KINGS HILL SCHOOL
PRIMARY & NURSERY

# Kings Hill School
## Primary and Nursery

# Positive Behaviour Policy

Date of Policy: May 2026

Date of Review: May 2027

**Kings Hill School Primary and Nursery**
**Positive Behaviour Policy**

## Introduction

We recognise that the values we promote within the school play an important part in the spiritual, moral and social development of the children for whom we hold a responsibility. These values include: respect, responsibility, resilience, cooperation, courage and kindness. Whilst values are sometimes explicitly expressed, they are more often implicit in the ways we behave ourselves and, in the ways, we expect others around us to behave. For this reason, it is important to provide clear guidelines for a consistent and coherent approach to behaviour and discipline within the school.

Our behaviour strategy is aimed at improving educational outcomes for all pupils by promoting and supporting their engagement in education. We aim to develop a more positive focus on improving children's engagement, motivation and wellbeing.

We believe that self-esteem affects all thinking and behaviour and impacts on learning and performance. We aim to provide positive everyday experiences so that our children are self-confident and secure, with a strong sense of belonging, and so more likely to maximise their potential.

This policy has been developed through a consultative process involving children, parents, staff and governors. It therefore reflects a common and agreed view. To ensure that this continues to be the case it will be reviewed annually, and comments will be regularly invited through parent surveys, the newsletter and meetings of the School Council, staff and governors.

## Aims

- For every member of the school community to feel valued and respected, and for all persons to be treated fairly.
- Provide an ethos and environment within which everyone feels safe, and which enables everyone to learn effectively.
- Teach children behaviour that is appropriate to different situations.
- Raise awareness amongst children of the need to recognise and manage their emotions and reactions.
- Support children whose behaviour within the school environment is challenging or who may find friendship and cooperation difficult.

## Objectives

- Provide clear expectations for a range of situations that children will meet within the day and/or on the school premises.
- Have clear strategies for regulating conduct and promoting appropriate behaviour, self-discipline and respect.
- Reinforce appropriate behaviour so that children feel appropriate about themselves.
- For all staff to focus on de- escalation and preventative strategies rather than reactive
- All staff know how to manage difficult or dangerous behaviour, and to understand what challenging behaviour might be communicating.
- Prevent bullying.

## Legislation, Statutory Requirements & Statutory Guidance

Our school, works in accordance with the following legislation and guidance (this is not an exhaustive list):

- Keeping Children Safe in Education (DfE 2025)
- Working Together to Safeguard Children (DfE 2026)
- Use of reasonable force and other restrictive interventions guidance (DfE 2026) **Refer to Appendix 1**
- Education and Inspections Act 2006, especially sections 93 and 93A
- Schools (Recording and Reporting of Seclusion and Restraint) (No. 2)
- (England) Regulations 2025
- Health and Safety at Work etc. Act 1974 and associated regulations
- Human Rights Act 1998
- Equality Act 2010

## Confiscation, Banned Item and Searching Pupils

The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school. Only the headteacher, the senior leadership team or SENCO, have the right to search any pupil or pupil's belongings, without consent, if they believe they are hiding any items which should be confiscated or are on the banned list. If the pupil needs to be searched, two members of staff, from the ones named above, will seek cooperation from the pupil and both will be present for the search. Any items found on the banned list will be handed directly to parents or police, depending on the seriousness of the confiscation. Items on the banned list include:

- Alcohol
- Illegal drugs
- Stolen items
- Knives
- Weapons
- Cigarettes, tobacco paper, e-cigarettes and vapes.
- Pornographic images
- Anything else perceived to pose a threat to pupils at the school.
- Fireworks

Any article that the member of staff reasonably suspects has been, or is likely to be used:

- To commit an offence, or
- To cause personal injury to, or damage to property of; any person (including the pupil).

Please refer to the Searching, Screening and Confiscation Policy for further details.

## Discipline Beyond the School Gate

When there is a case of inappropriate pupil behaviour beyond the school gate (travelling to or from school, taking part in any school organised or school related activity, wearing school uniform or in some way identifiable as a pupil at the school), the school may enforce its right to apply a consequence to a pupil in school. Examples of this may include:

- Continued bullying of a pupil outside of school.
- Use of cyber bullying outside of school
- Inappropriate behaviour taking place close to the start/end of day when pupils are in school uniform.
- Behaviour that poses a threat to another pupil or member of the public
- Behaviour that could have repercussions for the orderly running of the school.
- Behaviour that could adversely affect the reputation of the school.

## Breakfast and After School Clubs

The same expectations for behaviour and attitudes apply to breakfast, after school, holiday and specialist clubs. Staff will ensure they are aware of needs within the club and seek advice if they are unsure how to manage the behaviour of any individuals. Reports of minor demeanours will be reported to Key Stage Leaders.

Repeated negative behaviour incidents could lead to places being withdrawn. This decision would be taken alongside the Headteacher or Deputy Headteacher.

