



# **Kensington Avenue Primary School**

## **Behaviour policy and statement of behaviour principles**

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## Mission

At Kensington Avenue we have clear, high expectations of the behaviour of our children. In line with our school motto 'TEAM' (Together Everyone Achieves More), behaviour within our school is a collective responsibility of both adults and children. We believe that the teaching and understanding of our school's key principles; respect, responsibility and perseverance (RRP), underpin all behaviours in school, at home and in everyday life. With boundaries, rewards and consequences for behaviour being consistent and clear children are able to follow the school ethos to the best of their ability.

## 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

## 1. Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- Use of reasonable force in schools
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

## 2. Definitions

Unacceptable behaviour is recorded on CPOMS under the following categories:

- Defiance
- Disruption
- Child-on Child – bullying
- Child-on Child – physical
- Child-on Child - racial / racist
- Child-on Child – sexual
- Child-on Child – verbal
- Child-on-child Online
- Child-on-child Prejudice based/ discriminatory
- Physical- adult
- Verbal- adult

This behaviour is clearly defined into levels (Levels 1, 2, 3 and 4).

### **Level 1 - LOW (Managed in class by Teacher/Teaching Assistant)**

Behaviour: Calling out; interrupting the teacher and/or other pupils, not focusing on learning, making silly noises, talking when asked not to, pushing in the line etc

### **Level 2 – MINOR/MODERATE (Managed in class by Teacher/Teaching Assistant /Midday Meal Supervisor etc)**

Behaviour: Frequent repetition of the level 1 behaviour, deliberately causing a disturbance, stopping others learning, refusing to do the work/activities, spoiling own work, minor challenges to authority.

### **Level 3- MODERATE/SERIOUS (Managed by Teacher/Teaching Assistant/Midday Meal Supervisor etc unless persistent then Extended Leadership Team)**

Behaviour: Physical assault- fighting; inappropriate use of resources or equipment with the intention of wasting, spoiling or for harming others, damaging school property; leaving class without permission; persistent refusal to do set tasks; harmful and offensive behaviours e.g. name calling, spitting, swearing, being rude and disrespectful towards any member of staff. If there has been any damage to school property, this will result in the parent being asked to cover the cost of damage,

### **Level 4 - SERIOUS INCIDENT (Managed by Extended Leadership Team)**

Behaviour: Repeated Level 3 behaviour, physical assault resulting in injury, threatening behaviour, bullying, intentional physical harm to other children/adult; use of sexist, homophobic, religious, racist language, verbal/physical abuse to staff, possession of an offensive weapon, possession of a prohibited item, sexualised behaviours, damage (vandalism, graffiti), actions which cause extreme danger to themselves or others (including inappropriate use of technology and breaches of the e-safety policies), sexual harassment and sexual violence

### **Possession of any prohibited items. These are:**

- Knives or weapons;
- Alcohol;
- Illegal drugs;
- Stolen items;
- Tobacco and cigarette papers;
- Fireworks;
- Pornographic images;
- Any article 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).

## Bullying

**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.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

[https://www.kensingtonavenueprimary.co.uk/wp-content/uploads/2023/01/KAPS\\_-Anti-Bullying-Policy-v3.pdf](https://www.kensingtonavenueprimary.co.uk/wp-content/uploads/2023/01/KAPS_-Anti-Bullying-Policy-v3.pdf)

#### **4.1 Our anti-bullying strategy**

In considering our strategy, we have used the following principles to underpin our approach:

- Bullying relies on witnesses doing nothing to stop the bullying.
- Tackling bullying is the responsibility of every person and every service.
- Bullying can happen anywhere.
- Anyone can be a victim or a perpetrator of bullying.

Our strategy is based on the following commitments:

- To ensure that bullying and harassment rarely occurs and is always dealt with;
- To promote children and young people's voices with regard to bullying and harassment;
- To ensure that the anti-bullying policy is clear, available and followed by everyone;
- To ensure that staff are aware of their responsibilities and work in partnership with pupils and families to tackle bullying, using outside agencies where appropriate;
- To support the development of positive emotional health and wellbeing in children and young people;
- To promote hate incident reporting;
- To provide a range of training opportunities so that staff feel equipped and ready to deal with reports confidently;
- To provide advice and guidance on issues relating to bullying so that it is recognised by pupils, staff and families;
- To record and monitor incidents of bullying in school on CPOMS, using the data to look for trends/ characteristics of those reporting bullying and undertaking the behaviours;
- KAPS playground buddies and wellbeing ambassadors model exemplary behaviour and are looking out for bullying or signs of bullying and reporting it to adults.

### **3. Roles, Rights and responsibilities**

We all have the right to be treated with respect, be listened to and feel supported as part of the TEAM ethos of Kensington Avenue Primary School.

#### **5.1 The governing board**

The governing board is responsible for monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

#### **5.2 The headteacher**

The headteacher is responsible for:

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour  
Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the CPOMS is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

#### **5.3 Teachers and staff**

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour  
Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils  
Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations

- Recording behaviour incidents promptly onto CPOMS
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

#### **5.4 Parents and carers**

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour 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
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

#### **5.5 Pupils**

- Pupils will be made aware of the following during their induction into the behaviour culture: The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy to ensure that the school is a safe environment for everyone
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Our school's 'Keeping Ourselves Safe Behaviour Code'

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. Pupils will also be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

### **4. School behaviour curriculum**

Our school ethos is based around a set of principles and we believe that following these



results in the best outcomes for all. Our behaviour throughout the school is based on these principles. We teach pupils how to apply these principles through our PSHE curriculum, Lifewise and Commando Joe.

