

Kingsway Primary School

Behaviour Policy



Governor Committee Responsible:	FGB	Staff Lead:	Headteacher
Status	Statutory	Review Cycle	Annual
Last Review	September 2021	Next Review Date	September 2022

Our School Values

Our vision and values ensure an exceptional educational experience that meets needs of our school and wider community.

School Values:

- **Kindness, Perseverance and Success** capture our core belief that children will feel happy and safe through kind and caring relationships with others; they will learn to persevere to overcome challenges through determination and resilience; they will succeed: academically, physically, creatively and socially.

Curriculum Drivers:

- **Love of language (LoL):** developing exceptional communication skills in reading, writing, speaking and listening (reading, writing and spoken word drive our curriculum offers)
- **Deep Knowledge of the world (DKUW):** an empowering curriculum that develops a rich knowledge of the world and their role within it (knowledge rich curriculum and worldly wise pupils who are able to talk about the key elements of the world today - environment etc).
- **Opportunities to Excel (OTE):** achieved through learning that inspires, engages and provides wide experience that allows every child to shine (extended curriculum offer - music lessons; outside clubs)

Foreword

The development of this policy has come about through consultation and discussion with the staff, pupils and wider school community and reflects how all members of Kingsway Primary School feel we should behave in order to exemplify the school's values. It has also involved reflection on a number of approaches to behaviour and consideration of the EEF Guidance report. The policy is updated annually following review and consideration of the latest safeguarding guidance articulated in Keeping Children Safe in Education.

This policy links directly our Safeguarding and Child Protection Policy. When considering our response to managing incidents where children may be at risk of harm from others, the Designated Safeguarding Lead and Deputies consider how the best outcome for the children involved can be achieved.

1. The wider importance of effective behaviour management

The school's approach to behaviour, as shown within this policy, acknowledges the school's legal duties under Section 89 of the Education and Inspections Act 2006, the Equality Act 2010, our commitment to safeguarding as stated in Keeping Children Safe in Education 2020, and in respect of pupils with special

educational needs (SEND). An effective approach to behaviour management plays an integral role in ensuring that these duties are met.

The core aims and principles of our behaviour policy are:

- **A safe community** – We provide a safe, happy and stimulating environment where pupils can reach their potential as part of a considerate and caring school community.
- **Relationships** - We will promote, build and maintain strong relationships with all pupils understanding them as individuals; where there is damage to relationships between members of the school community, time is spent repairing them.
- **A continued learning journey** – Teaching children how to act and behave both at school and in the wider community is part of our duty as educators; learning behaviours need to be taught.
- **Strong, consistent structures to the management of the day** – We provide clear routines both within the classroom and the wider school environment to ensure children know what is expected of them and are ready to learn.
- **Continued Professional Development** – We recognise that all members of the school community need to be continually improving their practice; less experienced, and new, members of staff are likely to need more support with this.
- **Role-modelling** – all members of staff role-model the standards of behaviour we expect from pupils; they are calm and regulated in their approach.
- **Working as a team (including home and school)** – Managing behaviour is the responsibility of all members of staff and working together and supporting each other is vital for a consistent, supportive approach; working with parents/carers is vital to ensure a shared responsibility; as part of our home school agreement, parents are expected to support the school's approach to behaviour management.
- **Taking responsibility** – We encourage self-discipline and recognition that we have to take responsibility for our own actions and the impact this has on others.
- **Consistency** – we work together as a school to ensure that approaches are consistent; at times, this will involve a scripted approach; we monitor our approach as part of the school development cycle.
- **Support and intervention** – Where children are struggling to work within the rules and boundaries set by the school, we seek to understand why this is happening and put into place a series of appropriate interventions to support this.

Define unacceptable behaviours – provide clarity about unacceptable behaviour that put others at risk of harm through abusive behaviours between peers; discriminatory behaviours and bullying.

2. Equality

At Kingsway Primary School, we welcome our duties under the Equality Act 2010 to eliminate discrimination, advance equality of opportunity and foster good relations in relation to age (as appropriate), disability, ethnicity, gender (including issues of transgender, and of maternity and pregnancy), religion and belief, and sexual identity. These principles are always applied when considering pupil behaviour.

3. Behaviour and Safeguarding

The governing body takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. All staff believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

We are aware that child's behaviours can be an indicator of need; we actively question and seek to understand what the behaviour is communicating. We recognise the need to consider child protection and welfare concerns when considering behavioural challenges.

