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Behaviour Policy

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Kingswood Parks Primary School

Behaviour Policy

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1 Introduction

1.1 Kingswood Parks Primary School behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across the school. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the school gate.

1.2 This policy outlines the high behavioural standards the School expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with the school's [exclusions and suspensions policy, anti-bullying policy, drugs policy], SEND and safeguarding and child protection policies, all of which can be found on the School's website. It will be reviewed annually by the Board of Trustees.

2 Aims and Objectives

By setting high standards of expected behaviour, the school aims to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;
- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the School community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the school environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the Kingswood Parks Primary School community. All staff are expected to uphold high expectations for pupil behaviour, and pupils are expected to behave in a way that reflects our Kingswood Parks Core Values of **Kindness, Respect, Independence, Resilience, Creativity and Tolerance**. (see Appendix 1)

To support consistency across the school, Kingswood Parks uses The Kingswood Parks Code, a clear and visual behaviour system displayed in every classroom (see Appendix 2). The Code promotes positive behaviour, reinforces our Core Values and provides a stepped sequence of reminders and consequences when behaviour falls below expectations.

Staff use shared language when referring to The Kingswood Parks Code so that pupils experience predictable, fair and consistent responses to behaviour across the school. Parents are informed promptly if their child's behaviour becomes a concern.

Behaviour incidents "dark red" or above (see appendix) are recorded, tracked and monitored on CPOMS, the school's digital system for safeguarding, wellbeing, behaviour and attendance. Write-ups must be an objective account of events and tagged with the appropriate category and subcategory. Staff should record:

- persistent low-level behaviour
- serious inappropriate behaviour
- adult interventions and responses
- consequences issued
- conversations with parents

The school may apply sanctions for behaviour that occurs outside school premises where it is reasonable to do so. This includes incidents such as bullying, anti-social behaviour in the community, or inappropriate online activity reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.2.1 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

3.2.2 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or School.

4 Roles and Responsibilities

All members of the School community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the School community are set out in detail below.

4.1 Trustees

The Humber Education Trust's Trust Board will work with the CEO to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools.

The Scheme of Delegation, approved by the Trust Board, delegates the following responsibility to each school's Local Governing Body – 'to establish and keep under review school Behaviour Policy for pupils, monitoring the impact.

4.2 The Chief Executive Officer

The CEO will ensure that all schools use the Trust's model policy to establish and keep under review school a Behaviour Policy for pupils (adapted as appropriate), monitoring the impact. The CEO will report back to the Trustees on educational outcomes, behaviour management and support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Local Governing Body

Local governors in the school will review and monitor the application and implementation of this policy by receiving regular reports from the school Head Teacher on behavioural sanctions and support put in place for pupils at the school. Local governors will scrutinise relevant data, review relevant suspension and exclusion decisions and act as a point of challenge for decisions taken by the Head Teacher. Local governors will analyse the recorded data on searches/removal from classrooms and in cases where searching/removal from classrooms is falling disproportionately on any group or groups, they should consider whether any actions should be taken to prevent this.

4.4 Head Teacher

The Head Teacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, and effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Head Teacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Head Teacher will act as a source of support and guidance for staff on behaviour management strategies and discipline.

4.5 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that the School's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by displaying the Kingswood Parks Code system in classrooms and by using consistent language. Staff will ensure that pupils are routinely reminded of expectations

e.g. through assemblies, as part of PHSE lessons, through the school's Core Values and as part of pupil induction to the school.

- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;
- consider the welfare of the whole School community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
    - more frequent engagement with parents;
    - home visits;
    - mentoring and coaching;
    - report cards;

- time in a pupil support unit;
- engaging with local partners and agencies to address specific challenges;
- consideration of whether a multi-agency assessment such [as early help of Education Health and Care Plan[1]] is required; and/or]
- designing an Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps with set targets and support strategies embedded within;

- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.6 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;

- attend Parents' Evenings and discussions about their child's progress, if reasonably possible; and

- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.7 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

The school believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. (see Appendix 3)

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. These may include the use of the sensory circuit, a job around school, a walk around school, sometime outside the classroom to readjust. The school will impose sanctions in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions include:

- verbal reprimand;

- requiring a written apology;

- confiscation of a pupil's property;

- missing break time;

- extra work or repeating unsatisfactory work until it meets the required standard;

- the setting of written tasks as punishments, such as writing lines or an essay;

- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;

- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as, but not limited to, sports events, trips, clubs (including breakfast club)

- removal from a class or groups;

- internal exclusion;

- detention including during lunch time, after normal school hours and at weekends;

- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;

- education off-site for a designated period;

- suspension or permanent exclusion.