## 6.1 RRP

**Respect-** *Respect means that you accept somebody for who they are, even when they're different from you or you don't agree with them. Respect in your relationships builds feelings of trust, safety, and wellbeing*

**Responsibility-** *Responsibility means being dependable, making good choices, and taking accountability for your actions. A responsible citizen looks out for the well-being of others and understands we all have a part to play in making the world a better place.*

**Perseverance-** *Perseverance means continuing to try something even if you make a mistake or find it difficult. Never giving up.*

## 6.2 TEAM

**Together Everyone Achieves More-** *to be accepting of each other and embrace diversity and realise we are all unique and different. Encourage and acknowledge each other, and be mindful that we are all important and working together will always help us.*

## 6.3 Rules, are everyone's responsibility

As a school it is essential that we create an ethos and educational environment that will offer opportunities for children's optimum learning. In order for this to be achieved, clear and consistent rules are vital.

All of the rules within our school community reflect our key principles. These are:

**Respect-** Everyone in the school community behaves respectfully towards each other as well as respectfully towards property and the school and local environment.

**Turn-taking-** Everyone in the school community is equal and has an equal chance to express themselves.

**Communication-** Everyone in the school community communicates in a kind, respectful way with all of those around them.

**Restorative approach to problems-** When things do go wrong we are able to talk through what went wrong and why, finding ways to prevent the same problem occurring in the future.

As we feel very strongly that behaviour should be a collective responsibility, children have input into developing both the school and class rules and in turn have the responsibility to keep to them. It is expected that teachers will ensure that the school's expectations are reinforced by reminding children about the Home School Agreement and class rules at the start of each school year and when necessary. Our school's 'Keeping Ourselves Safe Behaviour Code' is also in place for Key stage 2 (see Appendix 2). The rules will also be clearly displayed in classrooms and around the school.

## 6.4 Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school

- Treat the school buildings and school property with respect  
Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

## **6.5 Mobile phones**

Pupils are allowed to have mobile phones with them on-site providing they comply with the following expectations:

- We mitigate the risks of distraction, disruption, bullying and abuse because phones are turned off on entering school and not turned on again until home time;
- Pupils will need to hand them to the class teacher to keep safe and these are locked away;
- Parental permission will be assumed to have been provided if a pupil arrives with a phone;
- In case of loss or damage the parent(s)/carers understand that the school doesn't accept responsibility for paying for the damage/ repair.

## **5. Responding to behaviour**

### **7.1 Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

#### **Classroom layout and organisation:**

- organised for easy movement without pupils bumping into each other;
- clear sight lines for pupils and adults;
- well thought out seating plans, reviewed on a regular basis;
- clearly labelled and accessible resources.

#### **Display:**

- class rules discussed explicitly with pupils, clearly displayed and taught;
- school values displayed;
- behaviour ladder clearly displayed;
- Zones of Regulation area/display\* (\* see appendix 2 for explanation of Zones of regulation)
- smiley faces collection system and class points clearly displayed;
- easy to find and labelled 'Worry and wonder' box.

#### **Communication:**

- use of non-verbal cues and signals, shared explicitly with pupils and clearly displayed;
- use of Zones of Regulation visuals;

- use silence as a clear signal that you are ready to move on;
- decide how you are going to get the attention of the class, communicate this to them. Do not use multiple methods and share with cover teachers.

## 7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information:

<https://www.kensingtonavenueprimary.co.uk/wp-content/uploads/2023/11/The-Manor-Trust-Child-Protection-Safeguarding-Policy-for-Schools-2023-with-KAPS-NHSG.pdf>

## 7.3 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

### Ladder System (Classroom management)

A 'ladder' behaviour chart should be displayed in each classroom and all adults can move the children up or down depending on the behavioural choices the children make. At the start of the day, all children start at the same point 'Ready to learn'. According to behaviour, children are able to move up (praised for a positive choice) or down on the chart (as a result of a negative choice). As we emphasise that children should be responsible for their own behaviour but also have the right to make mistakes, if a child then makes a positive choice, they can regain a more positive position on the chart. If a child makes it to Gold (in EYFS and KS1), Superstar (in lower KS2) or Amazing (in upper KS2) they will be rewarded with a sticker at the end of that day. (For use of sanctions of Ladder System see 7.4 responding to misbehaviour).

#### 1) Rewards can include:

- Favourable comments should be given on pieces of work- both verbally and written (see Marking and Feedback Policy);
- Positive praise and stickers should be used frequently and consistently to praise good choices and behaviour;
- Written School Reports should comment favourably on good work, behaviour, involvement in and general attitude to school life;
- Recognition can be given to success of differing kinds in assemblies, e.g. presentation of swimming and cycling proficiency awards etc.;
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school;

- Specific privileges can be awarded to individuals/groups of children, e.g. in the use of school facilities, (computers, library, games equipment, etc.);
- Opportunities for giving children greater responsibility in school should be fostered e.g. Playground Buddies, Language Ambassadors, Digital Leaders and School's Council etc.;
- Above all, praise and encouragement in and out of lessons should be used as much as possible.