We have a zero-tolerance approach to sexual harassment and sexual violence

We will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Children are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be; we will always make sure the children feels listened to and supported and is never made to feel ashamed for reporting their concerns. We are never complacent and recognise that behaviours of sexual harassment and violence, while not reported, may still be occurring within school.

In response to any reports, the response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our child protection and safeguarding policy for more information

An effective approach to behaviour at Kingsway will enable us to:

- Support the child's development in ways that will foster security, confidence and independence.
- Provide an environment in which children and young people are ready to learn, feel safe, secure, valued and respected, confident, and know how to communicate effectively with adults if they are in difficulties, believing they will be effectively listened to.
- Actively listen to children and be aware that behaviours communicate how a child may be feeling. to hear the voice of all children and promote their engagement

4. Behaviour and pupils with SEND

As a school, we are committed to avoiding discrimination and promoting equality at all levels.

Kingsway Primary School values the contribution that every child and young person can make and welcomes the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access for all. All children and young people with SEND are valued, respected and seen as equal members of the school. As such, provision for children with SEND is a matter for the school as a whole. All teachers are teachers of children with SEND. The Governing Body, Headteacher, SENDCO and all other members of staff have important responsibilities in looking beyond the initial behaviour of pupils and understanding that certain behaviours may be the result of conditions which must be considered before further action takes place.

We recognise that behaviours are a means of communication. As a school, we will proactively seek to remove barriers to enable all children to express their views in the most productive way. We will support all children with SEND to communicate their views and recognise their increased vulnerability as a group.

We are committed to working with other agencies to support full-inclusion of children whose needs affect their behaviour and will recognise the child's view in the support they wish to receive.

Staff will receive frequent and effective training to support them in working with children with a wide range of educational needs and specifically to support children with communication and interaction difficulties.

5. Creating a positive Culture for Kindness, Perseverance and Success at Kingsway Primary School

The supportive and purposeful community we create at Kingsway is of utmost importance to us. By building strong relationships and a strong sense of belonging, we create a community where children want to behave and support the smooth running of the school. We have a number of ways in which we achieve this:

Positive relationships:

- All children are given a warm greeting as they arrive at school and/or come into contact with a member of staff for the first time that day.
- All interactions with pupils are appropriately positive and respectful; praise is used in a clear, targeted way so children know which behaviour has been recognised.
- Adults never criticise the child, only the behaviour.
- Adults take the time to get to know children as individuals both through planned classroom experiences and informal interactions during less structured times (e.g. playtimes); sensitive and appropriate communication between adults is promoted so that adults are aware of any behaviours that may be influenced by other factors and therefore require consideration before intervening.
- When speaking about children to each other, all adults use positive and productive language

School and classroom management and routines:

In order to build consistency and a safe community throughout the school, we have agreed the following whole school routines:

Early morning:

- Children enter the school when the door opens, organise their things quickly and immediately start their morning task (usually reading); teachers stand at doors ready to welcome children; an adult is deployed in shared areas to ensure that this is consistent across all classes.

Assembly:

- Children line up and walk to and into the hall in without talking. They stand in a line as they enter and wait for their teacher to seat them.
- They wait for the assembly to start without talking.
- Children are collected by their teachers and walk back to class without talking.

Playtime/lunchtime

- Pupils walk to the playground/MUGA pitch; this will be done in without talking in order to be respectful of other members of the school community who may be working.
- At the end of playtime, children should stand still on the first whistle. On the second whistle they walk to their classrooms where they will line up without talking; teachers are ready to receive pupils so that they are not left standing for too long.

During the school day:

- Movement around the school should be minimal during the school day but, when children are required to leave the classroom, they should walk straight to their destination on the left of the corridor without talking.

End of the day:

- Children collect their belongings up together quickly and wait quietly at their tables.
- Once the bell has gone, they wait in quietly to be dismissed.
- The teacher will say, "Good afternoon, everyone," and the children will respond, "Good afternoon, Mr/Mrs/Miss Teacher's name. Good afternoon, everyone."
- The teacher will stand at the door exiting the classroom and will bid each child a good afternoon. They will undertake spot checks to ensure the child has taken home the correct equipment. If they have not, they will be sent back to their desk and will be dismissed at the end of the line.

Adults work together to ensure that these routines are fully embedded across the school role-modelling the desired behaviours throughout.

Classroom learning and the curriculum

Time is used within the classroom to ensure that specific learning behaviours are taught and re-enforced as part of children's learning. This work takes place at an age-appropriate level.

