Positive Relationships & Behaviour Policy

Written by:
Jacki Keogh, Head of School, September 2023

Amendments made to this policy to reflect DfE policy updates:
- Behaviour in Schools (Sept '22)
- Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England, including pupil movement. (Sept '22).
- Searching, screening and confiscation: Advice for schools (Sept '22).
- Keeping Children Safe In Education (Sept '23)

Introduction

This policy sets out the ways in which school leaders and staff create a safe, calm, orderly and positive environment and the impact that this has on the behaviour and attitudes of pupils.

At Kenley we aim:
● To provide a happy, secure, inclusive, caring environment, where all feel valued
● To celebrate all success
● To ensure that each individual realises their full potential
● To provide inclusive support systems which promote personal, social and emotional development

Our agreed aims which are crucial to the success of this policy are:
● To be consistent with how we carry out our approaches to behaviour and relationships that are mirrored throughout the school.
● To treat children fairly, but not the same, considering individual needs and challenges.
● To communicate well as professionals to support the children in our school.
● To build strong relationships between adults and pupils, pupils and pupils, adults and adults.
● To have high and attainable expectations.
● To ensure our approaches to behaviour and relationships are meaningful and positive.

Our Ethos

At Kenley Primary, we work collaboratively with schools in The Collegiate Trust to deliver the shared vision of an 'exceptional education for all.'

We believe that through our school values of Ambition, Responsibility and Community, all children will develop to their full potential during their time at Kenley. We foster compassion, tolerance and mutual respect in order that our children are confident, capable and respectful members of the society that they are equipped to positively contribute to.

Our Values		
Ambition	**Responsibility**	**Community**
We are determined to demonstrate excellence in all we do. We believe in ourselves and that we are capable of great success.	We take ownership for our independent and collective decisions and choices. We understand the significance of our words and actions, and how they can have an impact.	We care about, consider and understand our own and others' needs. We welcome everyone with a shared sense of belonging, well-being and togetherness.

Expectations/Behaviours		
Be Ready	**Be Respectful**	**Be Safe**

Rationale & Aims

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach. This policy draws on current thinking and practice relating to relationships and behaviour, a key factor in enabling pupils to achieve personal growth and reach their full potential.

The Staff and Governors seek to create a positive, safe, learning environment in the school, which encourages and reinforces good behaviour. This relies on good communication between the children, parents and all adults within the school community. Our behaviour policy outlines the strategies which we constantly use in order to promote this positive learning environment.

Positive relationships are fundamental to all pupils achieving success at our school. At Kenley Primary School, we are committed to nurturing positive relationships and behaviour.

Our policy is also rooted in the British values of mutual respect, democracy, rule of law, liberty and tolerance of those with different faiths and beliefs.

The Head of School has a duty to determine measures to encourage good behaviour and respect for others.   (Education and Inspectors Act 2006).

Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:
Behaviour in schools
Suspension and Permanent Exclusion from maintained schools, academies and PRUs in England
Searching, screening and confiscation at school
The Equality Act 2010
Use of reasonable force in schools
Supporting pupils with medical conditions at school
Special Educational Needs and Disability (SEND) Code of Practice.

Roles and Responsibilities

All adults will:
- Promote our school rules of being ready, being respectful and being safe.
- Model positive behaviours and build relationships
- Plan learning that engages, challenges and meet the needs of all pupils
- Ensure praise outweighs anything negative
- Be calm and give "take up time" when going through the steps.
- Be proactive in their approach to prevent sanctions being required
- Follow-up every time, retain ownership and engage in reflective dialogue with pupils
- Be a visible presence around the school.
- Share good practice with one another.
- Never ignore or walk past pupils who are not being respectful, responsible or safe.
- Use of 'positive notes' (as decided by teacher) and share successes with parents/carer – can include Class DoJo, praise pads, telephone calls and verbal acknowledgement.
- Support one another in returning pupils to learning by sitting in on reparation meetings and supporting staff in conversations with pupils when asked to do so

Senior leaders and link governors will
- review provision should there be pupils who fall beyond the range of written policies.

The Head of School is responsible for:
- Reviewing this behaviour policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour.
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied nsistently.

Staff are responsible for:
- Implementing the behaviour policy consistently,
- Modelling positive behaviour,
- Providing a personalised approach to the specific behavioural needs of particular pupils,
- Keeping records of behaviour, including recording incidents on CPOMS,
- Providing a challenging, interesting and relevant curriculum,
- Providing and maintaining an organised, inviting and calm learning environment that encourages positive learning behaviours
- Treating all children fairly and with respect.

