



# Kingsway Community Primary School

## Behaviour Policy

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Date	Autumn 2022
Date adopted by Governors	Autumn 2022
Date for policy renewal	Autumn 2024

## **Introduction**

At Kingsway Community Primary School, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community, and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and individuals are expected to respect others, their families, cultures, and beliefs.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other; taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour can affect and impact on others. Pupils are supported to identify ways they can put right the harm they have caused. At Kingsway Community Primary School, we strive to help pupils become empathic, considerate people who have the skills to avoid and resolve problems independently.

## **Aims:**

- ❖ To develop positive relationships through a restorative approach, which promote self-esteem, self-discipline and establishes clear expectations of all members of the school community.
- ❖ Through shared expectations and a consistent approach, we aim to promote a harmonious working environment where all can develop their skills of working both independently and co-operatively.
- ❖ By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- ❖ To establish a partnership approach which draws on all those involved with the school.
- ❖ To provide systems which promote positive behaviour, and which support all members of the school community.
- ❖ To recognise the importance of effective teaching and learning in the promotion of positive behaviour.
- ❖ To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

## **Restorative Practices**

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable, and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on reprimanding poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of RP, and we understand the importance of modelling positive language, behaviour and taking the time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed, and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

## **The Restorative Approach and use of consequences**

When using consequences at Kingsway Community Primary School, the child(ren) should always be involved in a Restorative conversation and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Each class and communal area have a clear display of the process of consequences, so that it may be referred to as part of a restorative discussion. We aim to help the children look out at the harm they have caused to others and see that their sanction is a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional, or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with.

## **Implementation of the Restorative Approach – Practicalities**

At Kingsway Community Primary School, we recognise that all children are unique individuals and therefore we are flexible in the way we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage, our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising

how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources and lessons at their own pace. Children identified as having significant social, emotional, or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve.

### **Positive Behaviours**

Our pupils and staff are **respectful** of each other and their surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We aim to reinforce positive behaviour by:

- ❖ making positive remarks about everyday acts of **respect**,
- ❖ encouraging older children to look after younger ones,
- ❖ devoting teaching time to issues of mutual respect,
- ❖ developing good role models and giving these a high profile throughout the school.

### **Expectations**

We are proud that we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as the behaviour during specific whole school activities, such as assemblies.

Expectations in behaviour and relationships need to be shared and understood by all members of the school community.

### **The school environment**

Our expectation is that classrooms will be tidy and well-organised as this has a positive impact on behaviour. All of us should be proud of our interesting, well-resourced school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

### **Corridors**

Children are expected to always walk quietly around the building (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

### **Assemblies**

Staff and children are expected to enter and leave the hall silently and sit quietly during assembly showing respect for the adult or children delivering the assembly. Children and adults should be keen to participate and contribute to any interactive parts of an assembly in a positive and respectful manner. Members of staff who accompany their class into assembly and wish to issue instructions to children in assembly should usually do this using signs rather than speech and should lead their class in and out of assembly from the front of the line.

### **The dinner hall**

Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

### **The playground**

At Kingsway Community Primary School, we do not distinguish between the authority of one adult to another, regardless of role (except for the Headteacher and the Deputy Headteacher). At lunchtime, children are expected to respect the authority of the adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the playground rules and the importance of informing a duty adult, if they have any issues. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. Any serious behaviour incidents should be reported to the Senior Leadership Team for further investigation.

### **School uniform**

Children are expected to always wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office. All members of staff are expected to enforce rules on school uniform and challenge children who flout these rules.

### **Pupils must:**

- ❖ Follow the one-word school rule of **Respect**.
- ❖ Show respect to everyone.
- ❖ Contribute to and follow the core values.
- ❖ Take responsibility for their own actions and make good choices.
- ❖ Show the same respect to all adults and visitors, regardless of their role.
- ❖ Use our school phrase 'Stop it please' if the actions of others are making them feel unsafe. If concerns do not stop this must then be reported to an adult.
- ❖ Follow instructions to ensure the safety and well-being of all.
- ❖ Care for and support each other.
- ❖ Respect and consider each other's property and learning.
- ❖ Maintain our school by looking after the resources and displays.
- ❖ Always walk quietly around the building.
- ❖ Wear uniform smartly at all times to represent pride and purpose.
- ❖ Enter and leave the hall silently and sit quietly during assemblies.
- ❖ Listen to others and respect their opinions.