Vital learning behaviours that we teach:

- **Active listening skills:** looking at the speaker, keeping still, thinking about the same thing the speaker is talking about, reflecting on whether or not they have understood and asking for help and clarification where needed.
- **Independence:** children should consider whether they can help themselves, whether a friend can help them, if there are resources in the environment that could support them or whether they need to ask for help; this is taught throughout the school teaching children how to use different resources at different points in their learning.
- **Respect and responsibility:** Children are taught how to speak to each other in a kind, respectful way; they consider the impact of their behaviours on others; they learn how to work with partners and small groups
- **Growth Mindset and resilience:** avoiding labelling themselves due to negative experiences and learning how to overcome difficulties; teachers use language that promotes a growth mindset and model this verbally when teaching.

The curriculum:

Within our curriculum, there will be a number of opportunities to help children consider the impact of their behaviour on the wider world. This includes but isn't limited to:

- A progressive PSHE curriculum that includes the teaching of fundamental British Values.
- The teaching of tolerance and being understanding of others through the RE curriculum
- A history curriculum which includes opportunities to reflect on the behaviours of others in the past and how this influenced others.
- A range of texts which promote discussion of appropriate behaviours and key issues.
- Key themes in assemblies each term will bring together whole school experiences and areas of focus and which address aspects such as the importance of equality in society.

Reactive responses in class:

On occasion, teachers will see a need to teach or re-teach about particular behaviour that is pertinent to their class at that time. This may be in response to an incident or a series of incidents that has taken place or an outside issue which may affect children in that class. Where appropriate, the teacher will enlist support from SLT, the PSHE lead and/or the pastoral team. The school may also draw upon expertise from visiting speakers.

Active, positive experiences in school:

In order for children to want to behave and feel part of our community, we have a responsibility to them to ensure that they are provided with positive, stimulating experiences. Therefore, we are committed to:

- Delivering well-paced lessons at an appropriate pitch which allow good levels of engagement from pupils; pupils will be motivated to behave well because they are interested in the lesson content and actively involved in each part of the lesson.
- Providing active playtimes and lunchtimes where children have space and equipment to engage in positive play and/or have the space for quiet down time.

Continual Professional Development

As a staff, we recognise that we all continue to learn and develop our practice throughout our careers and there is always more to learn. As such, we are committed to ensuring that we stay up to date with latest developments and ideas. In order to ensure consistency, regular training and development is provided for all staff through group training sessions and targeted support. We recognise that those members of staff who are earlier in their careers may need more support with this and give additional support through

coaching and mentoring. We also recognise that newer members of staff will also require support and guidance in understanding the KPS way.

KPS School Rules

The following rules are central to the Behaviour Policy. They underpin our expectations for the behaviour and attitude of the pupils of the school. All pupils are expected to follow these.

They are displayed prominently in every classroom and other areas around the school. They are promoted through assemblies and PSHE lessons in class. These are referred to when staff need to discuss children's behaviour with them.

- 1) **Ready:** We are ready to learn and persevere with our learning.
- 2) **Respectful:** We are kind and respectful to others and the school environment.
- 3) **Safe:** We keep ourselves and others safe.

Class Rules

At the beginning of every school year, classes will agree their rules with their teacher/teachers. These rules will support the children in applying the school rules (ready, respectful, safe) within their classroom in an age-appropriate way; there should be no more than five. The rules will be worded in a positive way focusing on the behaviours they should be displaying. Class rules are signed by all children and displayed in the classroom.

6. Positive Praise and reward systems

Within Kingsway Primary School, we have a range of systems to promote the behaviour we expect to see. When these are applied, it is important that adults are very specific about the behaviour they are promoting. Positive Praise and rewards come into two categories:

- 1) **Informal** - This is positive praise that is given to encouraging and maintaining the minimum expectations in school; this involves verbal recognition from teachers but no additional, extrinsic rewards.
- 2) **Formal rewards** – these are given where children have gone 'above and beyond' the minimum expectations of behaviour.

Recognition boards (informal)

All classes have a recognition board. On this board, teachers will choose a learning behaviour that they are currently working on (e.g. good listening, speak politely.) Teachers will ensure that they are very specific about what this behaviour looks like. Names are added when children display the behaviour that is being targeted and classes should work together as a team to fill the board. These are refreshed regularly with new target behaviours.