6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. The School recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed.

6.4 The school encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness of a lack of respect.

6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow the school's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;

- verbal abuse to pupils;

- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on **school** property;
- recording or taking images of pupils or staff without their express consent, including the creation of fake images using artificial intelligence (AI).
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;
- possession of items prohibited under the school rules (see Annex).

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

- to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;

- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and

- to allow the pupil to regain calm in a safe space.

During the period of removal the pupil will receive continual, supervised education in a suitable environment. The length of time will vary according to need and ensure that calm is restored , a suitable plan is put in place for successful reintegration. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Detentions will only be issued after a discussion with the Headteacher, Deputy Headteacher or Assistant Headteachers. Staff will only issue detentions outside of school hours when it is reasonable after having considered whether:

- the detention may put the pupil at increased risk or compromise their safety;

- the pupil has known caring responsibilities or religious requirements;

- the detention timing conflicts with a medical appointment;

- parents ought to be informed of the detention; and

- whether suitable travel arrangements can reasonably be made by the parent for the pupil, disregarding any inconvenience for the parent.

6.9 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the School's Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or

- has a disability which prevents or limits them from accessing the curriculum; or

- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 The School is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the school will do all it can to ensure that the pupil receives appropriate support. The School is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. The School will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion – this is a question of judgement for the school on the facts of the situation.

7.3 An Individual Behaviour Plan and/or Pastoral Support Plan and/or Individual Provision Maps will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the School's Special educational needs policy/ SEN Information Report for more information.

7.4 The school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. In secondary academies pupils who have witnessed the behaviour will be asked to provide written, signed and dated statements. In primary academies pupils who have witnessed the behaviour may be asked provide a written account or may be asked to describe to staff what they saw and the member of staff will make a note of the response. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 The School uses Close Circuit Television ("CCTV") within its premises. One reason why the School uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see the School's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

9.1 If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Head Teacher or staff authorised by them. Staff will follow the latest DfE guidance on searching, screening and confiscation when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

9.2 The Head Teacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The Head Teacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

9.3 Staff may confiscate or seize items in the possession of pupils that pose a risk to staff or pupils, are illegal or banned by the school rules or is evidence in relation to an offence and may confiscate, retain or dispose of a pupil's property as a disciplinary sanction so long as it is reasonable in the circumstances. Confiscation of a pupil's property will be proportionate and aimed at maintaining an environment conducive to learning and one which safeguards the rights of other pupils to be educated. Where appropriate a member of staff may retain or dispose of a pupil's property as a punishment and are protected from liability for damage to, or loss of, any confiscated items. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

9.4 A teacher or someone who has lawful control of the child can search a pupil **with their consent** to look for any item banned by the school rules. Pupils must be first asked to empty pockets and bags themselves. Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions. If the pupil refuses to give permission the school may impose a sanction for failing to follow a reasonable instruction.

9.5 The Head Teacher and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay. Prohibited items that can be searched for without consent include:

- knives or weapons;
- alcohol;
- illegal drugs;
- stolen items;
- e-cigarettes, tobacco and cigarette papers;
- fireworks;
- pornographic images; or
- articles that the member of staff reasonably suspects have been or could be used to commit an offence or cause personal injury to, or damage to property of, any person (including the pupil).

A member of staff can use reasonable force to search for any prohibited items but not to search for items which are identified only in the school rules. Before using reasonable force the member of staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

9.6 Any search without consent must be conducted by a member of staff of the same sex as the pupil in the presence of another member of staff. A member of staff can only carry out a search of a pupil of the opposite sex and/or without a witness present, where the member of staff reasonably believes that there is a risk that serious harm will be caused to a person if they do not conduct the search immediately and where it is not reasonably practicable to summon another member of staff.

9.7 When conducting a search pupils must not be required to remove any clothing other than outer clothing. 'Outer clothing' [is defined as] any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).