Parents are expected to:
- Support the school in the implementation of this policy,
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly,
- To be aware of and support the school rules and expectations,
- To foster good relationships with the school.

Pupil Responsibilities
- To work to the best of their ability and allow others to do the same
- To treat others with respect
- To take care of property and the environment around the school
- To follow instructions of school staff

The governing board is responsible for:
Monitoring this policy's effectiveness and holding the Head of School to account for its implementation.

Our Approach to Relationships and Behaviour

At Kenley Primary School, we believe that the reward should be in the behaviour itself. The more we notice good behaviour, the less we need to extrinsically reward it. We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in two ways.

Firstly, we use a restorative approach to deal with conflict in order to find meaningful, positive solutions for all involved and to learn and endeavour to prevent further incidences. Secondly, if this approach is unsuccessful, we have agreed consequences which can be used to support the child in learning about good behaviour.

Each aspect of our behaviour/relationships approach is detailed as follows:

Restorative Approach Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well- rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to themselves and others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm used. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound, seals the infection, punitive approaches to conflict seal in the harm within the relationship which will reoccur in subsequent behaviour.

Shifting responsibility to the pupil

In line with our school values of Ambition, Responsibility & Community, we believe that by placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as

necessary. Bringing a holistic restorative approach into schools cannot only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrong-doing. First of all, students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the wrong doer. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

Traditional		Restorative
What's happened?		What's happened?
Who's to blame?	>> becomes >>	Who has been harmed and in what way?
How should we punish them?	>> becomes >>	What needs to happen in order to put things right and ensure that this never happens again?

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full classroom conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrong-doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrong doers'
- Encourages a school-wide culture of mutual respect and care
- Allows children doing the thinking
- Provides learning experiences linked to school values

For restorative work, the following Gateway Questions will be used:

- What happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need /need to do to fix this / move on?

Additionally, where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate
- Thank all parties for participating

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality - explain that this is between the people involved (plus parents if required)
- Be aware of any matters re Child Protection
- If young people do not follow rules or are still becoming angry, stop mediation!

Unconditional Positive Regard

Every interaction with every member of the Kenley community comes from a place of warmth, respect and kindness, regardless of anything that has happened before or how many times we've had to have the same conversation

Positively framed language

1. **Language of <u>needs</u>** – *we focus on what we need to happen, not on highlighting incorrect behaviours*
2. **Language of <u>choice</u>** – *we offer clarity on what's expected and the consequences if expectations aren't met*
3. **Language of <u>because</u>** – *we explain why we have those expectations to promote correction over simplistic compliance*

Managing Behaviour in Classrooms/Learning Spaces & Playgrounds

Engagement with learning is always the primary aim. For most pupils, a gentle reminder to stay on target with their learning is all that is needed. Although there are occasions when it is necessary, every minute a pupil is out of your lesson is one where they are not learning. Steps should always be worked through with care and consideration, taking individual needs into account where necessary.

Praise the behaviour you want to see. All pupils must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.
Take-Up time is the minute or so immediately following an adult speaking with or issuing an instruction to a child. Children should be given this time as an opportunity to consider their next actions and to make positive choices.

Similarly, when playground behaviour is not in line with our school expectations, a gentle reminder is often enough for children to make sensible and positive choices to 'turn around' their behaviour

Behaviour and Actions Chart

To ensure consistency across the school for all stakeholders, we use a Behaviour and Actions Chart which details a clear and graduated approach to ensuring that any sanctions are appropriate and fair, based on the level of negative behaviour displayed in the classroom/learning space and playground.

This guidance is always used with discretion and can be adapted by the Head of School/SLT, if deemed appropriate.

These are displayed in all classrooms and all staff and children are aware of the approach.

Levels of actions, dependent on behaviours (see Appendix A and Appendix B for details)

Classroom	Playground
Reminder/Warning	Reminder/Warning
Level 1 Time out at reflection table in classroom	Level 1 Restorative conversation
Level 2 Time spent at reflection table in phase class & Lunchtime reflection	Level 2 5-minute spent on reflection (area to be decided by adult)
Level 3 Head of School decision on action Lunchtime Reflection Parent/carer informed	Level 3 Head of School decision on action Lunchtime Reflection Parent/carer informed
Level 4 Exec Principal/Head of School decision on internal/fixed-term suspension	Level 4 Exec Principal/Head of School decision on internal/fixed-term suspension

Any behaviours from Level 1 upwards require a restorative conversation and for details of behaviour, conversation/consequence and resolution to be recorded on CPOMs.

