

Behaviour Policy

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1. Behaviour Policy Aim and Vision

At Kingsway Primary School we expect our children to behave with consistently high levels of respect for others. We want them to play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.

We want our children to consistently have highly positive attitudes and commitment to their education. To be highly motivated and persistent in the face of difficulties. For them to make a highly positive, tangible contribution to the life of the school and the wider community and for them to actively support the well-being of other children.

We want our children to behave consistently well, demonstrate high levels of self-control and consistently positive attitudes to their education. If children should struggle with this, we take intelligent, fair and highly effective action to support them to succeed in their education.

School aim:
<ul style="list-style-type: none"> At Kingsway we believe that good behaviour is a necessary precondition for effective teaching and learning to take place. All child behaviours, positive and negative, are a form of communication and listening to our children and understanding their communications is central to our aim for Everyone Thriving in a Learning Community
School vision for behaviour:
<ul style="list-style-type: none"> We believe that all children should be able to learn in a calm, safe, challenging and supportive environment.
Through an effective behaviour policy we will see staff who:
<ul style="list-style-type: none"> set high expectations for all children have fairness and consistency in approach model expected behaviour at all times establish positive, professional relationships with children and staff
Through an effective behaviour policy we will see children who:
<ul style="list-style-type: none"> respect all adults by listening and following instructions first time are polite and respectful of each other understand that actions and choices have positive and negative consequences and accept them
Through an effective behaviour policy we will see parents who:
<ul style="list-style-type: none"> support the school's behaviour policy reinforce the policy at home where appropriate raise any concerns with the school in an appropriate manner respect decisions made by the school

2. Principles

The Governors of Kingsway Primary School strongly believe that high standards of behaviour lie at the heart of a successful school. The Governors seek to create a caring learning environment by:

- Promoting good behaviour and discipline
- Ensuring absolute clarity about the expected standards of behaviour
- Praising good behaviour and celebrating success
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect
- Ensuring fairness of treatment for all, with inclusion secured according to specific learning/behaviour need
- Ensuring consistency of response
- Ensuring the school's expectations and values are clearly displayed in each classroom and learning space
- Promoting early intervention
- Providing a safe environment free from disruption, violence, bullying and any form of harassment
- Building positive relationships with parents and carers of children with emotional and behavioural difficulties
- Ensuring all staff model the highest standards of behaviour and challenge all children to do the same

Preventing Recurrence of Poor Behaviour:

The school has a strong ethos of positive relationships to underpin all that is done. This is the key to children having a sense of pride and belonging and therefore making good behaviour choices.

3. Roles and Responsibilities

The Governing Body will establish, in consultation with the Head of school, staff and parents, the policy for the promotion of good behaviour and will keep it under review. It will ensure that it is communicated to children and parents, is non-discriminatory and the expectations are clear. Governors will support the school in maintaining high standards of behaviour.

The Head of school and the Leadership Team are responsible for the implementation and day-to-day management of the policy and procedures.

This policy sets out to define a code of appropriate behaviour for Kingsway Primary School. The policy is inclusive and is based on the school's vision of a safe, happy, learning school and applies to every individual in school.

We aim to provide an atmosphere in which:

- Staff and parents work together for the welfare and best intentions of all children
- Children adopt certain standards of behaviour and values
- Children develop a sense of self-discipline and an acceptance of responsibility for their actions.

We expect children to:

- Speak to each other and all adults in a respectful way
- Arrive at school on time and ready to learn
- Wear the correct school uniform
- Show respect to all
- Complete all work set to the best of their ability
- Listen to others, including other children and adults
- Be polite and well mannered
- Be helpful to each other in learning and other times of the school day
- Follow instructions or any reasonable request from any adult first time, every time
- Complete homework regularly
- Walk when inside school

We expect all adults in school to:

- Speak to each other and all children in a respectful way
- Get to know the children we work with and build positive, professional relationships
- Have high expectations of behaviour and uniform and insist on our school's high standards
- Use our reward system to promote positive behaviours
 - Praise
 - Stickers
 - Kingsway Jewels (Dojo)
 - Lunchtime pom-poms
 - Certificates

- Be fair, consistent and equitable when dealing with all children and their needs
- Promote a hard working and productive ethos in their classroom or work space

We know that sometimes things go wrong and it is always made clear to children that it is ok to feel upset or angry but they must learn to deal with their emotions in a controlled way. We will support children to do this if they find it difficult using emotion coaching or restorative practice and through the application of these principles:

- React appropriately according to the individual child with due regard to age, level of maturity and specific need
- Adults should not shout at a child or lose their temper. The adult must always remain in control of their own actions and act in accordance with the dignity and welfare of the child.
- Adults will take care to always reinforce the positive aspect of any situation.
- Identify the cause of inappropriate behaviour through either emotion coaching or restorative practice.