## Removal from Classrooms

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been removed will continue to receive education under the supervision of a member of staff. This education will be meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom will only be removed for a period of time that is appropriate.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as it is appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents/carers will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Use of teaching assistants
- Short-term behaviour report cards
- Long-term behaviour plans
- Multi-agency assessment

Staff will record all incidents of removal from the classroom in the behaviour log, along with details of the incident that led to the removal, and any protected characteristics of the pupil.

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school

- Poses a threat to another pupil
- Could adversely affect the reputation 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 (e.g. on a school-organised trip)

## Exclusion

In cases of severe and persistent misbehaviour, the Head Teacher may exclude a child from school for either a fixed period of time, known as a suspension or permanently. If such action is taken, the head teacher will follow the procedures set out in the . A committee of unnamed governors for exclusion will be put together if and when the need arises in line with statutory requirements The school will consider whether a pupil's SEND has contributed to the misbehaviour and if so, whether it is appropriate and lawful to sanction the pupil. Reference will be made to the Equality Act 2010 and schools' guidance.

Examples of types of behaviour which may result in exclusion:

- Physical assault against an adult
- Physical assault against a pupil
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Bullying
- Cyber bullying
- Possession of illegal drugs
- Possession of weapons
- Racist abuse
- Abuse relating to disability.
- Serious breaches of this behaviour policy
- In such a case as when allowing a pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

## Red Card System

Staff will send a red card to a member of SLT or communicate via the class telephone that the class is in need of urgent support or if the expected strategies have not been impactful.

## Monitoring

**Monitoring Behaviour**

The number of sanctions issued are monitored regularly and analysed every three weeks by the Head Teacher. This information is shared with the Safeguarding Team. Senior Leaders and Class Teachers are alerted to behavioural incidents that are logged on the CPOMs system. We aim to spot patterns when warnings occur. The following stages are followed to reduce such behaviour:

- A conversation with parents informing them of 5 separate Stage 1 levels of behaviour within a week or within a short period of time
- A letter or telephone call to parents informing them of 3 separate Stage 2 levels of behaviour within a week resulting in a Final Stage
- Parents will be informed immediately of a Final Stage and will be expected to meet with the Head Teacher or SLT.

- If there is a further final warning, an Individual Behaviour Plan will be written with the child so that positive behavioural targets can be set and enable them to reflect on their actions throughout the day.

## Focus Weeks / Behaviour Hotspots

The Senior Leadership Team carry out regular reviews of behaviour and from time to time, we will have a week when there will be a focus on one behaviour, e.g., coming into assembly quietly, playing with someone you don't usually play with, leaving the cleanest table, saying please and thank you. This will be positively reinforced by all staff naming and acknowledging children who demonstrate that behaviour.

## Staff Induction, Development and Support

New staff will have a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.

All staff are provided with regular training on the needs of the pupils at Kings Hill Primary School so behaviour can be managed consistently. The school ensures adequate training is provided for staff on certain special educational needs, disabilities, or mental health needs (which may at times affect a pupil's behaviour). Ongoing collaboration with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams are used to support all staff.

## Mobile Phones

Pupils are not permitted to use mobile phones or smart devices during the school day. Any devices brought onto the premises must be handed in/stored safely in line with school procedures

## The Behaviour Curriculum

*Children who have transitioned into the school, between year groups or new joiners have rules, routines and expected behaviours shared with them.*

**Rather than setting out an exhaustive list of negative behaviours, this policy focuses on the positive behaviours we expect all pupils to demonstrate. This approach supports consistency, fairness and inclusion, recognises behaviour as something that is taught and learned, and allows staff to consider individual circumstances when responding to behaviour. Clear expectations help pupils understand what positive behaviour looks like and enable staff to support pupils to meet these expectations through teaching, guidance and appropriate consequences where necessary.**
**To support staff in applying the behaviour stages consistently, examples of behaviours that may be considered Stage 2 and Stage 3 are included. These examples are illustrative rather than exhaustive and are intended to provide guidance, while recognising that professional judgement must always be used, taking account of context, intent and individual need.**

**Working together as a whole class, we expect children to:**

- Listen to each other and to the teacher without interrupting.
- Follow directions the first time they are given.
- Respond appropriately to one another and to the teacher.
- Move appropriately and for appropriate reasons within the classroom space.
- Be aware of and respect other people's personal space.

- Value other people's views and be aware of everyone's need for time to think.
- Be alert and attentive.
- Respect the classroom environment.
- Respect other people's belongings and work

**Working together in groups, we expect children to:**

- Recognise and value one another's strengths.
- Support and encourage one another.
- Respect one another's views
- Be sensitive to one another's feelings and needs.
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another.
- Allow everyone to contribute to the work of the group and to say what they want to say and encouraging constructive criticism.
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual.
- Share equipment.
- Care for equipment

**Working alone, we expect children to:**

- Concentrate on the task given and complete it as well as possible.
- Work independently, without interrupting other people unnecessarily.
- Accept responsibility for individual behaviour and work.

