



**2025 - 2026**

# Kingsclere CE Primary School

## Behaviour Policy

Date created	20 <sup>th</sup> September 2020
Review period	Annual
Next due for review	September 2026
Governors Committee Responsible	FGB
Date Reviewed	September 2025

The Behaviour Policy has been created by stakeholders of Kingsclere CE Primary School based on the school's Behaviour Principles as well as DfE guidance on 'Behaviour in Schools' (2022), Revised Behaviour in Schools Guidance, Suspension and Permanent Exclusion Guidance (2022) and the Restrictive Physical Intervention in Schools Policy.



Kingsclere CE Primary School, Ash Grove, Newbury, Berkshire, RG20 5RE

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Love Courage Respect

# Kingsclere CE Primary School Behaviour Policy

## Aims

Our Behaviour Policy at Kingsclere CE Primary School aims to encourage our children **to be confident and thoughtful individuals with a love for learning**. We aim to create a nurturing, inclusive environment with high expectations where children thrive and reach their full potential. Our school vision is encapsulated in our school strapline:

**‘Hand in hand we learn, we grow, we soar.’**

We also aim to achieve this through instilling our core school Christian values of *love, courage* and *respect*. In day-to-day school life and when online we encourage all children:

- to show *love* and kindness towards others
- to have the *courage* to make the right choices and stand up for our values
- to show *respect* in our choices and attitude to all

## Our Behaviour Policy aims to achieve this by:

- Providing a consistent approach to behaviour management for which everyone takes responsibility
- Promoting positive behaviour through a school culture of love, courage and respect
- Outlining ways in which we support all children to reach and maintain expectations for behaviour
- Ensuring staff are teaching and modelling self-regulation
- Empowering our pupils to make good choices for behaviour
- Providing strategies to address bullying - please refer to our Anti-Bullying Policy
- Providing strategies to ensure children make good choices when online
- Ensuring and maintaining a positive climate for learning and growth
- Providing strong and consistent leadership that ensures all staff feel supported to carry out the responsibilities outlined in this policy. This includes regular training and opportunities for professional discussion amongst existing staff and provision within the induction programme for new staff, so that all adults can implement the policy with confidence.

## Our School Code of Conduct outlines key behaviour goals (see Appendix F)

We show *love, courage* and *respect* in all we do by:-

- Listening to and following instructions
- Showing kindness and respect to others
- Keeping ourselves and others safe

Our Code of Conduct are displayed in every classroom and learning space across the school. The expectations are simple, clearly explained, and explicitly taught so that all children understand what is required of them.

## Behaviour Curriculum

At Kingsclere CE Primary, all staff explicitly teach and model positive behaviour so that children understand how to behave well. We believe behaviour must be taught, not simply told. Children are not all the same; they bring different experiences, skills, habits, and beliefs to school. As Tom Bennett (Running the Room) explains, many pupils are ‘novice behavers’ who need explicit instruction and clear examples in order to succeed. For example, staff teach children step by step how to line up calmly, listen when an adult is speaking, work respectfully with a partner and move

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safely around the school. This process includes giving explicit instructions, modelling the behaviour ourselves, inviting children to model it for others, and using role play where appropriate. Expectations are made visible and consistent across the school through our STAR behaviour and behaviour curriculum posters.

When teaching behaviour, staff frame messages positively and follow a simple structure:

1. Why we behave in this way (the purpose and benefits)
2. How to behave in this way (the practical steps)
3. What happens if we do not behave in this way (the consequences)

This consistent and explicit approach ensures children understand expectations clearly and are supported to meet them in every area of school life.

### **The role of adults in our school**

All adults at Kingsclere CE Primary School are responsible for the implementation of the Behaviour Policy and our behaviour curriculum and are expected to adhere to it consistently.

We know that the adults in the school community greatly influence the expectations of behaviour (online and in person) and therefore are expected to model high standards of behaviour, in line with our Home-School Agreement. We believe that if staff model and make reference to our school vision statement and core Christian values and follow our behaviour curriculum guidance children will identify with those expectations, and this will impact positively on their own behaviour. This is achieved through developing positive, respectful relationships with each other, with the children, parents, carers, governors and with all visitors to the school.

### **The role of parents and carers**

Kingsclere CE Primary School is a community of people. We believe that forging and promoting strong partnerships between the school and our families is essential to encourage children to make positive choices about their behaviour (online and in person) and to embody our school vision and core Christian values of 'Love, Courage and Respect'.

We promote our home/school partnership to maintain high standards of behaviour and aim to work in collaboration with parents and carers to support this. We achieve this through:

- sharing our parent and carer Home-School Agreement
- communicating our expectations and how we promote and manage behaviour
- working closely together with children and families when issues arise to resolve them collectively

### **The role of children**

Children are expected to model our school Christian values of *love*, *courage* and *respect* in their behaviour choices (online and in person) at all times and follow our school Code of Conduct at all times. Through careful nurturing, encouragement and teaching, we expect the children to learn to take responsibility for their own behaviour. Children will also sign our Pupil Home-School Agreement following appropriate discussion and explanation in school.

### **The role of Collective Worship**

We believe that Collective Worship can be highly effective in reinforcing high expectations of behaviour. Collective Worship is recognised by the whole school community as being an integral and highly valued part of our school day, during which children are taught to explore how Christian values, including our core school Christian values of Love, Courage and Respect and British Values influence our lives, our personal values and our behaviour choices.

