

# Kingsfield Primary School

A member of the Active Learning Trust



## Behaviour Policy

<b>Date ratified:</b>	Autumn 2024
<b>Date of review:</b>	Autumn 2025

**School Name: Kingsfield Primary School**

### **1. AIMS OF THE POLICY:**

**The aim of our school behaviour policy is to create a positive, safe, and supportive environment where all children can succeed. Specifically, the goals are:**

#### **Promote Positive Behaviour**

- Encourage Respect: Foster respectful relationships among children, staff, and the school community.
- Reinforce Values: Promote the core values of the school.

#### **Ensure a Safe Environment**

- Prevent Disruptions: Minimise disruptions to allow all children to fully engage in learning.
- Maintain Safety: Protect the well-being of children and staff by preventing harmful behaviour.

#### **Support Child Development**

- Encourage Responsibility: Help children develop self-discipline and make good decisions.
- Provide Support: Assist children struggling with behaviour through targeted interventions.

#### **Ensure Fairness and Consistency**

- Set Clear Expectations: Make sure all children understand what behaviour is expected.
- Apply Rules Fairly: Ensure rules and consequences are consistent and fair for everyone.

#### **Build a Strong School Community**

- Strengthen Relationships: Promote positive interactions between children, staff, and parents.
- Involve Everyone: Engage parents, children, and staff in maintaining a positive school culture.

#### **Prepare Children for the Future**

- Teach Life Skills: Equip children with skills like cooperation and communication to succeed beyond school.
- Promote Lifelong Learning: Support children' ongoing academic and personal growth.

**In summary, this policy aims to support the educational mission of the school while helping every child grow and thrive.**

## 2. PRINCIPLES of Effective Behaviour Management

To ensure our school meets these aims, the following 6 principles will be applied:

**Principle 1: High Expectations:** Leaders uphold high behaviour standards, ensuring all children can learn in a respectful, disruption-free environment. At Kingsfield Primary, each class has its own Class Code of Conduct which has the overarching written expectation that 'Nobody is allowed to disturb the Learning of Others.

**Principle 2: Loving:** Leaders build strong, supportive relationships, making sure children feel valued and inspired to achieve their best. At Kingsfield Primary, we adopt a relational approach to supporting social and emotional development and behaviour based upon Thrive principles.






**Principle 3: Clarity of System:** Our school has clear rules and procedures that everyone understands, ensuring fair and consistent behaviour management. **Principle 4: Consistency of Application:** Rules are applied fairly and consistently across the school, ensuring everyone is treated the same. The systems at Kingsfield Primary are overseen by a Behaviour Lead and quality assured for consistency in application. They are based on the Thrive principles.

**Principle 5: Knowledgeable and Understanding of Adults** Staff are well-trained in behaviour management, using their skills to handle situations effectively and supportively. At Kingsfield Primary, there is a core team of seven members of staff who are trained in Positive Behaviour Management with Thrive, including one member of SLT and our Thrive lead practitioner.

**Principle 6: Strong Parental Partnership** We work closely with parents, ensuring consistent behaviour expectations at home and school, fostering shared responsibility for child success. At Kingsfield Primary, we consult with parents around the effectiveness of our behaviour systems and specifically set out their areas of responsibility within the partnership.

## 2. School Values/Rules/Learning Behaviours

### School Values

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

### School Rules

1. Be Ready
2. Be Respectful
3. Be Safe

### Learning Behaviours

At the beginning of the academic year, children create a Class Code of Conduct with their class teacher which outlines the positive behaviours they wish to display for the year ahead.

All children sign this Code of Conduct.

While each Class Code of Conduct is personalised to the class, they are all linked to the overarching school rules and values.