Recognition of Positive Behaviour

It is important that children learn that choosing to behave in a safe and respectful way is a life skill that will not always be outwardly rewarded. Staff will however, always seek to recognise good behaviour within a classroom before drawing attention to negative behaviour. In addition, positive behaviour may also be recognised and celebrated in the following ways:

- As part of our weekly celebration assembly (Achievement Certificate)
- Through a message home to parents/telephone call/Class Do-Jo/in-class certificate
- House points (referred to in Celebration Assembly)
- Individual rewards (ie star chart)
- Whole class reward system (ie marbles in a jar)
- Stickers - awarded for good behaviour or good work.

Communication with Parents and Other Agencies

A positive partnership with parents is crucial to supporting children to learn to manage their behaviour positively Positive behaviour will be recognised and celebrated as everyday classroom practice. Parents and carers will always be informed at an early stage if there are any concerns around a child's behaviour.

We recognise that there are many reasons underlying a child's behaviour, such as relationship difficulties within the family unit, hunger, feeling unwell, bereavement, abuse, friendship problems, SEN, medical conditions etc. Such issues are best investigated with parental support so that the school can choose the best approach to take. We always try to work with parent support. Parents are expected to attend a reintegration meeting following any fixed period suspension.

SEND/Vulnerable Pupils

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil. We may provide a more individual approach to meet the needs of some pupils who fall within this category and as part of meeting our duties will, as far as possible, look to anticipate likely triggers of misbehaviour and put in place support to prevent these. It is important that we understand the meaning behind some pupils' behaviour in order to support their difficulties. Some of our pupils come with a range of communication and social interaction challenges. Some may have attachment difficulties and may have heightened anxiety when presented with certain situations.

Typical behaviours may include:

- Shouting, screaming, hurting self, lashing out physically
- Perceived 'rudeness' or ignoring of others
- A need to control situations
- Inability to manage emotions
- Language processing difficulties
- Lack of empathy

These behaviours can be frustrating and distressing but it important that we see them in the context of our pupils' special educational needs. The school's Special Educational Needs

and Disability Coordinator (SENDCo) will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an Educational Psychologist, Medical Practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Parents will always be consulted, advised of this involvement and outcomes will be shared.

Managing Serious Behaviour
Where a pupil's behaviour becomes more serious (e.g. aggressive towards other pupils or staff, swearing, fighting etc) or is an on-going concern, the class teacher will refer to the Senior Leadership Team and/or SENDCo

Actions may include:
Meeting with parents/carers to discuss support and strategies.
Pupil being placed on a Behaviour Support Plan.
SENDCo involvement, which may lead to further referrals to outside agencies as required)
Internal suspension, fixed-term suspension or permanent exclusion, in the most serious cases.

Behaviour Support Plan (BSP)
This will include up to 3 targets set and agreed between the child (if age appropriate), with a member of the SLT, the class teacher and a parent/carer, with expected outcomes and strategies to ensure success. This will be regularly monitored, with a time limit set and rewards agreed.

Purpose: In order to engage parents and pupils in sharing responsibility for pupil behaviour and finding ways together, to ensure a positive outcome
Who: pupils who display an emerging pattern of regular and unacceptable behaviour emerging
What: A maximum of three targets are agreed between the teacher and the pupil
Process: Rewards, sanctions and an agreed length of monitoring time are set by the teacher and pupil. Teacher and parents monitor weekly for agreed time, 3 – 6 weeks.

Suspensions & Exclusions
There are internal suspensions, fixed term suspensions and permanent exclusions. The Head of School will follow the procedure set out in the statutory guidance, which is designed to ensure fairness and consistency. This can be found at Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk)

When a pupil is suspended or excluded, the parent or carer will be notified immediately and this will be followed up with official paperwork. This will state the dates of the exclusion, the reason for the exclusion, the parents' right to make representations about the exclusion, the person whom the parent should contact if they want to make such representations, the school days the parent is required to make sure the child is not in school, the arrangement for the pupil to continue his/her education (including the setting of work), the parent's

responsibility for ensuring the work is completed and returned to school and the arrangements to meet the parents and pupil for a reintegration meeting to school.

