



Behaviour & Restorative Practice Policy



Approved by:	Staff and Governors	Date: September 2024
Last reviewed on:	September 2024	
Next review due by:	September 2025	

To be read in conjunction with the latest guidance from the Department for Education (DfE) on:

- *Behaviour in schools: advice for headteachers and school staff 2024*
- *Searching, screening and confiscation: advice for schools 2022*
- *The Equality Act 2010*
- *Keeping Children Safe in Education*
- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023*
- *Use of reasonable force in schools*
- *Supporting pupils with medical conditions at school*
- *Special Educational Needs and Disability (SEND) Code of Practice*

This policy is informed by guidance from the following documents:

- *Developing a Relational Approach to School Behaviour (Policy Guidance for Promoting Inclusive Practice) Herefordshire Council Additional Needs Service – September 2022*
- *When the Adults Change, Everything Changes – Paul Dix 2017*

Our Aims:

Be Ready, Respectful and Safe

At Kington Primary School, we are committed to creating an environment where outstanding behaviour is at the heart of everything we do. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. We aim to be calm and consistent at all times in our dealing with children; this fits with the calm, quiet and productive working environment we aim to foster. We aim to support all children in learning how to regulate their emotions and behaviour so that everyone can enjoy coming to school.

Restorative practice is key to our approach and there is an expectation that everyone develops trusting communication with one another. This includes all staff, children, visitors, parents and carers.

We want our learners to be **ready** to learn, to be **respectful** of each other and to feel **safe**. We want our Behaviour policy to echo this.

Our Values:

We are a Values-based Education school with an embedded programme that explores the values we hold. Our core values are: Hope, Trust, Courage & Perseverance, Respect, Cooperation, Responsibility, Kindness & Friendship, Honesty, Peace and Understanding. Our values are taught in school and communicated through displays and to parents via information on our website. They are shared and understood as the basis for discussing individual behaviour with pupils. Adults ensure that they take time to notice when children are demonstrating the school values. Children are rewarded with values vouchers so they can earn values beads for their house team.

At Kington Primary School, we hold high expectations of behaviour by all the children and adults. We want our school to be a happy place, a place where the children want to be, where they feel secure and where they can learn. Positive behaviour is a necessary condition for effective teaching and learning to take place. The governing body and staff accept this principle and seek to create an environment in the school which encourages and reinforces good behaviour.

Our Purpose:

To provide simple, practical procedures for staff and learners that:

- Reinforces positive behaviours
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive and restorative interventions
- Provides guidance on fair and justified consequences.

The school is committed to:

- Promoting and recognising positive behaviour through praise and rewards as appropriate to individual pupils needs
- Supporting children to take responsibility for their own actions and understand that those actions affect others.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Promoting restorative practice as a means to challenging conflicts or behavior which falls below our expectations
- Providing a safe learning environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers so we work together to promote high standards of behaviour
- Developing positive relationships with our children to enable early intervention
- Creating a positive and orderly atmosphere which supports teaching and learning.
- Ensuring all children and adults in and around the school community are 'Ready, Respectful and Safe'.

Roles and responsibilities:

The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles. The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

The Senior Leadership Team (SLT)

The Headteacher and Deputy Headteacher are responsible for overseeing behaviour and are responsible for reviewing this behaviour policy in conjunction with the Governing Body giving due consideration to the school's statement of behaviour principles.

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.

The Senior Leadership Team will support staff in responding to behaviour incidents.

Pupils

We expect all pupils to:

- Follow the school behaviour expectations at all times: Be Ready, Respectful and Safe.
- Reflect on their actions and recognise they are part of a community.
- Take responsibility for their own behaviour and accept consequences when given.

Staff

We expect all staff to:

- Meet and greet warmly at the door.
- Refer to '**Ready, Respectful and Safe**' and share this in all areas of learning.
- Model positive behaviours and build relationships.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Recognise and reward expected behaviours and effort, using as a model for others to follow.
- Help children understand that they have a responsibility for their own actions and that those actions affect others. They should understand that undesirable behaviours have consequences but that they can change their behaviour and make a new start.
- Deal with undesirable behaviours calmly and respectfully to encourage reflection and repair.
- Ensure that vulnerable children receive sensitive and well-matched behaviour support.
- Work collaboratively with parents to create supportive partnerships around the child.
- Record behaviour incidents in accordance with school procedures.
- Be consistent and fair.