## 4. Our approach to Behaviour Management

Our behaviour management approach combines positive reinforcement with appropriate consequences to guide child behaviour. We set clear and consistent expectations, encouraging good behaviour by rewarding children with praise, incentives, and recognition. This positive reinforcement helps children repeat desirable behaviours. When children do not meet expectations, we apply fair and consistent consequences to discourage negative behaviour. These consequences help children understand the impact of their actions, alongside the support we give to teach children the skills they need to behave well. By balancing rewards with clear, fair consequences and support, we promote positive behaviour while maintaining a disciplined and respectful learning environment that everyone can learn and thrive in.

## 5. Thrive Approach

At Kingsfield we implement a Thrive Approach which is based on established neuroscience, attachment theory and child development. With a dedicated Thrive Team working within the setting, our school is able to effectively support children with social and emotional developmental needs. The school implements a three-tiered approach from Thrive consisting of whole school strategies, class based tools and targeted intervention. A Lead Practitioner from Thrive works closely with our school in supporting the implementation of these strategies.

## 5. Rewards we use in our school

**Verbal Praise:** Single and sincere acknowledgement of a child's efforts and achievements. For example 'I am really impressed with your the presentation of your work today' or 'I noticed you handled that situation very well'.

**Stickers:** Star stickers are awarded to a child for demonstrating outstanding examples of our school values, at any time during the school day.

**Certificates:** For every 10 bronze stickers achieved, the child will receive a certificate.

**Pin Badges:** When a child receives 3 certificates (30 stickers), they will be presented with a bronze pin badge to wear with pride on their uniform. After 5 certificates (50 stickers), the child will receive a silver pin badge to wear with pride. After 10 certificates (100 stickers), the child will receive a golden pin badge. .

**Reward Time:** Through following the Class Code of Conduct, every day, each child has the opportunity to earn 5 minutes of Reward Time, up to 25 minutes, taken on a Friday afternoon.

**Peer Recognition board within classroom:** Children celebrate the positive behaviours of others by writing a positive message about their peers and displaying the note on the class board.

**Celebration assembly:** Each week, classroom staff decide upon a child who has demonstrated our school values in their attitude towards learning and/or towards others in our school community. This child is presented with a certificate from the Deputy Head Teacher/Head Teacher and their name is added to the whole school's 'Values recognition board'. Parents of nominated children are invited to attend.

**Newsletter:** Children who receive certificates and pin badges will have a special mention in the school newsletter.

## 6. Consequences used in our school

Children are expected to follow the schools rules and their Class Code of Conduct

If a child does not follow these rules, then the following stages take place:

**Stage 1 - Reminder** of expectation using the Code of Conduct as a reference

Thrive-based intervention to aim to prevent escalation to stage 2

**Stage 2 – Warning** – If behaviour is not corrected, the reminder moves to a warning

Thrive-based intervention to aim to prevent escalation to stage 3

**Stage 3 - Time to Reflect** - Child will go to designated area of the classroom to reflect on their behaviour. 5 minutes of Reward Time is subsequently lost.

**Stage 4 – A period of time out of the classroom** – this prevents disruption to learning in the classroom

**Restorative Conversation:** If stage 3 or 4 is reached, a restorative conversation is had with the child and a reset form is completed.

### Roles and Responsibilities:

#### The role of Active Learning Trust

To evaluate the effectiveness of the Behaviour Policy annually through a one-day review

#### The role of the Governing Body

To approve the Behaviour Policy

To review the Behaviour Policy

To monitor the effectiveness of the Behaviour Policy in practice

To hold the Head Teacher to account for implementing the Behaviour Policy

#### The role of Senior Leaders

Leaders are 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. The Deputy Head teacher is responsible for tracking children's behaviour, through the use of our online recording system, learning walks and pupil voice monitoring.

#### The role of the Thrive Team

To model positive behaviour management strategies and be responsible for maintaining a Thrive approach across the school.

#### The role of all Kingsfield staff

To model pro-social behaviour.

To ensure that all behaviour is addressed consistently and in relation to our three school rules.

To treat children fairly, consistently and sensitively, demonstrating kindness.

To celebrate and praise children's achievements, successes and efforts.

To collaborate effectively to find solutions to antisocial<sup>1</sup> behaviour.