These should help frame the response and future practice

- Ensure the child understands the rationale for our **expected behaviour**
- Be ready to consult with colleagues including team leaders, SLT and SENCo
- Ensure the child knows that it is the behaviour you disapprove of, NOT the child
- Always listen carefully to the child's explanation of their behaviour.
- Use discretion when speaking to the child about an incident with thought given to the venue of the discussion in order to avoid embarrassment
- Try to find witnesses to incidents of inappropriate behaviour

As part of our behaviour policy we recognise that parents / carers should be fully informed about their child's behaviour. Every effort is made to ensure that there is good communication between home and school. Should a child's behaviour be cause for concern their parents will be contacted and the matter will be discussed.

If parents wish to raise a concern with school, there is a clear structure to follow:

- 1) Class Teacher
- 2) Team Leader
- 3) Deputy Headteachers
- 4) Head of School

Unacceptable Behaviour:

All children are expected to follow any reasonable request from any adult in school. It is not acceptable for children to ignore a reasonable request. It is unacceptable for children to decide which adults they will listen to and which they will not.

Physical aggression and verbal abuse towards adults or children is unacceptable and will not be tolerated.

Children with Special Educational Needs and/or Disability (SEND):

We consistently promote high standards of behaviour and provide the necessary support to ensure all children can achieve and thrive both in and out of the classroom. We have a whole-school approach which meets the needs of all children in the school, including children with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all children. We have a

positive inclusion culture which creates a calm environment, benefiting children with SEND, enabling them to learn.

Preventative measures are put in place to support children with SEND these are specific to the circumstance and requirement of each child. Not every incident of poor behaviour will be linked to the child's SEND.

4. Behaviour Expectations

The following points are agreed as a minimum expectation for behaviour at school.

- We follow instructions first time
- We take care of each other and our things
- We stop and listen to the adult talking
- We speak to others in a respectful and kind way
- We keep hands and feet to ourselves and only touch other people with their consent

Each class teacher will ensure that time is spent explaining the meaning of each rule so that all children know what is expected of them.

Expectations will be consistent throughout school, regardless of expectations at any other organisation which they attend or home.

From the outset we recognise that there is a distinction between emotionally disturbed behaviour (which may be a Special Educational Needs issue) and poor behaviour. Kingsway Primary School accepts that there are sometimes external reasons for changes in behaviour but these are never accepted as excuses.

5. Reminders and warnings

Classroom behaviour will be managed through the use of reminders and warnings and all behaviours will be referred back to the behaviour expectations (rules). Each time a rule is not followed, a step will be taken through the consequence process:

1. Quietly bring to the child's attention the explicit aspect of behaviour that is unacceptable and why. A first warning **may** be issued here at the discretion of the leading adult or teacher. Look for an immediate opportunity to praise this child and others nearby.
2. If you can, ask the child why they are acting in this way. Try to be discrete and do listen or assure the child that you will be able to listen to their point of view at the end of the lesson. Make sure that this happens.
3. If a child persists in unacceptable behaviour, issue a first (or second) warning and immediately alter grouping or change something else in the environment. Quietly explain what you have done and why. Reemphasise the behaviour that you do expect. Re-establish a positive atmosphere in the room. Praise/thank the child if appropriate.
4. After a third warning the child must be isolated from the rest of the class for a period of time so that learning can continue. Send the child to the designated contact teacher until the end of the session (or for a shorter session if needed). You may, or may not, send work. At a suitable time, this action must be recorded by the class teacher and passed on for discussion at a team meeting. The parent will be advised that this has happened at the end of the day.

5. Should the child not respond to this sanction (ie. refuses to leave the room) quietly explain to the class that there will be a consequence for this behaviour but try to return to the class learning. Send for a senior member of staff. . This may result in the child working in isolation for a period of time under the supervision of an adult. Or in the case of play or lunchtimes, not being allowed back onto the playground for a period of time. The parent must be contacted on the same day. preferably by phone or if this is not possible by Class Dojo.