Partnership with Parents

The school values the views of parents and wishes to work collaboratively with parents to support children behaving well both at home and at school. A supportive partnership will be strong and be of ultimate benefit to the children. We strongly encourage parents to read this policy, which sets out their commitment to supporting the school in the implementation of the Behaviour & Restorative Practice Policy.

We ask parents to keep us informed of behaviour difficulties or circumstances experienced at home which may affect their child's behaviour at school. It is important that positive news is regularly shared with parents as well as contacting parents when children have difficulties.

We expect parents to:

- Support their child in adhering to the school's expectations of behaviour and in following the school values.

- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Promoting responsibilities within our school:

Year 6 children have the opportunity to become House Captains, Monitors and Peer Mentors to enable them to support their younger peers as they move around the school and during House team collaborative events.

Children from Year 6 are also invited to apply for the position of Ambassador to represent the school when showing around visitors and volunteers.

Some pupils from Year 5 and 6 are trained as Active Play Leaders to encourage positive play and activity at playtimes and lunchtimes, across all key stages. They work with children on the playground, helping children to play together, and hence develop social skills, at the same time, they reinforcing the expectations for lunchtime behaviour.

They meet regularly with the PE and Sports Council leads to plan their activities, discuss the impact of their leadership as well as future training or resource needs.

All our KS2 classes have a younger 'buddy' class who they meet with regularly to share reading books, play together and act as good role models for.

Our Behaviour Curriculum - positive relationships and behaviour regulation:

Our school rewards expected behaviours, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote positive relationships and behaviour, rather than merely deter anti-social behaviour. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We do this through:

- Whole School and Class Assemblies: themes for each week ensure we explore our core values in depth as well as specific issues relevant to our school and community including: Racism; Homophobia; Gender-based language; British Values; Disability awareness.
- Year 6 and Council led assemblies that encourage responsibility and respect from all.
- Whole School days/weeks: specific focus weeks are used to raise the profile of certain aspects; these include: Online Safety Week; Anti-Bullying Week; and Manners Week
- School Curriculum including RE, PSHE, PE, Geography, Enrichment
- A high focus on teachers developing positive relationships with children and supporting them to self-regulate their own behaviour
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern and positive reinforcement for good behaviours

Safeguarding and promoting the welfare of children

Section 175 of the Education Act 2002 places a duty on local authorities and the governors to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

'Keeping Children Safe in Education' is regularly updated and details statutory guidance, placing a duty on schools to promote the welfare of children which is used in conjunction with 'Working Together to Safeguard Children'.

Safeguarding children is consequently more than contributing to the protection of individual children and the school is committed to the development of policy and practice that supports children and their families to be safe, healthy, enjoy and achieve, contribute positively and achieve economic wellbeing.

Kington Primary School strives to promote the welfare of our pupils by:

1. Creating and maintaining a safe learning environment
2. Identifying child welfare concerns and taking appropriate action
3. Using the curriculum to enable our children to develop strategies to keep themselves safe
4. Making boundaries of acceptable behaviour clear and to ensure safety.

As a school we consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff should follow the school's Safeguarding Policy. They should also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the school will consider whether a multi-agency assessment is necessary.

Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful (online, physically, emotionally and/or verbally)
- Repeated, often over a period of time
- Difficult to defend against

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

Bullying of any kind will be investigated and sanctioned in accordance with the school's Anti-Bullying Policy which can be found on the school website. The school will seek to support both those who have been bullied and those who have perpetrated the bullying using restorative practice conversations in order to prevent further incidents and to support the pupil. A bullying investigation will be conducted by a member of SLT or DSL (Designated Safeguarding Lead) team in conjunction with teachers and support staff.