#### The role of the Class Teacher

To actively teach children about prosocial behaviour in accordance with our school values.

To refer to the Class Code of Conduct to reinforce positive behaviours.

To implement the staged consequences outlined below when the Code of Conduct is not followed by pupils.

To implement necessary adaptations to policy for children with SEND

To hold restorative conversations for all behaviour incidents.

<sup>1</sup> Antisocial: unwilling or unable to associate in a normal or friendly way with other people.

To deliver high quality reward time activities.  
 To implement tier 1 (whole school) and 2 (class based) Thrive practices based on pupil assessments.  
 To inform parents/carers when a child has got to stage 3 on the same day.  
**The role of SLT**  
 To inform the parents if behaviour reaches stage 4 on the same day.  
**The role of the SENCo**  
 To ensure that lesson planning for pupils is appropriate.  
 To ensure that adaptations to Behaviour Policy are outlined for those with additional needs.  
**The role of children**  
 Be **ready** to learn.  
 To show **respect** to other people and the school environment.  
 To behave in a prosocial way so that they keep themselves and others **safe**.  
 To follow their Class Code of Conduct  
**The role of parents**  
 To know, understand and support the school's behaviour policy.  
 To work with the school to develop and maintain good behaviour.  
 To adhere to the school uniform policy.  
 To speak to the class teacher if there are any circumstances that may affect the child's behaviour.

**7. Support for pupils**  
 Pupils may find regulation of their behaviour difficult for a variety of reasons and not all of these will be because of an underlying Special Educational Need. We expect all children to meet our expectations of behaviour in our school but recognise that some children will need more support to achieve them. When required, and as early as possible, we will work closely with children, their families, and specialists to create individual plans that address child's challenges providing tools and strategies to help them improve. We regularly check and adjust these plans to make sure they work well, helping every child feel included and supported in their learning environment.

**8. Child Voice**  
 Our school values the importance of child voice in shaping a positive and inclusive school environment. We believe that involving children in discussions about behaviour expectations and school policies not only empowers them but also fosters a sense of ownership and responsibility. Children are encouraged to share their perspectives and feedback through regular surveys, focus groups, and class meetings. By listening to their ideas and concerns, we aim to create a behaviour policy that reflects their needs and promotes a supportive atmosphere. Engaging children in this way helps ensure that they feel heard and respected and contributes to a more collaborative and effective approach to behaviour management.

**9. Reporting, Recording and Monitoring**  
 If stage 3 is reached, the class teacher informs the parent/carer.  
 If stage 4 is reached, the behaviour lead informs the parent/carer.  
 Our school carefully keeps track of child behaviour to help manage and improve it effectively. We record all important or repeated behaviour incidents, including what happened, what actions were taken, and the results. These records are reviewed regularly by staff to spot patterns, monitor progress, and check how well our strategies are working. This information helps us adjust our behaviour management plans and give the right support to children. By regularly evaluating these records, we can see what's working well, address ongoing issues, and ensure our methods are fair and effective. We also use this feedback to improve staff training and our overall behaviour policy.

**10. Parental Involvement**  
**Parental involvement is key to supporting our behaviour policy and creating a positive learning environment. By working together with parents, we ensure consistent behaviour expectations at school and at home.**  
**Roles and Responsibilities**

- Communication: We encourage parents to communicate openly with teachers and staff about any concerns or observations regarding their child's behaviour.
- Partnership: We work closely with parents to discuss their child's behaviour, set goals, and create behaviour plans.
- Support at Home: We provide resources where necessary to help parents reinforce behaviour expectations and address any issues at home.

**Engagement Strategies**

- Parent Meetings: We hold regular meetings to talk about child behaviour, progress, and support. These meetings allow parents to share their insights and work with us to address concerns.
- Workshops and Resources: We offer workshops and materials to help parents understand and support our behaviour policies.
- Feedback and Surveys: We regularly seek feedback from parents to improve our behaviour strategies and ensure they meet their needs.