6. Physical intervention

On very rare occasions, when children are at risk of hurting themselves or others, children may need to be held.

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among children. Headteachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. Force may not be used to search for other items banned under the school rules.

7. Lunchtime Behaviour

Rewards

Lunchtime supervisors will be looking out for children showing examples of our Kingsway Jewels.

When a lunchtime supervisor sees a child displaying a Kingsway Jewel, the child will be given a pom-pom. The child will take the pom-pom back into the classroom and add it to any other pom-poms the children in their class have been given. At the end of the week, the class will count up their pom-poms and whichever class has the most pom-poms and Dojo jewels, will select a reward. The selection of rewards have been chosen by the children.

Every week, each lunchtime supervisor chooses a child who has repeatedly shown Kingsway Jewels. This child will receive a certificate during the Friday achievement assembly.

Sanctions

When children are displaying inappropriate behaviour, the lunchtime supervisors will:

1. Discuss this behaviour and expect the child to follow the reasonable request to stop and behave appropriately.
2. If the inappropriate behaviour does not stop then the child/ren will be asked to stand or walk with the dinner supervisor for two minutes. This will be a time to reflect on their behaviour.
3. If after the two minute reflection time, the child/ren then displays inappropriate behaviour again, the child/ren will be asked to stand with the dinner supervisor for five minutes.

If a child refuses to take part in reflection time then their phase leader or a member of SLT will be called for and will speak to the child about their behaviour and sanction the child as appropriate.

Each lunchtime supervisor will carry a book so that they can write any sanctions that have been needed. After lunchtime, the supervisor will inform the class teacher of both the negative behaviour and how it has been sanctioned and resolved as well as positive behaviour of individuals in the class

If the child/ren is having to be spoken to daily or more often about the same issues, by lunchtime supervisors, then their class teacher will inform parents.

8. Suspensions

Extreme incidents or extremely poor behaviour over time may result in a fixed term suspension. Suspensions can range from half a day to five days. The Headteacher will decide if a child needs to be suspended and the Deputy Headteachers will in their absence. The suspension and permanent exclusion guidance - September 2023 is followed.

9. Racist/Homophobic/Discriminatory incidents

Kingsway Primary School takes a no tolerance view of any discriminatory behaviour. All incidents are recorded, reported and investigated according to the school's Recording, Reporting and Investigating Procedures.

10. Trips:

Children going out of school on trips are representing the school. The behaviour of a child leading up to a trip must meet the standard at which the adults leading the trip are confident that a child will follow instructions. Children who do not readily follow adult instructions are deemed unsafe and will not be taken. This includes day-trips and residential trips and is regardless of whether the trip has been paid for and/or parental permission has been granted. The decision of SLT is final regarding attendance on trips.

11. Anti-bullying

Kingsway Primary School takes a no tolerance view to bullying (see our anti-bullying policy). All incidents are recorded, reported and investigated according to the school's anti bullying policy.

12. Mobile Phones and Personal Possessions:

Children are not allowed to bring in any personal belongings from home into school. Personal items may be taken from the child and kept by their teacher until the end of the day. If a child persistently brings in personal items, they will be kept until collected by a parent/carer. In exceptional circumstances, children may bring mobile phones into school (e.g. walking home by themselves/going to a different parent for the weekend). In this instance, the child should give the phone straight to the office who will look after it until the end of the day. Written permission must be received by the office in advance and updated half termly.

Children must not, under any circumstances, use a mobile phone during the school day or keep it with them.

DFE guidelines state that (searches): The school does not need a child's consent to search them if a member of staff thinks that the child has prohibited or banned items. There will be 2 members of staff present during the search – the person doing the search and the search witness. Searches will normally be done by someone of the same sex as the child.

The law protects members of staff from liability in any proceedings brought against them for any loss of, or damage to, any items they have confiscated, provided they have acted lawfully and in line with this guidance.

