



An Active Learning Trust Academy







Kingsfield Primary School

Behaviour Policy March 2024

Lead author/initiator(s):	Ellie Green, Head Teacher
Approved by:	Graham Parker, Chair of Governors
Approval Date:	March 2024
Review Date:	March 2026
Version No:	1.0
Ratified by:	Local Governing Body (Kingsfield Primary School)
Date Ratified:	
Signed :	
Review Timetable:	Bi-annual Review
Review:	The document should be updated bi-annually after ratification or earlier if there is any new local or national guidance, changes in process or legislation.
Purpose of Document:	To comply with legislation & guidance including:
Implementation:	The policy can be accessed via the Staff Drive and through any mandatory updates.
Dissemination:	The policy will be available to all staff, teaching and non-teaching, and to the wider public via the website.

1. School Ethos

At Kingsfield Primary School, we have the following core values:

	Respect	for ourselves and others in all that we say and do
	Confidence	to believe in ourselves and make a positive contribution to our community
	Resilience	to overcome obstacles and reach success
	Kindness	to help others and empathise with those experiencing challenges
	Enthusiasm	to seek learning opportunities, find positives and passions
	Aspiration	to dream BIG and work hard to be successful

Our motto is: Be **Ready**, Be **Respectful**, Be **Safe**

These values are embedded across all aspects of the school to ensure a culture of positivity and inclusivity.

2. Rationale

This policy outlines our approach to behaviour management throughout the school. It is recognised that appropriate behaviour is a pre-requisite to effective teaching and learning. Our philosophy is research-based and interwoven with the school's ethos. All behaviour is communication, what is happening and why.

3. Aims for behaviour at Kingsfield Primary School

- For children and adults to be **ready** to learn, engage and consider the needs of others.
- To teach and expect **respect** for individuals, the school and its property, adhering to our values and ethos.
- For children and adults to keep themselves and others **safe**.

4. Roles and Responsibilities

It is the responsibility of all members of a school community to develop prosocial¹ behaviour. Staff are expected to lead by example and support each other in promoting high quality interactions with others. Behaviour incidents are 'teachable moments'. Each reset time and consequence is an opportunity to reflect upon what has happened, understand it better and learn how to do things differently.

¹ Prosocial: relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance and friendship.

The role of Senior Leaders

Leaders are highly visible throughout the school day and routinely engage with pupils, parents and staff on maintaining the behaviour culture. Leaders ensure that new staff are inducted clearly into the school's behaviour culture and regularly revisit and train staff to meet their duties. At the moment, the Assistant Head teacher for behaviour and attendance tracks the children's behaviour through the use of *Class Charts (an online recording system)*, learning walks and monitoring pupil voice. Class Charts will be replaced by a Microsoft form which is completed by staff and analysed by leaders. This will be rolled out in the summer term 2024.

The role of adults (including staff, parents, governors and community visitors)

- To promote an awareness of everybody's individual needs.
- To model pro-social behaviour and take pride in their school, their class, their work, their environment and their relationships with others.
- To ensure that all behaviour is addressed consistently and in relation to our three school rules.
- To hold a restorative conversation for all behaviour incidents.
- To treat children fairly, consistently and sensitively, demonstrating visible kindness.
- To celebrate and praise children's achievements, successes and efforts.
- To collaborate effectively to find solutions to antisocial² behaviour.
- To actively teach children about prosocial behaviour.
-

The role of children

- Be ready to learn.
- To show respect to other people and the school environment, acting in line with the school's values.
- To behave in a prosocial way so that they keep themselves and others safe.

The role of parents

- To help the school develop and maintain good behaviour
- To know, understand and support the school's behaviour policy
- To build positive relationships with the school

5. The Curriculum

We teach children how to behave in a prosocial manner through modelling, positive praise and direct teaching. Pupils are encouraged to participate actively in PSHE, PE and RE lessons as well as daily assemblies, all of which embed the school's core values and ethos.

Staff are encouraged to create well-ordered and inviting learning environments that are conducive to high quality learning for all pupils. Playground staff promote a variety of activities so that team work, co-operation, fair play and sportsmanship are encouraged.

² Antisocial: unwilling or unable to associate in a normal or friendly way with other people.