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## **Celebrating and teaching positive behaviour choices**

We have a core set of rewards which will be used by all staff; these may be supplemented by systems that work for individual classes to reflect specific and changing cohort needs.

Positive behaviour is highlighted using the 'Language of our Behaviour' prompts in each classroom and learning space. Children are always expected to follow our School Code of Conduct and make positive behaviour choices. In order to recognise that a pupil has exceeded this expectation, they may be rewarded by:

- positive verbal praise
- house points to recognise positive choices in class and around the school, as well as rewarding learning
- Headteacher certificates – awarded in Friday's Celebration Worship
- whole class behaviour rewards – such as use of the well-being suite or Pirate Ship as a reward during the day
- trophies awarded weekly
- a conversation with a parent or carer to celebrate an outstanding achievement, by telephone, email or in person
- school value awards – half termly recognition of achievements

Each staff member will use the '**Language of our Behaviour**' prompts to support the language of positive choices with children. The 'Language of our Behaviour' prompt can be viewed in full in Appendix A.

## **Active Breaks and Brain Breaks**

We aim to use active, and brain breaks to promote all children's work health which includes their engagement levels, productivity, motivation and creativity. Staff will use a variety of active breaks and brain break activities throughout the school day to support children's engagement. Deakin's Institute for Physical Activity and Nutrition shows that children's increased physical activity helps effective brain development, concentration and improves levels of engagement.

## **Managing behaviour expectations during learning time**

We understand that sometimes some pupils may not uphold our agreed expectations. If this happens, we believe in applying a graduated response, always recognising the need to teach the children how to make positive and appropriate decisions, whilst acknowledging their emotions.

We believe it is important for staff to act swiftly and consistently to address poor behaviour choices, without humiliation. All consequences will be in line with the school's ethos, the specific needs of the individual, and the law.

For consequences to be effective, adults must be clear that **it is the behaviour, not the person, that is being challenged**.

We actively encourage and teach children that they can 'turn it around' and make another choice.

Any incidents of poor behaviour choices where a sanction has been required will need to be recorded by the class teacher onto CPOMs and monitored by the class teacher.

## Progression of consequences

<b>Verbal Warning</b>	Any child who is struggling to maintain high expectations of behaviour will be given a verbal reminder which makes clear what the expected behaviour will look like.
<b>Turn it Around</b>	If behaviour choices do not improve, the staff member will discuss the inappropriate behaviour choice with the child and explicitly outline the better choices which are expected, thus giving the child the opportunity to 'turn it around'.
<b>Class Teacher to put a consequence in place</b>	Should the child not have 'turned it around', the staff member will meet with the pupil to action next steps. A consequence can be put in place to reflect the age of the child and the severity and context of the incident. The child's class teacher will inform the parents/carers at the end of the day.
<b>Meeting between the Class Teacher and Parent/Carer</b>	If behaviour continues to be persistently poor, the class teacher must organise a meeting with the parent/carer to inform them of the number and type of incidents and share an action plan to support the child in improving their behaviour. The action plan and a record of the meeting with the parent/carer would be added to the initial CPOMs entry to show what proactive measures have been put in place to support and manage the child's behaviour. An example of an action plan can be found in Appendix C.
<b>Phase Leader or SENCO and Safeguarding Officer and Parent/ Carer</b>	A member of the Senior Leadership Team – Phase Leader or SENCO and Safeguarding Officer (SLT) - must be informed once the action plan has been put in place. If the action plan is not successful, a member of the Senior Leadership Team will meet with the staff member and parent/carer to action an agreement moving forward. Where exclusion might be being considered, the SLT member must inform the Headteacher immediately and such action must be discussed and agreed with the Headteacher accordingly.
<b>Headteacher and Parent/Carer</b>	The Headteacher is informed and speaks to the child. The child's parent/carer is contacted by email or telephone call and a formal appointment made to discuss behaviour.

Refer to Appendix B regarding expectations during learning time to see further details on the appropriate progressive consequences of poor behaviour choices.

On some occasions, a serious breach of the Behaviour Policy e.g., putting someone in immediate danger, may be escalated to the Headteacher immediately without compliance to the behaviour progression document. Refer to Appendix D for examples of serious behaviours and a flow chart on how we manage such incidents.



## Managing behaviour expectations at lunchtime / break-time

Our Code of Conduct sets out a consistent set of expectations for behaviour. These expectations, and the way they are supported and managed, remain the same during lessons, lunchtimes, and break times.

We believe it is important for the children to see all staff working together to ensure consistency across the whole school day and demonstrate an equality in status regardless of role as part of our equal opportunities' employer status.

Lunchtime Supervisors will celebrate positive behaviour choices by:

- Identifying children who are consistently demonstrating high expectations of behaviour at breaktime or lunchtime and provide House Point rewards. The Lunchtime Supervisor will reinforce this using Language of our Behaviours prompts.

## Break time / Lunchtime consequences

Where poor behaviour choices are shown at breaktime or lunchtime, supervisors will operate a card system with each step having a clear consequence.

