

Knightwood Primary School



Positive Behaviour Policy

Name of School:	Knightwood Primary School
Name of Responsible Manager/Headteacher:	Emma Clark – Headteacher
Date Policy approved and adopted:	September 2025
Date Due for review:	September 2026

Principles

Knightwood Primary School is committed to creating an inclusive environment for all learners.

In building patterns of exemplary behaviour all members of our school community will apply this policy with a calm and consistent approach and have the highest regard for sustaining high self-esteem and positive relationships.

In the interests of providing a calm and productive learning environment there are high expectations for positive and appropriate behaviour. The whole school community is expected to maintain the highest standards of personal conduct, to accept responsibility for any behaviour that falls below the expectation and encourage others to do the same.

We recognise that some behaviour is a form of communication. For example, for pupils with Special Educational Needs and Disabilities (SEND), behaviour may reflect anxiety, sensory overload, communication differences, unmet needs, or difficulties with emotional regulation.

Our policy sets out the rules, relentless routines and expected visible consistencies that all children and staff follow. It is based on current and wide-ranging research into successful management of behaviour (see bibliography) and takes into account reasonable adjustments for children with SEND.

We have chosen three simple rules for our community to follow:

1. Be ready



2. Be respectful



Aims:

- To provide a safe and caring environment where optimum learning takes place
- To set out our behaviour expectations to the whole school community
- To provide a consistent and calm approach
- To ensure that all adults see it as their responsibility to follow up on any poor behaviour they observe
- Adults use consistent language to promote positive behaviour
- To use restorative approaches alongside proportionate consequences
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention
- Staff respond with curiosity and compassion, aiming to understand the underlying need and support the child to succeed.

Roles and responsibilities:

We believe that the attitudes and actions of adults in our school can make a significant difference to behaviour. With this in mind:

All adults will:

- give children a fresh start
- help children learn and feel confident
- be just, fair and consistent
- take time to welcome children at the start of the day
- never walk past or ignore children who are failing to meet our behaviour expectations
- teach children what good conduct looks like by setting clear routines and expectations
- recognise good conduct publicly and correct inappropriate conduct privately whenever possible (RIP/PIP - Reprimand in private, praise in public)
- respond consistently with the same recognition, language and sanctions.
- remain calm and assertive when managing inappropriate behaviours
- always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'
- apply proportionate consequences/sanctions followed up by a restorative conversation.

- celebrate children whose efforts go above and beyond expectations
- use positive praise, phone calls/postcards home, certificates/stickers/housepoints
- Consider the child's specific needs, strengths and triggers
- Consider what reasonable adjustments are needed to enable participation
- Consider whether the behaviour is linked to their disability or neurodiversity
- Implement adaptations to routines, expectations, teaching, and consequences

Senior Leadership team:

- maintain a positive presence around our school
- ensure that staff deal effectively with poor behaviour
- monitor that the policy is implemented by staff consistently with all groups of pupils including ensuring that pupils with SEND are not disproportionately affected.
- provide 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
- offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, all staff, so they can fulfil their duties set out in this policy
- ensure this policy works alongside the safeguarding and SEND policy to offer pupils both sanctions and support when necessary and that are proportionate and considerate of the child's additional needs.
- Ensure that the data from the behaviour records is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy
- Where required, an Individual Behaviour Support Plan is implemented, shared and monitored by all staff.
- External agencies are contacted for further support, when needed.

Parents and carers:

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.

Parents and Carers are responsible for:

- making sure that the child is in school on time, every day and ready for learning
- making sure that the child is dressed appropriately for school in line with the School's Uniform expectations
- supporting their child in adhering to the school's behaviour policy informing the school of any changes in circumstances that may affect their child's behaviour
- being a good role model for their child on and around the school premises
- discussing any concerns regarding their own child with the class teacher promptly and respectfully
- take part in any pastoral work following misbehaviour (for example: attending meetings in relation to their child)
- getting to know the school's behaviour policy and reinforce it at home where appropriate

We believe that adults who manage behaviour well:

- deliberately and persistently catch children doing the right thing and praise them in front of others
- Invest effort in building *emotional currency with the children
- know children well and develop positive relationships with them all
- use restorative conversations and foster a culture of restorative practice
- relentlessly work to build mutual respect
- remain calm or recognise when they need to step away demonstrate unconditional care and compassion
- provide recognition boards which could be used to highlight children who are going 'above and beyond'.
- contact parents (by phone call or card in the post)
- encourage 'Marvellous Manners'
- use House Points and end of term house treats
- support and recognise positive behaviour at lunchtime
- give short and frequent class rewards (at teachers' discretion)
- approach behaviour with curiosity and compassion

*The notion that repeated positive recognition can build emotional value

that can be drawn upon.

Strategies we will use to develop excellent behaviour:

- IDENTIFY the behaviour we expect
- Explicitly TEACH behaviour
- MODEL the behaviour we are expecting
- PRACTISE behaviour
- NOTICE excellent behaviour
- CREATE conditions for excellent behaviour

Behaviour Response:

A common sense, fact-based approach is always required when dealing with situations involving negative behaviours and the enforcement of consequences with the intention of addressing issues, while modelling positive solutions. These are decided upon on a case-by-case basis to ensure proportionate action is taken by staff.

Step 1:

- Tactically ignore poor behaviour
- Praise another child following the rule (proximity praise)
- Link conduct back to school rules
- Remind the child of when they demonstrated successful conduct.
- Praise another child following the rule first.
- Assertive expectation 'I expect you to now...'
- Presuppose success 'Thank you for now'.

