**KING’S WOOD SCHOOL AND NURSERY**

**BEHAVIOUR POLICY**

At King’s Wood School and Nursery we seek to create a happy, secure and caring environment where everyone values, respects and supports one another.

This policy sets out our school’s ethos and approach to supporting children to behave appropriately.

We recognise the importance of:

* A consistency of approach arising from shared beliefs and values
* Positive relationships with our children which help to promote self-esteem and support good mental health and well-being
* Behaviour being taught through positive role modelling, consistent practice and routines, social stories and genuine praise
* An inclusive approach that promotes equity by understanding some children will need more support than others
* Analysing the feelings and experiences that are the root of the behaviour we are seeing in order to inform plans to support positive behaviour
* Responding to behaviour rather than reacting using positive phrasing, limited choices and de-escalation scripts
* Focusing on de-escalation and only using physical intervention as a last resort
* Taking time to reflect, repair and restore relationships following a crisis
* Using protective and educational consequences rather than punishment to support children to develop internal discipline

**Code of Conduct**

The Golden Rules form the basis of our school values and set the expectations around conduct:

BE GENTLE BE KIND AND HELPFUL

WORK HARD LOOK AFTER PROPERTY

LISTEN TO PEOPLE BE HONEST

Children and adults are expected to treat each other politely and with respect i.e. greet one another, use please, thank you, hold open doors etc

Children are expected to move around the school in an orderly fashion, walking in corridors and lining up quietly when requested to do so. Also, to use an appropriate tone and volume of voice, being silent when asked.

**Systems and Procedures**

**Reward Systems**

**Staff should take every opportunity to use authentic praise to reinforce positive pupil behaviour.**

Class DOJO is used as a reward system. DOJO points are awarded for behaviour which reflects the golden rules. In addition, children are given stickers, certificates or sent to members of the SLT to show work and receive additional praise.

Certificates for good conduct and attitude as well as achievement are handed out during achievement assemblies every week. In KS2 DOJO points are converted to house points which are added up and announced in these assemblies.

Children who show they can behave responsibly are given the opportunity to become classroom or school monitors.

Children are congratulated during assemblies for good behaviour particularly if they have been out on a visit and represented the school well. There is also a weekly awarded ‘lining up cup’ for KS2 and children in KS1 collect cards to win ‘Lining Up Larry’

KS1 Only

Children start the week with 20 minutes Golden Time. They can lose minutes of this time as a consequence for making the wrong choice but can earn them back. Golden Time is on a Friday afternoon.

The class teacher should keep a record of lost golden time but not display it. Children who have lost minutes need to sit out from the rest of the class while it is going on and re-join when their time is up.

**Responding to Inappropriate Behaviour**

In Class

If a child is breaking our golden rules the first course of action will be a non-verbal warning in the form of a look or signal. Proximity praise can also be used at this point to encourage a child to bring their own behaviour in line.

If a child does not respond and continues to be off task and / or disrupt others the adult should request the behaviour they want to see using positive phrasing. If the behaviour continues within the lesson the pupil concerned should be moved to work alone or given time out.

If they continue to disrupt the class they should be sent to a partner class (children in Reception and Year 1 are sent to another space within the environment.) A note needs to be sent with the child and the teacher receiving them should show disappointment and ensure they are kept separate from the rest of the class. Children need to take work they can do independently with them. They may also have to attend lunchtime learning in order to complete the learning they should have done during the lesson.

Any significant behaviour should be recorded on CPOMs. This notes the date, behaviour/incident and the consequence. Incidents that occur on the playground are recorded on post-it notes and passed to the teacher and if necessary also recorded on CPOMs. This can help us to analyse any persistent behaviour and put further support systems in place if necessary.

If a pupil continues to be disruptive over several lessons they should be sent to a member of the SLT or Deputy Headteacher and will spend additional time completing missed learning out of class or during playtimes. If a child is sent to member of the SLT then the incident and follow up should be recorded on CPOMs. Parents will be contacted about their child’s behaviour by the member of the SLT who deals with it.

During Playtimes

To help promote positive play a range of equipment is available for the children to play with during lunchtimes. Staff on duty should teach children games and model use of equipment.

All staff should be vigilant and pro-active during playtimes so that situations are spotted and diffused as quickly as possible. Staff should talk with the children involved in any incident to ensure both sides are heard, conflict resolved and the appropriate consequences given.

As in class, children behaving inappropriately should be spoken to using positive phrasing to articulate the behaviour we want to see. If they then continue with the behaviour they should be sent for time out by the fence for a few minutes. They should then be allowed to re-join play.

Significant incidents or repeated minor incidents will be reported to the class teacher via a post-it note and should be entered on CPOMs. The class teacher will then decide if any further consequence needs to be applied. Depending on the severity it may also be necessary to involve a member of the SLT.

Serious incidents will result in pupils being immediately removed from the playground. A member of the SLT or the Deputy Headteacher will also be informed and will investigate. At this point a judgement will be made with regard to the need for Headteacher to be involved in any response to the incident. All the details will be recorded on CPOMs and parents informed.

Any use of inappropriate sexual language or incidents of stealing are considered serious incidents and should be referred directly to the Deputy Headteacher or Headteacher.