All permanent exclusion cases will be treated in confidence. The Head of School must report all exclusions to the Governing Body detailing gender, ethnicity and the reason for the exclusion but will not divulge names.

Reasons for Suspension and/or Exclusion may include but are not limited to:

- In response to serious breaches of a school's behaviour policy, which sets out how pupils are expected to behave
- Where allowing a child to remain in school would seriously harm the education and welfare of the child or others in the school

Exclusion Process
• Whenever a pupil is excluded from school, the parent/carer is notified immediately, usually by phone and will be given documentation recording the incident and the exclusion within 24 hours
• Work is set by the school for the pupil to complete
• Within one school day of a permanent exclusion or an exclusion of longer than five days duration in any one term, the local authority and governing body are informed
• A re-integration meeting (parents and child) will be eld when the pupil returns to school

Kenley Primary School follows the LA guidance on exclusion:

Behaviour outside of School Premises
Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the way to or from school. We expect pupils to act as positive ambassadors for our school and to be considerate members of the local community. Non-criminal poor behaviour and bullying which occurs off the school premises or online and which is witnessed by a staff member or reported to the school, will be investigated by a member of the Senior Leadership Team
and sanctions issued following investigation, including suspension and exclusion.

Reasonable Adjustment
Kenley Primary is an inclusive school and prioritises the need for an equitable education. We acknowledge reasonable adjustments may be required when applying our behaviour policy, in order to support the individual needs of some children. Examples of such children might include:
a. Students with SEND
b. Children who are Looked After
c. Students with English as an additional language
d. Students who act as young carers
e. Minority ethnic and faith groups, travellers, asylum seekers and refugees
f. Any student experiencing adverse circumstance outside of school

Whilst it is important to acknowledge the need to personalise support, we do not accept these reasons as excuses for behaviour that falls outside of our school Values and expected behaviours. All students are expected to adhere to these at all times and will be supported to do so by all adults within the school.

Bullying
Kenley Primary School will NOT tolerate bullying and advocates a proactive, preventative approach through fostering positive friendships – kindness and respect.

The Department for Education defines bullying as a 'behaviour by an individual or group, that can be a single incident or repeated over time that intentionally hurts another individual or groups either physically or emotionally'.

Bullying is defined as: consistent, repeated and targeted action against an individual/group with a desired/premeditated outcome that physically hurts, intimidates, excludes or negatively impacts emotionally on the targeted party. It is repeated over a period of time.

Through the curriculum, pastoral support and upholding our School Values, Kenley Primary School teaches the children about friendship, citizenship and anti-bullying. We acknowledge the requirement of children to understand the importance of both physical and digital citizenship and recognise anti-social behaviour/bullying can occur in both.

Children are actively encouraged and taught to verbalise when they find behaviours inappropriate and should:

1) Say 'Stop – I don't like that/that is unkind to me'.
2) Put up their hand to gesture a stopping sign and move away from the situation (Blocking in the digital world)
3) Find an adult to tell/discuss what has happened.

When bullying is identified, this is immediately elevated to SLT. The child/group/person who has suffered the negative effects of this behaviour is supported.

Management of bullying aligns to Level 4 in the Behaviour and Actions Chart. Children and families should be aware that, depending on the severity of harm caused/incident, it may be appropriate for the Head of School to consult with the Child Protection Team and/or the Police.

Pastoral support is also offered to the 'bully' to establish reasons for the anti-social behaviours exhibited. Kenley Primary will endeavour to support and reeducate the child/children concerned in order to reduce the risk of this behaviour becoming an accepted social behaviour by the 'bully'. Each incident of reported bullying is individually evaluated and will be action-planned accordingly with the involvement of the Head of School and Chair of Governors (CoG) as appropriate.

Types of Bullying

Bullying can include:
Physical bullying including hitting, kicking, taking or hiding belongings including money.
Verbal bullying including name calling, teasing, insulting, writing unkind notes, sending abusive messages via text, email or social network

Emotional bullying including being deliberately unfriendly, excluding, tormenting, spreading rumours, photographing without permission

Cyber/Online bullying is a method of bullying rather than a type. It includes bullying via text message, instant-messenger services and social network sites, email and images or videos posted on the Internet or spread via mobile phones. Technology can be used to bully for any reasons including race, religion, sexuality and disability.

