and why it matters.

Kindness – "We are kind." Pupils treat others with respect, listen carefully, use positive language and show consideration for others.

Independence – "We try our best." Pupils take responsibility for their learning, behaviour and belongings. They listen, follow instructions, persevere when learning is challenging and make sensible choices.

Teamwork – "We help everyone learn." Pupils cooperate, share, take turns, value different ideas and support one another.

Daily routines reinforce these expectations. Pupils are welcomed positively each morning and reminded of expectations as they move around school, enter classrooms, begin learning, transition between activities, use shared spaces and play at break and lunchtime. We explicitly teach routines such as walking calmly, listening when others are speaking, being ready to learn, looking after resources and keeping our environment tidy. Staff model and consistently reinforce these behaviours through positive recognition, encouragement and restorative conversations. This consistency helps pupils develop strong habits, take responsibility for their choices and contribute positively to our school community.

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Kingsway is a phone-free school. We recognise that some pupils may need to carry a mobile phone when travelling independently to and from school. Parents and carers may request permission for their child to bring a mobile phone for this purpose by contacting the school office in the first nstance.

Where permission has been granted, the phone must be switched off and handed in to the school office before the pupil enters the school site. Phones will be securely stored in a lock box in the school office throughout the school day and must be collected from the office at the end of the school day.

If a pupil brings a mobile phone onto the school site without permission, this will be treated as a Level 4 behaviour incident. The phone will be switched off, securely stored in the school office lock box and a parent or carer will be required to collect it at the end of the school day.

Exceptions to this approach may be made where a mobile phone is required for medical or other identified safeguarding reasons. Any such arrangements will be agreed in advance with the school and communicated clearly to the pupil, family and relevant staff.

7. Responding to behaviour

7.1 Classroom management

All teaching and support staff at Kingsway have a shared responsibility for setting the tone and context for positive behaviour. Through their relationships, routines and interactions, staff model the behaviours and attitudes we expect from our pupils and consistently promote our KIT values of Kindness, Independence and Teamwork.

Staff will:

- Create and maintain a stimulating, inclusive environment where pupils feel safe, valued and motivated to engage in their learning.
- Display and consistently refer to the KIT rules, making clear what successful behaviour looks like in different situations.
- Build positive relationships with pupils by greeting them warmly, showing genuine interest and treating them with respect.
- Establish and consistently reinforce clear daily routines, helping pupils to understand what is expected and develop positive habits.
- Model “We are kind” through respectful language, active listening, empathy and consideration for others.
- Promote “We try our best” by encouraging pupils to be resilient, independent and responsible for their learning and choices.
- Promote “We help everyone learn” by encouraging cooperation, sharing, turn-taking and support for others.
- Use visual cues, non-verbal reminders and consistent routines alongside verbal instructions to reinforce expectations.
- Notice, recognise and celebrate positive behaviour, effort and progress, using positive reinforcement to encourage pupils to make good choices.
- Respond calmly and consistently to low-level disruption, using agreed strategies and restorative approaches where appropriate.
- End each day positively, ensuring pupils have opportunities to reflect, repair relationships where necessary and begin the next day with a fresh start.

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 Responding to good behaviour

At Kingsway, we recognise that positive behaviour, effort and achievement should be noticed and celebrated. Recognition is linked to our KIT values and is used to reinforce the behaviours and habits we want pupils to develop. Staff use a range of approaches to ensure that praise is meaningful, specific and accessible to all pupils.

Recognition may include:

- **Verbal praise** that identifies the specific behaviour being recognised, for example, "You have shown kindness by helping someone" or "You have shown independence by persevering with a challenging task."
- **Dojo points** awarded to pupils for demonstrating our KIT values, making positive choices, showing effort and contributing to the learning and wellbeing of others.
- **Positive communication with parents and carers**, including phone calls, messages or written correspondence, to celebrate pupils' behaviour, effort and achievements.
- **Certificates, celebrations or special assemblies** to recognise pupils who consistently demonstrate our values or have made significant progress.
- **Positions of responsibility and opportunities to demonstrate leadership**, allowing pupils to develop independence and teamwork through roles and responsibilities within school.
- **Class or year-group rewards**, recognising collective effort and positive behaviour and providing opportunities for pupils to celebrate success together.

Through consistent recognition, pupils understand that positive behaviour is valued and that their choices can make a positive difference to themselves, their learning and the wider school community.

7.4 Responding to misbehaviour

At Kingsway, we believe that behaviour is a form of communication and that all pupils can be supported to make positive choices. When a pupil's behaviour falls below our expected standards or does not reflect our KIT values of Kindness, Independence and Teamwork, staff will respond calmly, consistently and fairly to restore positive relationships, maintain a safe learning environment and prevent the behaviour from recurring.

Staff will consistently reinforce expectations and address behaviour that falls below the standards expected. Responses will be proportionate, respectful and rooted in our relational and restorative approach. Pupils will be helped to understand the impact of their actions and supported to make positive choices.

Depending on the nature and frequency of the behaviour, possible consequences may include but are not limited to:

- A verbal reminder of the relevant KIT expectation.
- A non-verbal reminder or visual prompt.
- A change of activity, seating or learning arrangement.
- A short period of reflection with an appropriate member of staff.
- Loss of a privilege or appropriate activity, where proportionate and reasonable.
- Completion of restorative actions, such as repairing damage, putting things right or taking part in a restorative conversation.
- Communication with parents or carers, including a phone call or message.

- A behaviour monitoring or support plan where additional support is required.
- Removal from a particular situation or activity where necessary to maintain safety and the learning environment.