Discriminatory Incidents

The school operates a zero-tolerance policy towards racism or any discriminatory behaviour. Any incident perceived to be prejudiced by the victim, or any other person, in relation to their protected characteristic is immediately referred to the Headteacher to follow up appropriately. Discriminatory incidents are recorded on CPOMs and reported to governors.

Friendship Issues

If children are experiencing friendship issues that are leading to unkind behaviour towards each other the class teacher will initially help to resolve them. If they persist or are serious the children involved will be referred to the Inclusion Team who will work with all the children involved to resolve the issue, speaking to them both individually and as a group. (The team will check that all children are happy to work as a group to resolve the situation.) If necessary this will involve several sessions over time.

**Protective Consequences and Educational Consequences**

As a school, we use two types of consequence:

* Protective consequences to keep other pupils safe, for example limiting access to outside space, increased staff ratio, being escorted in social situations or as a last resort suspension / exclusion.
* Educational consequences are designed to help a child learn from their mistakes. For example, completing tasks, rehearsing expected behaviour, assisting with repairs or restorative meetings

**Challenging Behaviour**

Some of our children may struggle to regulate their feelings and behaviours and as a result will need different responses to those outlined above.

If a child’s behaviour is escalating then the response needs to be one which will help to calm the situation rather than trying to impose a consequence.

Staff are trained to use positive phrasing, limited choices and language which disempowers the behaviour in these situations. We use pre-agreed scripts to reduce the need to improvise when faced with challenging behaviour and to remind the child of a time when they were able to self-regulate.

Staff are trained to use appropriate body language in these situations including keeping a good distance, using a sideways stance, having relaxed hands and managing height.

All staff have been trained in techniques to guide a child to a safe space in order to give them a quiet place to calm down in. These are not restraints.

**Behaviour Tracking and Planning for Positive Behaviour**

If a child is struggling to manage their behaviour in school then the Inclusion Team will work with the class teacher and parents to identify possible triggers and underlying causes. Behaviour tracking and other analysis tools will be used as part of this process. Based on the outcome of this analysis a positive behaviour plan will be put in place detailing the support strategies to be used.

**Children in Crisis**

When a child is in crisis our aim is to minimise and manage the risk of harm. Senior staff or members of the Inclusion Team should be called to assist and should make sure they have walkie-talkies with them. No member of staff should attempt to deal with a child in crisis alone.

All the de-escalation techniques above will continue to be used in the context of of a dynamic risk assessment designed to keep everyone safe. If necessary we will evacuate the classroom in order to protect the other children. If it is reasonable, proportionate and necessary, we will restrain a child or use a physical intervention to guide them to the nearest safe space.

As a rule, we will not chase children but will ensure they are safe.

Additional training in the ‘Step Up’ positive handing techniques will be made available to key staff, in particular the Headteacher, Senior Leaders, and members of the Inclusion Team. This training will be based on a risk assessment of the children currently in school who may need physical intervention based on their behaviour to date.

If a child is restrained, the incident must be fully documented as soon as possible and the parents informed.

**Use of Reasonable Force**

**It is always unlawful to use force as a punishment**

As part of our duty of care there may be occasions when it is necessary for a member of staff, regardless of training, to use reasonable force to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. The decision whether or not to physically intervene is a professional decision and should always depend on the individual circumstances. When making this decision staff should ask themselves what would be the consequence of not intervening.

The following list is not exhaustive but provides some examples for guidance.

* To prevent a pupil from attacking a member of staff or another pupil, or to stop a fight on the playground.
* To prevent a pupil leaving the classroom or play area when allowing the pupil to leave would risk their safety.
* To restrain a pupil at risk of harming themselves through physical outbursts.
* To prevent a pupil behaving in a way that disrupts a school trip or event.

The school has a legal duty to make reasonable adjustments for disabled children or children with SEN and a separate risk assessment will be drawn up for these children.

Parents will always be informed of serious incidents involving the use of force and their child. All such incidents will be fully documented at the time and all staff involved will submit written reports of their role in the incident.

(For further advice see DFE Guidance ‘Use of Reasonable Force’ issued July 2013)

**Reflect, Repair, Restore**

Following an incident where a child has been in crisis, time will be made to re-visit the experience when everyone is calm, relaxed and able to be reflective. There are three levels of post incident learning:

* The individual – the child will be supported to reflect on what has happened and what they could do to respond differently next time. They will also think about what needs to happen to repair relationships and any educational consequences that would be fair.
* The witnesses – time will be set aside to talk to the peer group when the child is not present to praise appropriate responses, address any concerns they have and support them in understanding how they can help the child.
* The staff – staff involved will de-brief as soon as possible after the incident to offer emotional support and reflect on anything that could be learned to inform any future incidents.

**Suspensions and Exclusions**

If involved in a serious incident a pupil may be suspended or permanently excluded. There are several levels of suspension / exclusion which are applied at the Headteacher’s discretion.

* Internal exclusion – removed from the classroom for one or more days
* Suspension for up to 5 days
* Suspension for more than 5 days
* Permanent exclusion

**Monitoring and Evaluation**

Any incidents dealt with by the Headteacher or members of the SLT are recorded on CPOMs. This is regularly monitored in order to identify any patterns of behaviour or possible incidents of bullying. **For guidance on how to deal with incidents of bullying please refer to the anti-bullying policy.**

This policy is reviewed annually but adapted throughout the year if required, based on feedback from staff, pupils and parents.

Agreed: November 2021

Last Reviewed: November 2023