Class Dojo (Formal)

At KPS we use Class Dojo as both a communication tool and a behaviour management tool linked to house points. In every class, each child is given an individual 'avatar' character who can routinely be given points at different times in the school day. Teachers have the option of setting the boundaries for positive points and may do so based on the needs of their class and the KPS rules.

All children are assigned to one of the school's houses which are: Hurricane, Whirlwind, Typhoon, Meteor, Tornado and Lightning. These are named after aircraft from the RAF base that which previously based at Kingsway. When children receive a Dojo point, this is also counted as a house point. These are collected weekly by year 6 monitors, announced in Friday celebration assemblies and displayed in the hall. At the end of each short term, the house in the lead will receive a 'treat' such as non-uniform day, activity afternoon or picnic. Treats shall be decided at the beginning of the previous term by the school council along with senior staff.

KPS certificates (Formal)

Every Friday we hold a celebration assembly where we celebrate children's achievements during the week. During this assembly, teachers award Kindness, Perseverance and Success certificates to children who have gone 'above and beyond' with their behaviour or learning during the week. At least one child is selected from every class. Teachers are specific with how the child has displayed good examples of 'kindness', 'perseverance' or 'success.'

Golden Envelopes (Formal)

Where children have made an exceptional effort with a piece of work, they have the opportunity to share their work with the Head Teacher or a member of the Senior Leadership Team. Those children have their photos taken and these are displayed during celebration assemblies and outside the Head Teacher's office. Children are then presented with a print out of this along with a letter to their parents or carers and a copy of their work to be sent home.

Additional Class systems (Formal)

According to age and stage, teachers may implement additional class systems to target and praise appropriate behaviour e.g. marble in the jar. Where this happens, approaches are the same across both classes.

Lunchtimes

The KPS rules apply at all times including break and lunchtimes. Midday supervisors will share the same expectations for pupil behaviour and attitudes during lunchtime. The same principles are applied by midday staff who will offer verbal praise for minimum expectations and give rewards (House points/stickers) to children who have gone 'above and beyond'. Praise cards are used so that both children and teachers know what the house point was awarded for.

7. Negative learning behaviours

Positive rewards and praise are at the heart of what we do at Kingsway. We know that children respond better to positive praise rather than negative treatment. However, it is important that we have a set of clearly understood consequences which are fair and consistently applied.

In all circumstances of dealing with poor behaviour, it is expected that the adult will:

- 1) Imagine the parent is on their shoulder and listening in before making any response to the negative behaviour.
- 2) Respond to poor behaviour with deliberate calm.
- 3) Correct all poor behaviour as privately as possible.
- 4) Ensure sanctions/consequences are applied quickly and are appropriate to the misdemeanour.

Strategies used to deal with negative behaviour

The aim of any intervention with behaviour, is to encourage children to consider the impact of their behaviour on themselves and others and avoid a recurrence of the undesirable behaviour. It is impossible to plan for every single behaviour or situation that may occur in class but the table below gives an overview of how adults should proceed.

The scripted responses/format below shown in bold should be used to ensure consistency. It is a carefully planned, predictable and safe way to send a clear message to the child who is displaying negative behaviours. If children turn away from the member of staff who is delivering the script, mimic you, say it with you or deliberately refuse to listen, staff must continue to deliver the script.

At all points, adults should consider the impact of their response to the relationship they have with the child and what they will do to repair the relationship.

	Types of behaviour	Appropriate adult response (including script)	Consequence	Repair
1	Low level	A non-verbal response where appropriate	None needed if	An