6. Praise, Reward and Celebration

We believe that learners should be praised for demonstrating prosocial behaviour in school. There are a number of ways to do this including:

- **Values recognition boards**
Children's names are displayed on a classroom board to show that they are following the school's rules and values.
- **House points**
Each child is allocated a vertical House team when they join the school so that they are working with children in every year group, including their siblings. Points can be awarded for excellent work, prosocial behaviour and taking part in a range of school competitions. These points are collected each week and the totals presented in the Headteacher's celebration assembly.
- **Celebration assembly**
Each Friday an assembly is held to celebrate children's achievements. Classroom staff decide upon a child who has demonstrated our school values in their attitude towards learning and others in our school community. This child is presented with a certificate from the Headteacher and their name is added to the whole school's 'Values recognition board'. Parents of nominated children are invited to attend.

7. Therapeutic Approaches

We are implementing the Thrive Approach which is based on established neuroscience, attachment theory and child development. With a Thrive practitioner working within the setting, our school is able to support children who are demonstrating distressed and / or antisocial behaviour. Staff create bespoke support plans for these children to ensure that there is a positive change in behaviour and improvement in a child's mental health.

There is a distinction between developmental behaviour and persistently unacceptable, antisocial behaviour. Some children, including those with SEND (who have specific needs that impact on their behaviour), may find it difficult to maintain the high standard of behaviour. Therapeutic approaches, individualised plans and the support of external agencies may be required to ensure these children flourish at our school.

8. Consequences and Sanctions

Alongside Thrive, we also follow Therapeutic Thinking, the Cambridgeshire STEPS programme, which aims to recognise pro and antisocial behaviour, emphasising the need to reflect, repair and restore. Staff are trained to recognise the degree of seriousness and the kind of behaviour consequences that should be used. They must ensure that the consequences are reasonable, proportionate and necessary to adhere to the school rules of 'Be Ready, Be Respectful, Be Safe'.

There are two types of consequences (see appendix 2):

- **Educational Consequences**
The goal for this is to stop a child's antisocial behaviour and support them in making prosocial choices. This involves helping to teach the child to learn from their behaviour.
Example: Child running down the corridor is asked to come back and walk down the corridor at break.

Kingsfield Primary School Behaviour Policy	March 2024
Version: 1.0	Page 4 of 10

- **Protective Consequences**

The goal is to protect and therefore keep everyone safe including the child.

Example: Child has break at a different time to his/her peers as has shown extreme antisocial behaviour.

Sometimes, more serious or persistent antisocial behaviours need to be addressed by members of the Senior Leadership Team and / or the SENDCo. After any consequence has been issued, there is an expectation that the class teacher will work with the child, offering them an opportunity to repair and restore their relationship with peers and / or staff involved by holding a restorative conversation to re-set and completing a Microsoft form.

Behaviour Management Protocol

When a child is not demonstrating prosocial behaviour, staff will manage each situation as discreetly as they can so as not to cause embarrassment to the child. Staff aim to use few words when talking to the child, making them aware of the prosocial behaviour they should be demonstrating. It is the responsibility of the class teacher to manage behaviour.

In class, staff will:

- a) observe the antisocial behaviour
- b) use tactical ignoring and / or distraction techniques
- c) check the task set and alter the activity if needed
- d) work alongside the child briefly, using positive reinforcement methods
- e) consider whether the behaviour is difficult or dangerous.

In outdoor areas, staff will:

- a) observe the antisocial behaviour
- b) use tactical ignoring and / or distraction techniques
- c) ask the child to change activity to work with an alternative group or within a different zone of the playground
- d) walk alongside the child, briefly speaking to them about prosocial behaviour choices
- e) consider whether the behaviour is difficult or dangerous.

If the antisocial behaviour continues, the staff will make a decision based on their professional judgement as to whether it constitutes difficult or dangerous behaviour.

Examples of difficult behaviour: not putting their equipment down, refusing to start their work, rocking on their chair, poking peers, going under the table, putting equipment in their mouth, shouting out, refusing to share equipment, refusing to come into class, struggling to transition to the next topic, wandering around.

Difficult behaviour includes high anxiety behaviours, where there is not imminent danger such as swearing, pushing, kicking, spitting, shouting and throwing objects.

Dangerous behaviour: Where someone or something is in imminent danger.