Motivated by race, religion or culture - Recent political and social issues appear to be a factor in bullying and harassment.

Related to SEND Bullying related to Special Educational Needs and Disabilities (SEND).

Related to Gender and Gender Identity Bullying - related to gender and gender identity. This often takes the form of harassment of a sexual nature.

Related to Sexual Orientation Bullying - related to sexual orientation.

Homophobic bullying is perhaps the form of bullying least likely to be self-reported, since disclosure carries risk not associated with other forms of bullying.

Related to Home Circumstances Bullying - because a child is fostered, adopted or a carer – evidence suggests that pupils who are fostered, adopted or are carers face a higher risk of being bullied.

Details of our school's approach to preventing and addressing bullying are set out in our AntiBullying Policy.

Positive Handling and Physical Intervention

We follow agreed procedures at Kenley Primary School – see our Positive Handling Policy, which incorporates the guidance from DfE advice template (publishing.service.gov.uk)

Positive handling is limited to unforeseen and emergency situations and used only in the last resort. Positive handling is considered to be a positive application of force with the intention of protecting the student from harming himself or others or seriously damaging property.

Positive handling should be applied as an act of care and control with the intention of re-establishing verbal control as soon as possible and, at the same time, allowing the student to regain self-control. It should never take a form which could be seen as a punishment.

Only trained staff, authorised by the Executive Principal/Head of School, can use such force as is reasonable in the circumstances to prevent a student from:
• Committing an offence.
• Causing personal injury to, or damage to the property of any person (including the student themselves).
• Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its students, whether during a teaching session or otherwise.

Parents/carers must be informed of any incidents requiring physical intervention. Any restraint must be recorded on CPOMS and reviewed by the Head of School who will instigate further action if required.

Incidents of physical intervention must:
• Always be used as a last resort,
• Be applied using the minimum amount of force and for the minimum amount of time possible, using recommended holds

- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be reported to parents and recorded on CPOMs

Searching, Screening and Confiscation

Searching and screening pupils is conducted in line with the Searching, Screening and Confiscation (publishing.service.gov.uk) School staff can confiscate, retain or dispose of a pupil's property as a disciplinary penalty in the same circumstances as other disciplinary penalties. The law protects staff from liability in any proceedings brought against them for any loss or damage to items they have confiscated, provided they acted lawfully.

Training

Our staff are provided with training on managing behaviour as part of their induction process, including being asked to read the Positive Relationships & Behaviour Policy.
Behaviour management will also form part of Continuing Professional Development.
Staff are given opportunities to discuss effective practice and raise any issues or concerns they have about behaviour of a pupil in school.
Identified staff are fully trained in Positive Handling techniques and this is renewed where necessary.
Staff are supported by the school SLT, SENDCo, to manage more serious and persistent pupil behaviour.

Links with other policies

As part of taking a whole-school approach to behaviour and safeguarding, it will be important that the respective policies complement one another.

This Behaviour Policy is linked to the following policies:
Child Protection policy
Anti –Bullying policy
Safeguarding Policy including child-on-child abuse
Positive Handling Policy
Keeping children safe in education 2023 (publishing.service.gov.uk)

Monitoring & Impact

The Head of School will monitor the effectiveness of this policy. They will report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements. The Governing Body has a legal responsibility to bring the contents of the behaviour policy to the attention of parents at least once a year.

At Kenley Primary School, we do this by publishing the policy on our website and through newsletters or email.

Records of sanctions are recorded on CPOMs along with a log of discussions with parents are kept by the school. The school keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

Appeals

An appeals committee is made up of between three and five members of the governing body. This committee considers any exclusion appeals on behalf of the governors. When a discipline panel meets to consider exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and consider whether the child should be reinstated, if permanently excluded.