### **Whole School Reward System: 'Smileys'**

As well as the rewards listed above the school has designed and adopted a consistent approach for rewarding and encouraging good behaviour, effort and manners based on the collection of 'Smileys'. Smiley faces may be awarded for any actions, deeds or attitudes which are deemed noteworthy and may include:

- Following our school's key principles;
- Particularly good work/effort;
- Displaying good manners;
- Displaying a caring attitude towards others;
- Staying on task etc.

When awarding the Smiley, the member of staff should reinforce the good behaviour e.g. 'You can have a Smiley for waiting so patiently'. Once awarded, a Smiley can never be deducted. They are intended to help staff focus on positive rather than negative behaviour e.g. if a child is continuing to stay on task when a partner is trying to distract him, staff may choose to reward the child on task rather than apply a sanction to the child who is not. In each classroom, a 'Smiley' chart will be displayed and children are able to add their Smileys to this chart.

The individual reward system is as follows: -

Positive Behaviour	1 Smiley (recorded on class chart)
50 Smileys	Mention and wristband presented in Celebration Assembly
100/200/300 Smileys	Mention and wristband presented in Celebration Assembly- afternoon activity

A 'smiley' can be awarded by any staff member to any child at any time. All staff are able to award 'Smileys' at all times to reward and reinforce positive behaviour as it occurs. This reinforces our belief that the care of all our children is the responsibility of all adults in school.

As well as being an individual reward, Smileys are also a collective reward and work towards our school motto of 'TEAM'. If all children in a class achieve Bronze, Silver or Gold Awards they may have an appropriate class treat of their choice including: class

party, class disco, additional art/PE, film etc. The reward should reflect the achievement:

- Bronze Party: up to one session (class party) Silver Party: up to half a day (film)
- Gold Party: up to a full day (picnic)

### Class of the Week

Each class starts the week with 20 'class points'. Rewards for good behaviour and following our key principles in class, around the school as well as at playtimes and lunchtimes include the awarding of additional class points. Equally sanctions can result in the loss of points for the class.

Results are announced in weekly 'Celebration Assemblies' and the class with the highest score at KS1 and KS2 receive the 'Smiley- well done' trophy. At the end of each term, the class with the highest number of class points in KS1 and KS2 will keep the trophy and receive a reward that is to be decided by School Council.

### End of KS2 Awards

At the end of Year 6, a selection of awards will be presented to the children for their contribution throughout the school. These awards may be linked to a specific subject or skills and will also reflect the school principles of RRP (Respect, Responsibility and Perseverance) and TEAM (Together Everyone Achieves More).

## **7.4 Responding to misbehaviour**

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

Unfortunately, there will be times when children will find it difficult to keep to the agreed rules and values of the school. When this happens, sanctions will be given.

In order for a sanction to be effective and suitable the following must be taken into account:

- It must be given as soon as possible;
- It must be made clear why the sanction has been given;
- It must be made clear what changes in behaviour are needed in order to avoid the

sanction again in the future;

- It must be suitable for the behaviour;
- The child must understand that it is the behaviour that is not acceptable rather than them as a person;
- Each case should be treated individually;
- SEND must be taken into account and sanction can be adapted appropriate;

*Below are the steps to take for sanctions*

Step 1 (Classroom teacher)

e.g. Polite but firm requests, warnings (no more than two which will result in moving down the behaviour ladder). Any behaviour Warning 2 or below is to be logged onto CPOMS.

Step 2 (Classroom teacher)      Time Out (A)

Child sent to designated chair/area of classroom.

5-10 minutes sitting alone in order to reflect, calm down etc without causing disturbance.

*If behaviour improves return to lesson.    If not or if child refuses, move to Step 3*

For those repeatedly on Time Out A:

Record who, when and why.

Possible removal of privileges.

Discussion with Phase Leader; consider Inclusion Surgery (a meeting with members of the Inclusion Team to raise concerns and discuss strategies and support).

Step 3 (Classroom teacher)      Time Out (B)

Child escorted to designated colleague in parallel class to work alone without causing disturbance.

Possible removal of privileges.

*If behaviour improves return to class.    If not or if child refuses, move to Step 4*

For those repeatedly on Time Out B:

Begin monitoring to identify areas of concern / possible causes/ appropriate targets that are taken to an Inclusion Surgery.

Consider putting pupil 'On Report', consulting with parents.

Complete a 'Behaviour Support Plan' if necessary.

Step 4 (Phase Leader/Assistant Head Teacher for Inclusion) Time Out (C)

Child escorted to Phase Leader/ Assistant Head Teacher for Inclusion (this does not have to be immediate).

Up to half a day working away from peers completing their class work without causing disturbance.

Parents informed of Time Out C by letter and that child's behaviour is causing serious concern; consider arranging a meeting to discuss strategies. The strategies may include going on report for a fixed period of time.

Steps 5 and 6 are classed as serious sanctions and are covered in section 8.

## **7.5 Positive Handling**

At Kensington Avenue Primary School at times, there are children with behaviour that can necessitate the use of restrictive physical intervention to prevent injury to themselves, staff and pupils, damage to property, or the breakdown of a safe and enjoyable learning environment. The aim of positive handling is not punishment or control but to support safe learning for everyone.