If a bullying allegation is raised relating to actions outside of the school premises or school day, but may impact on the pupil's relationships, mental or physical health or impact on teaching and learning, the school may decide to investigate and sanction in accordance with the school's Behaviour & Restorative Practice Policy.

Please see the Safeguarding Policy for further information about Child on Child abuse.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will sanction the pupil in accordance with this policy. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

Please refer to our Safeguarding Policy for procedures for dealing with allegations of abuse against staff and for more information on responding to allegations of abuse.

Recognition and Rewards:

Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos, as we understand that the use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach. For many, a quiet word of personal praise can be as effective as a larger, more public, reward.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture. Positive behaviour will be rewarded with:

- Verbal praise - a well done or a smile.
- Stickers or positive comments in books
- Sharing good work with another member of staff. Many children love to go to other staff for praise and rewards,
- Sharing work or achievement with the Headteacher or Deputy Headteacher
- Individual teacher rewards, i.e. stars, smiley faces, badges, house points
- Star of the Week, reward charts etc. for class, group or individual
- Encouragement for children to acknowledge/value each other's contributions and achievements through presenting and sharing work with their buddy class.

Pupils are also recognised for going 'over and above' in terms of demonstrating our core values, upholding school rules and displaying positive attitudes in the following ways:

Focus	Praise Method	Approach
Learning and Effort – more academic	House Points	For effort and successes in their learning. 1 House Point – good effort / achievement 2 House Points– outstanding effort / achievement Teachers assist children with recording house points in their cards kept in their classroom. Once thresholds are reached, House Captains award special badges to children in assembly.
Learning and Achievement	Weekly Celebration Assembly	Weekly Celebration Assembly Teachers will present Headteacher's Awards to two children and explain the learning/achievement/value demonstrated, etc. House point weekly totals will be celebrated. Any other recognitions will be celebrated, including sporting achievements.
Values and Behaviours	Recognition Board	In classrooms, teachers will create recognition boards with a focus on a particular desirable behaviour relevant at that time to that class. Children who demonstrate the targeted positive behaviour will have their name displayed on the board. It is expected that the focus of these will change during the term in response to pupils' behaviour.
Values and Behaviours	Values Voucher & House Team Bead	These will focus on pupils going 'over and above' in terms of the school's values and their behaviours over the course of the week. They can be handed out by any staff member when they notice someone demonstrating good values and 'role model' behaviour. Children can exchange their voucher for house beads which are totted up each month and their voucher goes into a termly draw for a special prize.
Effort, attendance and improvement	Positive Postcard	These will focus on pupils going 'over and above' in terms of effort and attendance over the course of the week. They will be sent home in the post. There is no expectation on the number to be given out by teachers.
Values and Behaviours	Achievement Certificates – half termly	These half-termly awards, in the form of a certificate, will recognise pupils who consistently demonstrate the school's core values through behaviour and effort. These will be handed out in the last celebration assembly of each term (6 a year). Certificates are taken home and a copy is made to go

		in individual learning journeys.
Learning, Attitudes, Values and Behaviours	Positive conversation with a parent/carer	Any member of staff is encouraged to call or see the parent/carer of a child to celebrate success at any time, especially when improvement over time has been recognised.
Learning, Attitudes, Values and Behaviours	Yearly awards for sporting effort and Year 6 leavers	Sports Day awards for each year group Victor and Victrix trophies for sports excellence in Year 6 Jubilee Cup for all round excellence in Year 6 The Phillips Values Cup for consistently demonstrating the school's values throughout the school.

Managing negative behaviour:

Every child has the right to learn and no child has the right to disrupt the learning of others.

The purpose of a sanction is to:

- Encourage children to make the right choices and follow the school values
- Help children learn that consequences follow actions
- Deter children from misbehaving
- Deter other children from misbehaving
- Minimise disruption to others
- Provide the children with a calm, environment to reflect, via removal from a class or group
- Confiscate something inappropriate for school
- Create a fresh start

When a pupil's behaviour falls below the standard (please see Appendix E for definitions) that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of undesirable behaviours.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that undesirable behaviours will always be addressed.

