

# Behaviour Policy

<b>Committee ownership for this policy</b>	Full Governing Body
<b>Must be approved by FGB:</b>	N
<b>Required by: 1 / 2 (1= statutory, 2 = recommended)</b>	2
<b>Frequency of review:</b>	Annually
<b>Date last reviewed:</b>	November 2023
<b>Date of next review:</b>	November 2024
<b>Display on website:</b>	Yes

## **Purpose**

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at Kew Riverside Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Kew Riverside Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

## **Aims**

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To provide learners with time and support to reflect and repair
- To ensure that excellent behaviour is a minimum expectation for all
- To teach and encourage the school community to champion our six school values: Positivity, Inclusivity, Kindness, Integrity, Resilience and Aspiration.

## Our Vision for behaviour at Kew Riverside Primary School

At Kew Riverside Primary School, we have high expectations for all pupils; we expect children to follow our three simple rules and demonstrate behaviour which goes over and above our standards.

Be ready

Be respectful

Be safe

This is recognised through the use of dojos in every classroom, positive notes home and weekly golden certificates. In addition, we wish to give recognition to pupils who go 'over and above' by consistently demonstrating excellent behaviours by inviting them to "Hot Chocolate Friday" where they can have hot chocolate with the head teacher during Friday playtime.

Our behaviour policy is based on the Five Pillars of Practice

Consistent, calm adult behaviour

First attention for best conduct

Relentless Routines

Scripting difficult interventions

Restorative follow-up

**At Kew Riverside Primary our visible consistencies are:**

- 'Ready' hand signal
- Line up in register/reverse register order
- Walk through school quietly
- 'Thinking thumbs' are used in place of 'hands up'
- Dojos for positive learning and social behaviour
- One positive postcard home every week per class
- Hot Chocolate Friday with the Headteacher for consistently going 'over and above'
- Use of the Reflection Room as a safe space to reflect, repair and restore.

## **Expectations of adults:**

### **We expect every adult to:**

1. Meet and greet children at the door
2. Refer to 'Be ready, be respectful, be safe.'
3. Model positive behaviours and build relationships
4. Plan lessons that engage, challenge and meet the needs of all learners
5. Use a visible recognition mechanism throughout every lesson (e.g. Dojos)
6. Be calm and give 'take up time' when going through the steps
7. Follow up every time, retain ownership, and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly

Middle and Senior leaders are not expected to deal with behaviour referrals in isolation, but rather stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

### **Senior leaders will:**

1. Take time to welcome children and family members at the start of the day
2. Be a visible presence around the site and especially at transition times
3. Celebrate staff, leaders and learners whose effort goes above and beyond expectations
4. Regularly share good practice
5. Support teachers in managing learners with more complex needs
6. Use behaviour data from CPOMS (online monitoring system) to target and assess school wide behaviour policy and practice
7. Regularly review provision for learners who require a more personalised approach.
8. Lead reflect and repair sessions in the Reflection Room and support restorative conversations.

## **Recognition and rewards for effort**

The following strategies will be used by all adults in the school. They are designed to ensure 'First attention is given to best conduct' and create clear, simple routines and expectations that make learners feel safe and valued members of our community and motivated to always try their best.

### **Positive calls and notes home**

We recognise and reward learners who go over and above our standards. This might be positive praise, Awarding Dojos, a positive note home or a certificate in the weekly certificate assembly.

### **Golden Certificates**

Children might receive a certificate and class mascot from their class teacher which recognises how they have gone over and above and adhered to our three simple rules of 'Be ready, be respectful, be safe'.

### **Hot Chocolate Fridays**

Children consistently going over and above will be invited to have hot chocolate with the head teacher on a Friday. There may be some weeks where no child is chosen - it is sincere, high-level recognition to ensure it is not devalued.

## Dojos

Dojos will be used to encourage both social and learning behaviours. For example, 'one voice', 'be resilient', 'use our manners'. Adults or pupils in the class can nominate names for dojos and there is emphasis on children working together as a team to get as many dojos as they can. Recognition will be given to the children and the class with the most dojos at the end of each half term.