Where behaviour may indicate a safeguarding concern** (including changes in behaviour, persistent difficulties, or incidents involving sexual behaviour, peer-on-peer abuse, or online safety), staff will inform the DSL immediately and follow our Child Protection and Safeguarding Policy.

Consequences will not be applied automatically or as a fixed sequence. Staff will consider the seriousness, frequency and context of the behaviour, alongside the pupil's individual circumstances and any factors that may have contributed to the incident.

Where appropriate, staff will use de-escalation strategies, including agreed scripts and phrases, reminders of expectations, visual prompts, opportunities for reflection and restorative conversations.

All pupils will be treated equitably. Alongside any consequence, staff will consider what teaching, support or intervention may be needed to help pupils develop positive behaviours, strengthen self-regulation and successfully meet our expectations in the future.

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 Executive Head (Louise Carpenter) or DSL (Natalie Limb) 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 Detention

Kingsway does not use detentions in response to behaviour.

8.2 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 by an assigned member of staff, and will be removed for a maximum of one day.

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.

At Kingsway, we recognise that repeated removal from class may indicate that a pupil needs additional support rather than simply further consequences. Where a pupil has been **repeatedly removed from class or is experiencing ongoing difficulties meeting behaviour expectations**, we will take a positive, supportive and individualised approach.

Staff will work with the pupil and their parents or carers to understand what may be contributing to the behaviour, identify barriers to successful learning and agree strategies that will help the pupil to remain in class and engage positively.

Support may include:

- A named member of staff or teaching assistant providing regular check-ins, encouragement and support with self-regulation.
- An individual behaviour or support plan, with clear, achievable targets linked to our KIT values and agreed strategies for supporting the pupil.
- Planned opportunities for regulation, reflection and positive connection to help the pupil return successfully to learning.
- Adaptations to classroom routines, seating, transitions or learning activities where appropriate.
- Regular communication with parents and carers to develop a consistent approach between home and school.
- Restorative conversations following incidents to repair relationships and identify successful strategies for the future.
- Review of the frequency, circumstances and triggers for removals to identify patterns and evaluate whether current strategies are effective.
- Early identification or assessment of additional needs, where appropriate.
- Multi-agency assessment and specialist support where further advice or intervention is required.

The aim of this approach is to reduce the need for removal by understanding the pupil's needs and putting appropriate support in place. Progress will be reviewed regularly, with the pupil involved in identifying what helps them to demonstrate "We are kind", "We try our best" and "We help everyone learn."

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.

8.3 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.

At Kingsway, we recognise that behaviour can be influenced by a range of factors, including the learning environment, individual needs, relationships, communication and sensory or emotional regulation. Staff will seek to understand and anticipate potential triggers and make reasonable adjustments to help pupils feel safe, regulated and ready to learn.

Where appropriate, staff may:

- Provide planned movement, sensory or regulation breaks for pupils who find it difficult to remain seated or focused for extended periods.
- Adapt seating arrangements and classroom environments to meet individual needs, including ensuring pupils with visual or hearing needs can access teaching effectively.
- Make appropriate adjustments to uniform or equipment where sensory, physical or medical needs may create a barrier to successful participation.
- Provide visual timetables, clear instructions, advance warnings and predictable routines to support pupils who may find changes or uncertainty difficult.
- Adapt the pace, presentation or organisation of learning where appropriate to reduce anxiety and support engagement.
- Provide access to calm or regulation spaces, such as a sensory area or nurture space, where pupils can use agreed strategies to regulate their emotions and return to learning.
- Ensure staff have appropriate training and understanding of individual needs, including autism, ADHD, communication difficulties, sensory processing needs and other additional needs.

- Work closely with pupils, parents and carers and relevant professionals to identify triggers, understand individual needs and agree effective strategies.

- Use information from behaviour incidents, observations and restorative conversations to identify patterns and put preventative strategies in place.

Our approach is proactive rather than reactive. The aim is to remove unnecessary barriers, strengthen positive relationships and enable every pupil to successfully demonstrate our KIT values.

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.

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10. Pupil support

At Kingsway, we want every pupil to return to learning feeling supported, valued and ready to make positive choices. Following removal from class, time away from school or suspension, staff will use a restorative and supportive approach to help pupils reintegrate successfully.

This may include:

- A brief reintegration conversation to reflect on what happened, repair relationships and agree how to move forward.

- Daily check-ins with a trusted adult where additional support is needed.
- Individual behaviour or support plans, reviewed regularly with the pupil and parents or carers.

The focus is on a fresh start, rebuilding positive relationships and helping pupils demonstrate our KIT values.

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. This includes:

- An age-appropriate introduction to our KIT values and what they mean in practice
- A tour of the school, including key areas such as classrooms, playground, toilets and the school office
- Clear explanation of daily routines, including arrival, transitions, breaktimes and lunchtimes
- Introduction to key staff members, including their class teacher, teaching assistant and other adults who will support them
- Opportunities to ask questions and express any worries or concerns
- For pupils joining mid-year, additional support such as a buddy system or regular check-ins with a trusted adult

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

At Kingsway, we work with parents and carers and, where appropriate, external agencies and specialist services to understand and support pupils experiencing ongoing behaviour difficulties. This may include the SEND team, educational psychology, health professionals, family support services and other relevant agencies.

Support will be considered on an individual basis and used where additional expertise or intervention may help a pupil to develop positive behaviour and successfully engage in school.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Online Safety Policy
- Acceptable Use Policy (ICT)
- SEND Policy
- Equality Information and Objectives
- RSE Policy