**Support for Parents**

- Open Door Policy: Parents are welcome to meet with school staff anytime to discuss their child's behaviour and concerns.
- Individualised Support: We work with parents to create personalised plans for children with specific behavioural needs.

**Commitment to Collaboration**  
 We are dedicated to working with parents to support child behaviour and development, creating a supportive environment that helps children succeed both academically and socially.

## 11. Staff training and Knowledge

### Overview

Our school is dedicated to equipping staff with the skills and knowledge necessary to effectively manage and support child behaviour. We believe that ongoing professional development in behaviour management is essential for creating a positive and productive learning environment.

### Training and Professional Development

- **Regular Training:** Staff receive regular training on behaviour management strategies, including techniques for positive reinforcement, conflict resolution, and de-escalation. This training ensures that all staff are up to date with the latest best practices and approaches.
- **Specialised Workshops:** We offer specialised workshops that address specific behavioural challenges and needs, such as managing classroom disruptions, supporting children with additional behavioural needs, and implementing restorative practices.
- **Collaborative Learning:** Staff participate in collaborative learning opportunities, including peer observations and group discussions, to share insights and strategies for effective behaviour management.

### Knowledge and Expertise

- **Understanding Behaviour:** Staff are trained in understanding child development and the underlying causes of behavioural issues. This knowledge helps them to address behaviour in a supportive and informed manner.
- **Communication Skills:** We focus on developing strong communication skills, enabling staff to interact with children in a positive and effective way. This includes techniques for active listening, clear instructions, and empathetic responses.

### Ongoing Support and Resources

- **Access to Resources:** Staff have access to a range of resources and materials to support behaviour management, including guidelines, toolkits, and professional literature.
- **Mentoring and Coaching:** New and experienced staff receive mentoring and coaching to continually refine their behaviour management skills. This support includes regular feedback and personalised guidance.

### Evaluation and Improvement

- **Feedback Mechanisms:** We gather feedback from staff on training effectiveness and areas for improvement. This feedback helps us to continually enhance our professional development programs.
- **Continuous Improvement:** Our commitment to staff training includes regularly reviewing and updating our training programs to reflect new research and practices in behaviour management.

### Commitment to Excellence

We are committed to providing our staff with the training and knowledge they need to effectively manage behaviour and support

child success. By investing in professional development, we ensure that our staff are well-prepared to foster a positive and respectful school environment.

## 12. Suspensions and Exclusions

### Purpose

Suspensions and exclusions are measures of last resort used to address serious or persistent behavioural issues that cannot be resolved through other means. They are intended to ensure the safety and well-being of all children and maintain a positive learning environment.

### Suspensions

A suspension is a temporary removal of a child from school for a specified period. This action may be taken for serious misbehaviour that disrupts the learning environment or endangers the safety of others. During a suspension, children are expected to complete their schoolwork and will be provided with assignments to keep up with their studies. The length of a suspension will be determined based on the severity of the behaviour and the school's disciplinary guidelines.

### Exclusions

An exclusion is a more permanent removal of a child from the school due to severe or repeated behavioural issues that cannot be addressed through suspension or other interventions. Exclusions are considered only after all other support measures have been exhausted. The decision to exclude a child is made by the school leadership in consultation with the child's parents or guardians, and any relevant support services.

### Process

- **Investigation:** Before any suspension or exclusion, a thorough investigation is conducted to understand the situation and ensure that all facts are considered.
- **Notification:** Parents or guardians are informed of the decision, the reasons for it, and the duration of the suspension or exclusion. A written notice will be provided.
- **Support and Reintegration:** For suspensions, a reintegration plan is developed to support the child's return to school. This may include a meeting with the child, their family, and relevant staff to discuss strategies for improving behaviour and ensuring a smooth transition back to the school environment.

### Appeal Process

Parents or guardians have the right to appeal a suspension or exclusion decision. Appeals should be submitted in writing to the school's appeal committee within a specified timeframe. The committee will review the case and provide a final decision.