9.8 Strip searches (a search involving the removal of more than outer clothing) on school premises can only be carried out by police officers under the Police and Criminal Evidence Act 1984 (PACE) Codes A and B. While the decision to undertake the strip search itself and its conduct are police matters, school staff retain a duty of care to the pupil(s) involved and should advocate for pupil wellbeing at all times. Before calling police into the school, staff should assess and balance the risk of a potential strip search on the pupil's mental and physical wellbeing and the risk of not recovering the suspected item. Staff should consider whether introducing the potential for a strip

search through police involvement is absolutely necessary by consulting with the designated safeguarding lead and school Head Teacher, and should always ensure that other appropriate, less invasive approaches have been exhausted. Unless there is an immediate risk of harm and where reasonably possible, staff should inform a parent of the pupil suspected of concealing an item in advance of the search, even if the parent is not acting as the appropriate adult.

9.9 Staff should keep a record of any searches conducted on pupils and inform parents that a search has been carried out as soon as reasonably practicable by a responsible adult. Records on CPOMS should include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and
- what follow-up action was taken as a consequence of the search.

9.10 Staff may seize an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. If the member of staff conducting the search suspects they may find an indecent image of a child, the member of staff should never intentionally view the image, and must never copy, print, share, store or save such images. When an incident might involve an indecent image of a child and/or video, the member of staff should confiscate the device, avoid looking at the device and refer the incident to the designated safeguarding lead. Staff will have regard to the UK Council for Internet Safety advice for managing incidences of sharing nudes and semi-nudes when managing these.

10 Mobile Phones and Electronic Devices

As set out in the school rules, mobile phones and personal electronic devices must not be brought onto site except in circumstances where the child is walking to and from school alone. When those authorised to bring mobile phones to school do so, they must hand their phone to the teacher who will keep it secure until the end of the school day. Where pupils are found with a phone in their possession on the school site, staff may confiscate or seize the device in accordance with section 9 of this policy.

11 Use of reasonable force

11.1 The School strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Head Teacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline.

11.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises e.g on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time.

11.3 There are circumstances when it is appropriate for staff to have physical contact with pupils which does not constitute the use of reasonable force or other restrictive interventions. Examples include:

- Giving first aid.
- Guiding or escorting pupils, such as holding the hand of a pupil when walking around the school or on a school trip.
- Comforting a distressed pupil.
- Congratulating or praising a pupil, for example a pat on the back or a handshake.
- Demonstrating how to use a musical instrument.
- Demonstrating exercises or techniques during PE lessons or sports coaching.

11.4 Staff may in limited circumstances need to use restraint, which is a non-disciplinary intervention which immobilises a pupil or limits their movement, and this may or may not include direct physical contact. The DfE statutory guidance states that holding a pupil's arms to their sides or removing a pupil's crutches would both be considered forms of restraint. This will be avoided where at all possible.

11.5 Staff will only use seclusion – a non-disciplinary intervention to keep a pupil confined to a place away from others and prevented from leaving – as a safety measure to protect others from harm when a pupil is experiencing high level of emotional or behavioural dysregulation. Staff will seek to ensure that the place of seclusion is not threatening or intimidating. The pupil must be supervised at all times during the period of seclusion. As soon as the immediate risk of harm has reduced, the pupil must be allowed to leave. Reasonable force does not have to be used for an intervention to be seclusion. Seclusion includes:

11.5.1 Physically obstructing the pupil's way of leaving the place,

11.5.2 Securing the place so that the pupil cannot leave it, or

11.5.3 Causing the pupil to believe that they will be punished if they leave the place.

11.6 Whenever any restrictive intervention is used, including reasonable force, staff will consider the following:

11.6.1 Necessity – taking into account whether there is a less restrictive way to achieve the same thing, the risks involved, whether it may escalate and communicating, where possible, with other staff

11.6.2 Proportionality – using the least amount of force, potential alternative strategies and the personal circumstances of the pupil including any relevant protected characteristics under the Equality Act 2010.

11.6.3 The pupil's welfare – including that pupil's context and circumstances, overall welfare, the importance of their dignity, the need to communicate with them about the decisions being taken, any EAL, and how the pupil is feeling.