Steps	Actions
1.Redirection	Gentle encouragement, a 'nudge' in the right direction. Non-verbal cues, acknowledgement.
2.Reminder	A reminder of our three simple rules: Ready, Respectful, Safe (delivered privately). The adult makes the child aware of their behaviour and the learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Repeat reminders if reasonable adjustments are necessary. Praise will be given if the learner is able to model good behaviour as a result of the reminder.
3.Caution	A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase: 'Think carefully about your next step.'
4.Last Chance	Speak to the pupil privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour. Use the 30 second scripted intervention:
Script	<ol style="list-style-type: none"> 1. I have noticed that you are... (having trouble getting started, wandering around etc.) right now. 2. Remember, we... (refer to the 3 school rules – ready, respectful and safe) 3. Because of that, you need to... (refer to action to support behaviour e.g. move to another table, complete learning at another time) 4. See me for 2 (or up to 5) minutes after class/during break.

	<p>5. Do you remember yesterday/last week when you... (refer to previous positive behaviour)?</p> <p>6. That is who I need to see today...</p> <p>7. Thank you for listening... then give the child some 'take up' time.</p> <p>8. Is there anything else you need to help you be ready/show respect/make a safe decision?</p>																		
5.Time Out	<p>Time out might be a short time away from the classroom with another class/Teaching Assistant/nurture room/calm space</p> <p>It is a few minutes to calm down, breathe, look at the situation from a different perspective and compose themselves. Reset expectations and settle back in.</p>																		
6.Repair	<p>This might be a quick chat at break-time in or out of the classroom or a more formal meeting</p> <p>Restorative Practice (see Appendix Aii for more information about this approach):</p> <p>5 questions are usually enough from the following:</p> <ul style="list-style-type: none"> • 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? 																		
Choosing consequences	<p>Consequences must be reasonable and proportionate.</p> <p>Wherever possible, consequences should be relevant to the undesirable behaviour and focused on reparation. This includes tidying up an area that has been disturbed, fixing something that has been broken, repeating an activity correctly to show how it should be done.</p> <p>Staff should use their knowledge and observations of the child to choose an appropriate time for consequences. This should be on the same day wherever possible, but may need to be later, when emotions are under control and restorative conversations have taken place. Children should not be forced to apologise but this should be explored during the restorative conversation as a suitable option as to how to put things right.</p> <p>When deciding on behaviour consequences, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.</p> <table border="1" data-bbox="330 1503 1490 2063"> <thead> <tr> <th data-bbox="330 1503 715 1541">Undesirable Behaviours</th> <th data-bbox="715 1503 1490 1541">Examples of Suitable Consequence</th> </tr> </thead> <tbody> <tr> <td data-bbox="330 1541 715 1608">Breaking of our agreed routines</td> <td data-bbox="715 1541 1490 1608">Send back, repeat correctly or practise during break time</td> </tr> <tr> <td data-bbox="330 1608 715 1709">Continued low-level disruption</td> <td data-bbox="715 1608 1490 1709">Follow stages of our behaviour management strategy and they continue then a 5-10 minute reflection time with class teacher will be given</td> </tr> <tr> <td data-bbox="330 1709 715 1776">Refusal to work</td> <td data-bbox="715 1709 1490 1776">Complete work at break or lunch time with class teacher or take work home (teacher to follow up)</td> </tr> <tr> <td data-bbox="330 1776 715 1816">Unkind words to peers</td> <td data-bbox="715 1776 1490 1816">5 – 10 minute reflection time with supervising adult</td> </tr> <tr> <td data-bbox="330 1816 715 1856">Rudeness to staff</td> <td data-bbox="715 1816 1490 1856">5 – 10 minute reflection time with supervising adult</td> </tr> <tr> <td data-bbox="330 1856 715 1897">Play fighting - repeated</td> <td data-bbox="715 1856 1490 1897">5 – 10 minute reflection time with supervising adult</td> </tr> <tr> <td data-bbox="330 1897 715 1986">Low-level physical unkindness on playground</td> <td data-bbox="715 1897 1490 1986">10 minutes working with restorative adult holding the restorative conversation</td> </tr> <tr> <td data-bbox="330 1986 715 2063">Taunting and deliberately antagonising</td> <td data-bbox="715 1986 1490 2063">Restorative conversation and monitor possible bullying by recording on MyConcern. Discuss with the SLT if required</td> </tr> </tbody> </table>	Undesirable Behaviours	Examples of Suitable Consequence	Breaking of our agreed routines	Send back, repeat correctly or practise during break time	Continued low-level disruption	Follow stages of our behaviour management strategy and they continue then a 5-10 minute reflection time with class teacher will be given	Refusal to work	Complete work at break or lunch time with class teacher or take work home (teacher to follow up)	Unkind words to peers	5 – 10 minute reflection time with supervising adult	Rudeness to staff	5 – 10 minute reflection time with supervising adult	Play fighting - repeated	5 – 10 minute reflection time with supervising adult	Low-level physical unkindness on playground	10 minutes working with restorative adult holding the restorative conversation	Taunting and deliberately antagonising	Restorative conversation and monitor possible bullying by recording on MyConcern. Discuss with the SLT if required
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The following will result in a loss of free-time, privileges or working in a different classroom for a period of time:

- Repeated/persistent disruptive behaviour
- Swearing **at** another person
- Stealing
- Making threats towards staff
- Hurting other pupils with intent to harm
- Intentionally damaging property
- Racist/homophobic/misogynistic (or discriminatory) comments with intent to offend (this includes online behaviours)

When such behaviours do occur, school will consider how to provide appropriate support to develop the social and emotional skills that will help enable a pupil in the longer term to make the changes they need to their behaviour.

Pupils will use the time to do one or more of the following:

- Complete work
- Reflect on their actions by through discussion or using an age appropriate restorative reflection sheet for example
- Engage in restorative work

Where these behaviours are extreme or persistent, we may decide to give a child an internal suspension for the following day.

Parents will be informed in such cases and it may be appropriate to arrange a face-to-face meeting with the child, the parents/carers and the teacher. Other professionals linked to individual children such as a social worker or the Virtual School Education Officer should also be informed and involved at this point. A member of SLT may be invited if deemed appropriate.

Serious Incidents

These incidents will be dealt with by school staff, who will take into account the age and needs of the child. All serious behaviour matters must be referred immediately to the Headteacher or SLT.

Such incidents could include:

- All forms of bullying (including- cyber bullying, prejudice based or discrimination bullying)
- Deliberate racist, sexist or homophobic comments.
- Physically striking adults.
- Child-on-child abuse – see section in the school's Safeguarding Policy.

Any allegations of child-on-child abuse will be recorded, investigated, and dealt with in line with Safeguarding Policy and Keeping Children Safe in Education. Kington Primary School adopts a zero-tolerance approach to child-on-child abuse.

Confiscation, searches and screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Please refer to Appendix B for our procedures that staff at Kington Primary School will adhere to.

Restorative Practice

Kington Primary School uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every classroom and on the back of staff lanyards. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered reasonable and not made on impulse. Where classroom behaviour is disruptive, staff will apply the procedures from the steps detailed above.

(Please see Appendix Aii – Restorative Practice at Kington Primary School for more details)

Behaviour beyond the school gate

Children are expected to uphold the reputation of the school whenever they are out of school, whether taking part in an official school visit or wearing our uniform to and from school. Children may be subject to disciplinary sanctions if their behaviour brings the school into disrepute or has repercussions for the orderly running of the school. Kington Primary School cannot be responsible for pupil behaviour when they are out of school but where appropriate will endeavour to investigate any incident reported to the school. The school will always co-operate with the police in any investigation of incidents which are thought to involve pupils from our school.

Power to sanction beyond the school gate

The school has the power to sanction beyond the school gates in response to all non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a member of staff or reported to the school (this includes online behaviour).

Disciplinary actions include the right to use sanctions (as outlined in the policy), including the exclusion of pupils. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed.

