Behaviour Policy

Date	Revised amendment details	By whom
March 2024	Approved by TEFAT	Trustees
March 2024	Adopted and implemented by the school	Head Teacher
March 2025	Review date subject to any required statutory updates	Ops Group
September 2025	Review date subject to any required statutory updates	Head Teacher
September 2027	Review date subject to any required statutory updates	

Elliot Foundation Academies Trust Values

1. Put children first

a. We trust and value your professionalism
b. We share the responsibility for the learning and welfare of all of our children
c. Our purpose is to improve the lives of children

2. Be safe

a. Don't assume that someone else will do it
b. Look after yourself, your colleagues and all children
c. We are all responsible for each other's safety and well being
d. Discuss any concerns with an appropriate member of staff

3. Be kind & respect all

a. People are allowed to be different as are you
b. Kindness creates the positive environment we all need to flourish
c. This kindness should extend to ourselves as well as to others

4. Be open

a. If you can see a better way, suggest it
b. If someone else suggests a better way to you, consider it
c. We exist to nurture innovators and support those who take informed risks in the interests of children

5. Forgive

a. We all make mistakes
b. Admit them, learn from them and move on

6. Make a difference

a. Making the world a better place starts with you
b. Model the behaviour that you would like to see from others

Elliot Foundation

Related Policies and Documents

Anti Bullying policy

Safeguarding policy
Local Safeguarding Arrangements
Keeping Children Safe in Education

https://www.gov.uk/government/publications/behaviour-in-schools--2
this includes links for the Use of Reasonable Force In Schools -
Searching, Screening and Confiscation. School Suspensions and Permanent Exclusion Guidance. Mental health and Behaviour in school. Special Education Needs and Codes of Practice.

https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf
DFE guidance for schools in England: restrictive interventions, including the use of reasonable force, in schools

https://www.legislation.gov.uk/ukpga/2010/15/contents
Kings Norton Primary School acknowledges its legal duties under the Equalities Act 2010 in terms of safeguarding and supporting pupils with special educational needs. This means that all cases are considered individually and reasonable adjustments are made to procedures outlined in this policy where necessary.

Rationale

At Kings Norton Primary School, we want our children to be good citizens, to develop positive relationships with others and to develop the strategies needed to deal with challenging situations that occur in everyday life. We believe that good behaviour is essential to this being realised and we can achieve this through the teaching of our school values which are: ambition, supportiveness, politeness, inclusivity, resilience and empathy.

Aim

The aim of this policy is to promote and uphold high standards of behaviour in school in order that Kings Norton Primary School is a safe learning environment and all children can reach their full potential.

Roles and Responsibilities

We believe that the whole school community has a part to play in encouraging high standards of behaviour in and out of school. We support pupils in developing self-discipline through giving them increasing responsibility and independence.

Children are expected to aspire to the school's values and follow the school rules. They must reflect on their actions, take responsibility for their choices and make amends where appropriate.

