

Kings Road CPS



Behaviour for Learning Policy

Author	Darren Morgan
Date	October 2022
When this policy was ratified by governors	October 2022

Excellence, in every area without compromise

There is one rule for everyone at Kings Road Primary School which is:

“At Kings Road we behave with respect, courtesy and consideration towards one another at all times”

In practice this means that;

- We are kind and gentle – we do not hurt anyone by our words or by our actions.
- We work hard in every learning opportunity – we do not waste our own or other people’s time. Learning is a fantastic opportunity that we should make the most of.
- We look after all property - our own, other children’s and equipment belonging to school – We try hard not to waste or damage things.
- We always listen to other people and do not interrupt. This is a sign of respect for other people.
- Whatever has happened we are honest. we do not cover up the truth.
- Respect all members of our school community. This includes regard for authority and equality.

We have high expectations of all our children at Kings Road Primary School. We expect good behaviour and have a system of rewards to recognise the exemplary behaviour demonstrated by our children. This is celebrated each week in our Friday Celebration Assemblies where we congratulate children who have excelled.

KR Philosophy

It is constantly reinforced with the children that the reason to make the correct choice is for intrinsic purposes, how we feel about ourselves and respecting others. Sometimes an extrinsic reward may be the outcome of a positive choice but this should not be the sole motivating factor as it can result in disheartenment if the choice is not recognised. Conversely, the same can be true when a child makes the wrong choice. Furthermore, should a child make the wrong choice it is the behaviour that is unacceptable and not the child; we will sanction the behaviour but not label the child.

The school takes responsibility for matter which occur in school, however, on occasion school may decide to act on behaviours that have occurred outside of Kings Road should it deem appropriate and in the best interest of the child, other children or school.



Behaviour for Learning

Kings Road is a UNICEF Rights Respecting School and as such our policies reflect the UN Convention on the Rights of the Child. The following articles are particularly relevant to this philosophy and principles of this policy:

Article 12, Article 19, Article 29, Article 31

Anti-Bullying

Kings Road is a UNICEF Rights Respecting School and as such our policies reflect the UN Convention on the Rights of the Child. The following articles are particularly relevant to this philosophy and principles of this policy:

Article 12, Article 14, Article 28, Article 29, Article 30






Anti-Racism

Kings Road is a UNICEF Rights Respecting School and as such our policies reflect the UN Convention on the Rights of the Child. The following articles are particularly relevant to this philosophy and principles of this policy:

Article 2, Article 30

Start of each day.

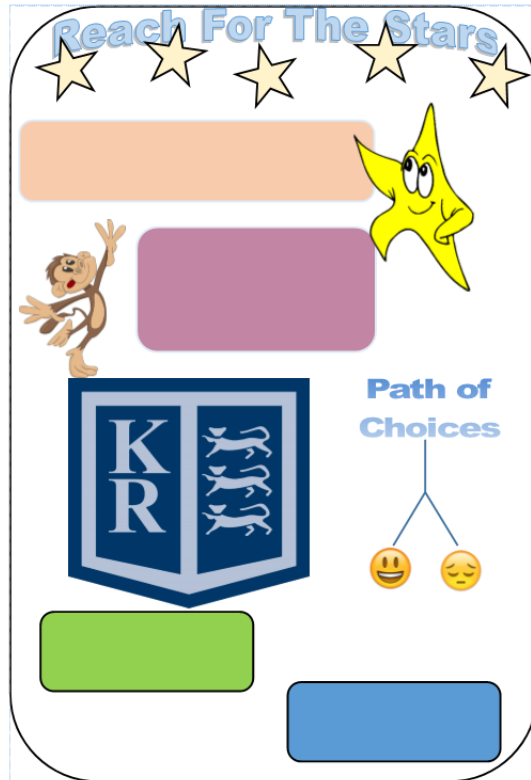
In order to proactively and strategically address potentially disruptive behaviour due to a child's emotional state, all children at KR will identify how they are feeling each day. Each class has a system whereby the children will identify their emotional well-being. Should a negative emotion, such as, sadness or anger be identified by the child, it will enable the professional to address this at the start of the day, hopefully benefitting the child and subsequent learning.

How Are You Feeling Today?	
	