This guidance has been written to support all staff who come into contact with pupils and for volunteers working within the school to explain the school's arrangements for positive handling.

Staff have a responsibility to follow this guidance and to seek alternative strategies wherever possible in order to prevent the need for physical intervention. Reasonable force will only be used as a last resort when all other behaviour management/ de-escalation strategies have failed or when pupils, staff or property are at risk.

Unless there is an unplanned emergency, positive handling should only be carried out by trained staff using appropriate procedures and relating to the pupil's learning or behaviour support plan where appropriate.

In the case of an unplanned emergency, restrictive physical intervention may become necessary when a child or young person behaves in an unexpected way, the child or young person may not have a behaviour plan and trained staff may not be on hand. The duty of care still remains if appropriately trained staff are not on hand to assist the child or young person. The response must be reasonable, proportionate and necessary and use the minimum amount of force necessary to prevent injury and maintain safety, consistent with the circumstances and with any training the staff may have received.

## **Relevant legislation**

The use of all forms of physical intervention and physical contact are governed by the criminal and civil law. The unwarranted or inappropriate use of force may constitute an assault. In addition, it may infringe the human rights of a child or young person.

Section 93 of the Education and Inspections Act 2006 enables school staff to use reasonable force to prevent a pupil from:

- a. committing a criminal offence
- b. causing personal injury or damage to a property
- c. prejudicing the maintenance of good order and discipline at the school or among

the pupils, whether during a teaching session or otherwise.

As included in the DFE 2010 guidance on 'The use of force to control or restrain pupils' seclusion should only be considered in exceptional circumstances and it is an offence to lock a person in a room without a court order. Therefore, at no time should the door be locked as to do so is unlawful and can amount to the false imprisonment of a pupil.

The Education Act 2011 stipulates that reasonable force may be used to prevent a pupil from doing, or continuing to do any of the following:

- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether the behaviour occurs in a classroom, during a teaching session or elsewhere within school (this includes authorised out-of-school activities);
- Serious self – injuring;
- Causing injury to others;
- Committing a criminal offence;
- Damaging school property.

The Department of Education issued further guidance in July 2022 on Behaviour in Schools and the use of reasonable force.

At Kensington Avenue Primary School, physical intervention may need to be used as a last resort, usually to ensure their safety and/or that of others or to prevent serious damage to property. Staff are trained to intervene physically with pupils under these circumstances,

All staff must be aware of the distinction between physical contact and touch in everyday situations to support, encourage, guide or comfort a pupil compared to the use of physical interaction to restrict movement or to disengage from pupils whose behaviour presents a clear risk of injury. Many occasions when children appear not to co-operate are due to communication difficulties, so it benefits them to try alternative strategies before using positive handling.

This could include

1. Symbols;
2. Makaton;
3. Allowing processing time /waiting time;
4. Use of objects of reference and motivating objects;
5. Now and Next Boards / let's make a deal cards;
6. Distraction, humour, or play. This works particularly well for children with Down's Syndrome.

For children where there is a need for physical intervention, an Individual Behaviour Support Plan should be created which includes the best strategies to use before physically intervening. Proactive and preventative strategies include establishing and maintaining good relationships with pupils, having knowledge and understanding of their individual needs and environment. De-escalation strategies should also have been attempted such as distraction, diversion and negotiation to avoid a potential crisis.

The scale and nature of any physical intervention must be **proportionate** to both the



behaviour of the individual to be controlled, and the nature of the harm they might cause

**Schools cannot use force as a punishment – it is always unlawful to use force as a punishment.**

### **Staff Training**

- The majority of staff are trained in Positive Handling so that their use of physical restraint /positive handling falls within safe and statutory guidelines;
- We also train staff in legal requirements and general advice on managing behaviour;
- Staff have a duty to inform the Senior Management team of any injuries which affect their ability to handle children;
- Training for all staff will be made available and will be the responsibility of the Senior Member of Staff responsible for Positive Handling;
- No member of staff will be expected to undertake the use of reasonable force without appropriate training;
- Kensington Avenue Primary School acknowledges that physical techniques are only a part of a whole setting approach to behaviour management.

### **Recording**

- Where physical control or restraint has been used a record of the incident will be kept using CPOMS. If there is a serious incident involving a pupil, not involving physical intervention, it must also be recorded. This record should be made under the 'positive handling' category and the use of the body map should be used to indicate the hold;
- A CPOMS incident needs to be completed as soon as possible after the incident, prior to staff going off duty;
- Parents/carers will be informed either in person or by telephone;
- Contact with parents/carers need to be logged on CPOMS and the parent's response recorded;
- Staff and children will be given first aid treatment for any injuries where this is necessary;
- Debriefing must take place as soon as possible after the incident has been dealt with;
- Where staff and pupils have been involved in an incident involving reasonable force, they should have access to emotional support;
- Any injuries must be recorded in the school accident book, kept in the school office. Teaching Assistants can seek guidance from the class teacher on this. Class teachers are responsible for supporting supply staff that sustain injuries.

