King's Court First School

Behaviour for Learning Policy

Intent:

'To provide a safe, caring and stimulating environment where each child will recognise and achieve their full potential, so that they can make their best contribution to society'.

Behaviour and attitudes for excellent teaching and learning

King's Court is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

Our behaviour policy guides staff to teach self-discipline not blind compliance.

It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

1. Aim of the policy

To create a culture of exceptionally good behaviour: for learning, for community and for life.

To develop learning behaviours through the Royal Red Crowns.

To ensure that all learners are treated fairly, shown respect and to promote good relationships.

To refuse to give learners attention and importance for poor conduct.

To help learners take control over their behaviour and be responsible for the consequences of it.

To build a community which values kindness, care, good humour, good temper, obedience and empathy for others (linked with Trauma Informed Schools Relationships Policy)

To promote community cohesion through improved relationships.

To ensure that excellent behaviour is a minimum expectation for all.

Define what we consider to be unacceptable behaviour, including low level disruption, bullying and discrimination

Outline the expectations and consequences of behaviour

2. Legislation, statutory requirement and statutory requirements

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

Behaviour in schools: advice for headteachers and school staff

Searching, screening and confiscation at school

The Equality Act 2010

Keeping Children Safe in Education

School suspension and permanent exclusions

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:

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 give schools the authority to confiscate pupils' property

DfE guidance explaining that maintained schools must publish their behaviour policy online

3. 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.

The school recognises that safeguarding concerns may include child-on-parent or child-on-carer abuse and will work with relevant agencies where such concerns arise.

Mobile Phones and Smart Devices (DfE stronger guidance on mobile phones September 2026)

Children are not permitted to use mobile phones, smart watches or internet-enabled devices during the school day unless authorised by a member of staff for educational or medical purposes. Any unauthorised use may result in the device being confiscated and returned to a parent/carer in line with school procedures.

Appendix 1: Safeguarding definitions

To view our Safeguarding Policy: King's Court Website: Home Page – About Us -Policies – Safeguarding Policy

4. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise good behaviour.
- Positively reinforce good behaviour.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.
- Provide clear rules and consistency of approach.

5. Implement

Ensure that the core rule of '**Ready, Respectful, Safe**' is used consistently to reinforce positive behaviours in a calm and routine manner.

Consistency in practice

• Consistent **language**; Consistent **Response**: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.

• Consistent **follow up**: Ensuring 'certainty' at the classroom, team, and senior leadership level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.

• Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.

• Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.

• Consistent, simple **rules/agreements/expectations:** Referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.

• Consistent **respect from the adults**: Even in the face of disrespectful learners!

• Consistent **models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.

• Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.

• Consistent **environment**: Display the quality of a good first school, consistent visual messages and echoes of core values, positive images of learners rather than marketing slogans.

The ways in which this school encourages respect for others:

- Understanding and use of ready, respectful, safe taught through the curriculum
- Circle time – developing the "language of feelings"
- Role play - listening skills.
- Sharing skills – "news"
- Nurturing approach – nurture blueprint
- Relational health across the school community (Trauma Informed Relationships Policy)
- Assemblies.
- Role models and children as Little Leaders.
- Mental Health Champions

To view our Trauma Informed Schools Relationship Policy: King's Court Website: Home Page – About Us -Policies – Trauma Informed Schools Relationship Policy

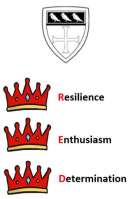
As part of this, we have implemented the Jigsaw Scheme of Work into our curriculum for EYFS through to Year 4. Jigsaw is a comprehensive Personal Social Health Education scheme of work which provides a structured and developmental programme focused on building emotional literacy and social skills within a whole-school approach. In the early years we lay the foundations of our behaviour policy by following school procedures at a simple level.

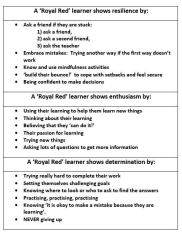
Royal Red Crowns

A Royal Red Crown learner shows resilience, enthusiasm and determination through their learning and in lesson time. We develop our children to become learning experts and teach other children how to apply learning behaviours strategies to their work.









Pupils

All pupils will:

- Know the expected standard of behaviour they should be displaying at school.
- Have a duty to follow the behaviour policy.
- Follow the key rules and routines.
- Know the rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- Understand the pastoral support and restorative conversations to help them meet the behaviour standards.

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate. They will 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.

New arrivals to the school will be given extra support and induction.

Parents and carers

Parents and carers where possible should:

Get to know the school's behaviour policy and reinforce it at home where appropriate

Read and sign the Home/School Agreement

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 support their child and tackle behavioural issues.