11.7 Use of reasonable force and restrictive interventions will generally be rare and may need to be determined by staff in the moment in many cases.

11.8 Consideration will also always be given to the rights of the pupil concerned, including under the Equality Act 2010 and the Human Rights Act 1998. The school recognises that some pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Triggers may include pain, sensory overload, unfamiliar situations or environments, or feelings of fear and anxiety. Pupils who are non-verbal or find verbal communication challenging may express their needs, discomfort or confusion through actions. The school will seek to understand the underlying triggers of challenging behaviour to provide proactive support, create an inclusive environment, and utilise staff who know individual pupils well to help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur. Parents should consult the academy's SEND policy that sets out the provision for SEND pupils and the academy's approach generally, but in the context of restrictive interventions this might include:

11.8.1 Pupil behaviour plan and/or pastoral support plan and/or individual provision maps

11.8.2 Risk assessments.

11.8.3 Specific adjustments for that pupil that are known to reduce the need for restrictive interventions.

11.8.4 Distracting techniques.

11.9 The school will minimise the need to use restrictive interventions through prevention and de-escalation measures, employing specific whole-school measures as well as tailored approaches for individual pupils.

11.10 Whole-school measures include:

11.10.1 Consideration of how the school and classroom environment can support all pupils to achieve and thrive.

11.10.2 Sharing best practice for whole-class behaviour management, and for managing communal spaces such as corridors and playgrounds.

11.10.3 Training staff in effective communication strategies, such as using appropriate tone of voice and empathy to aid de-escalation.

11.10.4 Development of working staff-pupil relationships and trust.

11.10.5 Recording and analysing data on the use of restrictive interventions to inform improvement planning.

11.11 Individual approaches could include:

11.11.1 Working closely with parents to support individual pupils

11.11.2 Implementing strategies to support individual pupils based on their identified needs, including the development of [behaviour plans and/or pastoral support plan and/or individual provision maps]. Where a pupil has a disability, the school has a legal obligation under the Equality Act 2010 to support pupils with reasonable adjustments, making sure they can benefit from what the academy offers

11.11.3 Giving pupils time, space and strategies to calm down before their behaviour escalates

11.12 Every significant incident in which reasonable force is used will be recorded by staff members, as required by s.93A of the Education and Inspections Act 2006. This requirement only applies where it is a significant incident, so will not include cases where physical contact is made for other reasons, such as giving first aid. This recording will take place as soon as practicable after the event and should be done by the member of staff the same day as the incident. This following information must be recorded in the school's safeguarding system:

11.12.1 Names of pupils and staff directly involved.

11.12.2 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

11.12.3 Time, date, location and approximate duration of the intervention.

11.12.4 A brief account of the incident, including what led up to the incident, identified or potential triggers if known, any preventative or de-escalation strategies used, and (where relevant) what type of reasonable force was applied, the degree of force, and details of any physical injuries sustained.

11.12.5 A brief account of why the use of force was assessed as necessary in that instance.

11.12.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.12.7 The pupil's account of what happened, as well as any witness accounts.

11.13 A report will also be made to parents where there is a significant use of force, apart from where:

11.13.1 It appears to the staff member that doing so would be likely to result in serious harm to the pupil. In this instance, the staff member will report the incident to any parent(s) who it can be reported to without resulting in significant harm or, if there are none, to the local authority within whose area the pupil is ordinarily resident.

11.14 A report of the incident made to parents will include the following details as a minimum:

11.14.1 Time, date, location and approximate duration of the intervention.

11.14.2 Brief account of why the intervention was assessed as necessary in that instance.

11.14.3 Brief account of what type of force was applied, and the degree of force.

11.14.4 Details of any physical injuries sustained, if applicable.

11.15 Every incident which results in seclusion or restraint, which may not include reasonable force, must be recorded on the school's safeguarding system. Incidents must be recorded as soon as possible and no later than the same day, in writing. The information recorded must include:

11.15.1 Names of pupil and staff directly involved.

11.15.2 Time, date, location and approximate duration of the intervention.

11.15.3 Any relevant needs or circumstances of the pupil, including whether the pupil involved has an identified special educational need or disability and their SEN status code.

