



Behaviour Policy KGA Primary Phase

- *to be read in conjunction with the KGA Statement of Behaviour Principles*

Rowner Junior School

Approved by:	Georgina Mulhall	Date:	January 2024
Maintained by:	Primary Phase Leadership Team	Next review due:	January 2025



Contents

1. Aims	2
2. Values & Principles	2
3. Legislation and Statutory requirement	2
4. Bullying	3
5. Roles and Responsibilities	4
6. Intent, Implementation and Impact	4
7. INTENT	4
8. IMPLEMENTATION	4
9. IMPACT	6



Aims

We aim to:

- Develop an ethos of empathy and respect
- Help pupils understand that things can go wrong, to take responsibility for actions and to learn from experiences
- Keep all members of the school community safe and secure
- Enable the children to be happy and equipped for adult life

Values & Principles

- Everyone has a right to be happy
- Everyone has a right to learn
- Everyone has a right to be treated with fairness and respect

These principles underpin the high expectations we have for the way we treat each other and conduct ourselves. We value, respect and celebrate behaviours that enable all to be happy, to learn and to be treated fairly and respectfully. We expect adult behaviours to model; kindness, care and high challenge, and place high value on mutually respectful, supportive relationships. We work in partnership as a staff, with pupils and families to advocate positive behaviours. We challenge and address behaviours that compromise these values. We emphasise the value of restorative conversations, relationships, and reflection to support behaviour modification. We work in partnership as a staff, with pupils and families to challenge and address behaviours that compromise our ethos.

Legislation and Statutory requirement

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy



- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

Bullying

Bullying is defined as 'the repetitive negative behaviour that is intended to make others feel upset, uncomfortable or unsafe'. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against
- Often involves an imbalance of power

Bullying may include:	
Emotional:	Being unfriendly, excluding, tormenting
Physical:	Hitting, kicking, pushing, taking another's belongings, any use of violence
Protected characteristics (disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation) targeted:	Derogatory or 'slang' name use, discrimination (positive or negative) Taunts, graffiti, gestures
Direct or indirect verbal:	Name-calling, sarcasm, spreading rumours, teasing
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Cyber-bullying:	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Anti-Bullying

Any incident of bullying would be dealt with swiftly using this policy, our Anti-Bullying Policy and the KGA Statement of Behaviour Principles. Our child on child abuse initiative seeks to recognise the difference between acts of unkindness, banter and bullying. This is achieved by asking staff, when dealing with these situations, to follow up with a written record of the incident. This allows for the pastoral and safeguarding team to have an oversight of the behaviours and can identify



patterns of behaviour that can be a 'one off', or appear targeted and repetitive by either the perpetrator or the victim. This helps us distinguish between what is bullying, banter and unkindness and most importantly allows us to support those pupils who most need support whilst dealing with those whose behaviours need to be challenged.

Roles and Responsibilities

Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents
- The senior leadership team will support staff in responding to behaviour incidents

Parents/carers

Parents are expected to:

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

Intent, Implementation and Impact

Our **INTENT** is to promote the values of responsibility and respect. We expect all members of the school community to aspire to these values.

Our responsibilities within this school:

1. We have a responsibility to ensure everyone feels safe, cared for and listened to.
2. We have a responsibility to treat everyone with kindness, respect and acceptance.
3. We have a responsibility to be a role model that inspires, motivates and encourages others to show positivity.
4. We have a responsibility to show politeness, good manners and appropriate language within our community.
5. We have a responsibility to try our best and reflect upon our mistakes as learning opportunities.
6. We have a responsibility to look after school equipment and our environment.

Our IMPLEMENTATION for behaviour includes:



Relationships build our self-esteem and develop our sense of belonging. We aim in our implementation to create a simple and effective system which builds skills for life, enabling pupils to regulate their own behaviour and pursue positive relationships. Best practice is embedded to promote growth, provide opportunities for the children to reflect and develop skills including, communication, confidence, resilience and independence.

When discipline/sanctions are necessary, they are based on a restorative approach where we work through a model of reflection and restoration alongside the child, with the child taking ownership of their actions and the adult facilitating the discussion. We recognise that behavior is communication and we seek out ways to address underlying factors.

It is the responsibility of all of our school community to ensure that the policy is implemented consistently and effectively.