<b>Verbal Warning</b>	A verbal reminder will be given directly to the child/children where it will be made clear which rule they are not following and what the expectation to 'turn it around' is.
<b>Yellow Card</b>	If the behaviour continues after a warning, a yellow card is shown to the child/children and the adult will inform them how to improve their behaviour choice, with the expectation that it will be followed. This is shared with the class teacher who should inform the parent/carer at the end of the school day.
<b>Red Card</b>	<p>If the behaviour continues following the previous two steps, the child will be given a time out. At lunchtime, the time out space will be supervised by a staff member in an available classroom or indoor space. At breaktime, a time out will be managed on the playground by the duty staff. The class teacher is informed. A member of SLT will then speak with the pupil and the class teacher will inform parents/carers of any subsequent consequences.</p> <p>A red card will also be shown immediately (no prior steps) where the behaviour shown is unsafe or requiring an immediate consequence e.g., physical aggression, inappropriate language.</p> <p>All Red Cards <b>must</b> be reported to the Headteacher and recorded on CPOMS.</p>

In all cases if the consequences are not followed, then a member of SLT will be called for to provide further support with the potential for the break or lunchtime to be removed for that day.

## Inclusion

Kingsclere CE Primary School is an inclusive school where every child matters. We believe that is our role as educators to support all children in successfully and safely being part of our school community. We understand that challenging behaviour choices, especially when it is persistent and extreme, is often used to 'mask' another issue, such as emotional upset, learning or communication difficulties, feelings of insecurity and/or low self-esteem. Whilst we will never ignore undesirable behaviour, and will sanction such behaviour accordingly, we will seek to understand every child and will investigate any possible underlying causes.

All staff are trained in understanding the 'Escalation Cycle' (see Appendix E) and use this to support children in de-escalating and self-regulating their behaviours where a child is unable to do this for themselves whether in the moment or overtime.

Where a need arises, we seek to work proactively with outside agencies including:-

- Hampshire Primary Behaviour Support Services
- Hampshire Inclusions and SEN team
- Specialist Outreach Schools: Wolverdene, Maple Ridge and Norman Gate

## **Nurture**

Through our core Christian values of *love, courage and respect*, we first nurture children who face challenges which may result in poor behaviour choices. By recognising that behaviour choices are a form of communication, we work with our most vulnerable children to help them manage their emotions, responses and behaviour choices. Through love and care, we help children to see the impact of their choices on others and work through the issues and reasons that might lead to negative behaviour choices. We plan and deliver programmes of support that help address a number of issues including:-

- *Friendships* – maintaining and restoring friendships
- *Conflict management* – helping children to work through conflict and find positive ways to resolve it
- *Anger* – helping children to recognise emotions and knowing that anger is part of our human response. Finding ways to safely channel and manage that anger so that they feel safe
- *Understanding emotions* – helping children to label, recognise and talk about how they are feeling and find positive ways to manage emotions, using our zones of regulation boards displayed in each classroom and Nurture Room
- *Managing transitions* – supporting children through periods of change such as new classes or schools

Where children need more individual 1:1 support to help them manage and cope, we have a fully trained ELSA (Emotional Literacy Support Assistant) and TALA (Therapeutic Active Listening Assistant) on staff. They work closely with class teachers and the Senior Leadership Team, and in consultation with parents and carers, provide the personalised support and nurture each child may need.

We also partner with St Mary's Church to deliver the Transforming Lives for Good programme, which offers mentoring support for vulnerable children. In addition, we run the myHappyMind programme across the whole school, helping all pupils to develop positive behaviours that strengthen mental health, resilience, and wellbeing.

Where a child's behaviour choices cause repeated or serious concern, this will be discussed with the Headteacher, SENCO and Safeguarding Officer, Phase Leaders and, where appropriate, external agencies in order to identify support and positive ways to support the child. The Headteacher may delegate responsibility for managing individual children's behaviour choices to either Phase Leaders or the SENCO and Safeguarding Officer as appropriate, this is determined by the Headteacher.

Additional support will be put into place as appropriate and recorded in a behaviour plan (Individual Behaviour Management Plan). All concerns must be reported in a timely fashion to the Headteacher detailing the concern and actions taken.

## **Individual Behaviour Management Plans**

The majority of our children respond positively when staff follow the guidelines as laid out in this behaviour policy. However, a small percentage of our pupils need additional support to improve and manage their behaviour choices. We will do this by considering each or any of the following:

- working in line with this policy to ensure all staff are approaching incidents consistently

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- varying and differentiating the classroom management and behaviour strategies/support from additional adults in agreement with the class teacher
- working closely with parents/carers to agree action plans and strategies
- devising an Individual Behaviour Management Plan (IBMP), detailing action to be taken in specific instances. This is shared with the pupil, parent/carer and other staff (to enable consistency). It is important that, wherever possible, the pupil is supported to understand their own behaviour plan – this means that a child-friendly version is available and discussed with them. Behaviour plans will be discussed and agreed with parents/carers.
- working with external agencies to support behaviour strategies such as Hampshire Primary Behaviour Support



## Exclusions

The decision to exclude any pupil is that of the Headteacher. The following behaviours may result in exclusion:

- a) In response to a serious breach of the School's Behaviour Policy
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of other persons or the pupil him/herself in the school.

In cases of very severe misbehaviour, the Headteacher is empowered to order immediate exclusion from school, in which circumstance, the Local Authority will be consulted to ensure procedures are followed accurately. Once the decision to exclude has been made, the parent/carer will be informed as soon as is reasonably practical. The parent/carer will arrange for immediate collection of the child. The school will make available work to be undertaken by the pupil during the absence, day by day.