### **Action after an Incident**

The Senior Leadership Team will ensure that each incident is reviewed and investigated further as required. It is the role of the school leadership team to support staff who work with pupils with challenging behaviour. If further action is required in relation to a member of staff or a pupil, this will be pursued through the appropriate procedures:

- Review of Behaviour Support Plan;
- Child Protection Procedure (this may involve investigations by Police and/or Social Services);
- Staff or Pupil Disciplinary Procedures;
- School Behaviour Policy;
- Suspensions and Exclusions Procedure in the case of violence or assault against a member of staff;
- Risk assessment if necessary;
- The member of staff will be kept informed of any action taken;
- In the case of any action concerning a member of staff, he/she will be advised to seek advice from his/her professional association/union.

### **If a pupil complains when force is used on them**

All complaints about the use of force will be investigated by the Head or the Deputy. Where a member of staff has acted within the law – that is, they have used reasonable force in order to prevent injury, damage to property or disorder – this will provide a defence to any criminal prosecution or other civil or public law action. This reinforces the need for staff to fill record it on CPOMS on the day of the incident.

Any complaints about staff will be investigated through the School's Complaints Policy. If necessary, the complaint will be dealt with by the Staff Disciplinary Procedures and/or Child Protection Procedures.

## **7.6 Confiscation, searches, screening**

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

### **Confiscation**

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

### **Searching a pupil**

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by

a member of staff who is the same sex as the pupil; **or**

- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or senior member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk  
Consider whether the search would pose a safeguarding risk to the pupil  
Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out  
Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher/ DSL or DDSL to try and determine why the pupil is refusing to comply.

The parent/carer would be contacted and asked to attend. Whilst waiting, the child would be kept isolated with a member of SLT. Once the parent/carer had arrived, they would aid in retrieving the prohibited item. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)

- Hats, scarves, gloves, shoes, boots

### **Searching pupils' possessions**

Possessions means any items that the pupil has or appears to have control of, including:

- Trays
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

### **Informing the designated safeguarding lead (DSL)**

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded on CPOMS.

### **Informing parents**

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

### **Support after a search**

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may need any specific support (due to the reasons for the search, the search itself, or the outcome of the search). This will include finding out the reason for the possession of the prohibited item and any support needed moving forward after this.

Staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

### **Strip searches**

Kensington Avenue Primary would not consider using this as if we had a concern that a child was concealing a dangerous or prohibited item we would keep the pupil with staff but

away from other pupils whilst the parent/ carer was contacted to come to the school.

### **7.7 Off-site misbehaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school  
Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

### **7.8 Online misbehaviour**

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

### **7.9 Suspected criminal behaviour**

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the Headteacher, DSL or member of the extended leadership team will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

### **7.10 Zero-tolerance approach to sexual harassment and sexual violence**

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
  - Manage the incident internally;
  - Refer to early help;
  - Refer to children's social care;
  - Report to the police.

Please refer to our child protection and safeguarding policy for more information:

<https://www.kensingtonavenueprimary.co.uk/wp-content/uploads/2023/11/The-Manor-Trust-Child-Protection-Safeguarding-Policy-for-Schools-2023-with-KAPS-NHSG.pdf>

## **7.11 Malicious allegations**

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## **8. Serious sanctions**

### **8.1 Removal from classrooms**

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time, this is known as an internal suspension.

Pupils who have been removed will continue to receive education under the supervision of

a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Removal can be used to:

- Restore order if the pupil is being unreasonably disruptive
- Maintain the safety of all pupils
- Allow the disruptive pupil to continue their learning in a managed environment
- Allow the disruptive pupil to regain calm in a safe space

Pupils who have been removed from the classroom are supervised by a member of ELT and will be removed for a maximum of a day.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom and this will be recorded on CPOMS.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- Meetings with identified adults
- Use of teaching assistants
- Short term behaviour reports
- Long term behaviour plans
- Fair Access Panel referral
- Work with Attendance Improvement Officers (Croydon)
- Alternative Provisions
- Multi-agency assessment

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil on CPOMS

## **8.2 Suspension and permanent exclusions**

The school can use suspension and permanent exclusions in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our Suspensions policy for more information:

## 9. Responding to misbehaviour from pupils with SEND

### 9.1 Expectations for managing behaviour of pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). For pupils with SEND their behaviour is often a form of communication and the meaning behind this communication might not always be clear, their behaviour may be puzzling by which we mean the emphasis should be on unpicking why the child is showing the behaviour and not necessarily the behaviour itself.

Pupils who are showing puzzling behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of them and something that we can help them understand and manage.

All adults, who will be teaching a group of pupils, are personally responsible for

- knowing a child's individual needs before teaching them. They should ensure they have accessed the child's learning plans and pupil profiles and use suggestions from these
- using learning plans to understand what works and what doesn't work for a child with SEND, including triggers. For example: If a child has ADHD and possibly has difficulty keeping calm and focussing, giving them a warning for not focussing is not appropriate. Other steps/approaches in place for that child that should be followed as they will be more effective
- evaluating why and what would work better for each child, keeping learning plans and positive handling risk assessments up to date;
- use of Zones of Regulation to give the children a vocabulary for describing feelings and emotions
- communicating learning plans and adapted approaches for covering teachers so the approach to managing their behaviour is consistent.

Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- › Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- › Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of behaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned. Strategies include:

- Short, planned movement breaks for a pupil with SEND who finds 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
- Training for staff in understanding conditions such as Autism
- Use of zones of regulation, calm spaces. Use of the soft room (See Appendix 4 for Soft Room Guidance).

## **9.2 Recognising when misbehaviour maybe a sign of distress**

Whilst a pupils' action may look like misbehaviour they may on occasion be a sign of distress and/or emotional dysregulation that can occur as a consequence of sensory overload brought on by anxiety/ lack of understanding/ lack of flexibility/ lack of language skills to describe how they are feeling

We recognise that these behaviours need to be understood and can be a concern to other pupils and we need to support pupils to regulate their behaviour and understand when they are feeling overwhelmed.

## **9.3 Adapting sanctions for pupils with SEND**

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction
- Whether the pupil was unable to act differently at the time as a result of their SEND
- Whether the pupil is likely to behave aggressively due to their particular SEND

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

## **9.4 Considering whether a pupil displaying challenging behaviour may have unidentified SEND**

Relevant school staff (including teacher, teaching assistant, Inclusion team) may evaluate a pupil who exhibits puzzling 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.

## **9.5 Pupils with an education, health and care (EHC) plan**

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the SEN team within the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

## **10. Supporting pupils following a sanction**

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school including:

- Reintegration meetings
- Daily contact with named adult, checking in during the day
- Behaviour support plan

## **11. Pupil transition**

### **11.1 Inducting incoming pupils**

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

### **11.2 Preparing outgoing pupils for transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## **12. Training**

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- The proper use of positive handling, including the legal implications;
- The needs of the pupils at the school and how they can be supported to ensure that can access the curriculum;
- How SEND and mental health needs impact behaviour.

Behaviour management will also form part of continuing professional development.

## **13. Monitoring arrangements**

### **13.1 Monitoring and evaluating school behaviour**

The school will collect data on the following:

- Behavioural incidents, including removal from the classroom;
- Attendance, suspension and permanent exclusion;
- Use of pupil support units, off-site directions and managed moves;
- Incidents of searching, screening and confiscation;
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture.
- The data will be analysed every term by the Assistant Head for Inclusion
- The data will be analysed from a variety of perspectives including:

- At school level;
- By age group;
- At the level of individual members of staff;
- By time of day/week/term;
- By protected characteristic;

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

### **13.2 Monitoring this policy**

This behaviour policy will be reviewed by the Assistant Head, Inclusion and Kensington Avenue LGB at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the LGB.

## **14. Links with other policies**

This behaviour policy is linked to the following policies:

- Suspensions and Permanent Exclusions policy
- Child protection and safeguarding policy
- ICT and acceptable usage
- Anti-bullying policy

## **Appendix 1: written statement of behaviour principles**

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination  
Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

## Appendix 2: Zones of Regulation

The Zones of Regulation is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us and be successful socially.

The Zones of Regulation is the original framework that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. It provides an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

There are four zones or colours blue, green, yellow and red.



The **blue** zone is used to describe a calm state of alertness and down feelings such as when one feels sad, tired, sick or bored.

The **green** zone is used to describe a calm state of alertness. A child may be described as happy, focussed, content or ready to learn when in the green zone. This is the zone where optimal learning occurs.

The **yellow** zone is also used to describe a heightened state of alertness and elevated emotions; however, individuals have more control when they are in the yellow zone. A child may be experiencing stress, frustration, anxiety, excitement, silliness or nervousness when in the yellow zone.

The **red** zone is used to describe extremely heightened state of alertness and intense emotions. A child may be elated, euphoric or experiencing anger, rage, explosive behaviour, devastation or terror when in the red zone.

## **Appendix 3:**

### **Our Keeping Ourselves Safe Behaviour Code**

#### **Why have this code?**

To make sure everyone knows what is expected of them and feels safe, respected and valued and understands that child on child abuse could happen at Kensington Avenue Primary School, we have ZERO-Tolerance to child-on-child harassment, abuse and violence.

Child-on-child abuse is where a pupil's behaviour is likely to cause significant harm to other pupils. This can involve sexual, physical or emotional abuse of another young person/s. For example, children may abuse other children because of their race, sexual orientation, religion, disability etc. It can occur online and offline (both physical and verbal) and are never acceptable.

We will ensure that everyone has seen, understood and agreed to follow the code of behaviour, and that they understand what to do and what will happen if there is inappropriate behaviour. This includes staff, pupils, volunteers and families.

We expect people to display appropriate behaviour at all times. This includes behaviour that takes place outside school and behaviour that takes place online.

#### **What does it achieve?**

- To identify acceptable and unacceptable behaviour and know that reporting it to an adult is the right thing to do
- To expect to be safe, respected and valued
- To be in an environment where their self-esteem, self-respect and self-confidence will grow
- To recognise and respect the rights of others
- To take responsibility for our own behaviour
- To help resolve conflicts and make it clear what will happen if you decide not to follow the code.