All staff

All staff will:

- **Meet and greet** at the door.
- Refer to '**Ready, Respectful, Safe'**
- **Model** positive behaviours and build relationships.
- **Plan** lessons that engage, challenge and meet the needs of all learners.
- Use a **visible recognition** mechanism throughout every lesson.
- Be **calm** and give 'take up time' when going through the steps. Prevention before sanctions.
- **Follow up** every time, retain ownership and engage in reflective dialogue with learners.
- **Never ignore** or walk past learners who are behaving badly.

Senior leaders

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at transitional times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice.
- Use behaviour data to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Support the Headteacher to implement the policy across the school.

The Headteacher

The headteacher is responsible for:

Reviewing this policy in conjunction with the governing board

Giving due consideration to the school's statement of behaviour principles (appendix 2)

Approving this policy

Ensuring that the school environment encourages positive behaviour

Ensuring that staff deal effectively with poor behaviour

Monitoring that the policy is implemented by staff consistently with 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

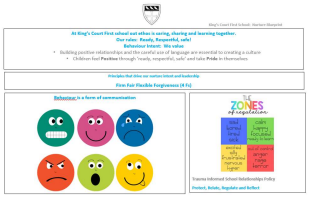
Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy. This includes our nurturing approach to behaviour management through the Trauma Informed Relationships policy and nurture blueprint.

Ensuring that Quality First Teaching is part of our ambitious curriculum for SEND children through reasonable adjustments to enable all children to have full access to all elements of the school curriculum.

Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

Ensuring that the data from CPOMs is reviewed regularly by Designated Safeguarding Leads (DSLs), to make sure that no groups of pupils are being disproportionately impacted by this policy.

Our Nurture Blueprint is available upon request



The Governing Board

Reviewing and approving the written statement of behaviour principles

Reviewing this behaviour policy in conjunction with the headteacher

Monitoring the policy's effectiveness

Holding the headteacher to account for its implementation

Recognition and rewards for effort

We recognise and reward learners who go 'above and beyond' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward.

'It is not what you give but the way that you give it that counts.' (Paul Dix 2016)

The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners who are hardest to reach.

Rewards are detailed in the Behaviour Blueprint and may include:

- **Shout-outs** – verbal recognition for positive behaviour.
- **Wow Treats** – special acknowledgements.
- **A dip in the Treasure Box** – small prizes.
- **Stickers** – for achievements and effort.
- **Mighty Mint Stint** – catching children being good.

King's Court First School may also share rewards such as **strawberry shoe laces, chocolate, or milkshakes**, in line with the medical list. To ensure the health and well-being of all children, King's Court operates as a **Healthy School** on a day-to-day basis.

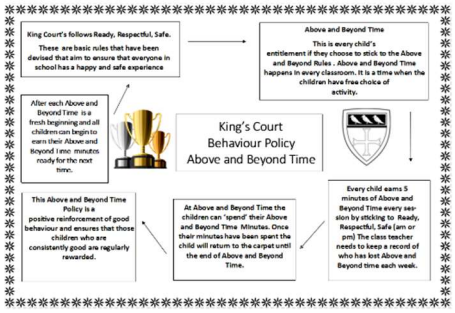
Valuable items

Valuable items must remain at home. The school cannot take responsibility for lost toys brought into school. These items are to be enjoyed in the home environment.

Managing behaviour in:

- Engagement in the lesson is the primary aim.
- A gentle reminder for low level behaviour disruption.
- Praise the behaviour you want to see.
- A/B reward time

Above and Beyond Time



Practical steps in managing and modifying poor behaviour:

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the School level support steps in behaviour for dealing with poor conduct.

The reminder: fly by (1), fly by (2)

A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

A fly by = caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged:

Script 1: 30 second intervention:

30 second intervention to deal with low level disruption

Do you remember yesterday/last week when you (give an example of previously seen positive behaviour)

That is the ***name*** I know and that the ***name*** I need to see today

Be ready/be respectful/be safe

Thank-you for listening

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

5 minutes AB Time

Learners are asked to go to reflect for the first 5 minutes of their AB time and then speak to the class teacher away from others.

Boundaries are reset.

Repeat: 2 fly bys

Buddy class: Time-away

Learners are asked to go to a buddy class to reflect and then speak to the class teacher away from others.

Boundaries are reset.

Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.

Learner is given a final opportunity to re-engage with learning/following instructions.

Learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough.

If the step above is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, another member of staff will escort the learner to a workspace outside the teaching room. If another member of staff is not available, use a help card.