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school.

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Parents are encouraged by the school to only allow their child access to age-appropriate apps (including social networking platforms) and games as they are rated according to maturity and are not deemed suitable for younger children.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence.

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to the Headteacher and parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND (Special Educational Needs and Disabilities), mental health needs or medical conditions.

Recording

All members of staff are trained to use our secure online recording system, MyConcern, to record safeguarding, behaviour and parental communication incidents. Staff will ensure that behaviour incidents are recorded and therefore shared with the SLT for the following type of incidents:

- Verbal incidents
- Physical incidents
- Damage to property
- Repeated defiance
- Persistent low-level disruption.

Staff will use their discretion as to the need for recording and sharing of information, based on SLT guidance.

Suspension and Permanent Exclusions:

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour that has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the Headteacher and only as a last resort. Please refer to our Suspensions and Exclusions Policy for more information.

When children return from a period of suspension, they are expected to attend a re-integration meeting with the Headteacher to talk through positive next steps and agree on the behaviour expectations for our school.

A Behaviour Contract may be necessary to support this transition (Appendix D).

Pupil Support

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 (SENCO) will consider whether a pupil who exhibits challenging behaviour has any underlying needs that are not currently being met.

If a pattern of poor behaviour, disruption, anti-social behaviour around school or in the playground develops, the following stages need to be followed:

Intervention Strategy

- SENCO made aware and an Individual Behaviour Support Plan is written if necessary in conjunction with parents
- Staff awareness – so that adults can observe them behaving appropriately
- Support staff may be deployed to support the child at certain times of the day or for specific activities e.g. the end of the day to help them to finish on a positive note
- ELSA (Emotional Literacy Support Assistant) support or small nurture group time used to create a supportive environment and increase self esteem
- Individual behaviour charts kept and monitored for recording positive behaviour as well as problems.

If the above intervention strategy does not significantly improve behaviour, support and advice will also be sought from specialist support such as art or play therapists, school nursing, educational psychologists, medical practitioners, Virtual School professionals to identify or support specific needs.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan through Herefordshire's SEND team.

Nurture Support – ELSA, WEST

At Kington Primary School, we have four trained ELSA (Emotional Literacy Support Assistants) who provide a nurturing space where children can attend separately, calmly and reflectively. Staff refer children to the ELSA team after discussion with the SLT so they can work on agreed objectives related to emotional health, wellbeing, social skills and/or behaviour together. The room may be used as part of a multi-agency support programme or bespoke personal/mental health needs. Group sessions may also be organised, these may include transitional support, SEND support, SEMH (social, emotional and mental health) support and many more.

ELSA sessions assess learning and social and emotional needs and give the necessary help to remove barriers to learning. There is great emphasis on language development and communication.

We also work closely with a WEST (Wellbeing and Emotional Support Team) practitioner who provides children experiencing low-level anxieties with a bespoke support programme.

Pupils with Special Educational or Additional Needs

We recognise that for a small number of children, a more personalised approach may be necessary in order to

support them in developing the ability to regulate their own behaviour. They may have a personal Support Plan (see Appendix C) agreed between the pupil, staff and parents which is reviewed at specified intervals. The SENCO and the SLT work closely with all staff to identify early intervention and support.

The support of outside agencies will also be sought where appropriate, in particular the behaviour support service or educational psychologist.

Kington Primary School will not treat pupils with additional needs less favourably and will make reasonable adjustments to ensure that they are not disadvantaged compared with their peers.

Personal Support Plans for behavioural needs

If a child's behaviour is causing persistent concern then a Personal Support Plan (see Appendix C) or written Behaviour Contract (see Appendix D) will be set up –this plan is in partnership with parents/carers. Support from external agencies may be sought, in agreement with parents/carers.

Actions taken to support a child who requires individual support to manage their behaviour and responses will be outlined in a Personal Support Plan in discussion with the SENCO or a member of the SLT. The plan should focus on no more than 3 achievable targets, should list the responsibilities or rights that may be withdrawn and should be reviewed regularly to reflect progress that the child is making and to make any necessary adjustments. Such plans will only work towards behaviour modification if parents have been informed, and when all staff adhere to the plan. Although it focuses on behaviour targets, and outlines consequences, it is important that positive behaviour is celebrated. Teachers, SENCO and SLT need to be proactive in monitoring these plans to ensure that they are having impact.