#### **This is most likely to include, but not limited to:**

- Physical and sexual abuse
- Sexual harassment and violence
- Emotional harm
- On and offline bullying
- Teenage relationship abuse
- Gang activity

#### **What is the code?**

##### **You Will:**

- listen to others when they tell you they don't agree with your behaviour
- treat everyone with respect, being supportive and kind where needed
- take responsibility for your own behaviour
- talk to trusted adults about anything that worries or concerns you
- follow this code of behaviour and other rules (including the law)

##### **You Won't:**

- disrespect anyone else
- bully (online or offline)
- behave in a way that could be intimidating or is unwanted conduct of a sexual nature
- be abusive towards anyone.

**Adults Will:**

- Praise children for demonstrating honesty, kindness, and respect for others.
- Give children opportunities to voice their opinions and encourage them to listen to other people's views.
- Help children understand that "no" means "no" and make sure they know who to talk to if they are ever uncomfortable with something they have been asked them to do.
- Work with children to resolve conflicts and help them understand how others might be affected.
- Ensure children get the support they need if they stop following the code using a stepped approach.
- Talk to children about bullying in all its forms and make sure they know how to get help if they need it.

**What happens if I do not follow the Keeping Ourselves Safe Behaviour Code?**

The keeping ourselves safe code of behaviour is part of our process for making sure everyone who takes part in our activities

**First incident**

If you behave in a way that doesn't follow our keeping ourselves safe behaviour code, we will remind you about it and ask you to change your behaviour. This will be recorded on CPOMs. This gives you the chance to think and to plan how you could behave differently, with support from staff. You will be asked to apologise to the person you have used inappropriate behaviour with.

**Second incident**

If you continue not to follow the code of behaviour after your first reminder, or if your behaviour is more serious, you will be given a formal sanction by your class teacher, usually a time out to reflect on the impact of your behaviour, as well as apologising to the person/s you have been unkind to.

They will make a record on CPOMs about what happened and inform your parents or carers. They will also talk with you about what happened and agree what support you need to improve your behaviour in the future.

We might also decide that further steps should be taken, such as restricting you from taking part in some activities.

**Formal sanction**

If the support we have put in place isn't helping you to change your behaviour, we might need to give you a final warning. Again, this will be recorded and we will inform your parents or carers.

At this point, we will talk with you and your parents or carers, as by now you have not responded to the support given and your actions have made others feel intimidated, degraded or humiliated and/or have created a hostile, offensive or sexualised environment on more than one occasion. We may need to discuss accessing other services that might be better placed to give you the support you need.

A formal sanction will result in an internal exclusion or fixed term suspension.

**Child protection procedures**

If any member of staff or volunteer becomes concerned that your behaviour suggests you might be in need of protection or that you might present a risk of harm to other children and young people, they will follow our child protection procedures. This might involve making a referral to the local authority.

If child protection procedures are necessary we will talk this through with you and your parents as soon as possible, unless doing so would put you in danger or interfere with a police investigation.

### **The Role of Parents and Carers**

We see parents and carers as important in encouraging positive behaviour and will involve them as appropriate.

We will always inform and involve your parents or carers if you receive a formal warning about your behaviour, unless doing so would put you in danger.



## Appendix 4:

### Kensington Avenue Primary School Guidance on the use of Soft Rooms



#### Rationale

All students learn best when they are calm and relaxed. There will be times when a student may require access to a quiet and calm space so that they have an opportunity to regain control of their feelings and emotions. A Soft Room is a sensory-controlled calming area. The purpose of a Soft Room is **not** exclusion or punishment. Rather, it is a space to help the student calm down and to begin to use self-regulation skills. A Soft Room is designed for **single** student use.

A Soft Room is a room that offers a student an opportunity to calm down during the school day. The rooms have been specifically designed by a specialist company to provide safe and secure settings for students who may need “calm areas” or a “place to be” that will not harm them. The rooms are not designed to be used as sanctions. It is anticipated that over time students will come to recognise the therapeutic and safe setting that the Soft Room provides and will take themselves there to calm and self-regulate their emotions so that they can then return safely to their classroom activity.

#### Overview

In the majority of cases the use of a Soft Room should form part of students individual positive support plan and should be agreed by the school leadership and parents/ carers and their agreement recorded

In optimum circumstances the student will choose to access the Soft Room, sometimes with a prompt from staff. In exceptional circumstances when the student is unable to make informed choice, staff may be required to accompany the student to the Soft Room using agreed positive handling strategies. The soft Room should only be used after in-class strategies have failed to calm the student. A decision to use physical intervention to support the student in accessing the Soft Room should be based upon a dynamic risk assessment and should follow the Behaviour policy. The use of force is likely to be legally defensible when it is required to prevent:

- Self-harming
- Injury to another child or young person, service users staff or teachers
- Damage to property
- An offence being committed and in school settings, any behaviour prejudicial to the maintenance of good order and discipline within the school or among any of the students.

In these instances the Soft Room can be used as a means of:

- a) Helping the student to manage their own emotional state;
- b) Reducing the danger to staff/ students and/or removing the disruptive behaviour from the body of the school;
- c) Reducing the need for prolonged use of physical intervention

Staff dealing with the student should be fully aware and competent in communicating effectively with the student. This could be through PECS, Makaton, use of visual cues or verbal communication.

#### What should be in a Soft Room?

The Soft Room is not a teaching room. It is a place of safety and should create a calming environment for the student. The Soft Room has soft padding on walls for protection for students who are very agitated. Lights should be low. Cushions and bean bags can be used for students who need to lie down. Soft blankets and covers can be helpful to students who like to cover themselves up. Staff must be able to see the child or young person at all times.