### Commitment to Support

Our school remains committed to working with children and their families to address behavioural issues effectively and supportively. We aim to provide a safe and positive learning environment while ensuring that all children have the opportunity to succeed.

### **13. Use of Reasonable Force**

In our school, the use of reasonable force is a measure of last resort and is only employed when absolutely necessary to ensure the safety and well-being of children and staff. Reasonable force may be used to prevent a child from causing harm to themselves or others, damaging property, or disrupting the learning environment significantly. Our staff are trained to handle situations involving physical intervention with the utmost care and to use the minimum force required to manage the situation effectively. All incidents involving the use of force are recorded and reported to ensure transparency and accountability. We also work closely with parents to discuss any incidents and to review and address any underlying issues. Our approach prioritises de-escalation and non-physical strategies whenever possible, aligning with our commitment to a safe and supportive school environment.

### **14. Rights to Search and Confiscate**

In accordance with UK law, our school reserves the right to search children and confiscate items as necessary to maintain a safe and orderly learning environment. Staff members are authorised to search children's possessions, including bags, lockers, and clothing, if there is a reasonable suspicion that they may be carrying prohibited items such as weapons, illegal substances, or items that could disrupt the school environment. Confiscated items will be securely stored and returned to children or their parents/guardians according to the school's policies. Searches will be conducted with respect and sensitivity, ensuring that the dignity and privacy of children are upheld. We communicate openly with parents about any searches conducted and the reasons behind them, reinforcing our commitment to ensuring the safety and well-being of all members of the school community.

### **15. Equality and Inclusion**

Our behaviour policy is designed to be fair and inclusive, ensuring that no child is discriminated against based on race, gender, disability, or any other protected characteristic. It respects and accommodates the diverse backgrounds and needs of our child body, promoting **cultural sensitivity**. Additionally, the policy is written in **clear and accessible language**, making it easy for all stakeholders to understand and engage with.

## Appendix 1

### Stickers, Certificates and Pin Badges



## Appendix 2

### 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...

## Appendix 3

### WIN (Thrive Approach)

I wonder...  
I imagine ...  
I've noticed...

## Appendix 4

### Examples of Educational Consequences

Below is a list of behaviours (not exhaustive) that come under the Kingsfield Primary School definition of unacceptable behaviours, with a guide to the level of educational consequence that would be required to address this unacceptable behaviour.