## Playtimes

During break time, staff will be on duty outside and in the building to ensure children are safe and well. At the end of break, two bells will ring. On bell one, the children tidy up any equipment that is out and walk to their line and bell two they are silent. The teachers will then collect each line and walk the children into class. Prefects from Year 6 will assist the children in lining up and walking to their classrooms. This way, pupils will have an impact on other pupils' behaviour.

Children will not be able to enter the building during break or lunchtimes, other than to go to the toilet where they will enter via the double doors. Snacks, water bottles, coats and lunch boxes will be stored outside the classrooms.

During lunchtime, our play team staff will be supported by our Play Leaders, who will be on hand to support children in finding others to play with or reconciling any upset.

If children are not following school rules at lunchtime, our play team will follow the LUNCH approach to supporting behaviour, which has been designed to support play during this unstructured time.

**L**earn what the problem is
**U**se positive praise
**N**ever make assumptions
**C**hildren need time out
**H**elp from KS leads

During playtime, it may be necessary for children to take time out from a situation or game. A time out in the reflection area is used if the behaviour displayed does not fall into any of the stages. It is important for

children to receive feedback and have the opportunity to change their behaviour in the moment. If a child is not able to do this, repeated time outs should not be used and behaviour would be dealt with in line with the stages.

## Nurture Provision

The school recognises that unstructured times, such as playtime, can be more challenging for pupils. With this in mind, a small nurture club operates at lunchtimes for invited pupils only.

**In the playground we expect children to:**

Respect the boundaries by playing in the designated areas. Designated areas will be communicated.

- Recognise the needs of different groups of children.
- Enjoy playing together, but not at the cost of someone else's enjoyment.
- Recognise that someone may want to be alone and respect that.
- Find ways of including other people who may feel lonely.
- Establish the rules of a game and ensure that everyone playing knows the rules.
- Care for people if they are hurt.
- Listen to adults on duty: respond courteously and obediently.

**In the hall at lunch time, we expect children to:**

- Walk into and leave the hall quietly.
- Sit where the mid-day staff indicate.
- Talk quietly.
- Put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them.
- Demonstrate appropriate manners.
- Say 'please' and 'thank you' appropriately.
- Use the crockery, cutlery and glassware correctly and carefully.

**In assembly, we expect children to:**

- Enter and leave the hall quietly and in an orderly way.
- Listen to the music, to adults and to others attentively.
- Respond appropriately with silence, comment, praise, laughter, action or song.
- Accept different styles of presentation and different expectations.

**On trips or at competitive events, we expect children to:**

- Be responsible for one another.
- Be responsible for their own possessions.
- Be aware of personal safety and that of others.
- Be aware of representing the school.
- Be aware of the needs of members of the public.
- Act courteously and speak politely.
- Walk quietly.
- Stay together.
- Accept rules.
- Encourage and support one another.

- Respond quickly to instructions.

**With visitors to the school, we expect children to:**

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's lanyard or is accompanied by another member of staff.
- Be welcoming, courteous and helpful to any authorised visitor.
- If someone is not authorised, attract the attention of a known adult to that fact.

**At other times:**

When children are on the school premises, we expect children to always conform to our expectations of their behaviour, whoever is responsible for them. This means that they should:

- Be respectful towards all adults.
- Be considerate towards one another.
- Take care of the environment
- Leave equipment alone unless given specific permission to use it
- Walk on the left hand side and transition from one place to another in a quiet and sensible way

## Responding to Behaviour

The Senior Leadership Team will keep a record of all reported incidents to help identify pupils whose behaviour may indicate additional support. The number of sanctions issued are monitored regularly and analysed every three weeks by the Head Teacher and this information is shared with the Safeguarding Team. Senior Leaders and Class Teachers are alerted to behavioural incidents that are logged on the CPOMS system. We aim to spot patterns when warnings occur. All members of staff will follow the list of behaviours and the sanctions involved. This is within the classroom and at playtime.

All children follow the behaviour expectations set out in this policy at all times during the school day, whilst on the school premises and when representing the school.

## Praise and Positive Consequences

The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.:

Some of the positive consequences for the appropriate learning, appropriate choices and appropriate behaviour that children show are:

- Regular verbal feedback to reinforce positive behaviour
- Reference to appropriate role models
- Children are congratulated verbally, through positive messages

- Certificates awarded during Celebratory Events recognise when pupils have displayed the Core Values and achievements across a range of areas
- Children are rewarded with a place at The Friday Tea Party for displaying the Core Values

## Individual Rewards for Achievements

The school has a range of strategies and resources to promote appropriate behaviour:

- Stickers
- Merit and super merit certificates
- Record of Achievement Cards

These rewards are given to children for a variety of reasons, for example; appropriate behaviour, effort, appropriate work, improvement in work, showing our school values and demonstrating our learner profiles.