Behaviour and Actions - Classroom Reference Guide (Appendix A)

Ambition – Responsibility – Community		
All adults model use of a shared language around School Values and Behaviours to reinforce positive playground behaviour		
Be Ready – Be Respectful – Be Safe		
Warning/Reminder of expectations linked to School Values and Behaviours		Supportive dialogue for expected behaviour reminder
- Out of seat - Calling out - First interruption to teacher during whole class learning - Inappropriate giggling/laughing - First disruption of other pupils learning - Inappropriate language (not aimed at others)	Low key response **Reminder** of expected behaviours Positive reinforcement of those making right choices	- I noticed you chose to . . . - This is a reminder that we need to… - At Kenley, we agree to… (describe the positive behaviour choice) - Do you remember when you… (give an example of previous positive behaviour). That's the behaviour I expect from you. - I know that you can make the right choice – thank you.
Level 1	Reflection table in classroom	Restorative script prompts
Continuation of negative behaviour after warning/reminder - Distracting another pupils' learning - Not focusing on learning - Inappropriate language (not discriminatory) aimed at others - Beginning to challenge authority - Treating environment without respect - Late/delay coming back to class	5 minutes seated at classroom reflection table Teacher/lead adult to welcome back to learning when child is re-engaged with learning and is making positive choices	- As above **If behaviour has continued:** - I noticed you . . . You now need to go to the reflection table. We can then speak in 5 minutes. Thank you
Level 2	Phase class reflection & Lunchtime Reflection*	Restorative script prompts
- Continuation of negative behaviour after warning/ reminder - Unkind comments aimed at others (not discriminatory) - Throwing objects (not with malicious intent) * If Level 2+ behaviour occurs during morning, Lunchtime Reflection to take place on <u>same day</u>. If this behaviour occurs in the afternoon, the Lunchtime Reflection will take place the <u>next day</u>.	Sent to phase class for 15 mins (with Blue card) – accompanied by TA, or another pupil Work to be taken so learning time not lost. (or RfP book if work hasn't been started) Class teacher/lead adult to recall a child after allocated time	- You have chosen not to follow our expectations/values..(describe). - At Kenley, we... (describe positive behaviour) As a consequence, you will need to now learn away from our classroom. I will speak to you about this when you come back. - What happened? What were you feeling/thinking at the time? - How do you feel now? How did this make other people feel? Who has been affected and how? What should we do to put things right? - If this happened again, how could you do things differently?

- 3x yellow/blue cards within school week (Mon – Fri), teacher to arrangement meeting with parent/carer to discuss concerns and planned strategies to support, as appropriate, and arrange to follow-up with parent/carer
- If concerns continue, involve Assistant Principal/SENDCo
- If no decrease in Yellow/Blue cards following initial meeting, Teacher and Assistant Principal/SENDCo to meet with parents to discuss continued concerns/strategies and next steps.
- Behaviour Support Plan to be written following 2nd meeting

Record all communications and meetings on CPOMs

Level 3 (SLT informed)	Head of School decision & Lunchtime Reflection*
- Rudeness to an adult - Highly disruptive behaviour - Continued refusal to complete set tasks - Offensive / inappropriate language - Throwing objects with intent to cause harm or damage - Intentionally breaking / destroying class equipment or property	Record on CPOMs Outside agency support referral, if deemed necessary
Level 4 (SLT informed)	Exec Principal/Head of School decision on internal/fixed-term suspension
These are behaviours which impinge on a child or adult's right to feel safe. **The 5 Non-Negotiables** 1. Persistent disruptive behaviour 2. Inappropriate and discriminatory language, including racial or homophobic language 3. Deliberately hurting others 4. Putting self or others in danger 5. Self-exiting classroom/learning space	HOS to make a decision on internal suspension and notify/meet with parents (SLT to notify Hoes). Executive Principal may authorise fixed-term suspension.

All Level 1 – 4 incidents to be logged on CPOMs including resolution. Level 2 - 4 incidents will require Blue card slip to be completed (Appendix C), providing details of behaviours.

Reports will be run weekly which will provide behaviour records/tracking to inform the behaviour/pastoral support work and children enabling positive action and pre-emptive solutions.

This is a guide only. Adults are trusted to make informed, considered decisions based on context.

Behaviour and Actions - Playground Reference Guide (Appendix B)