There are two types of exclusion: fixed period and permanent. The former is limited to a total of 45 days in any one academic year for an individual pupil and is split, procedurally, into:

- fixed period exclusions of 5 days and under
- fixed period exclusions of between 6 and 15 days
- fixed period exclusions of 16 days and over

Exclusion of a child may be considered for the following reasons:

- Physical assault against pupil or adult
- Verbal abuse/threatening behaviour against pupil or adult
- Repeated Bullying
- Racist abuse
- Sexual misconduct
- Drug or alcohol related abuse
- Damage
- Theft
- Persistent disruptive behaviour
- Abuse against sexual orientation, gender identity, disability
- Inappropriate use of social media or online technology
- Wilful and repeated transgression of protected measures in place to protect public health

Following an exclusion, parents/carers will be expected to meet with the relevant personnel: the Headteacher, the Phase Leader, SENCO and Safeguarding Officer, the class teacher (if available) and/or any other relevant persons (e.g., Primary Behaviour Support Team worker) to draw up a strategy for reintegration in order to support the child's return to school. The child may be involved in the discussion at an age-appropriate level at the discretion of the Headteacher and may be expected to attend a reintegration meeting with the Headteacher at the request of the Headteacher.

At all times, the Headteacher or most senior member of staff will consider advice from the Local Authority.

## **Pastoral care for staff accused of misconduct**

The Disciplinary Policy explains that staff accused of misconduct are advised to contact their trade union representative. A staff member accused of misconduct can also contact a colleague for support and be provided with access to welfare counselling or medical advice provided by the local authority. Staff accused of misconduct should not necessarily face automatic suspension.

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. 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.

If pupils are found to have made malicious accusations against school staff, the school will follow the Hampshire suspension guidance which could involve a child being suspended or excluded as well as referral to the police if there are grounds for believing that a criminal offence has been committed.

## **Confiscation, banned items and searching pupils**

The Headteacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.

The Headteacher and teaching staff 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 will be present.

Any items found on the banned list will be handed directly to parents/carers or police, depending on the seriousness of the confiscation. Items on the banned list include:

- alcohol
- drugs
- stolen items
- knives
- weapons
- cigarettes
- pornographic material
- anything else perceived to pose a threat to pupils at the school
- fireworks

Students are not permitted to bring toys or personal items from home unless prior approval has been granted by a member of the school staff. The school assumes no responsibility for the loss, damage, or theft of any personal belongings brought onto school premises.

## **Use of reasonable force:**

The school follows the Restrictive Physical Intervention in Schools Policy so staff and others with authority may use reasonable force or other physical contact. An Individual Behaviour Management Plan (IBMP) will incorporate detailed guidance for children whose challenging behaviour may require

restraint in line with the local authority guidelines as well as a Child Behaviour Risk Assessment. (CBRA)

### **The power to discipline beyond the school gate:**

The school reserves the right to discipline pupils beyond the school gate. This includes conduct witnessed by a member of staff or reported to the school by another person. This could include misbehaviour when:

- Taking part in school organised activities, e.g., offsite visits, residential visits, when representing the school at a sporting event
- Travelling to and from school
- Any misbehaviour at any time that could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, could adversely affect the reputation of the school and includes misbehaviour online.

In all cases, the child will be disciplined when they are on school premises or when the pupil is under the lawful control of a member of staff (offsite visits and residential visits). If the behaviour is criminal or causes threat to a member of the public, the police will be contacted, and the school will follow the Safeguarding Policy and Child Protection Policy to safeguard the child(ren).

### **Monitoring, evaluation and review:**

Monitoring of behaviour will be carried out through:

- Observations as reported by teachers, support staff and other adults working with the children
- Auditing and evaluating of Individual Behaviour Management Programmes and incident forms
- Pupil conferencing
- Reports to governors
- Monitoring of attendance

The school will review this policy annually and assess its implementation and effectiveness.

Policy reviewed September 2025 and adopted by governors September 2025.

To be reviewed September 2026 or before as required.

## Appendix A: Positive Reward Systems

### Language of our Behaviour prompts (see poster on page 2 of Appendix A)

The Language of our Behaviour prompts in each learning space are a reference point for staff to promote, acknowledge and encourage children's positive behaviour choices. Language prompts below:

Language prompts promoting, acknowledging and encouraging positive behaviour choice	
Thank you (name of child) for..., you are showing good/excellent... Well done (name of child), you are making good/excellent choices by... I'm/We are impressed with...	I wonder (name of child) if... I can see (name of child) that you are feeling..., how can we make you feel... Let's turn it around (name of child) by...

### House Points

Children will receive House Points which will go towards a weekly House Point score at the end of each week. The House that receives the most House Points at the end of a week will be awarded the House Cup in Celebration Collective Worship. At the end of each school half term, the house with the highest number of accumulated House Points (recorded by our School Leaders) receives the House Trophy to which the school ribbons are attached.

### Headteacher Certificates

At the end of each school week, teachers and/or Learning Support Assistants can reward a pupil, in their class, that has shown high expectations of behaviour as well as the school values of love, respect and courage – heart, hand and head. Children will be presented their certificate in Celebration Collective Worship.

### Value Awards

At the end of each half term, children from Year R, Key Stage 1 and Key Stage 2 will be nominated to receive a Super Star Award in English, Maths, STEM, Art, School Values or Sport. Parents/Carers and children will receive a Weduc message to celebrate their nomination. Children who are selected by the Senior Leadership Team to receive the Super Star Award will take home a Super Star trophy to keep for some of the next half term.

### Whole Class Behaviour Rewards

Class teachers may use their professional discretion to reward their class with a 'Five Minute Treat' for example, with either five minutes extra break, extra story or time on the Health and Wellbeing suite or Pirate Ship.