When a child has acquired 20 recognitions in their record of achievement card, they will receive a bronze award, then work on 30 recognitions for their silver award and 40 recognitions for their gold award. Once their record of achievement card is completed. The child can have the option to working towards the special level award where they will receive a medal for completing. Once a child has completed each level they will receive a certificate and tokens towards their house points.

Each week, teachers choose two pupils in their class to receive a certificate of merit in the weekly celebration tea party. Each term, teachers choose two children who has excelled in some way to receive a special termly merit certificate. Parents are invited to attend this special assembly. Again, children that receive these certificates, also gain points towards the house cup at the end of the year and receive a house badge. The certificates of merits celebrate those children that have shown our learning profiles and school values.

## Value Awards

Each class has six values tube relating to each of our core school values. Children can be given value tokens by all members of staff by showing school values throughout the school. There are termly indicators on each tube and if the class can reach those indicators at the end of each term, they will be able to choose a class term award.

## Negative Consequences

Staff at Kings Hill School employ a hierarchy of negative consequences if a child does not follow the Whole-School Behaviour Expectations at any point in the school day. This is to ensure a safe and effective environment in which positive, happy and healthy relationships flourish. Low-level, on-going disruptive or uncooperative behaviour (e.g. not following instructions straight away, talking in class, interrupting) may seem as though they are small issues but over time can become disruptive, stopping others from learning or feeling settled.

We aim to encourage and support the children to reflect on and change their behaviour. Using expectations is a way of developing children's ability to make "appropriate" choices and amend their behaviour appropriately. Variation from the warning system is rare in order to maintain its effect and avoid personal judgement. But we allow for differentiation of sanctions where appropriate to reflect the

different social, emotional and behavioural needs of pupils. This could include the use of credit sheets or Individual Behaviour Support Plans.

The following sanctions are carried out if a child reaches the following stages.

**Stage 1**– 5 minute loss of play with class teacher – repeated warnings throughout a session or day if not doing what is expected

**Stage 2**– 10 minute loss of play with Assistant Head Teacher – all stage 2s issued will be recorded on CPOMS. Repeated stage 1 across a week lead to Stage 2.

- Swearing
- Acts of deliberate violence
- Leaving the classroom
- Destroying of equipment
- Climbing on equipment
- Consistent refusal and non-cooperation
- Inappropriate use / unsafe use of classroom equipment
- Seeking to upset the same individual or group / persistently displaying behaviour that has the potential to be classed as bullying
- Inappropriate hand gestures
- Intentionally defacing equipment or work belonging to others

**Final Stage** – Deputy Head Teacher or Head Teacher. Any incident resulting in a final will result in verbal communication with parents or carers

- Repeated stage 2 behaviours lead to Final
- Pupils persistent refusal to cooperate that leads to behaviours that may put themselves or other pupils or staff in danger
- Deliberate harming and violence towards others
- Sexualised behaviour
- Racist or Homophobic comments
- Vindictive bullying that is persistent

## Prevention Strategies

This section outlines the school's strategies for preventing unacceptable behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

**Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combating unacceptable behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place. Restorative conversation scripts are used to support children's understanding of behaviour choices.

**De-escalation strategies – appendix 4**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation.

This includes:

- Appearing calm and using a modulated, low tone of voice

- Using simple, direct language.
- Avoiding being defensive, especially if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

**Effective classroom management**

Children at Kings Hill School are expected to behave well and respond to praise and encouragement at all times. They are encouraged to demonstrate a pride in individual achievement and the success of others. It is the responsibility of pupils to make appropriate choices at all times. This will lead to the building up of and maintaining well-formed relationships. Pupils should follow the school's behaviour system that is displayed and actively used in each classroom. Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour.

The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.
- Conduct themselves around the school premises in a safe, sensible and respectful manner.

**Classroom expectations and routines**

The school has an established set of clear, comprehensive classroom expectations which define what is acceptable behaviour and what the consequences are if these are not adhered to. Attention is given to how expectations are worded, such as the use of positive language rather than negative, e.g. "act respectfully towards your peers and teachers", rather than "do not act disrespectfully towards your peers and teachers".

The school also has an established set of classroom routines to help pupils work well, in the understanding that behavioural problems can arise due to the lack of a consistent routine. This includes teachers ensuring that before lessons begin, they have the full attention of all pupils, then explaining the task clearly so all pupils understand what they are supposed to be doing. The headteacher ensures all teachers understand classroom expectations and routines and how to expect them, including any sanctions for not meeting them. Teachers support pupils to understand and follow classroom rules and routines.

Teachers inform pupils of classroom expectations and routines at the beginning of the academic year and revisit these daily. Where appropriate, teachers explain the rationale behind the expectations and routines to help pupils understand why they are needed, and will model them to ensure pupils understand them.