Pupil transition

Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- Paul Dix strategies <https://whentheadultschange.com/>
- The needs of the pupils at our school
- ELSA techniques and strategies
- Team Teach for specific members of staff
- How SEND and mental health needs can impact behaviour through our subscription to NASEN (National Association for Special Educational Needs).
- Attachment and Trauma through the school's membership of the Attachment Research Community (ARC)

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom

- Attendance, permanent exclusion and suspension
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.

The data will be analysed at least annually from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic.

Monitoring this policy

This Behaviour Policy will be reviewed by the Headteacher and governors annually to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by governors.

Links with other policies

This Behaviour Policy is linked to the following policies:

- Suspensions and Exclusions Policy
- Anti-Bullying Policy
- Safeguarding Policy

APPENDIX Ai – Kington Primary School Behaviour Framework on a page

Adult Behaviour

Calm, consistent, fair
 Engaging learning
 Relentlessly bothered
 Respectful at all times
 Kind
 Inspiring teaching
 Move around and look
 Voice and body language

Over and Above Recognition

Praise
 Recognition board
 Positive postcard
 Values Voucher
 Headteacher's sticker
 Phone call home
 Sharing with other classes or adults

3 Rules

Respectful
Ready
Safe

We aim to establish class understanding at a level appropriate for age group so in younger years we use:
Kind hands, kind words, kind feet

Positive Nudges

Proximity
 Smile
 Proximity Praise
 Notice
 Move around—gain attention
 Know your children
 Empathy
 Movement breaks
 Quietly assertive

Stepped Sanctions (in private)

Tactical ignoring, 'take up' time
 Reminder—choices
 Warning—clear, consistent, fair
 Last chance
 Time out Move room Miss break (class)
 Individual plan with SENCO, Head, Parents
 Quietly assertive

Our approach

I'd like you to ... thank you ... I really like how you... because... I feel proud of the choice you made because ... you have made a difference today... I've noticed you showing... Your hard work means that You have really understood our rules and Great listening.... lovely manners
thank you

Our approach

Maybe... But ... I've noticed that .. You remember the school rule 'respectful' ... Can you remember when I phoned home when you.... And how did that make you feel? ... I respect you to ... thank you for listening. I understand that you want to sit here, but your place is over there ... state the instruction and walk away ... I am going to talk to you so that

Relentless Routines

Manners Fantastic Walking Greeting Hand up/321 for attention One Speaker Consistency

You establish what you establish

APPENDIX Aii – Restorative Practice at Kington Primary School

The aim of restorative practice is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Why use a restorative approach?

- To build safer, happier schools
- To change behaviour, not punish - punishment doesn't meet needs of any of those involved
- To prevent situations where there may be kudos or 'street cred' attached to any punishment
- To encourage children to take responsibility for their actions and accept the consequences
- To encourage children to feel that they belong (base psychological need), rather than being isolated or excluded
- To prevent a child being excluded and marginalised. This can lead to them becoming an issue in the wider community.
- To develop empathy
- To repair harm
- To teach children the effects of their actions and learn about alternative actions that can be taken in the future.

Staff in school use questions to support the restorative process. This can be five simple questions asked soon after an incident or a more in-depth meeting later in the day. Comic strips and drawing can be used to support the process. The length, location and make-up of the session will depend on the incident and pupil(s) involved. The staff member will actively listen to the child(ren) involved and refrain from making assumptions before the issue is discussed. The child(ren) involved will also listen to the others involved and agree on next steps with the adult facilitator. Children will not be made to write apology letters if the sentiment is not real. This will be discussed with the child and may follow later.

Restorative Questions 1:

To respond to challenging behaviour:

- What happened?
- What were you thinking about at the time?
- What have your thoughts been since?
- Who has been affected by what you did?
- In what way have they been affected?
- What do you think you need to do to make things right?
- How can we do things differently in the future?