Step 2:

- Offer a clear choice (eg that can either go into your pocket or onto my table... then walk away. It is important that the language of choice is always used so that the child does not feel backed into a corner.
- Take up time given - as appropriate.
- Follow up consequence given if right choice not made

Steps 1 and 2 may be skipped when presented with unsafe behaviours.
(See severe behaviour section)

Consequences:

Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive

reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. Consequences implemented can be a 'time out' or a 'missed breaktime' or, in more serious circumstances, parental phone calls home. These consequences are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school rules result in lost learning time which then needs to be paid back.

'Minutes owed'- a reflective time where the child and adult privately discuss their actions and how it has impacted on others. This will be at the start of play time or lunchtime. The purpose of this is to enable the adult to remind the child of our school rules and to encourage positive behaviour in future.

'Pay it Back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home.

Logical consequences - e.g. If there has been damage or vandalism in the classroom we may ask the child or children involved to help clean up or repair the damage.

Time in - For developmentally younger children who have made the wrong choice they are asked to stand or sit next to an adult for an appropriate time.

Repeated or serious incidents of unacceptable playtime behaviour will lead to a loss of outdoor play.

In the Early Years, children are learning how to behave appropriately and formal sanctions are less likely to be applied. Many of the things that they do are normal for their stage of development and we help them to learn when something is dangerous or harmful to themselves or others, and to make positive choices in their behaviour.

If a child is repeatedly displaying negative behaviours, then this pattern needs to be addressed through closer monitoring, re-focusing the child on the positive outcomes of positive choices. Behaviour will be logged on CPOMs*, for each incident by adults to help to identify the patterns/causes of the poor behaviour.

- For younger children (EYFS & KS1) this will involve the teacher meeting the parent briefly at the end of each day and sharing the successes and areas that need improvement.
- For older (KS2) children, this will involve being placed on a 'Positive Record Card': This will be completed for every session celebrating the good choices made. At the end of each day the child will discuss the

card with their class teacher who may also refer them to a more senior member of staff to discuss how the day has been. Other members of the SLT, including the Head teacher may be used at a later stage if appropriate. The discussion will celebrate the positives as well as considering any poor choices made. At the end of the week, the card will be sent home to the parents.

*School safeguarding and recording software

Severe Behaviour:

If a child engages in any of the following severe behaviours, (at learning time or during breaktime) an adult may call for the support of the class teacher or SLT.

- Hate speech.
- Severe Verbal abuse.
- Bullying (as defined in Anti-bullying policy)
- Extreme behaviour e.g. violence, running away, vandalism,
- deliberately dangerous activity.
- Violence and threatening behaviour towards adults
- Severe racial and cultural insults
- Persistent refusal.

Restorative Meetings/Conversations:

At Knightwood, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

The 5 key questions/ themes of the restorative approach are:

1. What has happened?
2. What were you thinking and so how were you feeling?
3. Who has been affected?
4. What do you need now to feel better about this?
5. What do you think needs to happen to solve the problem/ repair the harm?

Restorative practice may be adapted for pupils with communication differences (e.g., visuals, scaffolded language, sentence starters).

Recognising when children need further help:

We acknowledge that some children may need further help in keeping the Knightwood rules. Reasonable adaptations should be made for children who struggle to make good choices. The whole school emphasis on establishing good relationships with every child ensures that the underlying reasons for some unacceptable behaviour may be recognised and understood.

Where pupils require ongoing, bespoke behavioural support, an ISP/IBP will be created with input from:

- the pupil (where appropriate)
- parents/carers
- class teacher
- SENDCO
- external agencies (e.g., Primary Behaviour Service, Educational Psychologist, SaLT)

Plans include:

- strengths and motivators
- known triggers
- early signs of dysregulation
- proactive strategies
- regulation and calming approaches
- agreed adult responses
- crisis management guidance (if relevant)
- review dates

All staff working with the pupil are informed of the plan to ensure consistency. The plan will be reviewed termly or following significant incidents.

Reasonable adjustments will be made in line with a child's SEND. These adjustments are personalised and reviewed regularly in an individual child's Support Plan or Behaviour Support Plan.

Violence towards Adults:

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Where appropriate staff will always employ de-escalation strategies such as:

- Verbal advice and Support
- Giving Space
- Reassurance
- Controlled Choices
- Humour
- Logical Consequences
- Planned Ignoring
- Time out
- Removing Audience
- Success reminded
- Listening.

Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy.

All staff should report incidents directly to the Headteacher or Deputy and they should be recorded on CPOMS and on an incident form for the accident investigator.

We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are nurturing schools that value each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Suspension or permanent exclusion will only happen once we have explored several options and have created a plan around a child.

Use of Reasonable Force:

The government makes it clear that 'all staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.' The school has adopted Hampshire's Restrictive Physical Intervention Policy. Staff should also take the individual child's SEND into consideration when deciding when to physically intervene.

Suspensions and Permanent Exclusions:

In exceptional circumstances, if approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can

learn in safe, calm, and supportive environments. Only the Headteacher can suspend or permanently exclude a pupil.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. Where a child has seriously breached the school's behaviour policy and is involved in a first or one off extremely serious incident the Headteacher can permanently exclude the child. In all cases, a permanent exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school.

A child **may be** suspended, internally (working away from peers) or externally or permanently excluded for:

- Physical Assault against pupil
- Physical Assault against adult
- Verbal abuse/ threatening behaviour against pupil
- Verbal abuse /Threatening behaviour against adult
- Persistent bullying
- Targetted racist abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Serious damage to school property
- Persistent theft
- Persistent disruptive behaviour
- Weapons in school

All exclusions will be reported to Hampshire LA and Exclusion data will be sent to DfES. They are also monitored by the governing body. If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, reading books, broken equipment, etc. Accidents do happen and we understand this.