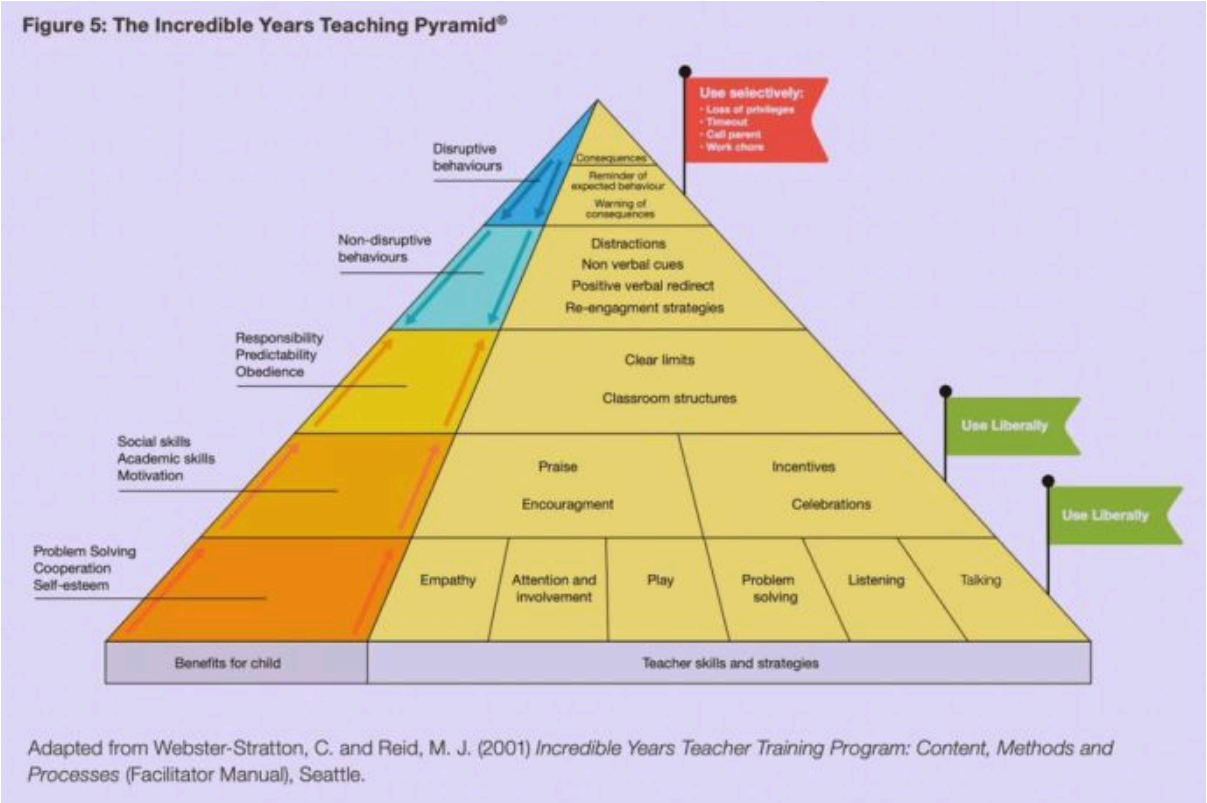
Teaching and non-teaching staff promote good behaviour by modelling our school values and rules. Staff have responsibility to pre-empt poor behaviour choices and/or dysregulation and to try to stop situations from escalating. Teachers and TAs do this by carrying out regular numerical check-ins with children to assess wellbeing at different points in the day. Staff praise and recognise good behaviour as well as implement sanctions. Teachers liaise with parents, when it is necessary, to keep them informed of their child's behaviour. Teachers, teaching assistants and lunchtime supervisors make referrals to the leadership team if they have a concern about a child's behaviour. All staff have a consistent approach to behaviour; they will insist on the children following the school rules and reinforce the school's values. Staff record incidents on Arbor in a timely manner and these are logged against a pupil's records. Access is open to teachers, learning support staff and the SLT. Staff who are TeamTeach trained are able to use positive handling to restrain a child if they or other members of the school community are at risk of harm.

The Senior Leadership Team monitor incidents in school and discuss referrals and concerns at EveryBody Matters Meetings fortnightly. The Behaviour Leader liaises with staff, parents and children to write and review an Individual Behaviour Plan (IBP) if needed.

Parent/Carer support is essential in securing high standards of behaviour for our children. It is rarely the case that instances of poor behaviour at school are not mirrored at home and because of this, we aim to work closely with parents to agree behaviour aims to improve children's behaviour both at school and at home. Parents are involved as soon as a concern arises. A discussion will take place where strategies to improve behaviour are agreed upon together. This may include an individual behaviour plan, behaviour chart or mentoring. Sometimes parents may have a concern about how other children are behaving towards their child. Staff are always available to listen to parents and will ensure action is taken immediately to resolve the issue. Under no circumstances should parents take action against another child or parent, either physically or verbally. In every instance, parents and carers must direct their concern to the relevant member of staff.

Guidance for staff on responding to behaviour

We believe that the Incredible Years Teacher Classroom Management model can have a positive effect on pupil behaviour. It aims to manage and promote children's social, emotional and academic competence.



If a child engages in classroom behaviour that is not in line with our school values and rules, the following guidance, which is displayed in every classroom, is given to adults so that the appropriate sanction is carried out.

1. A reminder of school values (ASPIRE) and school rules (be ready, be respectful, be safe) is given.
2. A verbal warning is given.
3. If they continue the same behaviour, they sit alone in the room away from peers.
4. If they continue the same behaviour, they are sent to another classroom to work for a set amount of time. At the next play time or lunchtime opportunity, they attend reflection with a member of SLT.
5. If they still continue, parents may be informed and called in for a meeting to discuss their child's behaviour.