Restorative Questions 2:

To help those harmed by others' actions:

- What did you think when you realised what had happened?
- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?

APPENDIX B Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation:

Any prohibited items (listed in Appendix E) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching a pupil:

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to the SLT and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the Headteacher, DSL (or deputy) or pastoral member of staff who may have more information about the pupil. During this time, the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation.

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher or member of DSL team to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in Appendix E, but not to search for items that are only identified in the school rules.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, drawers or coat pegs.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear
- Hats, scarves, gloves, shoes, boots.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks and drawers
- Bags.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in Appendix E).

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the Designated Safeguarding Lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in Appendix E
- If they believe that a search has revealed a safeguarding risk.

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Informing parents

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child.

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's Safeguarding Policy and speak to the DSL. The DSL and Deputy DSLs will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

APPENDIX C – Examples of plans that can be used to record the support being put in place for individuals (older and younger year groups)

Personal Support Plan

Name:

Class:

Date started:

Review date:

Let's talk about strengths:

- What is the pupil good at/enthusiastic about?
-
-
-

Let's talk about concerns:

- What are the barriers to their learning?
-
-
-

Let's talk about current strategies and support in place:

- What happens when the above concerns arise? What is in place to prevent the above concerns? Is it working?
-
-
-

Goal	Who?	What?	How?	Why?	When?
<i>Example: To participate fully in P.E. lessons with Mr Smith</i>	<i>Mr Smith Mrs Jones</i>	<i>Chunked P.E. lesson with regular breaks. Clear expectations and plan to follow. Regular praise.</i>	<i>1. Help Mr Smith set up for P.E. 2. Get changed and join the lesson for ten minutes. 3. Help Mrs Jones with a class task then return to PE.</i>	<i>To help John to achieve success within P.E. To help John regain confidence within P.E.</i>	<i>Wednesday afternoon 1pm-2pm.</i>

APPENDIX D: Example Behaviour Contract (NB – this would be personalised with the child and in relation to the needs displayed by the child)

Behaviour Contract

Name:

Class:

Date:

- I agree to show respect to all members of staff equally and do as I have been asked the first time.
- I agree to show respect to my peers.
- I agree to keep my hands and feet to myself and not to fight.
- I agree to walk away from a situation if I feel angry, use calming exercises and speak to an adult if I need to.
- I agree to speak to an adult straight away if someone is unkind or threatens me.
- I agree to represent the school positively when I walk to and from school.

Consequences:

(NB – staff would work with the child to decide on natural consequences related to actions that are occurring, the list below is an example of what might be suggested)

- Removal of play time or lunch time
- Removal of 'free iPad time'
- Removal of 'choice of partner' in lessons
- Removal of responsibility position
- Removal of right to attend after school clubs, such as football or Chill Out
- Removal of right to walk home alone
- Removal of right to attend school discos
- Removal of right to attend school trips, including residentials in Year 5/6
- Removal of right to represent KPS at events and competitions.

Pupil Signature: _____

Parent/Carer(s) Signature: _____

Headteacher's Signature: _____

APPENDIX E - Definitions

Undesirable behaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or sexual assault (intentional sexual touching without consent)
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Mobile phones/similar devices
 - Any article 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).

In accordance with Keeping Children Safe in Education (KCSIE), the following definitions recognise unacceptable behaviours and will be reported in accordance with the Safeguarding Policy and to any other relevant agencies. Incidents of this nature, will not be tolerated and will be dealt with in accordance with this policy. In order to support any victims, we will promote a culture and ethos of respect, tolerance, acceptance and diversity, with the aim to make it easier for pupils to call out incidents and harder for anyone to get away with sexist or inappropriate sexual behaviour.

Sexual violence means rape, assault by penetration, or sexual assault (intentional sexual touching).

Sexual harassment means unwanted conduct of a sexual nature – such as sexual comments, sexual jokes or taunting, physical behaviour like interfering with clothes, or online harassment such as sexting.