### A message to a parent/ carer

We recognise how important it is to celebrate individual achievements directly with a child's family and/or carers. Some of the ways we achieve this are:-

- a positive phone call home
- photocopying a child's piece of work and sending it home with a written message or sharing this on Seesaw
- celebrating an achievement with the child and their parent/ carer during pick up and drop off times
- sending home a positive message via Weduc

### Courageous Advocacy Cup

This cup is awarded to a child, group or class who show courage in standing up for what is right, even when it's not the easy choice. It might be helping a friend who feels left out, speaking up in a respectful manner when something is unfair, looking after the environment by reducing waste, or supporting a charity to help others. It celebrates bravery, kindness, and determination to make a positive difference.

### **Reading Cup**

The Reading Cup is given to celebrate a love of reading. It could go to an individual who shows great enthusiasm for books, always eager to dive into a new story, or to a class that shows real commitment by reading regularly and sharing stories together out of lesson time. This award recognises the joy and adventure that reading brings and how it helps us grow in imagination and knowledge.

### **Attendance Teds**

Each week, two special teddy bears are awarded: one to a class in Reception/Key Stage 1 and one to a class in Key Stage 2 that has the highest attendance. The Teds remind us that being in school every day is important for learning, friendship, and fun. They encourage everyone to try their best to come to school regularly and be part of the team.

### **Mrs Titcombe's Tidiest Classroom**

This award goes to the class that has worked hardest to keep their learning space clean and tidy. Judged by the school caretaker or cleaners, it recognises classrooms where everything is put away carefully, floors are clear, and tables are neat. A tidy classroom shows respect for each other, pride in our school, and helps everyone learn in a calm, organised space.

## Language prompts promoting, acknowledging and encouraging positive behaviour choices

✓ Thank you (name of child) for..., you are showing good/excellent...

✓ Well done (name of child), you are making good/excellent choices by...

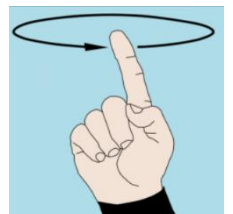
✓ I am / We are impressed with...

✓ I wonder (name of child) if...



✓ I can see (name of child) that you are feeling..., how can we make you feel...

✓ Let's turn it around (name of child) by...













## Appendix B: Progression of Consequences with examples

<b>Verbal Warning</b>	<p>Examples of behaviour that require a verbal warning:</p> <ul style="list-style-type: none"> <li>• Not listening when instructions are being given</li> <li>• Not listening to others in the group or class</li> <li>• Not following an instruction given by an adult the first time it is asked</li> <li>• Show dis-respect in the tone and manner they speak to another adult or child</li> <li>• Not showing respect to school equipment e.g., doodling</li> <li>• An unsafe behaviour that needs adjustment (not a more serious unsafe behaviour) such as: swinging on their chair, not carrying out a practical task with care</li> </ul>
<b>Turn it Around</b>	<p>If any of the behaviours that could warrant a verbal warning are subsequently continued, this will lead to a more thorough conversation about the behaviour, what is expected and an opportunity to turn it around e.g.,</p> <p><i>"I have asked you to stop swinging on your chair (label the behaviour) so that you can keep yourself safe". (make a link to the rule being broken)</i></p> <p><i>"I need you to make sure all four legs are on the ground". (be clear in what you need the child to do to 'turn it around')</i></p> <p><i>"If you continue to swing on your chair, you will have to stand behind the table instead". (Name the consequence ensuring it is one you can follow through on and addresses the poor behaviour choice)</i></p>
<b>Consequence and a Restorative Conversation and/or Task</b>	<p>A consequence needs to be appropriate to the behaviour shown, age appropriate and something that you can follow through on. Examples:</p> <ul style="list-style-type: none"> <li>• Time spent learning independently in a different classroom</li> <li>• Agreed time lost from break or lunch</li> <li>• A written apology</li> <li>• Completing a job for an adult in a break or lunch time</li> <li>• An immediate time out in the classroom (usually for younger children)</li> </ul> <p>In addition, a restorative task and/or conversation will take place with the class teacher.</p>
<b>Meeting between Class Teacher and Parent/Carer</b>	<p>If a child's behaviour continues to be persistently poor, the class teacher must arrange a meeting with the parent/carers. During this meeting, the teacher will share the number and type of incidents and agree an action plan to support the child in improving their behaviour. A record of the meeting and the agreed action plan should be added to the original CPOMs entry, to evidence the proactive steps taken. An example action plan is provided in Appendix C.</p>
<b>Class Teacher, Phase Leader and SENCO /or Safeguarding Officer</b>	<p>A teacher will seek support from the Phase Leader or SENCO and Safeguarding Officer if the child continues to make poor behaviour choices despite repeated warnings in line with the action plan. If the child's behaviour disrupts the learning of others, the child refuses the consequence given and attempts by the class teacher to regulate or de-escalate the behaviour have not been successful then Phase Leader, SENCO, or Safeguarding Officer will then discuss next steps to support both the teacher and the child.</p>
<b>Phase Leader or SENCO Safeguarding Officers Parent/ Carer</b>	<p>A meeting will be arranged with the Phase Leader, SENCO, Safeguarding Officer, Class Teacher, and parent/carers to agree next steps. Where appropriate, the child will also be involved to discuss expectations and rewards linked to the action plan, ensuring a collaborative and positive approach to support their success.</p>
<b>Headteacher and Parent/Carer</b>	<p>The Headteacher may become involved when:</p> <ul style="list-style-type: none"> <li>• A more serious behaviour incident occurs (see Appendix D).</li> <li>• The Phase Leader, SENCO, or Safeguarding Officer is absent and the behaviour continues.</li> <li>• A behaviour pattern persists despite meetings with parents/carers, support from the Phase Leader/SENCO and Safeguarding Officer, and implementation of an action plan.</li> <li>• Ongoing concerns remain that, despite interventions, the behaviour is unresolved and continues to impact learning.</li> </ul>