Incidents are recorded on Arbor. They are monitored by the Behaviour Leader and discussed fortnightly at EveryBody Matters meetings. If a child has several incidents recorded on Arbor, then the teacher and behaviour leader will meet and may subsequently arrange a meeting with the parents to discuss next steps.

If a child's behaviour escalates, staff use a range of de-escalation strategies to best calm the situation such as distraction, humour, clear instructions, limited choices, physical space and time out. A large number of staff are trained in Team Teach positive handling and de-escalation techniques. Before using restrictive interventions or seclusion, staff consider the risks carefully and carry out a dynamic risk assessment to ensure the most appropriate course of action. Our priority is always the safety of all concerned.

When it is decided that a restrictive intervention is going to be required, staff make clear their intentions to children offering them a chance to change their behaviour and stop putting themselves or others at risk. Any member of staff can intervene and stop a child from hurting themselves or others. If we have to hold a child to remove them from a dangerous situation or because they are a danger to themselves or others, we will inform parents/ carers after the event. We keep records of any positive handling incidents in the Bound and Numbered Book.

The school behaviour curriculum and pupil support

Pupils at Kings Norton are supported to make good behaviour choices in a number of ways.

Our school **values and rules** are discussed, embedded and rewarded everyday. In addítion, we have a value of the half term which is focussed on in assemblies. Each week of the half term, classes discuss and agree an action to carry out which demonstrates the value in focus.

Adults support pupils to make appropriate correct choices by:

- Providing interesting and engaging learning opportunities
- Providing learning opportunities which are appropriately challenging
- Giving clear instructions and explanations
- Giving clear reminders of expectations
- Praising and re-affirming positive behaviour choices
- Recognising and rewarding good behaviour
- Adapting the learning environment where necessary
- Providing individual behaviour plans for children where necessary
- Open, honest and timely communication with parents and carers.
- Conducting regular check ins with children at the start of teaching sessions
- Pre-empting potential behaviour challenges and making adaptations

At Kings Norton, all classes' PSHE, RHSE and social and emotional learning is met by the teaching of the Jigsaw PHSE scheme. Jigsaw nurtures children to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world.

The learning mentor regularly mentors children who need extra care and support to make the right choices. Children may be referred due to behaviour concerns, friendship issues, a parental request, a child request or social care request intervention. All mentoring programmes and pastoral support for individuals begins with completion of a 'Three Houses' and the use of Wellbeing Cards. Mentoring may take the form of informal chats, playing board games, art work, PE activities or a formalised intervention such as My Happy Mind.

It may be decided that to support a child to make improved behaviour choices, where positive behaviour management strategies have not been successful, then an Individual Behaviour Plan is required. IBPs are graduated and are usually the result of persistent behaviour (ranging from low level to serious). Class teachers create IBPs with support of the behaviour leader and then inform parents and carers. They are reviewed termly and once the desired behaviour aims have been met, then the IBP is discontinued. If poor behaviour continues and further incidents occur, then the SLT will review contacting other agencies for support.

We recognise that some pupils will require a more flexible approach and require additional support with their emotions and behaviours to succeed in school in line with the Equality Act 2010. We make reasonable adjustments to provide equality of opportunity. We identify those children through teacher referral, parental referral, child self referral and through discussions at EBM meetings. We support those pupils through assessments, IBPs and specific programmes of support based on their individual needs. These may be contributed to by parents and external professionals (such as the Mental Health Support Team) who support our school. Where pupils have a high level of sustained need, this may result in an application for a SSPP or EHCP so that the child's needs can be provided for on a long term basis. To ensure equality of opportunity, the strategies in a pupil's IBP or support plan will take priority over whole school rewards and sanctions.

Learning behaviours which support learning are taught at Kings Norton Primary School. The teaching and consistent use of learning behaviours such as Corridor Code, Positive Greetings at the Door, Tight Transitions and Active Listening allow staff to anticipate rather than react to problems in the classroom and reduce the need for teachers to constantly 'manage' misbehaviour.