Ambition – Responsibility – Community		
All adults model use of a shared language around School Values and Behaviours to reinforce positive playground behaviour		
Be Ready – Be Respectful – Be Safe		
Warning/Reminder of expectations linked to School Values and Behaviours		Supportive dialogue for expected behaviour reminder
• Inappropriate/unkind language aimed at others (but not discriminatory) • Treating playground environment/equipment without respect • Bickering and squabbling	Low key response **Rule reminder** / quiet reminder of the school values. Reminder that the behaviour is unacceptable	• I noticed you chose to . . . • This is a reminder that we need to … (refer to value). • At Kenley, we … (describe the positive behaviour choice). • Do you remember when you (give an example of previous positive behaviour). That's the behaviour I expect from you. • I know that you can make the right choice – thank you.
Level 1	Restorative Conversation	Restorative script prompts
• **Continuation of negative behaviour after warning/reminder** • Beginning to challenge authority	MMS use lanyards to hold a restorative conversation with child(ren).	• What happened? • What were you feeling/thinking at the time? • How do you feel now? • How did this make other people feel? • Who has been affected and how? • What should we do to put things right? • If this happened again, how could you do things differently?
Level 2	5-Minute Time-Out in Playground	Restorative script prompts
• **Continuation of Level 1 behaviours** • Disrespectful behaviour towards an adult • Ignoring	MMS use lanyards to hold a restorative conversation with child(ren).	• What happened? • What were you feeling/thinking at the time? • How do you feel now? • How did this make other people feel? • Who has been affected and how? • What should we do to put things right? • If this happened again, how could you do things differently?
• 3x yellow/blue cards within school week (Mon – Fri), teacher to arrangement meeting with parent/carer to discuss concerns and planned strategies to support, as appropriate, and arrange to follow-up with parent/carer • If concerns continue, involve Assistant Principal/SENDCo • If no decrease in Yellow/Blue cards following initial meeting, Teacher and Assistant Principal/SENDCo to meet with parents to discuss continued concerns/strategies and next steps. • Personal Behaviour Plan to be written following 2nd meeting		

Record all communications and meetings on CPOMs	
Level 3 **(SLT informed)**	Head of School decision & Lunchtime Reflection*
• **Continuation of Level 2 behaviour after 5-minute Time-Out** • Persistent refusal to follow adult instruction • Offensive/abusive language (not discriminatory) • Causing intentional damage to equipment/environment • Refusal to engage in a restorative conversation • Deliberately excluding another child • Play-fighting	• Record on CPOMs • Immediately removed from the playground if dysregulated * if Level 3 behaviour occurs during Morning Break, Lunchtime Reflection to take place on <u>same day</u>. If this behaviour occurs at Lunchtime, the Lunchtime Reflection will take place the <u>next day</u>.
Level 4 **(SLT informed)**	Exec Principal/Head of School decision on internal/fixed-term suspension
These are behaviours which impinge on a child or adult's right to feel safe. **The 5 Non-Negotiables** 1) Persistent disruptive behaviour 2) Inappropriate and discriminatory language, including racial or homophobic language 3) Deliberately hurting others 4) Putting self or others in danger 5) Self-exiting playground	• Immediately removed from the playground if dysregulated. • Off the playground the following day. The child would remain inside at playtimes with a member of school staff, allocated by SLT. • HoS may use discretion to adjust the period of time that a child is off the playground, depending on the severity and persistence of behaviour. • Perpetrator and victim offered support. • Recorded on CPOMs • Letter to parents/carers • HoS to make a decision on internal suspension and notify/meet with parents (SLT to notify HoS). Executive Principal may authorise fixed-term suspension.

All Level 1 – 4 incidents to be logged on CPOMs. Level 3 & Level 4 incidents will require Yellow card slip (Appendix C) to be completed, providing details of behaviours.

Reports will be run weekly which will provide behaviour records/tracking to inform the behaviour/pastoral support work and children enabling positive action and pre-emptive solutions.

This is a guide only. Adults are trusted to make informed, considered decisions based on context.

Blue & Yellow Cards (Appendix C)

To be used for recording details of Level 3 & Yellow 4 behaviours
These should be handed to the member of SLT overseeing the Lunchtime Reflection that the child is to attend and will provide information so that a further restorative conversation can take place, if necessary.
Please include all actions taken prior to Lunchtime Reflection ie reminder/warning, time spent on reflection table/in playground, restorative conversation and supported dialogue

Blue Card	Yellow card
Day & Date _____ Child's Class _____	Day & Date _____ Child's Class _____
Child's Name _____	Child's Name _____
Teacher's Name _____	Adult's Name _____
Level 2 ☐ **Details to support restorative conversations**	Level 3 ☐ **Details to support restorative conversations**
Level 3 ☐	Level 4 ☐
Level 4 ☐	
Teacher Action	Adult Action
SLT Action _____	SLT Action _____
Day & Date _____ CPOMs ☐	Day & Date _____ CPOMs ☐