13. Behaviour Outside of School:

Staff in school have a duty and a right to investigate incidents that have occurred outside of school and issue consequences/sanctions where necessary. For example, incidents which occur:

- travelling to or from school
- wearing the school uniform, or is in some other way identifiable as a child at the school
- for misbehaviour at any time, whether or not the conditions above apply, that could have repercussions for the orderly running of the school, or poses a threat to another child or member of the public, or could adversely affect the reputation of the school
- through the use of online platforms

14. Child-on-Child Sexual Violence and Sexual Harassment:

The school will follow principles set out in KCSIE and the Designated Safeguarding Lead will advise on the school's initial response. Sexual violence and sexual harassment will not be tolerated and children whose behaviour falls below expectations will face sanctions. Victims will be supported, kept safe and taken seriously.

15. Kingsway Jewels – our ethos and values

Quality learning behaviours are a key feature of our classrooms. Children will be taught and encouraged to be quality learners through our Kingsway Jewels. This will be embedded within each classroom and the children will be taught what each word means to them.

Rewards will be given to the children relating to each of the words in the same way consequences will be given relating to the school rules.

Kindness

Integrity

Never give up

Go above and beyond

Self-motivated

Welcome everybody and work together

Accountable

Your voice is important

Kindness	We treat each other as we wish to be treated with respect and empathy
Integrity	We do the right thing when no-one's looking and always tell the truth
Never give up	We are resilient, always do our best and want to get better
Go above and beyond	We are ambitious, evaluate ourselves and challenge ourselves to improve
Self-motivated	We are independent, curious and confident learners

Welcome everybody and work together	We value everyone's similarities , differences, beliefs and opinions We include and support everyone through equality, equity and social justice
Accountable	We have high expectations of our behaviour We are responsible for our own learning
Your voice is important	We listen to and communicate with each other We work together as a team and value each others ideas We stand up for ourselves

Kingsway Jewels:

Jewels will be awarded to children for demonstrating jewel values on Class Dojo. Children and classes will be acknowledged and rewarded for demonstrating the Kingsway Jewel Values as part of whole school celebrations and communications.

Friday assemblies and End of Term Celebration assemblies

Lunchtime award certificates will be awarded in Friday Celebration assemblies for children demonstrating Jewel qualities at lunchtimes. Head Teacher certificates are awarded at the end of term for children who have consistently demonstrated the Kingsway Jewel Values - these are chosen by class teachers.

16. Emotion Coaching

This is a three-step approach to supporting a child to regulate their behaviour and is practised by all adults in our school. Emotion Coaching enables children and young people to manage their own behaviour through helping them to understand the different emotions they experience, why they occur, and how to handle them.

Step 1: Validate the child's feelings

Examples:

- *'I can see that you get angry when that happens. I would feel angry if that happened to me. It's normal to feel like that.'*
- *'You look like you're frowning and your hands are all tight and clenched . I would be feeling like that too if I didn't want to do something.'*
- *'I think you might be feeling fed up about not being able to play football now. I know that's not nice for you.'*
- *'I wonder if you're not feeling ok about that. '*

Step 2 – Establish Boundaries

State the boundary limits of acceptable behaviour

- Make it clear certain behaviours cannot be accepted
- But retain the child's self-dignity (*Crucial for responsive behaviour and well-being*)

Examples:

- *These are the rules that we have to follow. Doing that is not ok.'*
- *'We can't behave like that even though you are feeling annoyed because it is not safe.'*
- *'You didn't put the ball away as we agreed.'*
- *'You're probably angry that you can't play with Billy now because you have to stop now.'*

Step 3: Problem solving

When the child is **calm** and in a relaxed, rational state:

–**Explore** the feelings that give rise to the behaviour/problem/incident

–**Scaffold** alternative ideas and actions that could lead to more appropriate and productive outcomes

–**Empower** the child to believe s/he can overcome difficulties and manage feelings/behaviour

Examples:

- *'This is not a safe place to be angry. Let's go to a safe place and then we can talk.'*
- *'Next time you're feeling like this, what could you do? How do you think you will react next time or if this happens again.'*
- *'What might help you calm down next time you feel like this?'*
- *'You need to decide what to do about this. You can either do this or you can do that..... Which would you like to do?'*

17. Restorative Practice

Restorative practice is a set of principles that encourages children to take responsibility for their behaviour by thinking through the causes and consequences.

Restorative practices centre around a set of key questions that help children think about their behaviour and understand how they can correct it.

- What happened?
- What were you thinking and feeling at the time?
- What have you thought about since?
- Who has been affected and in what way?
- How could things have been done differently?
- What do you think needs to happen to make things right?