	
	
	
	

An example of we may invite children to share their feeling with us

Y1

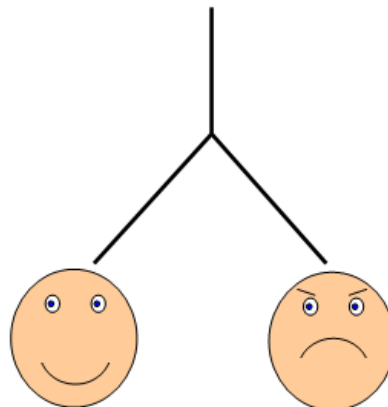
The reason for the correct choices is constantly reinforced at all levels. Each Y1 class has a chart whereby the children's names begin on the KR badge and may get moved during the day based on the choices that they make. Negative actions may result in the child's name being placed in the green and then blue box, however, this is reversible. Positive choices may result in the child's name moving up the three aspects to the scale. Should they end up in a star at the top of the chart (Reach for the Stars), they have more than reached, and symbolically arrived at a star. These children will be celebrated in Friday's Celebration Assembly. Below is an example of the chart but teachers use variations of this theme.



KS2

Again, the reason for making the correct choice is self-respect and respect of others. The children are constantly reminded that they have choices to make.

The Path of Choices



Additionally, sometimes we all get into cycles of negativity. For instance, a wrong choice is made, resulting in a reprimand, resulting in negative emotions, resulting in further reprimands and so on. Therefore, it makes sense for someone to try and break this circle of conflict. (There is also a cycle of positivity).




Y2-6 Rewards

There are a variety of extrinsic rewards for all Y2-6 children, the following poster is on display in all classrooms and other communal areas.

Kings Road Primary School - possible rewards



- Self-esteem, self-respect, self-gratification
- In class systems (such as Dojo points and marbles in a jar)
- House points
- Mid Day Supervisors' awards
- Deputy Headteacher's certificate
- Headteacher's certificate
- Bev Lee Award



Reach for the stars

There are many other incentives, including positions of responsibility for those that have shown a positive attitude over a prolonged period of time, including head boy, head girl and house captain.

Consequences of Unacceptable Behaviour

Sometimes unacceptable behaviours may be chosen by a child. Should this be the case, the behaviour will be addressed whilst maintaining a positive stance on the child's personality.

There is a progressive sanctions policy which is displayed in all Y2-6 classrooms and community areas.

Kings Road Primary School - Sanctions

- 1) Green Card (name recorded in green card book)
- 2) Blue card (LOFT)
- 3) Sent to Assistant Headteacher for OTS
- 4) Sent to Deputy Headteacher to receive a formal consequence
- 5) Sent to headteacher and parents informed.

2 formal consequences = ROB (Review of Behaviour meeting involving teacher, assistant headteacher, head of house, parents and pupil).

5 formal consequences in one half term will result in a suspension

LOFT

Unfinished work—time spent completing work.
Or
Poor attitude—time spent competing LOFT reflection exercise

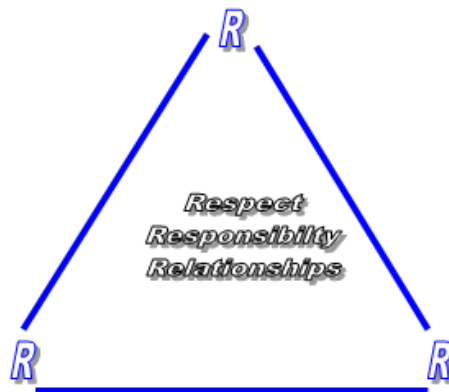
Per half term

X3 = visit to hub to discuss reasons
X5 = visit to Headteacher
X6 = Review of Behaviour meeting (including parents, AHT, head of house and class teacher)



Excellence without compromise

Should inappropriate choices be made, our ambition is that relationship strategies will positively affect the child's behaviour.



However, should this be ineffective, then the child may be shown a green card in order to identify to them that their behaviour is unacceptable and is at a level where a sanction may be used.