Helping students to understand how to use the Soft Room

1. Introduce the Soft Room in a positive, proactive way that helps the student to understand the benefits that can come from its usage.
2. Explain or model to the student that the room can be used when she/ he becomes aware that she/ he is starting to get upset, get worried or get angry. Use language or other communication methods that are simple and positive.
3. Explain or model that the Soft Room will be for them when they are in it.
4. Staff should avoid entering the Soft Room unless absolutely necessary, i.e. to keep the student safe, or unless the student has asked or indicated the adult should join them in the room.

5. The Soft Room should not be used on a 'scheduled' basis. It is meant to be used as and when a student is starting to show signs that they may become upset or demonstrating that they need a break to avoid a critical incident and to regain a sense of calm.
6. The best outcome of using the Soft Room is when a student learns how to 'self-regulate' independently and is able to calm her/himself down.
7. The Soft Room needs to be used with a calm positive approach in order to help reduce anxiety. This means using a planned and sensitive manner to help the student move towards the room during and after they have spent time there.
8. When introducing the Soft Room initially, the student should be asked to spend five to ten minutes in there. They can lie down on something (e.g. a bean bag, cushions, etc.) or they can stand and move around if they want to. This introduction session should be used in a proactive manner, when the student is calm and receptive, in order to help her/him feel good about being in there.
9. It is explained to the student that the Soft Room will be available when they need a place to calm down, help them stop worrying or help them to feel less angry.
10. It is important to explain that sometimes a member of staff will suggest that 'this is a good time to use the Soft Room' or the student themselves may feel that 'this is a good time to use the Soft Room'.
11. Staff should then be alert to warning signs that the student may need a break and remind the student that this may be a good time to use the Soft Room.

#### **Procedure for the use of the Soft Room**

1. When a member of staff notices that a student is becoming anxious or agitated, the student should be given reasonable opportunity to calm using strategies agreed.
2. If the student's behaviour continues to cause concern and is reaching a point where they are affecting other students and/or they become a danger to themselves, other students or staff, the student should be prompted to make 'the right choice' and comply with requests from staff.
3. Other staff should be alerted for support as appropriate.
4. If the student continues not to comply, staff should suggest 'this is a good time to use the Soft Room'.
5. If the student continues not to comply and, subject to a risk assessment, staff may consider it necessary to escort the child or young person to the Soft Room using an approved physical intervention in line with 'Guidance on the Use of Force and Physical Intervention' and the law.
6. Once in the Soft Room, and away from the body of the school, staff involved should try to resolve the situation satisfactorily with the student spending the minimum time necessary in the Soft Room.
7. When the Soft Room has been used as described above, the incident must be recorded appropriately in line with the school's Behaviour policy.
8. While a student is in the Soft Room, senior staff should ensure that appropriate staffing is available to support the student.

**At no time should students be unsupervised in a Soft Room. It may be appropriate to allow the student to calm on their own but staff must be able to see the student via a window.**

**At no time should students be locked in the Soft Room**

**If a student tries to leave the Soft Room before they are calm, staff should use low and slow responses to direct the student to stay.**

**This response must be recorded after the event in line with the school policy. If this becomes a regular requirement it must be included in the student's individual pastoral support plan (PSP).**

## Appendix 5: letters to parents about pupil behaviour – templates

### Physical Incident Letter

\*address\*

Dear

#### **Context**

On \*insert date\* was involved in an incident in \*insert location\* at \*insert time\*. The incident

#### **School Rules**

We have agreed that this behaviour was totally unacceptable and explained to them the severity of their actions and what they could result in. They have broken a school rule by:

- \*insert\*

#### **Next steps**

As a result of this incident, \*child's name\* and their class teacher and phase leader have spoken to them about the seriousness of their actions. \*name\* has agreed that it was a seriously unacceptable behaviour choice. Going forward, the consequence will be that \*insert\*. Going forward we will continue to use our restorative approaches to support \*name\* and to help ensure that they are making positive behaviour choices.

Once they had accepted the consequences of their actions, \*name\* took responsibility for them and had a settled day at school. They remained on task throughout the afternoon and understood how serious the incident was. If you would like to discuss anything regarding this incident or letter, please contact the school and/or \*name\* class teacher.

Yours sincerely

## Time out C Letter

\*address\*

Dear

I regret to inform you that \*child's name\* attitude and behaviour today was concerning and well below that expected by the school.

### Context

On \*insert date\* was involved in an incident in \*insert location\* at \*insert time\*. The incident involved \*details\*

### School Rules

We have agreed that this behaviour was totally unacceptable and explained to them the severity of their actions and what they could result in. They have broken a school rule by:

- \*insert\*

### Next steps

As a result of this incident, \*child's name\* class teacher and phase leader have discussed the incident with your child and offered support and guidance to minimise the chance of this happening again and allow them to successfully follow our Behaviour Policy.

Going forward, the consequence will be that \*insert\*. We will continue to use our restorative approaches to support \*name\* and to help ensure that they are making positive behaviour choices.

If you would like to discuss anything regarding this incident or letter, please contact the school and/or \*name\* class teacher.

Yours sincerely