	'forgetting' of class or school rules (e.g. running in corridor, failure to focus on lesson)	(look, gesture) Deliver any verbal response as privately as possible Script: Tell the child the behaviour you want to see e.g. <i>Name walk, listen, focus, speak kindly</i> Remind children of the relevant rule e.g. you need to be ready, respectful, safe	behaviour is immediately corrected	acknowledgement of the change in behaviour (smile/thank you/thumbs up)
2	A recurrence of a low-level behaviour or behaviour at level 1 is not immediately corrected	Re-name the behaviour you want to see (as above) You need to be ready/respectful/safe Name the consequence of continued misbehaviour: If this continues you will have to move/sit out/finish your work at break	Verbal warning only	An acknowledgement of the change in behaviour (smile/thank you/thumbs up)
3	Continuation of behaviours	Reminder of rules that have been broken ' 1 expect you to be (ready to learn/ respectful to others / safe) and you have chosen to break this rule. Consequence given: I am going to ask you to... move/sit out/finish your work at break Reminder that they can do better: ' Do you remember last week when you.... (completed all your work/stayed on task for the whole lesson?) That is who I need to see today.' Informing them there will be a follow up: Stay behind for two minutes at the end of the beginning of break time/lunchtime/end of the day.'	A minor logical consequence to their actions e.g. In class: Moving to a different space Completing work at breaktime Fixing any minor damage to environment In corridors: Repeating the undesirable behaviour in the correct way In playground: Having a short break from their game	A short, informal conversation where the pupil is asked to reflect on their behaviours; acknowledgement from adult of improvements in behaviours
4	Deliberate continuation of above behaviours or A single behaviour that is disruptive or unsafe	Reminder of rule: You have broken this rule and you are not ready/respectful/safe. Informing that there will be a follow up: I need you to sit out/stay behind at breaktime We will discuss this at...breaktime/end of day...	Loss of privilege Pupils miss activity, a period of playtime, choice of where to work	Restorative conversation with the adult who dealt with behaviour and/or class teacher
5	Behaviour is highly disruptive and/or unsafe or step above has had no impact	Reminder of rule and consequence: It is not safe/fair to the other children/ you to have this behaviour in the classroom/playground/corridor right now so you are going to spend some time in..... Informing of follow up: You will spend 10 minutes there and then I will come and get you.... At that point, I expect you to be ready/respectful/safe	Withdrawal from the situation for at least 10 minutes. Parents informed by class teacher	Restorative conversation with the adult who dealt with behaviour and/or class teacher
6	Continued disruptive behaviour/a second highly disruptive/ unsafe incident	I am disappointed that that you have repeated this behaviour and it is not safe/ unfair to the other children You are going to have to discuss this with....	Sent to Head Teacher (or another member of the Senior Leadership team)	Restorative conversation with member of SLT with a follow up from the class teacher

	An incident that has involved significant harm to others or the school environment	I need you to think about the consequences for you and other people around you	Detention at break or lunchtime with senior member of staff Parents informed by member of SLT Recorded on CPOMs	
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Restorative Conversations

The purpose of restorative conversations is to restore the relationship with the adult who needed to action the consequence and encourage reflection from the pupil on the consequences of their behaviour on them and others. Restorative conversations should be held between the child and the adult who dealt with their behaviour (usually the teacher) and should take place away from other members of the class but with the door open. Adults may wish to take a 'walk and talk' approach if they feel this will be less daunting for the child. Conversations should involve five of the following questions:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Beyond step 6 – exceptional cases

Occasionally, the school will have to deal with cases of poor behaviour which are not covered by the steps above. This is likely to involve either a continued occurrence of unsafe and/or disruptive/disrespectful behaviour or a single incident of highly inappropriate behaviour. At this point, the class teacher and Head Teacher/Deputy Head Teacher/Assistant Head Teacher (and SENDCo where appropriate) will meet with the parents and discuss the next steps.

This action will depend upon:

- The severity of the incident(s)
- The impact the incident(s) have had on others
- The age of the child
- Any SEND needs the child may have
- Any other factors in the child's life that may be impacting behaviour

Actions may involve:

- A behaviour plan based on the age and needs of the child.
- Any interventions that may need to take place.
- A period of seclusion (internal exclusion) where children work away from peers for a short period of time.
- A fixed term exclusion (DfE guidance followed) Governors informed.
- Permanent exclusion as a last resort where no other interventions or support has been effective.

Dealing with reports of peer-on-peer abuse including sexual harassment, discrimination

Reports or discovered incidents of peer-on-peer abuse will be dealt with quickly and effectively the Headteacher (who is also the Designated Safeguarding Lead) with advice and guidance from other Local Authority advisers and partners. The school's approach is clearly articulated in the Child Protection Policy under 'Peer-on-Peer' abuse.

The duty to keep all children safe and to have the best interests of the child / children involved at the heart of any decision making will be central to any actions taken. The school may choose to apply the most appropriate sanction, up to and including permanent exclusion.

8. Pastoral support

At KPS, we recognise that children misbehave for a reason and we are fully committed to offering additional support to children who need it in order to help them support themselves.

Interventions to support children with their behaviour may be offered internally by trained members of the pastoral team or by external agencies. Parents may also be offered support through other agencies. Our full menu of support can be found in our Early Help Offer.