### Practical steps in managing and modifying unexpected behaviour in the classroom

Learners are held responsible for their behaviour. All children will be taught about the Zones of Regulation to enable them to identify and understand their emotions and what steps they can take to ensure that they are ready to learn. If children identify themselves to be in a zone, other than the green zone, they will be offered the opportunity to have ten minutes with an adult in the Wellbeing Woods. This will give them time to regulate themselves and have a restorative conversation before returning to their classroom.

Staff will deal with behaviour without delegating. Staff will use the steps and actions for dealing with poor conduct. It is the aim that the learners should be kept at steps 1 and 2 for as long as possible. Child friendly steps will be displayed in each classroom.

	Steps	Actions
1	Reminder	A reminder of the three simple rules (ready, respectful, safe) delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. <b>Take the initiative to keep things at this stage.</b>
2	Caution	A clear verbal caution delivered privately, wherever possible, making the student aware of their behaviour and clearly outlining the consequence of time out if they continue. Two minutes is owed when the child reaches this step, it cannot be removed, reduced or substituted. Use the phrase, 'Think carefully about your next step.'
3	Time out	Time out might be a short time outside the room or Wellbeing Woods dependent on child/situation. It is a maximum of <b>10 minutes</b> for a child to calm down, breathe, look at the situation from a different perspective and compose themselves.
4	Linked class	Time out in a linked class might be necessary when children have not regulated their emotions/behaviour and need a further opportunity to put things in perspective in another class. This is for <b>15 minutes</b> followed by brief repair conversation. <b>The incident is logged on CPOMS and class teachers to inform parents.</b>
5	Reflect & Repair	Child completes a reflective activity in the Reflection Zone, which allows them to consider reasons, consequences and improvements for their behaviour. Tasks will be age appropriate and support provided as necessary.  Activities to be shared with class teachers and/or parents if necessary.  Refer to the child's reflective activity and use the 30 second scripted intervention. <b>The incident is logged on CPOMS and class teachers to inform parents.</b>
*		If a child behaves inappropriately within the classroom and the adult feels it warrants an immediate yellow or red card, then this be given and recorded on the class behaviour chart. For examples; swearing, deliberate physical harm. <b>The incident is logged on CPOMS and class teachers to inform parents.</b>

## Practical steps in managing and modifying unexpected behaviour in the playground

IN THE PLAYGROUND		
	Steps	Actions
1	Reminder	A reminder of the three simple rules (ready, respectful, safe) delivered privately where possible. Repeat reminders if reasonable adjustments are necessary. <b>Take the initiative to keep things at this stage.</b>
2	Time out Yellow card	Time out for 5 minutes in the Reflection Zone. This is time for a child to calm down, breathe, look at the situation from a different perspective and compose themselves.
3	Time out Red card	If the behaviour continues (or the child has already had a yellow card during the same break time), the child is given a 'red card' and has time out in the Reflection Zone for 15 minutes to complete a reflective activity.  Red cards are also given for deliberate behaviour intending to cause harm/offence. E.g. physical altercations, racist incidents, swearing etc.  <b>The incident is logged on CPOMS and class teachers to inform parents.</b>
IN THE REFLECTION ZONE		
	Steps	Actions
1	Reflect	Child completes a reflective activity, which allows them to consider reasons, consequences and improvements for their behaviour. Tasks will be age appropriate and support provided as necessary. Activities to be shared with class teachers and/or parents if necessary.
2	Repair	Refer to the child's reflective activity and use the 30 second scripted intervention.

The following scripts and questions will be followed as part of a restorative conversation:

30 second script	Restorative 5
I have noticed you are... It was the rule about...you have broken You have chosen to..... Do you remember last week when you..... <i>That</i> is who I need to see today... Thank you for listening..... Restorative 5 (2 for younger children)	What happened? What were you thinking at the time? What have you thought since? How did this make people feel? Who has been affected? How have they been affected? What should we do to put things right? How can we do things differently in the future?

Use of Emotion Coaching strategies including the CALM script.