Teachers also explain clearly to pupils what will happen if they do not meet the expectations to ensure pupils are aware of the sanctions that may be imposed.

To support pupils' continued awareness and understanding, teachers reinforce them in a range of ways, e.g. placing posters of the on classroom walls and providing regular verbal reminders of the routines. Teachers also ensure that classroom expectations and routines remain consistent and are practised throughout the year to create a more productive and enjoyable environment.

At the beginning of the school year, once the classroom expectations have been devised, pupils are provided with a Classroom Agreement which they are required to read and sign. All expectations outlined in the Classroom Agreement are applicable to pupils' behaviour elsewhere on the school premises and outside of the school teachers will ensure that pupils understand this. For younger pupils, parents will read the Classroom Agreement with their child and sign it on their behalf.

**The classroom environment**

The school understands that a well-structured classroom environment is paramount to preventing inappropriate behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers employ strategic seating arrangements to prevent inappropriate behaviour and enable it to be noticed early, such as:

- Seating those who frequently model inappropriate behaviour closest to, and facing, the teacher.
- Seating those who frequently model inappropriate behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

**Zones of Regulation**

Kings Hill uses the Zones of Regulation as a whole-school approach to supporting pupils to understand and manage their emotions and behaviour.

Green Zone – calm and ready to learn
Yellow Zone – heightened emotions
Red Zone – intense emotions
Blue Zone – low emotions such as sadness or tiredness

All emotions are recognised as valid, however some behaviours are not acceptable. Zones support reflection, regulation and repair, not the removal of boundaries or consequences.
The Zones are used for de-escalation and restorative conversations.

See appendix 3 for Coded Messages that can be used to support Zones of Regulation. Repeated Blue and Red Zone must be recorded on CPOMS.

## Bullying

**Bullying** is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

| 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:<br>• Racial<br>• Faith-based<br>• Gendered (sexist)<br>• Homophobic/biphobic<br>• Transphobic<br>• 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, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), 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, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI) |

Please refer to the Anti-Bullying Policy Anti-bullying_policy.pdf

## Responsibilities

**The Governing Board**

The Governing Board is responsible for:

- Reviewing and approving the written statement of behaviour principles (appendix 1)
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

**The Headteacher**

The headteacher is responsible for:

- Reviewing this policy in conjunction with the Governing Body

- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with inappropriate behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

**Staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly (see appendix 3 for a behaviour log)
- Challenging pupils to meet the school's expectations

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

**Parents and Carers**

Parents and carers should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example, attending reviews of specific behaviour interventions)

- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

**Pupils**

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standards, and the consequences they will face if they don't meet the standards
- The pastoral support that is available to them to help them meet the behaviour standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

## Supporting Pupils who are Vulnerable or Have Special Educational Needs and Disabilities.

**Recognising the impact of SEND on behaviour**

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

**Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

**Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

The school's special educational needs co-ordinator (SENCO) may 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 specialist teachers, 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/carers to create the plan and review it on a regular basis.

**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 matter. If appropriate, the school may request an emergency review of the EHC plan.

## Monitoring Arrangements

### Monitoring and evaluating behaviour

- The school will collect data on the following:
- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusions and suspensions
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Perceptions and experiences of the school behaviour culture for staff, pupils, governors, and other stakeholders (via anonymous surveys)

The behaviour data will be analysed every three weeks.

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

- At school level
- By age group
- At the level of individual members of staff

- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle them.

### Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually.

**Appendix 1**

## Restrictive intervention and reasonable force

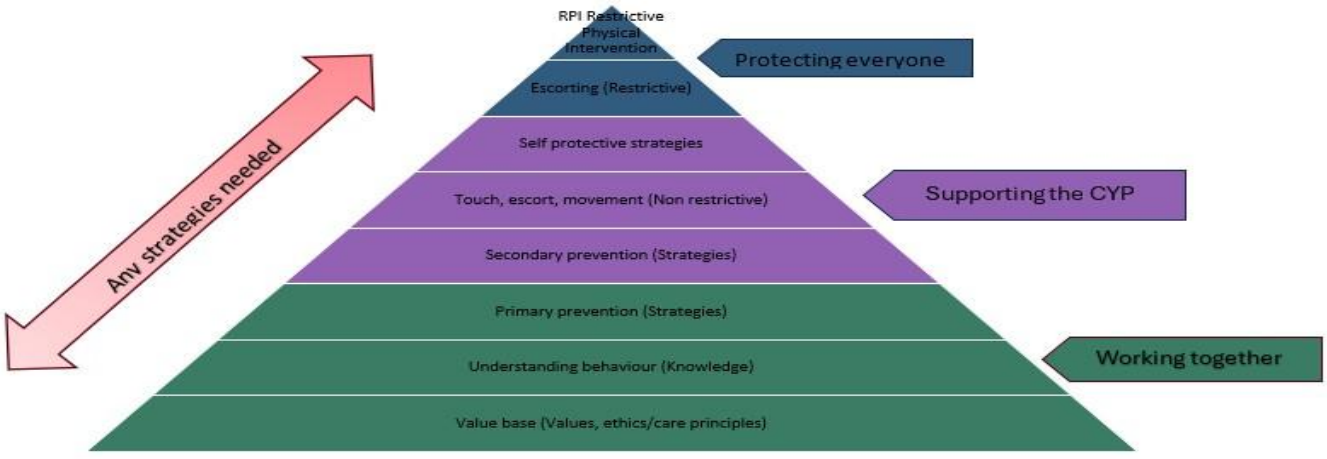
We all have a legal obligation under our 'duty of care' to keep the children and young people we support safe. Once we have exhausted all other support options to prevent harm, we may have to apply a restrictive intervention. This would always be a 'positive act' and in the best interests of the child/young person or others.