## Appendix C: Kingsclere Primary School Behaviour Action Plan

<b>Name:</b> <i>Bob</i>	
<b>Class:</b> <i>Robin</i>	
<b>Behaviours we want to change:</b> <ul style="list-style-type: none"><li><i>Refusing to complete a work task</i></li><li><i>Not following an instruction to tidy up at the end of lunchtime</i></li><li><i>using unkind words to others on your table</i></li></ul>	<b>Consequences for continued poor choices of behaviour:</b> <ul style="list-style-type: none"><li><i>using the first part of lunch to work on tasks</i></li><li><i>Not being able to have equipment at lunchtime</i></li><li><i>Writing a letter of apology</i></li></ul>
<b>What it will look like when I am making good choices:</b> <ul style="list-style-type: none"><li><i>Completing a work task to the agreed point</i></li><li><i>Helping to put the hoops away at the end of lunch</i></li><li><i>using a soft voice and kind words to others on the table</i></li></ul>	<b>What we will do to support you in making good choices:</b> <ul style="list-style-type: none"><li><i>use a traffic light card to plan out the steps to work on a task</i></li><li><i>Mrs Tyler will check you have understood the instructions</i></li><li><i>Letting you know that we have seen you make good choices and rewarding them with a tick on your chart</i></li></ul>
<b>Rewards for good choices of behaviour:</b> <i>10 minutes iPad time at the end of the day</i> <i>10 minutes colouring time</i> <i>10 minutes with Mrs Tyler playing basketball</i>	
<b>Agreement (signed by me, my teacher and my parent/s / carers:</b>	

## Behaviour Reward Chart: 2.10.25

Monday	 	B R E A K	 	L U N C H	 	 	H O M E
Tuesday							
Wednesday							
Thursday							
Friday							

You can gain up to three ticks each session for making positive behaviour choices. If you score 9 ticks or more in a day you have earned your reward.

Each day you need to select a reward option from the choice board. A reward may be given on the day or at the start of the next day.

A cross on the chart represents a more serious incident which would result in any rewards being passed to the next day and a behaviour consequence being put in place

## **Appendix D: Serious Behaviours**

Serious behaviours listed would carry a direct consequence that would escalate sanctions beyond the Progression of Consequences or card system which is in place for lunch and break times.

Any of the incidents listed below may, in consultation with the Headteacher, and the county inclusion team lead to an exclusion.

All behaviours listed below must be recorded on CPOMs by the adult who dealt with the incident. This may later be added to by the member of SLT who is called to support such an incident. In all cases of serious behaviour parents/ carers are informed. Children will require an appropriate consequence and will complete either a restorative task or have a restorative conversation with their teacher or a member of SLT to help prevent the incident or a similar incident recurring.

### **Undesirable language**

Swearing, blaspheming and other forms of undesirable language are never acceptable and the offender will be warned and reprimanded appropriately. Consistent use of bad language is treated seriously and the behaviour progression plan followed. Restorative tasks will be completed with the child to support their understanding that undesirable language is not acceptable.

### **Racist Incidents**

Racist language is never acceptable. Any incidents must be reported to the Headteacher who will inform Governors and follow County guidelines and this policy.

These incidents will require the member of staff who was there when the incident occurred, to record factual information about the incident on CPOMs. The record will give a factual not judgemental account and will include any actions taken as a follow up e.g., consequences. It will be the responsibility of the class teacher to report the incident and explain the consequence to the parents/carers. The outcome from the report to parents/carers is to maintain a positive working relationship with the primary purpose of avoiding a repeat of the incident by the child. Restorative conversations, tasks and work will be carried out with the child and children involved in the incident to prevent a racist incident recurring and provide resolution to any victims.

### **Aggressive behaviours:**

#### **Violent Incidents**

Physical violence or significant harm to another pupil or member of staff is never acceptable. Such behaviour will be reported and may result in an exclusion being considered. Please refer to our Anti-Bullying Policy, Safeguarding Policy and Child Protection Policy which provides further information on 'Child on Child' Abuse'. These incidents must be recorded on CPOMS by the staff member. Further follow-up with parents/carers is required regarding the incident and consequence that will follow. A restorative conversation and/or task will also take place with the child and any other children involved.

#### **Deliberate damage to property**

The deliberate and intentional damage of school property or that belonging to a pupil or member of staff would be immediately reported to a member of the Senior Leadership Team (SLT). Any

resulting damage may incur a cost to the family of the child, to repair or replace the item. The incident must be reported on CPOMs.

Following any consequences given, a restorative conversation will take place with the children and the incident will be discussed and reviewed in a 'de-brief' meeting with all adults involved and a member of SLT. These actions are summarised in the following flow chart.

Staff actions following a serious behaviour incident:

**As it occurs:** Manage the incident by ensuring the safety of all children and staff. It may be necessary to evacuate the children and additional staff members away from the child.

Immediately begin de-escalation strategies (PACE) with your aim being to regulate the child's behaviour.

Ensure that you immediately seek support by radioing or calling a member of SLT. In the event that this is not possible, send a child with the red card located in every room to the office.

In the rare event (all risk assessments would aim to mitigate against this) that you are on your own with a pupil exhibiting aggressive behaviour, attempt to remove risks including stepping back and using clear and concise voice to issue instructions to the child.

