



Behaviour Policy

2024-25

Behaviour Policy

This policy should be read in conjunction with any our Safeguarding, Anti-Bullying and SEN policy.

Kingsway Primary School is committed to creating an environment where pupils feel safe, valued and respected. Everyone is expected to maintain the highest levels of personal conduct, to accept the responsibility for behaviour and to encourage others to do the same. At Kingsway positive behaviour management is a golden thread through our curriculum so that we can strive to do the best that we can do and be that best that we can be.

Kingsway School Aims:

1. To create a culture of learning where children are happy, enthusiastic, motivated and ambitious.
2. To encourage mutual respect, support and collaboration between all adults and children both within the school and the wider community.
3. To provide a secure, caring and stimulating environment for all our children, thereby promoting a sense of pride within our school.
4. Ensuring all staff, governors, parents and children understand their responsibilities and work together towards shared goals as detailed in our home/ school agreement.

This policy was first written and is amended with staff, children, parents and governors in order to ensure that we hold a shared understanding of what constitutes good behaviour and have clear expectations and sanctions.

The policy emphasises our commitment to teach appropriate social and learning behaviours whilst developing a sense of belonging and social responsibility amongst the school community.

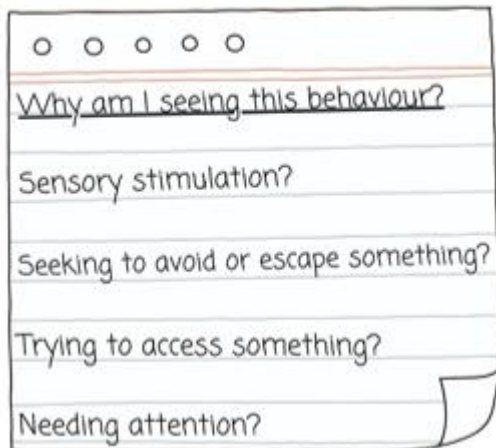
We believe that good behaviour is essential to creating an environment where individuals are valued and respected. We also believe that positive behaviour is essential in creating an environment conducive to learning.

The Governing Body accepts this principle and seeks to create an environment in the school which encourages and reinforces good behaviour. Furthermore, it is acknowledged that society expects good behaviour as an important outcome of the educational process.

Our Ethos:

At Kingsway, we understand that all behaviour is a form of communication. Teachers will always attempt to understand why a child is displaying certain behaviours and will endeavour to support them.

Functions of Behaviour



Staff manage their own response to behaviour and have been trained in maintaining a calm and therapeutic approach to supporting children's behaviour. We will attempt to support and intervene at all stages of a behaviour cycle (shown below).

Stages of Distress and Support



Our School Rules:

Ready

Respectful

Safe

At Kingsway Primary adults and children have the following rights and responsibilities:

CHILDREN:

RIGHTS OF OUR CHILDREN:	RESPONSIBILITIES:
To listen and to share opinions	To give opinions in a constructive manner To listen to others
To be treated courteously by all members of the school community and trust their decisions and actions	To model courteous behaviour To recognise and acknowledge positive behaviour in others
To be treated with respect	To behave respectfully to others
To be safe (to work and learn in a safe environment)	To behave in a way which keeps self and others safe
To learn	To attend school regularly To be willing and ready to learn To allow others to learn
To make mistakes	To own mistakes To allow others to make mistakes
To be clear about the school rules and boundaries which are consistently applied by all staff members	To abide by the rules and boundaries of the school

Staff also have the following rights and responsibilities:

STAFF:

RIGHTS:	RESPONSIBILITIES:
<p>To be consistently supported by peers and managers. Staff will be offered time and debriefs after major behaviour incidents</p>	<p>To ask for support when needed</p> <p>To offer support to colleagues and managers</p>
<p>To receive appropriate training to increase skills in behaviour management</p>	<p>To support others in developing their skills in promoting positive behaviour</p> <p>To acknowledge areas of own behaviour management skills which could be developed</p> <p>To try new approaches</p>
<p>To be made fully aware of the school's systems /policies/expectations</p>	<p>To seek information and use lines of communication</p>
<p>To access appropriate and relevant training and support</p> <p>To seek advice from appropriate external agencies</p>	<p>To deliver engaging learning appropriate to the individual needs of pupils which inspire and encourage</p>
<p>To work in a safe environment which promotes physical and mental well-being</p>	<p>To ensure all pupils and adults are safe and their mental and physical health is promoted</p>
<p>To be informed</p>	<p>To be approachable and ensure effective lines of communication</p>
<p>To be respected</p>	<p>To model appropriate and consistent behaviour to others</p> <p>To know pupils in their care and respect all pupils, their parents and colleagues</p> <p>To teach behaviour as part of the curriculum</p> <p>To have a visible presence around school and consistently high expectations of behaviour</p>