Green Card

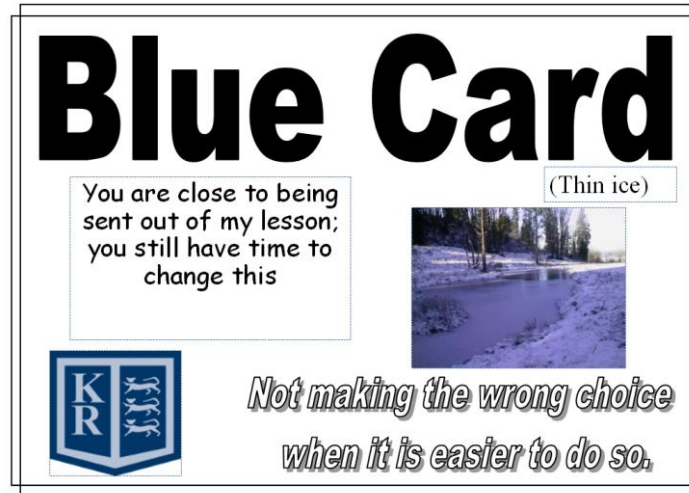
Please allow new standards to grow.





Making the right choice when it's difficult to so.

Should the behaviour continue, they may be shown a blue card. If the child gets shown a blue card they will also be expected to undertake a LOFT (Loss of Free Time).



Occasionally, this may also prove to be ineffective. At this point the child will be sent to an Assistant Headteacher for an OTS (opportunity to succeed). This involves a discussion when the AHT will decide after discussion with the child whether to send the child back to class for a second chance or on to the Deputy Headteacher for a Formal Consequence. There are a multitude of factors that will influence the AHT's decision, including context, recent history and the content of the discussion.


Should a child receive a Formal Consequence the member of staff (usually a member of the Senior Leadership Team) will record verbatim from the child's perspective what has happened. The member of the SLT will then decide whether the behaviour warrants a discussion about their behaviour or a Formal Consequence. Should a Formal Consequence be given the child will then fill in a sheet of reflection.

Name	Date
What happened?	
What were you thinking about at the time?	
Are you sorry?	
How have others been affected by your behaviour?	
How have you been affected by your choices?	
Promise Box	
If you would like to make a promise to yourself, or somebody else please write this in the box below	

Lunch Time Charters

Different locations (for instance Old Hall, Outdoor) have slightly different expectations, these are communicated to the children via 'The Lunch Time Charters'. Below is an example of a Charter

Kings Road Primary School Charter of Respect



Dining Room

Expectations of Staff

- To keep you safe
- To treat you respectfully
- To ensure you have food to eat

Expectation of Pupils

- To walk sensibly
- To keep conversations to a quiet level and to those near to you
- To use manners and cutlery when eating
- To treat adult with respect
- To leave the hall when requested to
- To not waste food

Possible Consequences

- Asked to move to a different place (for the session or a longer period)
- Refused entry to the dining hall (eat in Morgan's or Miss Grimsley's Office)
- Requested to eat last
- Requested to eat with a different class
- Class teacher informed

Awareness System

- Informal warnings
- Green Warning Card— A consequence is to be used
- Amber—Name on board and teacher informed
- Red— Immediately removed from Dining Hall. Headteacher and parents informed.


The Review of Behaviour meeting is aimed as being a positive strategy to help the child to make the right choice and identify and remove barriers to having a positive attitude. We aim to always treat all children fairly.

Some behaviour may result immediately in a Formal Consequence. This is not pre-defined due to the potential number of factors. However, some behaviours will not be tolerated and will result in at least a Formal Consequence, such as violence, threatening behaviour or searing towards a member of staff. There are some behaviours that may result in a suspension or permanent exclusion.

We will endeavour to help the children to make the correct choices. One such strategy is that the child receives an incentive book, encouraging them to make the correct choice through extrinsic rewards. Our ambition will be to reduce extrinsic rewards and replace with intrinsic gratification systems over time.

Incentive Card

Kings Road Primary School



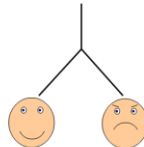
Name _____

Class _____

Date _____

Reach for the stars

The Path of Choices



Targets

1 _____

2 _____

3 _____


Aim


□ 5 _____ □ 5 _____

Term	1	2	3	4	5
M	1				
	2				
	P				
Tu	1				
	2				
	P				
W	1				
	2				
	P				
Th	1				
	2				
	P				
F	1				
	2				
	P				

Results □

The Circle of Conflict





Houses
Kings Road has six houses in order to provide a further pastoral tier to the school. It also offers a further extrinsic reward system and positions of responsibility. All members of the school are in a house; there are termly house assemblies.