'I need you to stop and sit down.'

Repeat your instruction in 'broken record' mode.

Physical restraint in any form would be a last resort (refer to physical intervention policy)



### **Following the incident**

Once the child is calm and safe, follow the directions of the supporting SLT member who may ask you to call the parents/carers.



**Record the incident** onto CPOMs on the same day including any actions that were taken under the heading ACTIONS.

Keep your record factual not judgmental or inferring reasons why it occurred



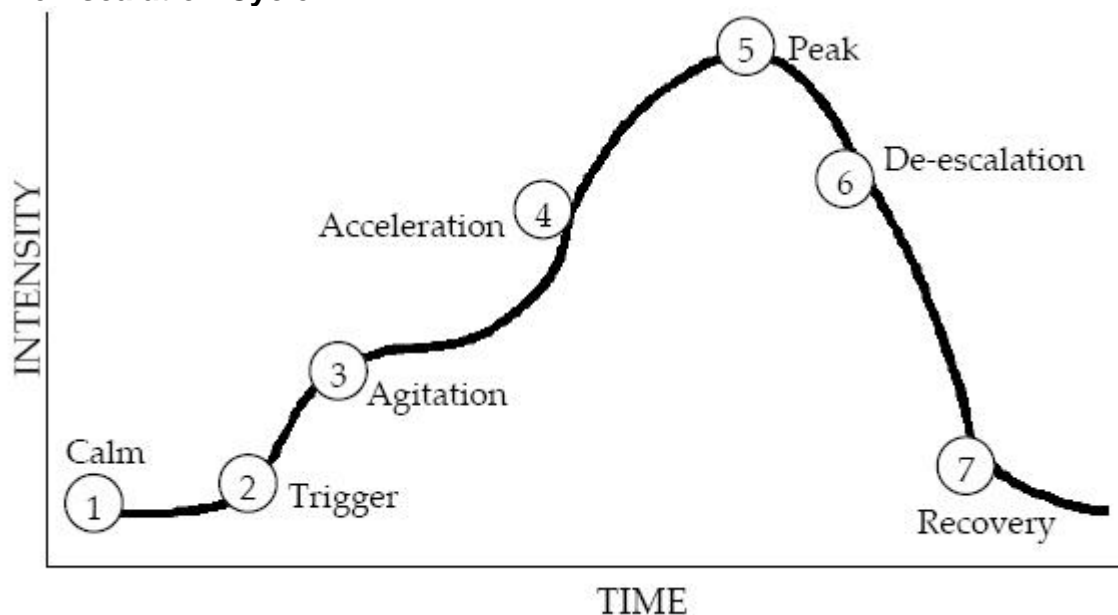
**De-brief:** The purpose of the de-brief is to support the staff following the incident and to put in place any actions or review of an Individual Behaviour Management Plan (IBMP) to avoid such an incident recurring. As part of the planning and review following a serious incident, the child's needs and possible communication of the behaviour will be discussed to ensure that all staff involved feel able to support the child moving forward. A restorative conversation will be

## Appendix E: The Escalation Cycle

### THE ESCALATION CYCLE

Some pupils have difficulty recognising the events that trigger problem behaviour choices and therefore have limited capacity to prevent their behaviour choices from escalating. Others may be able to recognise the escalation cycle but still choose to engage in poor behaviour choices. School staff need to understand the escalation cycle and develop skills for dealing with volatile situations proactively.

#### The Escalation Cycle<sup>5</sup>



The best time to teach new or replacement behaviour is when the pupil is in the calm phase of the cycle. Pupils can practise this behaviour through role-playing and then use it in actual situations.

#### Sample strategies for de-escalating conflict situations

- *Use brief, simple stress-reduction techniques before responding to a pupil's remark or behaviour.* For example, take a deeper-than-normal breath and release it slowly. As an added benefit, this technique creates an additional moment to plan an appropriate response.
- *Respond to the pupil in a neutral, business-like, calm voice.* People often interpret their own emotional states from their own behavioural cues. Speaking calmly is more likely to help you believe that you are calm (and act like you are calm) even when you are in the midst of a stressful situation.
- *Keep responses brief.* Short responses give pupils less control over the interaction and can also prevent you from inadvertently rewarding negative behaviour with too much attention.
- *Use well-timed, supportive techniques to interrupt the escalation of pupil anger.* These types of tactics have the potential to redirect a potential confrontation into a productive conversation. Interrupting tactics should be positive and respectful, such as diverting pupils' attention from conflict by redirecting their attention to more positive topics or activities.
- *Try paraphrasing the essential points of the pupil's concerns.* Many pupils lack effective negotiation skills in dealing with adults. As a result, these pupils may become angry and defensive when they try to express a complaint to school staff - even when that complaint is well-founded. Show that you want to understand the pupil's concern by summing up the crucial points

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of that concern, using the pupil's own words. Use phrases such as, "Let me be sure that I understand you correctly ...", "Are you telling me that ...?", "It sounds to me like your concerns are ...". Engaging in active listening by using paraphrasing demonstrates respect for the pupils' points of view and can also help improve their own understanding of the problem.