How we reduce negative behaviour

At Kings Norton, we know that everyone makes mistakes and believe that everyone deserves the chance to make amends with everyday being a fresh start. In every instance, disapproval is directed at the behaviour, not the child and children are reminded of consequences and given the opportunity to put things right.

We use language that assumes compliance. We start instructions with the child's name and finish with Thank You to pre-empt the instruction being followed. In addition, we start sentences with phrases such as At Kings Norton, we… At this school, we… The Kings Norton way is to…

Reflection Time is used as a consequence when children fail to make good choices in the classroom or on the playground. The length of time to reflect will be dependent on the child and the severity of the incident; it may involve time out from the playground or spending time in reflection with a member of SLT. The child will be encouraged to think about their behaviour, how they would modify it and how to make amends to the other child. Parents will be contacted about serious incidents.

When issues among peers arise and incidents have occurred, a restorative approach is used to help heal and restore supportive relationships. When staff are involved in helping to resolve issues, they will use a restorative approach using the following questions:

- What happened?
- What were you thinking at the time?
- Who has been affected?
- In what way were they affected?
- What needs to be done to make things right?
- What will you do differently next time?

This approach is used so that the children understand the consequences of their actions, know how others feel and have the skills to solve problems on their own.

A Check In Card may be issued to a child so that they can meet frequently with a member of SLT and review their behaviour and attitude each day. The class teacher will complete the card at the end of each lesson/session. This means that good behaviour can be frequently recognised and staff can step in and talk to the child and discuss strategies to prevent any escalation of issues.

A non contact agreement between children may be drawn up and signed by children who fail to maintain positive relationships with peers.

Fixed term exclusion (suspension) may be considered if a situation is deemed sufficiently serious. Suspensions are issued by the head teacher but are discussed by all appropriate staff members involved to ensure a broad, fair and balanced viewpoint. In the event of a suspension being issued, a reintegration plan will be written and agreed with parents or carers in a meeting on the return to school date. Suspensions will always be confirmed in writing. Suspensions may be issued for:

- Physical violence to pupils or staff
- Property damage
- Significant inappropriate behaviour
- Inappropriate behaviour during educational visits or extra curricular activities

Permanent exclusion from school may be considered, in line with statutory guidance, in extreme circumstances or significant breaches of the school's behaviour policy. Consideration would be made whether allowing the pupil to remain in school would significantly harm or risk harming the education or welfare of the pupil or others in the school. Extreme circumstances may include:

- Serious bullying incidents, including homophobic, racist incidents or sexist incidents
- Bringing a weapon into school
- Significant violence to children or staff
- Persistent and repeated violence to others and/or property
- Repeatedly and persistently refusing to follow the instructions of staff
- Repeated or persistent behaviours which put themselves at harm or risk of harm

How we promote positive behaviour

At Kings Norton, Teachers provide learning opportunities that are engaging and challenging. Incentives and rewards are used consistently to promote good behaviour, raise self esteem and celebrate outstanding work. We strive to ensure a 5:1 ratio of positive to negative interactions with children.

verbal recognition	Issued for demonstrating our school values and following our school rules and general good behaviour. To create a positive classroom environment, we aim to acknowledge positive behaviour 5 times more often than negative behaviour. I like it when… Thank you for…Well done, xxx is …
class dojos	Dojos are given to the whole class by teachers for demonstrating school values or rules. Year groups decide on the number of points needed to trigger an award. Awards have been agreed by each year group after pupil consultation.
individual dojos	Dojos are given to individuals by teachers and assistants for demonstrating school values or rules. Year groups decide on the number of points needed to trigger an award. Awards have been agreed by each year group after pupil consultation.
star of the day	Children are nominated by the class teacher or teaching assistant for demonstrating school values or rules that day. Children receive a Star of the Day certificate or sticker at the end of the school day.
star of the week	Children are nominated by the class teacher for demonstrating school values or rules that week. Children receive a Star of the Week certificate in our weekly Celebration Assembly and their achievement is celebrated on our weekly online newsletter. Parents are invited to Celebration Assemblies.
special recognition	If children impress their teacher or teaching assistants with excellent effort, behaviour or work in lessons then they may be asked to show their work to the Senior Leadership Team as a celebration. In these instances, sticker rewards will be awarded to children for their hard work.
house points	All children and staff are allocated a team either: Ash, Beech, Elm or Oak. House Points are awarded by all adults in the school to teams and individuals for demonstrating school values or rules. Points are recorded each week by class teachers. Points are counted each week and the winners are announced in the Celebration Assembly.