Suspensions and Permanent Exclusions.
Any decision to suspend or exclude a child will only be made where every measure has been put in place to avoid this outcome. Suspensions and exclusions are in line with the recommendation of the Timpson Review, this includes notifying the Governing Body, the pupil's social worker (if appropriate, the Virtual School and the Local Authority. Permanent Exclusion is a legal issue involving the Parents, the Headteacher, Governors and the Local Authority. This is a very serious matter.

A decision to exclude a pupil permanently will only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school (*taken from Exclusion from Maintained Schools, Academies and PRUs in England – DFE*)

Internal Suspension

In addition to the formal measures highlighted in this policy a plethora of informal relationship driven measures must also be used to encourage positive behaviour. A formal measure that may be used at the sole discretion of a member of the Senior Leadership Team is to administer an internal suspension whereby the pupil will be asked to work with a different member of the school staff. An internal suspension must follow the following parameters

- Parents or guardians to be informed
- The reasons for the internal suspension to be fully explained to the pupil
- A consultation to be held with the pupil before re-integration with the class
- Playtimes and break times to be provided, but at an alternative time to the pupils' usual peers

Incidents of bullying or racism.

We regard bullying and racist behaviour as extremely serious and take firm action against it. We promote the celebration of diversity and equal opportunities throughout school life and support children to stand up against bullying or racist behaviour, for themselves and to help others.

Bullying and racist incidents are logged and anonymously reported to the governing body.

We encourage children and parents to always let teachers know of any incidents of bullying or racism so that we can take action against it. Any racist incidents are logged by the Headteacher, Deputy Headteacher or member of the Senior Leadership Team who will then report them to Trafford.

Searching Pupils

In line with 2022 guidance the following conditions are in place should a search of a child their property be undertaken

- The headteacher or deputy headteacher (or member of SLT in their absence) must be consulted with prior to the search
- Two members of staff must be present (and they should be of the same gender)
- A search may only be carried out on a child if there is a suspicion of serious harm if the search is not urgently carried out
- All searches should be recorded on CPoms, under the behaviour category.

Disciplining Pupils Beyond the School Gate

Keeping Children Safe in Education is explicit that schools have a responsibility to protect children at all times, including beyond the hours and grounds of the building. This includes

- Online abuse
- Child on child abuse
- Bullying
- Cyber bullying
- Prejudice based and/or discriminatory behaviours

Kings Road will intervene appropriately when unacceptable behaviours are brought to the attention of the school.

Roles and Responsibilities

The governing body

- 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 (appendix 1)

- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor 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 (see section 13.1)

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 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, where possible, 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, whilst 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 standard, and the consequences they will face if they don't meet the standard

The pastoral support that is available to them to help them meet the behavioural 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.

Reasonable Force

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

- Causing disorder

- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Zero-tolerance approach to sexual harassment and sexual violence

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

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

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

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

Please refer to our child protection and safeguarding policy for more information [insert link]. Edit the above to reflect the processes you have in your child protection and safeguarding policy.

Malicious allegations

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

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

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

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

Please refer to our child protection and safeguarding policy [insert if you have a standalone policy for allegations against staff: and a statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse against staff or other pupils.

Special Educational Needs

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 balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil 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 take into account:

Whether the pupil was unable to understand the rule or instruction?

Whether the pupil was unable to act differently at the time as a result of their SEND?

Whether the pupil is likely to behave aggressively due to their particular SEND?

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

The school will then assess if 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 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 issue. If appropriate, the school may request an emergency review of the EHC plan.

Appendix A – Written Statement of Behaviour Principles

- ▣ Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- ▣ All pupils, staff and visitors are free from any form of discrimination
- ▣ Staff and volunteers set an excellent example to pupils at all times
- ▣ Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- ▣ The behaviour policy is understood by pupils and staff
- ▣ Exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- ▣ Pupils are helped to take responsibility for their actions
- ▣ Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix B - References

This policy is based on legislation and advice from the Department for Education (DfE) on:

- ▣ [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- ▣ [Behaviour in schools: advice for headteachers and school staff 2022](#)
- ▣ [Searching, screening and confiscation at school 2018](#)
- ▣ [Searching, screening and confiscation: advice for schools 2022](#)
- ▣ [The Equality Act 2010](#)
- ▣ [Keeping Children Safe in Education](#)
- ▣ [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- ▣ [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- ▣ [Use of reasonable force in schools](#)
- ▣ [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- ▣ Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- ▣ Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- ▣ [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online