- *Use open-ended questions to better understand the problem situation and find possible solutions.* Pose who, what, where, when and how questions such as "What do you think made you angry when you were talking with Sam?" and "Where were you when you realised that you had misplaced your science book?" In general, avoid asking "why" questions because the pupil can perceive this as blaming (e.g., "Why did you get into that fight with Jerry?"). Some pupils may become even more frustrated when asked "why" questions because they may not be able to answer them.
- *Use nonverbal strategies to defuse potential confrontations.* When people get into arguments, they often unconsciously mirror the emotional posturing of the other. For example, pointing when the other person points, standing when the other person stands, and so on. To lower the tension when a pupil is visibly agitated, sit down next to the pupil (a less threatening posture) rather than standing over that pupil.
- *Ask the pupil, "Is there anything that we can work out at this time to earn your cooperation?"* Such a statement treats the pupil with dignity, models negotiation as a positive means for resolving conflict, and demonstrates that you want to keep the pupil in the classroom. It also provides the pupil with a final chance to resolve the conflict and avoid other, more serious consequences. When asked this type of question, pupils will often come up with good ideas for resolving the problem.
- Use PACE therapeutic approach to defuse potential confrontations:  
<https://www.bmindfulpsychology.co.uk/post/understanding-the-pace-model>



# Our School Code of Conduct

We show *love, courage*  
and *respect* in all we do  
by:

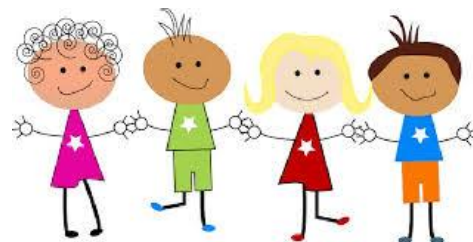
Listening to and  
following instructions



Showing kindness  
and respect to  
others



# Keeping ourselves and others safe



## Appendix G - Break time and Lunchtime Expectations

### Breaktime and Lunchtime consequences

Where poor behaviour choices are shown at breaktime or lunchtime, supervisors will operate a card system with each step having a clear consequence. The school will adopt a restorative approach to work alongside sanctions. Staff, whenever possible, will give the child an opportunity to explain their behaviour, what happened and why, who was affected and what could be different next time.

**Children with more complex needs will also require a more personalised approach as detailed on their Individual Behaviour Management Plan (IBMP).**

Level	Next steps for staff and possible sanctions	Examples of Behaviour
<b>Verbal Warning</b>	A verbal reminder will be given directly to the child/children where it will be made clear which rule they are not following and what the expectation to 'turn it around' is.	<ul style="list-style-type: none"> <li>➤ Running inside or through the school building</li> <li>➤ Being in the wrong place at the wrong time (e.g. in classroom during playtime)</li> <li>➤ Pushing in line</li> <li>➤ Use of single swear word (first time only)</li> <li>➤ Rough play at playtime/lunchtime</li> <li>➤ Inappropriate use of playground equipment</li> <li>➤ Disrespecting playground equipment</li> </ul>
<b>Yellow Card</b>	If the behaviour continues after a warning, a yellow card is shown to the child/children and the adult will inform them how to improve their behaviour choice, with the expectation that it will be followed. <b>The child will be required to stand by an adult for a short period of time.</b> This is shared with the class teacher who should inform the parent/carer the end of the school day.	<ul style="list-style-type: none"> <li>➤ Persistent behaviour shown above during the break or lunchtime</li> <li>➤ Rudeness/answering back</li> <li>➤ Inappropriate remark to other pupils</li> <li>➤ Minor challenge to authority</li> <li>➤ Playing unkindly</li> <li>➤ Play fighting</li> <li>➤ Consistently disrespecting play equipment</li> </ul>
<b>Red Card</b>	If the behaviour continues following the previous two steps, the child will be given a time out. At lunchtime, the time out space will be supervised by	<ul style="list-style-type: none"> <li>➤ Persistent Yellow Card behaviour</li> <li>➤ Persistent swearing</li> <li>➤ Harming someone so they need medical help</li> </ul>

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	<p>a staff member in an available classroom or indoor space. At breaktime, a time out will be managed on the playground by the duty staff. The class teacher is informed. SLT will then speak with the pupil and the class teacher will inform parents/carers of any subsequent consequences.</p> <p>A red card will also be shown immediately (no prior steps) where the behaviour shown is unsafe or requiring an immediate consequence e.g., physical aggression, inappropriate language.</p> <p>All Red Cards <b>must</b> be reported to the Headteacher via CPOMS and reported to a parent/carer at the end of the school day by the Class teacher or a Senior Leader.</p>	<ul style="list-style-type: none"> <li>➤ Intentionally damaging playground equipment</li> <li>➤ Harmful/offensive name calling</li> <li>➤ Continued or more serious challenge to authority</li> <li>➤ Repeated refusal to follow instruction</li> <li>➤ Highly offensive remarks to children.</li> <li>➤ Bullying</li> <li>➤ Fighting/Violence</li> <li>➤ Physical abuse to any member of staff/adult</li> <li>➤ Racism</li> <li>➤ Very serious challenge to authority</li> <li>➤ Persistent verbal abuse to a member of staff</li> <li>➤ Leaving school without permission</li> <li>➤ Significant damage to school building or property.</li> </ul>
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**In all cases if the consequences are not followed**, then a member of SLT will be called for to provide further support with the potential for the break or lunchtime to be removed for that day or the next day.

Children who receive yellow or red cards weekly require further behaviour management support. Lunchtime staff to keep a log and update SLT.

Play equipment will be out for children to play with at 12:00 and tidied up at the end of playtime and put away neatly – with Year 6 Play Leaders, House Captains or School Leaders support. Staff to be vigilant to observe pupils at the end of lunchtime if helping pack away.