This will lead to an appropriate pathway of support and intervention:

Difficult behaviour:	Dangerous behaviour:
<ol style="list-style-type: none"> 1. Remind and refocus. 2. Give the pupil limited choices ("this or this"). 3. Temporary removal from the activity (quick job / distraction). 4. Move pupil within the class. 5. Support children with time out or a movement break. 6. Reset (restorative) conversation completed with class teacher and pupil. 7. Discuss possible consequences. ("I will have to check that you understand the learning before you go out to break"). 	<ol style="list-style-type: none"> 1. Teachers and TAs to use the de-escalation script (SLT member on call if needed). 2. Provide a supportive environment for the pupil to calm. 3. Ensure other pupils are safe. 4. Once calm, undertake a Reset (restorative) conversation with the pupils involved. 5. SLT member to review the incident with staff involved and determine consequences together. 6. Teacher to ensure educational and protective consequences are followed through. 7. Teacher or SLT member to inform the parent/carer of the incident and measure put into place to help their child learn. 8. Teacher to debrief with SLT.

9. Child-on-Child abuse

We recognise that child-on-child abuse can manifest itself in many ways. We have created a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated and provided training for staff about recognising and responding to child-on-child abuse. We have included within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online and we provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent. We ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding reporting procedures. If child-on-child abuse happens, the following protocol will be put in place:

- Immediate protective consequences implemented
- Both children's parents informed
- Restorative conversations with both parties facilitated by the Assistant Head teacher for vulnerable pupils, perhaps using the Reset sheet as a prompt
- Support put in place for both parties
- Recorded on MyConcern
- SLT to monitor and check in with both parties regularly

10. Reasonable force

The Department for Education recognises that in some situations, reasonable force is needed to keep children and staff safe. They have a clear definition on what reasonable force is and when / why it should be used.

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.

11. Reporting

Both prosocial and antisocial behaviour will be recorded on Microsoft forms. All Reset sheets to be given to SLT for recording and monitoring. These are tracked by our Assistant Head for behaviour and attendance.

12. Parental involvement

As a school we understand the importance of the partnership and communication with parents and therefore we will communicate with parents about the behaviour of their child when a restorative (re-set) conversation has been completed parents will be informed at the end of the day. If antisocial behaviour continues and more than 5 Reset (restorative) conversations have been completed in a Half Term the teacher will meet informally with parents to discuss support strategies. If a further 3 Reset (restorative) conversations have been completed or there has been dangerous behaviour parents will meet with Class Teacher and a member of SLT and/or SENDCO.

Prosocial behaviour will be shared with parents with "Values Award Recipients" being celebrated on the Newsletter.

13. Banned Items

This list below of banned items is not exhaustive but if we believe a child has brought any one of these items to school, a member of SLT can search the pupil:

- Drugs, alcohol, knives, cigarettes, vapes, pornography, any weapon and stolen property

The behaviour policy will be shared with parents annually.

De-escalation Script

- Learner's name
- I can see something has happened
- I am here to help
- Talk and I will listen
- Come with me and.....

Examples of Educational Consequences

Behaviour	Rule Broken	Educational Consequences
Shouting out	Ready Respect	Deliberate practise at break time
Not completing work	Ready	Complete work at either break or lunchtime with support if required
Saying unkind words	Respect	Write a letter of apology following a reset conversation about other people's feelings
Talking in the line	Ready Respect	Make an apology and discuss teamwork and showing <i>Respect</i>
Make a mess	Ready Respect	Child cleans up the mess if appropriate
Break something	Respect	Repair/replace/apologise. Write a poster about the meaning of respect
Talking over others	Respect	Deliberate practise/written reflection

Examples of Protective Consequences

Behaviour	Rule Broken	Protective Consequence
Hurting someone	Safe Respect	Loss of break times
		Shadow an adult who can point out examples of good behaviour
		Separate break times
		Separate teaching space
		Removal
		Suspension

All consequences should be logical, linked to the behaviours, and be mindful of the developmental stage of the child.

RESET

A suggested structure for a restorative conversation

**to be scribed by an adult if required*

Name:	
Date:	
Completed with:	

What happened?

How were you feeling?

What were the antisocial actions?

How could you be prosocial next time?

How can you repair?

What were the educational or protective consequences?