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from other professionals, which may include: Advisory Teaching Service, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

9. Breaks and lunchtimes

We recognise that breaktimes and lunchtimes are key learning opportunities for children. It is often at these times of the day that they can develop effective skills of social engagement, interaction and turn-taking. They can also be challenging times for children with additional needs and require staff to be particularly aware of how best to support them. Lunchtime staff are supported and trained to develop effective interaction with children through a range of play opportunities. They will be taught to support individuals with additional needs and will work in close collaboration with the SENDCo to improve their practice. Lunchtime staff will be trained in behaviour management techniques such as restorative practice.

Lunchtime staff will have specific training to support their awareness of child welfare and protection concerns and will be acutely aware of any signs of peer-on-peer abuse, discrimination or of indicators of abuse. (Please see child protection policy for more details).

All staff work hard to ensure that children understand that the expectations placed upon them in the classroom also apply to when they are outside of lesson time. Children who choose not to abide by the school rules, either during break or lunchtime, will follow the same steps outlined above. Feedback to teachers should take place in a private way so that teachers can follow up with children at an appropriate time.

When more informal steps are not successful, MDSAs are expected to seek the involvement of a member of the Leadership Team.

10. Misconduct outside of the school premises

The school may take action against any child who is reported for bad, abusive, discriminatory or bullying behaviour off the school premises if:

- a) The child is participating in a school-related activity (such as a school trip).
- b) Travelling to or from school.
- c) Wearing school uniform.
- d) The misbehaviour could pose a threat to another pupil physical or mental health and well-being or adversely affect the school's reputation. This may also include the inappropriate use of social media sites. (see Acceptable Use Policy and Anti-bullying/Anti-hate Policy).
- e) Could have repercussions for the orderly running of the school
- f) Could adversely affect the reputation of the school
- g)

Any action taken will be proportionate to the misconduct and will include application of any of the listed sanctions.

The school is aware that peer-on-peer abuse can take place in a wide range of situations and will actively engage strategies to ensure children can report any concerns. There is a culture of openness and a desire to understand every child's lived experience as well as supporting all children to recognise and respond to incidents of bullying and cyberbullying including that which is prejudiced and/or discriminatory.

We recognise that online well-being is fundamental and is a key aspect of our curriculum in RSE, PHSE and Computing.

10.1 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

11. Confiscation

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Items will be returned where a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

12. Physical interventions

On very rare occasions, staff may have to physically intervene to maintain safety and order in the school. The use of physical intervention is always used as a last resort and is always reported to the child's parents. Any such instances are recorded electronically and kept in line with GDPR regulations.

To support staff in the positive handling of such situation, key individuals are trained in a nationally recognised system called 'Team Teach'. At KPS we follow the guidance laid out by the DfE in the document: Use of Reasonable Force – Advice for headteachers, staff and governing bodies (July 2013).

Further information can be found in our Positive Handling Policy.

12. Exclusion

Exclusion from Kingsway Primary School will only be used as a last resort. Only the Headteacher can take the decision to exclude a child. This will only take place when all other available resources and strategies have been exhausted and it is clear that this final step would also be in the best interests of the other children in the school. The length of the exclusion will directly relate to the severity of the behaviour. Exclusion should always be lawful, rational, reasonable, fair and proportionate. This may include:

- Suspension – the Head Teacher will exclude a pupil for a fixed period of days which is entered onto the pupil's permanent record.
- Permanent Exclusions – following Local Authority procedures and exploration of all other avenues. This will only occur if a pupil is demonstrating persistent and unchanged poor behaviour or an instance of very serious misbehaviour.

Further guidance on exclusions can be found here:

[School exclusions guidance:](#)

13. Links with other school policies and procedures

- Acceptable Use Policy
- Anti-bullying/anti-hate policy
- Child Protection and Safeguarding Policy
- Offer of Early Help
- Positive handling policy
- SEND policy

14. Roles and responsibilities

The Governing Body

The Curriculum and Outcomes Committee will review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents

The senior leadership team will support staff in responding to behaviour incidents.

Parents

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

14. Monitoring and evaluation

- This policy will be monitored by the Governing Body twice formally during the school year and by the leadership team formally on two other occasions.
- The latest Ofsted framework will be used to structure the visits alongside the Governing Body's KPIs
- Pupil voice will be captured formally each half term with specific reference to key groups
- Behavioural incidents will be reported weekly and compiled by the attendance officer
- The HT will report to the GB on the effectiveness of the policy in each HT report to the FGB
- The HT report will draw together the monitoring undertaken each term and will judge the school's performance for the Self Evaluation Document