### **Staff must:**

- ❖ Adhere to this policy.
- ❖ Take time to welcome students at the start of the day.
- ❖ Never walk past or ignore students who are failing to meet expectations.
- ❖ Actively model respect and build positive relationships.
- ❖ Ensure that classrooms are tidy and well-organised.
- ❖ Maintain our school by looking after the resources and displays.
- ❖ Provide a range of playground equipment are available and ensure children are safe.
- ❖ Adults on break and lunch time duties are responsible for implementing the behaviour policy and reporting any incidents to teachers.
- ❖ Challenge children on incorrect uniform

- ❖ All serious behaviour incidents (stage 3 and Stage 4) are reported to members of SLT.
- ❖ Record stage 3 and stage 4 behaviours on the behaviour log
- ❖ Record all racial, religious, bullying, sexual violence and sexual harassment and homophobic incidents to SLT and complete a log of the incident. This is to be placed in the white folder in the Headteacher's office.
- ❖ Report all incidents of restraint to SLT and record in the bound and numbered book kept in the Headteacher's office.

### **The Senior Leadership Team must:**

- ❖ Be a visible presence around school.
- ❖ Never walk past or ignore individuals who are failing to meet expectations.
- ❖ Regularly celebrate staff and students whose efforts go above and beyond expectations.
- ❖ Encourage the use of positive praise, phone calls, verbal communication and certificates/ values stickers/ stars.
- ❖ Ensure staff training needs are identified and targeted.
- ❖ Support teachers in managing students with more complex or challenging behaviours; including those with individual positive intervention plans.
- ❖ Share individual positive intervention plans with all staff.
- ❖ Work with students, staff and families when extreme behaviour or persistent disruptive and challenging behaviour which may lead to pupil exclusion.
- ❖ Monitor stage 3 and stage 4 incidents recorded on the behaviour log
- ❖ Monitor racial, religious, bullying, sexual violence and sexual harassment and homophobic incident logs completed.

Monitor all incidents of restraint recorded in the bound and numbered book.

### **Families must:**

- ❖ Show consideration and respect towards the school community.
- ❖ Support and respect the staff and governors in promoting the school's ethos.
- ❖ Be aware of the school's values and expectations.
- ❖ Provide the school with an up-to-date emergency contact number.
- ❖ Support and comply with the terms of the home-school agreement.
- ❖ Report absences to provide the school with a reason and to keep authorised absences to a minimum in the interest of the child's progress.

### **Strategies that may be used to promote positive behaviour:**

- ❖ Verbal reminders that are anonymous (e.g., 'We are just waiting for 3 children to....').
- ❖ Positive praise for children who are displaying behaviour looked for (e.g., 'Well done X and X. I can see you are.....').
- ❖ Ensure that a stated course of action is followed up.
- ❖ Keeping tone of voice low when addressing misbehaviour
- ❖ Helping the child to 'save face' in front of others to avoid escalation of poor behaviour.
- ❖ Time out (5 minutes to think about behaviour) and then opportunity to make amends.
- ❖ Stickers
- ❖ Merits
- ❖ Drawing positive behaviour to the attention of parents
- ❖ Whole class rewards
- ❖ Head Teacher's awards

- ❖ Positive verbal feedback
- ❖ Showing work that exceeds expectations to members of SLT

### **Levels of Unacceptable Behaviour & Sanctions**

To try and ensure consistency and clarity about appropriate sanctions for inappropriate behaviour, staff and children have agreed the following guidelines: These apply to behaviour always in class and around the school which impact on the learning of others.

<b>Level 1</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• Out of seat</li> <li>• Rocking on seat</li> <li>• Calling out</li> <li>• Not listening/ paying attention</li> <li>• Pushing, shoving in line</li> <li>• Running indoors</li> <li>• In wrong place</li> <li>• Not working</li> <li>• Not clearing up</li> </ul>	<ul style="list-style-type: none"> <li>• Informal gesture: eye contact, frown, gesture.</li> <li>• Moving the child to a different seat.</li> <li>• A private reminder about the behaviour we wish to see- inviting them to make the right choice.</li> <li>• Repetition of task/ completion of work in own time.</li> </ul>
<b>Persistent Level 1 &amp; Level 2</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• Distracts others</li> <li>• Throws small objects to distract – not to hurt</li> <li>• Inappropriate physical contact, e.g., poking, flicking, pulling hair,</li> <li>• Complains or mutters disruptively/persistently</li> <li>• Talking at an inappropriate time, or asking inappropriate questions to disrupt</li> <li>• Hides work or resources</li> <li>• Interferes with other's property</li> <li>• Minor deliberate damage (pencils)</li> <li>• Leaves the room without permission</li> <li>• Lies (older pupils)</li> <li>• Telling lies to get others into trouble</li> <li>• Persistent rough play</li> </ul>	<ul style="list-style-type: none"> <li>• 5 minutes off playtime or lunch time.</li> <li>• Sent to HT/DHT</li> <li>• Missing whole/ part of a break time or lunchtime (write letter of apology)</li> <li>• Recorded on MyConcern</li> </ul>
<b>Persistent Level 2 &amp; Level 3</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• Encourages others to misbehave</li> <li>• Uses obscene words to offend</li> <li>• Causes hurt intentionally</li> </ul>	<ul style="list-style-type: none"> <li>• Parents informed meeting with Class teacher to discuss .</li> <li>• Sent to HT/DHT</li> </ul>