11.15.4 A brief account of why the intervention was assessed as necessary in that instance.

11.15.5 Details of any physical injuries sustained, if applicable.

11.15.6 Any post-incident support, such as details of any medical treatment for injuries or other adverse impacts.

11.16 Apart from in the circumstances as set out in 11.13, a report must be made to parents where a pupil is subject to seclusion, restraint or immobilisation, even if that is included within a pupil's [behaviour plan and/or pastoral support plan and/or individual provision maps]. Staff will endeavour to do this the same day, but this may also involve a subsequent follow up discussion with parents to include any de-escalation strategies and what can be done differently in future.

11.17 Where an incident resulted in both a significant use of force as well as seclusion/restraint, only the procedure set out at 11.12-11.14 will be used, with parents not needing to be informed twice.

11.18 The school will evaluate all incidents involving the use of restrictive interventions as soon as practicable after the event to understand why it was used, the impact on pupils and staff, any patterns and trends, and how the use of restrictive interventions might be avoided in future.

11.19 Where appropriate, the pupil and staff member involved will receive a medical assessment and treatment for any injuries as soon as possible. Any injuries will be recorded in accordance with the academy's procedures and reported as appropriate to the Health and Safety Executive.

12 Bullying

12.1 The School will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. The School has a separate Anti-Bullying Policy which should be read in conjunction with this policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship

involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

12.2 The School wants to make sure that all pupils feel safe in the Kingswood Parks Primary School and are accepted into the School community. The School's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

12.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. The School practices a preventative strategy to reduce the chances of bullying, and the School's anti-bullying strategy is instilled in the School's curriculum, through the active development of pupils' social, emotional and behavioural skills, assemblies and is embedded in daily school life. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

12.4 If an allegation of bullying does come up, the school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Head Teacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;
- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.

12.5 The School believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its academies. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the School community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media

account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

13 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The School will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Head Teacher in accordance with the School's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

Annex – Rights and Responsibilities of Pupils and School Rules

Rights	Responsibilities
To feel safe both in and out of the classroom	Have regard for your own safety and that of others and care for school equipment/ resources/ environment
To learn, free from the disruption of others	Be prepared to engage in class and be involved with learning
Be valued and have good work recognised and rewarded	Accept and learn from any sanctions that you receive
To receive help and support where requested	Follow staff instructions and seek help when needed
To be listened to and respected	Respect yourself, other people and their belongings
To be treated fairly	Be self-disciplined and follow the school rules set out below
To be treated as an individual	Inform a member of staff when this policy has been breached by yourself or another pupil

School Rules

1 Attend the school and classes on time (including attending at the times set by teachers in the event an altered or staggered routine is implemented).

2 Bring appropriate equipment such as: planner, pen, pencil, ruler, calculator, PE kit and any other necessary equipment, a suitable bag to carry books and any equipment needed during the school day.

3 Keep your appearance smart and tidy and wear specified uniform as set out in the School's uniform policy at all times to and from the school.

4 Follow the school's instructions on hygiene, such as handwashing, sanitising and behaviour in toilets.

5 Do not use rude, derogatory, racist or defamatory language.

6 Do not bully, belittle, or intentionally harm other pupils or staff.

7 Be polite, respectful and considerate of your peers and the extended community and always try to understand other people's point of view.

8 Do not run through hallways and corridors, do not shout out during lessons, or shout to one another in hallways, or when in public places.

9 Complete school work and homework on time and to the very best of your ability.

10 Take care of your environment, both on the school site and outside. Do not litter or vandalise property in any way.

11 Take care of school equipment.

12 Follow staff instructions (including, when imposed details of groups students can socialise within, moving around the school site in accordance to specific instructions).

13 Meeting expectations around sneezing and coughing including adhering to the "catch it, bin it, kill it" policy

14 Do not spit or cough in the vicinity of, or deliberately at another pupil, staff member or any other person within the school.

15 Do not share equipment with any other pupils or staff, including drinking bottles unless expressly directed otherwise. Do not eat during lesson times.

16 Report to the school office if you arrive late, feel unwell or need to leave for an appointment.

17 Stay on the school premises at break and lunch time, including adhering to instructions relating to the areas you can be in during break and lunch time.