Parents also have the following rights and responsibilities:

PARENTS:

RIGHTS:	RESPONSIBILITIES:
To be treated with respect	To behave respectfully to others
To be listened to and to share opinions	To listen to others To give opinions in a constructive manner
To be consulted about the policies and procedures within school To trust the motivation of staff to fully support their child/ren	To absorb information To contribute to parental consultation and support the agreed vision and policies of the school as specified in the school Partnership Agreement To absorb information and contribute to consultation to inform policies To participate in consultation to be able to agree with and support appropriate sanctions To communicate with staff in order to facilitate effective support for their child/ren
To have concerns taken seriously	To share concerns constructively
To be kept informed about their child's progress and well-being	To make sure their child attends school regularly on time To talk to their child about what they do at school To make time to listen to your child as they leave school and talk to teachers if they have any concerns about their child's learning or well-being To attend meetings such as parents evening to discuss progress and well-being
To access an excellent and appropriate education for their child	To send their child to school on time each day, rested and prepared for learning To support their child's learning at home ensuring homework is completed and returned to school

To have access to parental workshops in order to have the necessary skills to support home learning	To bring their child/ren to school ready for learning To support their child in establishing good home learning routines
To ensure their child becomes well behaved and uses appropriate language	To model positive behaviour and language To use behaviour system CPOMs to assess the effectiveness of the behaviour policy and practice
For their child/ren to achieve their potential	To ensure their child/ren are ready for school (not hungry, rested and with a “can do” attitude

Our emphasis is on rewards to reinforce good behaviour, rather than focus on failures.

We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour and attitude should be as high as for work.

We believe that positive behaviour should be promoted and we do this in the following ways:

Whole School:	
▪ Positive phone calls home/face to face communication at the end of the day	▪ Promoting and recognising good manners
▪ Positive stickers and stamps	▪ Praise assembly/celebration assembly
▪ Individual positions of responsibility	▪ End of year certificates
▪ Dojo awards and communications	▪ Postcards sent home to parents
▪ Attendance awards	▪ Hot Chocolate with the Headteacher
▪ Verbal praise	▪ Star of the week awards

Classroom:	
▪ Stickers/stamps	▪ Phone calls home
▪ Positive behaviour charts	▪ Dojo communication
▪ Class certificates	▪ Photocopies of work sent home
▪ Notes home	▪ Responsibilities
▪ Dojo points	▪ 1:1 discussions
▪ Verbal praise	

BEHAVIOUR STRATEGIES/ DE-ESCALATION TECHNIQUES

All staff in school use a consistent approach to managing behaviour in their classrooms and around school. We focus on positive behaviour promotion. When children need further support to follow school rules, all staff use the same approach which we have been trained in. We aim to de-escalate any behaviour before giving sanctions.

De-escalation Strategies:	
*Removing or minimising identified triggers in advance	*Spot them being good – positive descriptive praise
*Now and next board (including transition reminders)	*Choices – this or this
*Language of ‘first... then...’	*Necessary adjustments to the physical environment (noise levels, seating arrangements)
*Explaining new situations before they occur	*Visual aids (e.g. traffic light cards, feelings cards, calm-down cards)
*Pre-teaching activity	*Distraction techniques
*Visual timetable (establishing routine)	*An agreed calming activity
*Show concern for welfare or understanding	*Change of face or place
*Non-verbal communication	*Sand timer
*Planned ignoring	*Sensory circuits
*Reminders of expectations	*Errands for distraction
*Removal of triggers	*Verbal advice
*Calming space	*Reassurance
*Communication with parents	* CALM talking
*Space given	

SANCTIONS

When children struggle to follow our school rules of Ready, Respectful, Safe, staff will follow the same approach to warnings and sanctions.