Staff development and support

Teachers and TAs receive behaviour related training half termly in safeguarding staff meetings. Lunchtime Supervisors/Play Team Workers meet every three weeks with the Behaviour Leader to discuss any issues that need to be addressed. Senior Leadership will support teachers by being available to support with serious behaviour incidents, providing advice and support as needed for class teachers and support staff, regularly communicating with class teachers about behaviour concerns and communicating with parents and carers when necessary. In addition, we seek advice and support from the Mental Health Support Team. In very rare circumstances, an immediate and emergency response may be needed in which case a staff member sends the red hand to a member of SLT, learning mentor or the school office.

Child on Child Abuse

Kings Norton Primary School takes matters of sexual violence or harrassment very seriously. Such behaviours are unacceptable and will not be tolerated. We are committed that no incidents or behaviours are ever deemed as simply *'banter'*, children *'having a laugh',* or as *'part of growing up'*. Safeguarding children is our highest priority both inside and outside of school. Any reported instances of sexual violence or harrassment will be dealt with on a case by case basis by members of the senior leadership team with DSL status using their professional judgement and seeking the support of CASS (Children's Advice and Support Service) and the Police as required.

Banned items
A member of staff may search a child or their bag if they think the child has any banned items. The member of staff will always try to get the child's cooperation before searching them. If the child does not cooperate, the staff member may still search them if there's a risk of serious harm. A member of staff can confiscate an item if:

- it's banned
- it poses a risk to any person
- it's considered to be evidence relating to an offence

School staff may also confiscate items as a sanction. Parents will always be told about any search for a banned item and the outcome - including any sanctions.

Banned items include:

- weapons
- alcohol
- illegal drugs
- stolen goods
- tobacco products and vapes
- pornographic images
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence

Mobile phones may be brought to school if a child travels to and from school on their own. Mobile phones must be handed into the school office for safe keeping at the start of the day.

Parental/carer liaison
If a child persistently does not demonstrate our school rules and/or values, texts or phone calls will be made to parents/carers or they may be asked to come in to discuss their child's behaviour. It may be decided that a home-school book is used as a system to monitor their progress and keep parents/carers informed. If an IBP is written, then targets are set for the child and discussed with parents.

Malicious allegations
If a child makes an allegation against a member of staff that - after investigation - is determined to be false and malicious, we will consider whether disciplinary action is required against the student. This will be proportional, based on the individual case and take into account the needs and feelings of all parties involved.

Behaviour in the playground
We want all the children to enjoy their time outside playing safely using the equipment. At Kings Norton, we have adopted an OPAL (Outdoor Play and Learning) philosophy that allows the children freedom to explore play in their own imaginative ways, often using found and gathered resources in the natural outdoor environment. An OPAL approach promotes a more inclusive play environment in which all children can feel comfortable to express themselves. Children are supervised at all times during play and lunch sessions and they choose between the different play types on offer. All staff are aware of how the equipment should be used and are pro-active in dynamically risk assessing situations and intervening when necessary. Unsafe behaviour will not be tolerated, and senior members of staff will be called on to support when and where necessary. We recognise that some children do not want to be or find it challenging to be on the playground for all or some of lunchtime so we have an alternative provision lunchtime club which runs from 12.30pm where children can play games and socialise in a calm atmosphere. Good behaviour at lunchtime is rewarded with praise, the lunchtime award sticker, dojos or house points. If children behave in a way that does not adhere to our values and rules then this is passed on to the class teacher. Alternatively, children can be taken inside for time out and a cooling off period.

Safeguarding

It is everyone's responsibility to ensure all children's safety at all times (see Keeping Children Safe in Education 2023). All concerns will be recorded onto My Concern and discussed that day with a DSL. Concerns are discussed fortnightly in the EveryBody Matters meeting.

Lead DSL- Miss Arrowsmith
Deputy DSL - Mr Sheehan
Deputy DSL - Mr Darby
Deputy DSL- Miss Eggington

Concerns will be discussed with children and 3 houses will be used to gain their voice. Parents will also be contacted to gather further information. Outside agencies may be contacted when necessary and further support for families offered.