18 Do not bring into the school under any circumstances:

- alcohol and drugs including "legal highs";
- e-cigarettes, vapes, cigarettes, matches, and lighters;
- chewing gum;
- weapons of any kind or instruments/substances intended to be used as weapons;
- material that is inappropriate or illegal for children to have such as racist or pornographic material;
- mobile phones/other non-authorised electronic or recording devices;
- BB guns, air guns, toy guns, anything with a blade, anything designed to look like a weapon;
- any article which a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Movement Around School

All pupils are expected to move around school calmly and safely. Staff will explicitly teach and model these routines. Pupils must:

- walk on the **left-hand side** of corridors
- walk in **single file**
- hold doors for others
- follow adult instructions immediately
- wait politely if another class is passing
- line up silently before entering a room

Staff expectations:

- Stand at doors during transitions
- Use consistent language: “Walk, don’t run”, “Left-hand side”, “Quiet voices”
- Challenge disrespect immediately
- Praise pupils who model expectations
- Ensure “do now” tasks are available as the children enter the classroom

Appendix 1 - **Kingswood Parks Core values**

At Kingswood Parks Primary School, our behaviour expectations are rooted in our six Core Values. These values shape how we treat one another, how we move around school, how we learn and how we represent our school in the community. Staff explicitly teach, model and reinforce these values in all areas of school life. These values underpin our expectations for behaviour in classrooms, corridors, the playground, the dining hall and beyond. They are explicitly taught, modelled and reinforced through assemblies, PSHE, restorative conversations, rewards and our "Kingswood Parks Code" system. When behaviour falls below expectations, consequences are linked back to the Core Values to support reflection and improvement.

Each value is exemplified below to support consistency and shared understanding across the school.

Core Value:	**Pupils demonstrate independence when they:**	**Staff reinforce independence by:**
Independence We take responsibility for our learning, our choices and our behaviour.	• organise their own equipment • begin tasks promptly and stay focused • solve small problems before seeking help • take responsibility for mistakes and make things right • follow routines without reminders	• providing clear routines and expectations • praising self-management ("You sorted that out yourself - great independence") • offering choices and encouraging problem-solving
Respect We show respect for ourselves, others, our environment and our learning.	• follow adult instructions first time • speak politely and listen when others are talking	• challenging disrespect immediately and calmly • modelling respectful tone and body language

	• move calmly around school • treat school property with care • accept consequences without arguing or answering back	
Kindness We show kindness in the way we speak, act and treat others.	• use polite language with peers and adults • include others and help those who are struggling • offer support without being asked • look after equipment and shared spaces • show empathy when someone is upset	• narrating positive examples ("I can see you helping your partner - that's kindness") • using courtesy coins to reward kind acts • modelling warm, respectful interactions
Tolerance We value differences and treat everyone fairly.	• accept others' opinions and beliefs • work cooperatively with all peers • show patience and understanding • use inclusive language • challenge unkindness or unfairness	• modelling inclusive language • teaching pupils how to disagree respectfully • addressing discriminatory language immediately
Resilience We keep going, even when things are difficult.	• try again after making a mistake • stay calm when things go wrong • use strategies to manage emotions • complete tasks even when they feel challenging	• modelling calm responses • praising effort, not just success • teaching emotional regulation strategies

	• respond positively to feedback	
Creativity We think imaginatively, explore ideas and contribute positively to our learning community.	• share ideas confidently • approach problems in different ways • take risks in their learning • contribute to discussions and group work • show curiosity and ask thoughtful questions	• celebrating original ideas • providing opportunities for choice and exploration • modelling curiosity and flexible thinking

Appendix 2 - Unacceptable Behaviour and Sanctions

Unacceptable Behaviour

Unacceptable behaviour is any behaviour that takes away or impedes the rights of others to feel safe, learn well and follow the Kingswood Parks Code. Examples include:

- goading, provoking or deliberately getting others into trouble
- teasing, winding up or name-calling
- spoiling work or damaging property
- being disrespectful towards staff or peers
- not managing temper appropriately
- disrupting lessons or preventing others from learning
- using swear words, racist or discriminatory language
- taking or interfering with others' belongings
- refusing to follow instructions after positive encouragement
- calling out repeatedly
- chasing or physically bothering others
- hurting others
- applying negative peer pressure
- bringing the school into disrepute
- spitting