The DfE guidance, '*The use of restrictive interventions, including reasonable force' (DfE 2026)* states that all members of school staff have a legal power to use reasonable force in certain circumstances – this is to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

At our setting we believe that the use of restrictive intervention, should be used within this framework:

- Protecting people's fundamental human rights and promoting person-centred best interest and therapeutic approaches to support people when they are distressed
- Improving the quality of life of those being restrained and those supporting them
- Reducing reliance on restrictive practices by promoting positive culture and practice that focuses on prevention, co-regulation (within the training sometimes can be described as de-escalation) and reflective practice
- Focussing on the safest and most dignified use of restrictive interventions where required, including physical restraint
- Increasing understanding of the root causes of behaviour and recognising that many behaviours are the result of distress due to unmet needs
- Ensuring a restraint reduction approach is adopted by all
- Force will never be used as a punishment




Our approach, to supporting children and young people is shown in the diagram above. It clearly demonstrates that our practice is built on the firm foundations of a Human Rights value base and understanding behaviour.

- **Response Strategies**

Primary Prevention Strategies

- Primary Prevention Strategies form the greater part of our approach to harmful behaviour and include everything that is put in place that reduces the likelihood of the incident happening. Even at the most heightened states of arousal there are still non-restrictive strategies that may work.

Secondary Strategies

- These are the plans for what to do if the primary strategies do not work and the child becomes more stressed.

Tertiary Strategies (non-restrictive and restrictive)

- These are designed to keep the child and those around them safe from harm. They provide a way to react quickly in a situation where the child is distressed and more likely to present harmful behaviour and may include physical intervention.

**Training**

The DfE sets out that staff who are likely to need to use reasonable force and/or other restrictive interventions should be adequately trained in its safe and lawful use and in preventative strategies.

- Identify suitable techniques for different situations
- Identify and minimise potential risk factors
- Identify and minimise the potential impact of a physical intervention on a child/young person.

**Support Planning and risk assessments**

We will always consider the needs of the individual child and their specific needs. At Kings Hill we use personalised distress management and adult response planning. This is designed to keep everyone safe by enabling our staff to think about, plan for and be confident in safely supporting children and young people.

This support is discussed and will be agreed through our Solution Circle process and we will always involve the child/young person and their parent/carer in this process.

**Step 1**: Identify the stressors being experienced by the child/young person. There are five domains of stress, which are explained later in this document.
**Step 2**: Complete the 'Warning Signs of Stress', providing personalised detail of what this looks like and means for the child/young person.
**Step 3**: Complete the 'Stress Mapping' and 'Level of Harm'.
**Step 4**: If the pupil is assessed to 'always' or 'often' experience stress or the harm is assessed to be of concern, develop both the personalised 'Adult Response Plan' and 'Child's Self-regulation Plan' for the child/young person as part of the Solution Circle process.
**Step 5**: Regularly review and update the information in this tool through the Solution Circle..

Support Plans and risk assessments will include:

- The views of the child or young person in how they want to be supported
- Consideration as to how the child or young person's dignity may be compromised and how might staff manage that
- Communicating behaviours that present as conflict, aggression and anxiety
- Primary and secondary prevention strategies used to co-regulate and defuse potential incidents • Any personal, sensory or environmental needs for the child/young person
- A recovery plan/restorative approach.

**Reporting and recording**

At our setting we record incidents
where:

- It has been necessary for a staff member to use force on a child
- It has been necessary for a staff member to use seclusion
- It has been necessary for a staff member to use a non-force related restraint (with or without direct physical contact)

Specific Physical Intervention form available on CPOMS must be completed.

**Statement on the use of Physical Interventions at Kings Hill primary School**
There are occasions when staff will have cause to have physical contact with pupils for a variety of reasons, for example:

- To comfort a pupil in distress (so long as this is appropriate to their age).
- To gently direct a pupil.
- For curricular reasons (for example in PE, Drama etc).
- In an emergency to avert danger to the pupil or pupils.