Low-level disruptive behaviours:	<ul style="list-style-type: none"> *Disruption to lessons *Excessive noise in classrooms and corridors *Poor attitude towards adults e.g. being rude, *Unfinished work.
Low-level disruptive consequences:	<ul style="list-style-type: none"> *A first and second warning will be given. *Offer a time out *If the behaviour persists, the child will be expected to give some of their lunch or break time to chat with their teacher about the incident as a restorative conversation. For Key Stage Two, this will be at lunch time, and we call this Resolution Space. Children will be expected to reflect on their behaviour. For Key Stage One, this will be in the form of a chat with their teacher at play or lunch time. <i>"I can see you're feeling because you are We will have a chat about this at play time."</i> *Missed work as a result of behaviour will be sent home *A Dojo message will be sent to parents/carers to inform them of their behaviour and discuss any concerns
More serious disruptive behaviours:	<ul style="list-style-type: none"> *Persistent ignoring of adult instructions *Swearing at adults *Stopping everyone else's right to learn *Repeated breaches of ready, respectful, safe *Consistent refusal to work
More serious disruptive consequences:	<ul style="list-style-type: none"> *For more serious disruption, after two warnings if the behaviour persists, the child will be sent to a partner class for a change of space. They will be sent with work from their class. The class teacher will know the appropriate class for an individual child. They will remain in the other class for the remainder of the session (until lunch time or home time). *If in Key Stage Two, the child will also attend Resolution Space. *A letter will be handed to parents by the teacher to inform them of their child's behaviours. After three letters have been issued, this will trigger a behaviour review meeting between school staff, parents and child. This letter can be sent over Dojo for children who walk home, or a call home can be made. *Behaviour letters are recorded in a behaviour folder which is kept in the staff room.
Extreme behaviours:	<ul style="list-style-type: none"> *Purposefully attempting to injure staff or pupils *Threatening behaviour and/or intimidating others *Spitting *Homophobic comments *Racist comments *Bullying *Physical or verbal aggression directed towards staff or pupils

	<p>*Extreme destruction of school property</p> <p>*Ongoing sabotage of learning time.</p>
Extreme consequences:	<p>*Removal - this will only be used when all other behaviour strategies have been attempted. This is a serious consequence, and the behaviour would be extreme or unsafe to warrant immediate removal.</p> <p>*The child will be removed from the space they are in and taken to a calm, safe space. They will be given time to regulate themselves here with the support of an adult.</p> <p>*It may be necessary for staff to use guides and holds when presented with extreme behaviours. Staff have been trained in Team Teach methods and use consistent approaches.</p> <p>*This behaviour and any use of guides and holds will be logged on our behaviour monitoring system CPOMS.</p> <p>*Suspension could be necessary when a child exhibits extreme behaviours. The decision to suspend will be made by the Head Teacher, or in her absence, the Deputy Head Teacher. If the decision is made to suspend a child, there will be a meeting with the parent and child followed by a letter explaining the reason to suspend.</p> <p>*Permanent exclusion could be necessary if a child shows extreme and unsafe behaviours which have warranted multiple suspensions, and the behaviour does not improve. This is a last resort.</p>

When using guides and holds, staff apply the principles of Team Teach:

Core Principles

- Best interests of the individual
- Minimum force for the shortest time
- Prevent injury, pain and distress
- Maintain dignity
- Reasonable and proportionate
- Action should be necessary
- Plans to reduce the use of restraint and restriction

Individual children's needs will be taken into consideration when applying the behaviour sanctions and reasonable adjustments will be made for these children. Some children may require a personalised behavioural plan which will be written in agreement with the SENCo and external agencies.



SCHOOL MONITORING

The Senior Leadership Team will monitor behaviours across school and identify any patterns and 'hot spots'. The logging system CPOMs will be used to monitor and track this, and appropriate actions will be put into place where needed. Behaviour, including the number of suspensions will be reported to Governors who will also monitor this.

COMMUNICATION WITH PARENTS:

Class teachers will regularly communicate with parents about their child's behaviour. They will use Dojo messages, phone calls home, and face to face meetings to discuss behaviours depending on the situation.