Sanctions

Sanctions are used to help pupils understand that their behaviour is unacceptable and to support them in making better choices. It must always be clear:

- why the sanction is being applied
- what behaviour needs to change
- that it is the behaviour, not the child, that is unacceptable

Sanctions aim to:

- reduce wasted learning time
- minimise unnecessary dialogue
- protect pupils who want to learn
- involve parents early
- give pupils a fresh start each day
- help pupils take increasing responsibility for their actions

The Kingswood Parks Code – Stepped Consequences

The Kingswood Parks Code is displayed in every classroom and provides a clear, visual reminder of expectations. Names are reset regularly throughout the day, ensuring pupils can begin with a fresh start.

Before issuing any warnings, staff must provide success reminders to the whole class.

GREEN – Doing the Right Thing

Pupil is following the Kingswood Parks Code.

YELLOW – Polite Warning

First instance of unacceptable behaviour

- Polite reminder
- Reason given
- No dialogue entered into

ORANGE – 5 Minutes Missed Playtime

Behaviour continues again

- Pupil now loses 5 minutes of playtime
- Reason given
- No dialogue entered into

RED – 10 Minutes Missed Playtime

Behaviour continues again

- Pupil loses 10 minutes of playtime
- Reason given
- No dialogue entered into

DARK RED – Full Playtime Missed

Behaviour continues further

- Pupil loses full playtime
- Record on CPOMS
- Class teacher to call home

BLACK – Lunchtime Detention

- Reserved for more serious behaviours such as, but not limited to, swearing, violence, damage to property, threats of violence or verbally abusive gestures or words, leaving the classroom without permission.
- May be used if behaviours continue despite full playtime missed
- In all cases, a joint decision to be made between class teacher and HT, DHT or AHTs
- Record on CPOMS
- Class teacher to call home

If a pupil has a lunchtime detention 3 times, this may trigger an **Individual Behaviour Plan**. Parents will be invited to meet with the Phase Leader.

A child-friendly version of the Kingswood Parks Code is displayed in classrooms:

GREEN – Doing the Right Thing **I am following the Kingswood Parks Code. I am ready to learn.**
YELLOW – Polite Warning **This is your reminder to get back to the Kingswood Parks Code**

ORANGE – 5 Minutes Missed Playtime Your behaviour is still continuing. You now owe 5 minutes.
RED – 10 Minutes Missed Playtime Your behaviour is still continuing. You now owe 10 minutes.
DARK RED – Full Playtime Missed Your behaviour has not improved. You have lost your playtime today. A phone call home will be made.
BLACK – Lunchtime Detention You will now miss your lunchtime. A phone call home will be made.

Serious Misbehaviour

In cases of serious or dangerous behaviour, staff may use their professional judgement to **bypass steps** and move directly to a higher sanction. The pupil may be removed immediately to a quiet supervised space with a member of the senior team. A restorative conversation will take place before the pupil returns to class.

Appendix 3

Kingswood Parks Primary School Rewards and Recognition

Kingswood Parks Primary School recognises and celebrates positive behaviour, effort and achievement in a variety of meaningful and motivating ways. These rewards reinforce the Kingswood Parks Core Values and encourage pupils to demonstrate the Kingswood Parks Code consistently.

Whole-School and Classroom Rewards	Daily and Weekly Recognition	Additional Recognition
• **Verbal praise** from any member of staff • **Good News Letters** sent home to celebrate effort, progress or behaviour • **House Points** awarded for positive behaviour, good work and demonstrating the Kingswood Parks Core Values. House banners are displayed in the school hall. • **Courtesy coins** to recognise the small, everyday acts of courtesy that contribute to a calm, respectful school culture	• **Star of the Day** – each class selects one pupil daily to receive a certificate or letter recognising excellent work, behaviour or contribution • **Weekly Merit Assembly** – one pupil from each class receives a certificate explaining the reason for their recognition • **House Points Cup** – awarded weekly to the House with the highest number of points • **Talking Lunch** – selected pupils join the Headteacher for lunch to celebrate excellent manners and behaviour	• Recognition for special achievements such as bravery, honesty, exceptional effort or personal accomplishments • **Parental Contact** in special circumstances to share positive news • **House Points Totals** contribute to House rewards