If handholding is being used by an adult as a method of control to move children, this can become a restraint. We encourage the use of the 'offering an arm'. This is done by the adult holding their arm out, and the child is encouraged to wrap their hand around the adult's lower arm. The adult's other hand can then be placed over the child's for a little extra security if it is required.
The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Reasonable force can be used to:**

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom or school site were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.
- Damaging property, which could in turn harm themselves or others.

**Reasonable force cannot be used:**

- As a punishment – it is always unlawful to use force as a punishment.

Any occasions when reasonable force is used will be recorded. The school will speak to parents about serious incidents involving the use of force and keep a detailed record of such serious incidents.

Any such incidents will be recorded as soon as practicable after the event by the staff member(s) involved and we endeavour to do this no later than the same day. We will record the following details as a minimum:

- Names of pupil and staff directly involved
- Time, date, location and approximate duration of the intervention
- Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code
- De-escalation techniques used
- Child's response to the de-escalation techniques
- Brief account of why the intervention was assessed as necessary in that instance
- What happened prior to the physical intervention
- Who made the decision to use physical intervention
- Details of any physical injuries sustained to the child and/or adult if applicable

- Views and feelings of the child
- Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts
- How were parents/carers informed?

Where appropriate, we also invite parents / carers to have a follow-up discussion about the incident and to review the risk assessment and support plan. This discussion will consider:

- Any behavioural triggers or warning signs of an impending incident
- Whether agreed support plans were followed
- What de-escalation strategies were used and how effective they were
- What might be done differently in the future

**Oversight and governance**

Our governing body has oversight of our procedures, reporting and recording for use of force and in our setting. They receive regular reports on the number of incidents and use it to identify and implement improvements to policies and practices. They will:

- Identify areas of learning and development for school staff
- Understand repeat patterns and triggers to interrogate the effectiveness of pupil support measures
- Identify any disproportionate use of restrictive interventions in relation to pupils who share protected characteristics, have SEN, or other types of vulnerability.

Physical contact may be used by all members of the school staff to control, restrain or direct children without the use of force. Physical restraint (the positive use of force/safe handling) may be used to protect a child from hurting her or himself or others, or from seriously damaging property. In all cases, members of staff are guided by the advice provided and ensuring children's dignity and rights are always respected. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Parental permission may be sought in advance if deemed necessary.

**Appendix 2**

## EXPECTED BEHAVIOUR – The Behaviour Curriculum

**Working together as a whole class, we expect children to:**

- Listen to each other and to the teacher without interrupting.
- Follow directions the first time they are given.
- Respond appropriately to one another and to the teacher.
- Sit still when it is helpful to do so; move appropriately and for appropriate reasons within the classroom space.
- Be aware of and respect other people's personal space.
- Value other people's views and be aware of everyone's need for time to think.
- Be alert and attentive.
- Respect the classroom environment.
- Respect other people's belongings and work

**Working together in groups, we expect children to:**

- Recognise and value one another's strengths.
- Support and encourage one another.
- Respect one another's views
- Be sensitive to one another's feelings and needs.
- Concentrate and apply selves to the given task whether working independently or with an adult, whether working within the classroom or in some other part of the school building or grounds
- Communicate quietly, clearly and effectively with one another.
- Allow everyone to contribute to the work of the group and to say what they want to say and encouraging constructive criticism.
- Try to sort out difficulties independently; seek support from and authorised adult if attempts to resolve difficulties are ineffectual.
- Share equipment.
- Care for equipment

**Working alone, we expect children to:**

- Concentrate on the task given and complete it as well as possible.
- Work independently, without interrupting other people unnecessarily.
- Accept responsibility for individual behaviour and work.

**In the playground we expect children to:**

- Respect the boundaries by playing on the playground, the patio or the field, but not at the front of the school, behind the library or in the environment area.
- If the field is wet, play on the playground, decking (if safe) or friendship garden.
- Recognise the needs of different groups of children.
- Enjoy playing together, but not at the cost of someone else's enjoyment.

- Recognise that someone may want to be alone and respect that.
- Find ways of including other people who may feel lonely.
- Establish the rules of a game and ensure that everyone playing knows the rules.
- Care for people if they are hurt.
- Listen to adults on duty: respond courteously and obediently.
- End any game as soon as the first bell rings, walk and line up at the designated place on the second bell, on the third and final bell lines are silent and in a quiet orderly manner ready to return to the classroom.

**In the hall at lunch time, we expect children to:**

- Walk into and leave the hall quietly.
- Sit where the mid-day staff indicate.
- Talk quietly.
- Put up a hand if help is needed and wait patiently until a member of the midday staff is at hand to attend them.
- Demonstrate appropriate manners.
- Say 'please' and 'thank you' appropriately.
- Use the crockery, cutlery and glassware correctly and carefully.

**In assembly, we expect children to:**

- Enter and leave the hall quietly and in an orderly way.
- Listen to the music, to adults and to others attentively.
- Respond appropriately with silence, comment, praise, laughter, action or song.
- Accept different styles of presentation and different expectations.