<ul style="list-style-type: none"> <li>• Verbal abuse of adults</li> <li>• Answering back or constantly questioning adult's decision or request</li> <li>• Refuses to follow instructions</li> <li>• Destroys own work</li> <li>• Destroys others' work</li> <li>• Insulting, name calling including racist and homophobic language</li> <li>• Petty theft</li> <li>• Damage to property or equipment (including play equipment).</li> <li>• Threatens violence</li> <li>• Bullying</li> <li>• Stealing</li> </ul>	<ul style="list-style-type: none"> <li>• Recorded on MyConcern</li> <li>• Loss of whole of Playtime or Lunchtime</li> <li>• Child uses 'time' to try to make amends e.g., repairing property; re-doing work; apology</li> <li>• Internal exclusion</li> </ul>
<b>Persistent Level 3 &amp; Level 4</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• Physical or violent assault causing injury</li> <li>• Sexualised behaviour or assault</li> <li>• Serious damage to property (e.g., vandalism)</li> <li>• Persistent bullying including homophobic, racist threats and abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Meeting with parents/and HT with follow up letter home</li> <li>• Internal exclusion</li> <li>• Fixed term exclusion</li> <li>• Lunchtime exclusion</li> <li>• Permanent exclusion</li> </ul>

### **The Restorative Approach – Building a positive community including rules and high expectations.**

The ethos of the school underpins all rules relating to behaviour within the school. At Kingsway Community Primary School, our values are:

Knowledge  
Inspire  
Nurture  
Goals  
Support  
Work together  
Achieve  
You are valued!

### **The Restorative Approach – Dealing with inappropriate behaviour.**

Incidences of negative behaviour are dealt with in a fair, respectful, and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships. The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach.



When there have been incidences between two children, key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused. Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way. Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

### **The Restorative Questions:**

**What happened?** Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

**What do you think and feel about that?** What each person was thinking and feeling at the time, before and since.

**Who has been affected and how?** Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g., families.

**What are the needs of those involved?** What those affected need to feel better, move on, repair harm, and rebuild relationships.

**What do you think needs to happen next/to make things right with each other and with the school community?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate changes with the high expectations of the school community.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved

### **Behaviour at Playtimes and Lunchtimes**

#### **Promoting Positive Behaviour**

- Play leaders work with pupils to model playground games and model appropriate behaviour on the playground

#### **Dealing with inappropriate behaviour**

The school phrase 'Stop it please' should be used by pupils if the actions of others are making them feel unsafe and they are encouraged to use this with their peers on the

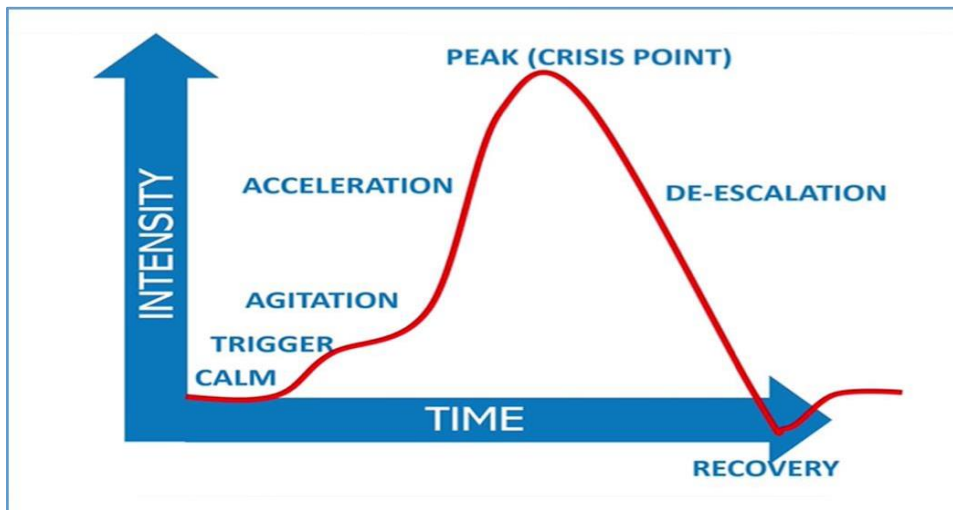
playground. If the behaviour continues, then pupils must report this to an adult. Early intervention at this point can prevent incidents of conflict from escalating. Midday supervisors should follow the stages below:

<b>Level 1</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• A pupil has reported that they have used the school phrase stop it please and the behaviour has continued</li> <li>• A pupil / group of pupils are not following the playground rules</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative conversation between pupils</li> <li>• Remind pupils of the playground rules</li> </ul>
<b>Persistent Level 1 &amp; Level 2</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• A restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues.</li> <li>• Pupil is not safe because they are not following the instructions of an adult</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is asked to sit in a specified area for a maximum of 5 minutes</li> <li>• Restorative conversation between pupils</li> <li>• Remind pupils of the playground rules</li> <li>• Playground equipment may be removed at this stage</li> </ul>
<b>Persistent Level 2 &amp; Level 3</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• Pupils have missed some of their playtime/ lunchtime, restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues.</li> <li>• Pupil continues to be unsafe because they are not following the instructions of an adult</li> <li>• Pupil has deliberately hurt another pupil</li> <li>• Persistent bad language/ verbal abuse</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil is asked to sit in a specified area for a maximum of 5 minutes</li> <li>• Class teacher is notified. Parents informed through discussion at home time/ phone call home made by the class teacher</li> <li>• Behaviour recorded on the behaviour log by the Midday supervisor involved.</li> <li>• Restorative conversation between pupils</li> <li>• Remind pupils of the playground rules</li> <li>• Playground equipment may be removed at this stage</li> </ul>
<b>Persistent Level 3 &amp; Level 4</b>	<b>Building positive relationship strategies</b>
<ul style="list-style-type: none"> <li>• Pupils have missed some of their playtime/ lunchtime, they are aware that parents are going to be informed,</li> </ul>	<ul style="list-style-type: none"> <li>• SLT is informed</li> <li>• Pupil is removed from the playground by SLT</li> </ul>

<p>restorative conversation has taken place and the playground rules have been clearly explained and the behaviour continues</p> <ul style="list-style-type: none"> <li>• Serious acts of sustained violence towards pupils and adults (e.g., hitting, kicking, fighting, and biting)</li> <li>• Pupil puts other pupils and adults at significant risk</li> <li>• Leaving the school premises without consent</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative discussion with pupil, adult involved and SLT</li> <li>• Discussion with parent at home time / phone call home (parent conversation record completed and kept in class folder)</li> <li>• Pupil behaviour monitoring form is completed (2 weeks)</li> <li>• Persistent stage 3 and 4 behaviour – Discussion with Headteacher/ SENCO to create a personalised positive intervention plan, which is reviewed and adapted when required. This is communicated to all staff</li> </ul>
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### **Pupils who are at crisis point**

Building positive relationship strategies and promoting positive behaviour are designed to prevent pupils from reaching crisis point. Despite this some pupils may not be ready to engage immediately with these strategies and they may need time to process their feelings and emotions whilst they are feeling like they are not getting their needs met. When a pupil has reached crisis point the strategies to build positive relationships must be applied during the recovery period if they are going to impact positively on behaviour. This is shown in the model below:



### **De-escalating pupils who have reached crisis point**

It is important that the pupil is allowed to de-escalate in a safe space away from others. During this time, it is the role of the staff member to remain calm and model positive behaviours. Stimulations such as talking and noise should be kept to a minimum and feelings should be validated, they are very real for the pupil that is experiencing them. The de-escalation process can be lengthy, and staff may swap in with other members of staff to support this process.

### **The use of reasonable force for control and restraint to ensure safety**

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases, the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Deputy Headteacher or Headteacher for a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative Framework so that when they are calm their views are heard, and they have the opportunity to take responsibility and repair harm caused.

This part of the policy is based on the DfE Non-statutory advice 'Use of reasonable force Advice for headteachers, staff and governing bodies July 2013' and Section 93 of the Education and Inspections Act 2006.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted:

To prevent a pupil from doing, or continuing to:

- ❖ Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil).
- ❖ Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- ❖ Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

The term 'reasonable force' covers the broad range of actions that involve a degree of physical contact with pupils. Reasonable force is used either to control or restrain a pupil to ensure their safety and the safety of others. 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.

- Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

**In extreme cases when restraint is required parents will be informed and a log will be completed immediately after the incident by the member of staff involved. The incident will be recorded in a bound book with numbered pages (this is kept in the Headteacher's office).**