Capturing and celebrating success

As a school, purposeful, positive praise to celebrate the achievement of our learner expectations is central to the school ethos. The Gosport Futures are central to the positive reinforcement used by all members of our school community. These include: aiming high, listening, teamwork, creativity, leadership, problem solving, staying positive and speaking.

- Positive praise is purposeful and used extensively across the school.
- Adults will identify pupils that have displayed the Gosport Futures in all areas of their school life. These are then recorded daily on Arbor and are reported to parents regularly through either parents meetings and reports.
- Growing Learners, Growing Leaders, Growing Citizens: Adults will identify pupils who are displaying these characteristics across all aspects of school life. These are also linked to the Gosport Futures e.g Growing learner:aiming high. These are celebrated weekly in our celebration assemblies.
- In our 'weekly' celebration assemblies, pupils who have been identified as Growing learners, leaders or citizens, will have their names read out and the whole school celebrates the successes of these individuals.
- If a child's success has been shared with the school in the celebration assembly, this is then shared with parents through the sending of a text message.
- Staff regularly share successes with parents (phonecalls home, speaking to parents on the playground).

Consequences and procedures for applying sanctions



When a decision is made to issue a sanction this is done so fairly and consistently, whilst also treating all pupils as individuals. We have high expectations of behaviour for all, however rigorous and appropriate support is offered to those having difficulty meeting those expectations.

- Verbal warning / look and non verbal prompt / reminder are given in the first instance, allowing pupils the opportunity to amend the behaviour.
- Any behaviours that do not adhere to the school expectations are recorded on Arbor. These range from :

Level 1: Low level disruptions (not following instructions, calling out, distracting others, talking over others)

Level 2: Moderate behaviours (play fighting, use of inappropriate language, rough play, late after breaktime)

Level 3: Moderate behaviours (leaving the classroom without permission, swearing, not following an adults instructions, fighting)

Level 4: severe behaviours (provoked assault, discriminatory abuse: gender, sexualized, sexual orientation, disability based, racial, unprovoked damage to property, leaving site, stealing)

Level 5: Severe behaviours (bullying behaviours, persistent disruption, sexual assault, throwing furniture, threatening with a weapon, unprovoked physical assault)

- Reflection room: Reflect - Opportunity for taking responsibility for their own actions, restoring with the person/people concerned. This is done through restorative conversations with a member of staff. Pupils are encouraged to identify and share their feelings, facilitated through the conversation with staff. It is then decided on the most appropriate cause of action.
- For incidences of level 4 (or repeated lower level) and above, it may be appropriate for an internal suspension for a day or part of the day to be imposed. This is likely to involve the pupil working in the SLT Office or another location within the school, or other site. Parents/carers will be informed of this sanction
- In extreme circumstances (see Suspension Policy) fixed term suspensions may be given. School leaders reserve the right to exclude pupils from lunchtimes, school visits/special events

Reasonable Adjustments

In line with the Equality Act 2010 and in respect of pupils with special educational needs and disabilities (SEND), this policy recognises that some pupils will need tailored support with their relationships and regulation at different points. Personalised plans can then be created collaboratively with parents, class teachers, SEND leaders, other school leaders and the children themselves.



Positive Handling

If required, any child can be restrained by a member of staff if it is reasonable, proportionate and necessary. If the child is going to cause harm to themselves, another child or member of staff or going to damage school property they should be restrained. Good practice means that there should, if possible, be another colleague present when the restraint takes place. Incidents of restraint are recorded and reviewed.

Inappropriate Language

Pupils need to learn what is and isn't 'appropriate' in different situations. For some pupils, there is sometimes a gap between languages adults have modelled away from school and what is viewed as appropriate in a school or social setting. **We do not condone discriminatory or foul language.** We will help pupils learn what is and isn't socially acceptable and aim for children to learn from this without the need for implementing a sanction.

The **IMPACT of positive behaviour management enables:**

Our values-driven approach to behaviour and attitudes prioritises inclusion; so we are robust in our challenge of any behaviours that compromise our ethos, and focus on behaviour modification through restorative conversations, high quality relationships, time for reflection, and where necessary use of sanction. We do all we can to minimise use of suspension; recognising that a child's full and active engagement with learning is the priority. Working in partnership with parents and carers regarding children's behaviour, is recognised as a powerful tool. We value and believe in every individual; showing this through kindness, care and high challenge with and for each other.