**On trips or at competitive events, we expect children to:**

- Be responsible for one another.
- Be responsible for their own possessions.
- Be aware of personal safety and that of others.
- Be aware of representing the school.
- Be aware of the needs of members of the public.
- Act courteously and speak politely.
- Walk quietly.
- Stay together.
- Accept rules.
- Encourage and support one another.
- Respond quickly to instructions.

**With visitors to the school, we expect children to:**

- Notice whether or not an adult is authorised, either because the adult is introduced to them wearing a visitor's lanyard or is accompanied by another member of staff.
- Be welcoming, courteous and helpful to any authorised visitor.
- If someone is not authorised, attract the attention of a known adult to that fact.

**At other times:**

When children are on the school premises, **we expect children to** always conform to our expectations of their behaviour, whoever is responsible for them. This means that they should:

- Be respectful towards all adults.
- Be considerate towards one another.
- Take care of the environment
- Leave equipment alone unless given specific permission to use it.
- Walk on the left hand side and transition from one place to another in a quiet and sensible way

**Appendix 3**

***Coded messages***

***I am trying to understand you, I'm interested in you, I can hold your emotions, I'm invested in this relationship with you, I can contain how you are feeling right now, I can bear this with you)***

**It's fine…**

*e.g., it's fine, you don't need to get upset, we can just go to Mrs Jenkins and tell her that you have forgotten your PE kit.*

**It's not a problem…**

*e.g., It's not a problem we can come back to that work and complete it during finishing off time.*

**It's ok…**

*e.g., It's ok we all make mistakes, and that's how we learn from them. If you just put a line through it and write underneath its Mr piper will know and he will understand.*

**You're letting me know that…**

*e.g., You're letting me know that you are feeling angry because you were tackled with the ball, and you got pushed on the floor.*

**You're telling me that…**

*e.g., You're telling me that you are sad and frustrated because you are finding the work too hard, and you don't understand. When you're ready we can look at it together.*

**It seems that…**

*e.g., It seems that you are finding it difficult to do your work at the moment. I would like to understand why this is so I can help you. (Provide the child with take up time if they need it by saying when you're ready I'll be…)*

**You want me to know that…**

*e.g., You want me to know that you are feeling angry because you didn't want to write those sentences in your book. When you have done those three sentences you can then play with the Lego (Low stress level activity chosen using the first and then approach to their learning).*

**It feels like/as if…**

*e.g., It feels like/as if you might be feeling sad because you didn't get to give mummy a cuddle before she left this morning?*

**…Let's sort it out/ do it together…**

*e.g., You're telling me that it's too hard, and that's ok, let's sort it out/do it together.*

**…We can fix this…**
*e.g., We can fix this together. When you're ready you pick up the chairs and put the things back in the bin, and I shall help you put the tables back.*

**You can do this I believe you can/in you.**
*e.g., you can do this, all you need to do is walk straight to Mrs May to pick up the work, and we will come straight back out to your work station.*

**I can understand that…has upset you/made you feel…because you thought/felt.**
*e.g., I can understand that Mr Johnson has made you feel upset because you thought you were allowed to go out to play today but you are not allowed too. It would be helpful to let him know so he can talk to you about it. So, can you find the words to tell him, or do you want to do it together?*

**…I need to keep you safe.**
*e.g., I'm staying in here with you because I need to keep you safe. When you are ready, I'll be over here.*

**I understand you need some space. When you're ready...**
*e.g., I understand that you need some space. When you're ready I'll be over by the printer.*

**When you're ready we can talk about it, I'll be…**
*e.g., when you're ready we can talk about it, I'll be by Mrs Smith's table sorting out the books.*

**Let's think of a way you can let me know next time.**
*e.g., Let's think of a way you can let me know next time. Could you think of a word you can use, or could we make a card you could show me?*

**… we just need to keep you safe.**
*e.g., You can be angry, we just need to keep you safe.*

**…It's ok you're safe.**

**Appendix 4**

## De-escalation Script

An emotionally aroused child (angry or upset) may not be able to think calmly or logically about what is happening. Their behaviour is giving us a message about how they feel. To avoid the situation from escalating, we need to:

Acknowledge
Empathise
Reassure
Direct

**The following script can be used:**

A: I can see and hear that you are feeling upset right now.
(*Mood match with your tone of voice, starting with a voice that is controlled, but also sounding emotionally charged. As they engage with you, model gaining control and gradually bring your voice down.)*

E: I would be upset too, if…….
(*State what has happened to upset the child)*

R: It's OK to feel upset.

D: When you are ready to…….
(*State what it is they need to do)*
I will know when you are ready because…….

You may also go on to say:
I need you to be safe/ behave in a safe way.
I am going to do…… now, but I will check to see if you are. ready.

REMEMBER!
Say as little as possible!
BACK OFF –If possible!