## **Consequences**

At Kew Riverside, we encourage positive behaviour which reflects our vision and values. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. Engagement with learning is always our primary aim at Kew Riverside Primary School. For the vast majority of our learners a gentle reminder is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time, steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences across the school. These can be:

- 2 minutes owed - a reflective time where the child and teacher privately discuss their actions and how it has impacted others. This will be at the start of play time or lunchtime. The purpose of this is to enable the adult to remind the child of our school rules and to encourage positive behaviour in future.
- Pay it back time- is an appropriate action linked to the incident and rule which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home. Another example would be if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.
- Parental involvement - we feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call or an informal or formal meeting.

These are designed to encourage the child to make 'good' choices and understand that their actions have consequences.

## **Serious Incidents**

Depending on the age of the children, these incidents will be dealt with at the discretion of the school staff. All serious behaviour matters must be referred immediately to the Headteacher or Deputy Headteacher. Such incidents could include:

- Fighting
- Bullying (See separate Anti-bullying policy)
- Racist, sexist or homophobic comments
- Using abusive/offensive language
- Physically striking adults or other children
- Vandalism/destroying property

See also the separate Exclusions policy.

## **Restorative Practice**

At Kew Riverside Primary School, we believe that nurturing and restorative practice, as well as high expectations are key to building and rebuilding positive relationships. Restorative meetings/conversations aim to help the child/children realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future. Particular attention is paid to meeting the needs of the 'victim(s)' and providing them with a clear voice.

Key features of restorative approaches include:

**Relationships** – building and developing positive relationships

**Respect** – listening to others' opinions and learning to value them

**Responsibility** – taking responsibility for one's own actions

**Repair** - discussing how to repair harm

Restorative questions will be used to support restorative meetings/conversations. Up to 5 questions will be used, for younger children 2 questions will be used.

### Emotion Coaching

All staff will be trained in using Emotion Coaching to support children to understand the different emotions they experience, why they occur and how to handle them. By tuning into a child's emotions, giving guidance on how to cope with their feelings and providing opportunities for learning, emotion coaching can lead to internal self-regulation.

**CALM** strategies will be used as follows:

**C**onnect - Tune in to the child's feelings and your own

**A**cknowledge - Validate the feeling and label them. (Name it, to tame it)

**L**imits (if necessary) - Remind the child of acceptable/unacceptable behaviours

**M**ake a Plan - Problem solving and finding solutions.

### Children with Special educational needs and disabilities (SEND)

Additional, personalised plans may be appropriate for children who have additional needs. Relevant teachers, the SENDCO, Headteacher, parents and outside agencies where appropriate, may be involved in creating these plans for all adults working with the child to follow. At Kew Riverside, we acknowledge that disruptive behaviour can indicate an unmet need and we seek to address any underlying causes of unacceptable behaviour through early intervention. The teacher will discuss any concerns with parents/carers and identify appropriate provision to support any special educational needs and/or disability that the child may have. This is in line with the SEN Code of Practice and the Equality Act, 2010, under which schools have a duty to make reasonable adjustments to procedures and policies for disabled children. For significant concerns, the school will consider multi-agency involvement, including the Educational Psychology Service, Emotional Health Service, Family Support Service or local authority Education Inclusion Support Service (EISS).

Where a child with an Educational Health Care Plan (EHCP) is at risk of exclusion, the school will request an early annual review or interim or emergency review.

### Physical Intervention

We acknowledge that staff must only ever use physical intervention as a last resort, when there is a risk of likely injury to the child concerned or others and/or likely significant damage to property and that at all times it must be the minimal force necessary. Calming and defusing behaviour management strategies will always be used first to de-escalate a violent or aggressive incident. Staff who are likely to need to use physical intervention will be appropriately trained in **Team-Teach positive handling techniques**.