Behavioural incidents within the classroom (Possible rules broken)	Possible Impact	Consequences
<ul style="list-style-type: none"> <li>• Shouting out (Ready, Respect)</li> <li>• Deliberately disrupting learning or / Distracting others (Ready/Respect)</li> <li>• Refused to attend assigned activity (Ready/Respect)</li> <li>• Failure to follow a reasonable instruction (Ready/Respect/Safe)</li> </ul>	<ul style="list-style-type: none"> <li>• Negatively impacting on the learning opportunity for themselves and others.</li> <li>• Disrespectful behaviour can cause offence.</li> </ul>	<p>At any stage, a child may be asked by a member of staff to implement an appropriate action to resolve an issue, for example apologise for causing offence (verbal/written), tidy up a deliberately made mess, repair/replace damaged property, complete activity at a later time etc.</p> <p><b>First Stage (Reminder):</b> Reminder of expectations by a member of the classroom teaching team, with a discussion on how a child can approach a situation differently next time. Thus reinforcing our high expectations.</p> <p><b>Second Stage (Warning):</b> A member of the classroom teaching team will explain that this is now a <b>warning</b>. A further explanation will be provided of the actions the child needs to take to improve their behaviour.</p> <p>If necessary, Teachers will provide solutions to rectify the situation. <b>E.g.</b></p> <ul style="list-style-type: none"> <li>• Restorative conversations between pupils.</li> <li>• Time out in a self-regulation area in the classroom to reflect.</li> <li>• Child asked to complete unfinished work at break/lunch/play.</li> </ul> <p><b>Third Stage (Time to reflect):</b></p> <ul style="list-style-type: none"> <li>• Pupil will be sent to a designated part of the classroom to reflect on their behaviour for a set period of time.</li> </ul> <p>After returning to their class seat, a member of the teaching team will reinforce classroom expectations.</p> <p>At this stage, the incident will be recorded electronically and the child will lose their 5 minutes reward for having a good day.</p> <p>Should any child refuse to go to follow these instructions, SLT will be called and this will automatically be dealt with as per Fourth incident.</p> <p>Parents must be informed of their child's behaviour by the class teacher at the end of the day.</p> <p><b>Fourth Stage (Removal from class):</b> Removal from classroom environment for a fixed period. This will be supported by the Deputy Head Teacher. An incident report will be completed by class teacher, and an action plan will be put into place by SLT to support behaviour. SLT will inform parents.</p>
<ul style="list-style-type: none"> <li>• Disrespectful comments/ Verbal altercations (non-bullying/non-abusive)</li> <li>• Rude towards adult</li> <li>• Swearing – go to Stage 3</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespectful behaviour can cause offence.</li> </ul>	
<ul style="list-style-type: none"> <li>• Physical altercations (minor nature – bullying/non-abusive – Go to Stage 4.</li> </ul>	<ul style="list-style-type: none"> <li>• Unsafe behaviour can cause injury.</li> </ul>	
<ul style="list-style-type: none"> <li>• Leaving classroom without permission – should this happen, the child will be called back inside and it will be dealt with from Stage 3.</li> </ul>	<ul style="list-style-type: none"> <li>• Unsafe behaviour.</li> </ul>	

Behavioural Incidents out with the classroom, including the playground (Possible rules broken)	Possible Impact	Consequences
<ul style="list-style-type: none"> <li>• Breaking of any of the agreed rules (Ready, Respect, Safe)</li> <li>• Failure to follow a reasonable instruction (Ready, Respect, Safe)</li> <li>• Verbal altercations (non-racist/non-bullying/non-abusive) (Ready, Respect, Safe)</li> <li>• Physical altercations (minor nature/non-bullying/non-abusive) (Ready, Respect, Safe)</li> <li>• Rude/aggressive attitude towards an adult (Ready, Respect, Safe)</li> </ul>	<ul style="list-style-type: none"> <li>• Disrespectful behaviour can cause offence.</li> <li>• Negative impact on others.</li> <li>• Unsafe behaviour can cause injury.</li> </ul>	<p>At any stage, a child may be asked by a member of staff to implement an appropriate action to resolve an issue, for example apologise for causing offence (verbal/written), tidy up a deliberately made mess, repair/replace damaged property etc.</p> <p><b>First Stage (Reminder):</b> Reminder of expectations by a member of staff, with a discussion on how a child can approach a situation differently next time. Thus reinforcing our high expectations</p> <p><b>Second Stage (Warning):</b> Member of staff will explain that this is now a <b>warning</b>. They will once again explain the expectations and will offer solutions to rectify the situation. e.g</p> <ul style="list-style-type: none"> <li>• Restorative conversations between pupils.</li> <li>• Time out in a self-regulation area to reflect.</li> </ul> <p><b>Third Stage (Time to reflect):</b> The pupil to miss a playtime to reflect on their behaviour and to explore ways to put things right. This will be supported by a member of SLT.</p> <p>At this stage, the incident will be recorded electronically and the child will lose their 3 minutes reward for having a good day.</p> <p>Parents must be informed of their child's behaviour by the class teacher at the end of the day. Pro-active strategies will be explored and implemented by class teacher.</p>



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### Appendix 5

#### Reset Form

**RESET**  
Structure for a restorative conversation.  
*\*to be scribed by an adult if required*

<b>Name:</b>	
<b>Class:</b>	
<b>Date:</b>	
<b>Completed with:</b>	

What happened?

Describe your feelings.

Feelings of others?

What will you do to put things right?