If there is information to suggest that a child is likely to behave in a way that may require physical control or restraint, a risk assessment is undertaken. Physical interventions will normally form part of a child's individual behaviour or special educational needs support plan. Any instance of physical intervention will be documented on the school's electronic log, CPOMS, and will be communicated with parents. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

### **Power to Search**

In addition to the general power to use physical intervention described above, headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e cigarettes and vapes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the school rules. (3  
Section 550ZB(5) of the Education Act 1996)

***(Use of reasonable force - Advice for headteachers, staff and governing bodies, July 2014 (DFE-00295-2013))***

### **Beyond the School Gate**

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

The school is committed to ensuring pupils act as positive ambassadors for the school. We expect the following:

- Good order on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools
- Good behaviour on the way to and from the school
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil of the school
- Deemed to pose a threat to another pupil or member of the public at any time
- Behaving in a manner that could adversely affect the reputation of the school or the orderly running of the school

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion.

The Headteacher or Leadership Team may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Recording and Monitoring**

Behaviour incidents and staged interventions are recorded electronically in the school's electronic log, CPOMs, which all staff can access. Class teachers, the leadership team and the school Designated Safeguarding Leads (DSLs) are alerted as necessary to incidents as they occur. The log is also used to track patterns in behaviour to enable early intervention in the case of possible bullying. In the playground, incidents of 'yellow' and 'red' card behaviours are logged in a file and any 'red cards' are passed on to the relevant class teacher. Entries are monitored regularly by the Leadership Team and any concerns or worrying behaviour patterns are addressed through meetings with the class teacher, child and/or parents and carers and further interventions as necessary.

Parents/carers are contacted on the day either by phone or in person by the classteacher for 'linked class' and 'serious incidents', as detailed above. Children will also be sent home with red or yellow slips to inform parents that they were sent to the Reflection Room. If a child is given three red cards, a meeting will be arranged with a member of the SLT. Details of other children involved in the incident and/or their sanctions will not be disclosed.

Serious behaviour incidents are discussed at Leadership meetings and reported to Governors via the Head Teacher's termly written report.

Schools are obliged by law to log all racist and homophobic incidents and report these termly to the local authority. Racist, sexist, homophobia, anti-transgender language or behaviour is never considered banter and is always to be reported.

## **Roles and Responsibilities**

### **The Governing Board**

The Safeguarding Governors are responsible for reviewing and approving the written statement of behaviour principles. The Safeguarding Governors will also review this behaviour policy in conjunction with the Head Teacher and monitor the policy's effectiveness, holding the Head Teacher to account for its implementation. As part of their termly monitoring visits the governors will seek evidence that the policy is being implemented consistently by all parties.

### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy, giving due consideration to the school's statement of behaviour principles. The Headteacher will also approve this policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

### **School Staff**

School staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- Communicating effectively with parents/carers

### **Pupils**

- Pupils are responsible for keeping to the three rules of 'Be ready, be respectful, be safe.'
- Pupils are responsible for championing our 6 school values.

### **Parents/Carers**

Parents/Carers are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

### **Review**

Staff and Governors will review this policy annually and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school.

Be ready

Be respectful

Be safe

**REMINDER**



**CAUTION**



**TIME OUT**



**LINKED CLASS**



**REFLECT &  
REPAIR**



Be ready

Be respectful

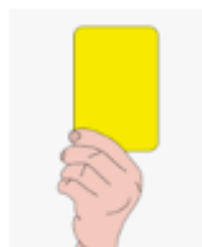
Be safe

**REMINDER**



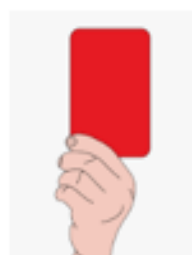
**YELLOW CARD**

(Time Out 5 minutes)



**RED CARD**

(Reflection Zone 15  
minutes)



## C.A.L.M.

**Connect**

**Acknowledge**

**Limits**

**Make a plan**

## Acknowledge

**LABEL** – Use words to reflect back the child's emotion

**EMPATHISE** – Use words to empathize or validate the child's emotion – this communicates that it is OK to feel like that

Allow them to calm down.

## Connect

Look for physical and verbal signs

Tune in to your own emotion – press the “pause button”

Try to take on the child's perspective – “a moment in their shoes”

## Limits

All emotions are

OK

...BUT...

certain behaviours cannot be accepted.

## Make a plan

When the child is ready,

- Exploring . What happened?  
How were you feeling?
- Problem Solving Let's think of other ways ...?
- Solutions Next time you feel like that – what will you do?