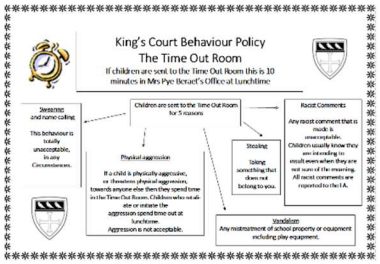
Lunch-time: Time-out

Time out for serious behaviours: Pupil misses 10 minutes of lunch with a member from the Senior Leadership Team (SLT), such as, physical aggression and swearing.

Restorative conversation.

Note home to parents.

Time-Out Room



Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Restorative meetings at King's Court are a core part of repairing damage to trust between staff and learners. Our restorative meetings are structured in 6 steps:

1. What has happened?
2. What was each party thinking?
3. Who feels harmed and why?
4. What have each party thought since?
5. What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.
6. Staff will take responsibility for leading restorative meetings, Senior leaders will support when requested.

Talking to younger children

Restorative meeting

1. Tell me what happened
2. Tell me what you were thinking at the time
3. Tell me about what you think about it now
4. Tell me about how what you did might have made others feel
5. Tell me about your ideas to put things right
6. Tell me our rules

(adapt in line with CALM approach)

Reasonable adjustments: where a child has a SEND/mental health condition that amounts to a disability and this adversely affects their behavior. Adults make reasonable adjustments, the physical environment, the support we offer, and how we respond in particular situations

Learner's may have their behaviour monitored by teachers to show progress towards agreed targets.

At King's Court we make sure that this is done discreetly.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated a key teacher according to need (class teacher, SENDCo, SLT, wellbeing co-ordinator) who will:

- Support and if necessary, facilitate the restorative meeting between the member of staff and learner.
- Develop an appropriate action plan with the learner.
- Monitor and review and mentor using the action plan.
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.
- If a learner does not achieve the required change in conduct agreed within the action plan, a verbal warning will be issued by SLT.
- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning.
- All of these matters will be confirmed in writing and recorded in our Behaviour Folder – electronically stored on CPOMs
- Parents will be informed and involved to support the learner to improve their behaviour.

Restorative conference

A restorative conference that takes a 360-degree view of the learner will be convened.

This meeting will include the teacher, learner, key worker (if requested), Parent/Guardian, Governor and a member of the Senior Leadership Team. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.

Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions, then the procedure will move to the next stage.

Every effort will be made to encourage and support a change in the learner's behaviour.

If the learner refuses to attend or engage with the restorative conference, then the process moves to the final stage of Exclusion.

Behaviour and learning management

All learners must be given '**take up time**', (a period of calm reflection) in between steps.

It is not possible to leap steps or accelerate steps for repeated low-level disruption.

A **Serious Breach** is an incident that may lead to a fixed term suspension or permanent exclusion.

6. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude: appendix 3: Language and respect
- Incorrect uniform: appendix 4: uniform expectations

Serious misbehaviour: Suspension or permanent exclusion

Suspensions and Permanent Exclusions

Where a child is in danger of being excluded, an Individual Support Plan and a behaviour report card is set up and his or her behaviour recorded by the class teacher (CPOMs) and monitored closely by the Headteacher.

A child can be sent home as firm reminder of the expectation, this can occur when a child is not safe to themselves or others around them. Where there is no improvement and a child's behaviour are significantly unacceptable then a fixed-term exclusion may be imposed by the Headteacher.

Resources and strategies to support a child include:

Class tracker sheet: whole class behaviour monitoring - termly
Behaviour plan
Risk assessment

The DfE guidance on suspensions and permanent exclusions must be followed carefully. Before a decision to suspend or permanently exclude is made, a careful and thorough investigation is made by the Headteacher. Witnesses are interviewed, statements taken and if there is proof of guilt, a decision is made by the Headteacher whether or not to exclude the child and for how long.

Mitigating circumstances, provocation, reasons for the behaviour and the behaviour record of the pupil are also taken into consideration. The parents of the child are called in to see the Headteacher immediately, who explains the reasons for and conditions of the suspension or permanent exclusion (e.g. for how long). The Headteacher completes the necessary paperwork and distributes it to the relevant agencies within 24 hours.

Reasons for exclusion include:

- Violent aggression towards other pupils.
- Serious and prolonged bullying of other pupils.
- Dangerous and violent behaviour.
- Abuse to staff.
- Deliberate and wilful defiance of school authority.
- Persistent and continual disruptive behaviour.
- Serious acts of vandalism or theft.
- Possessing an offensive weapon.
- Criminal activity (e.g. possession of illegal substances).
- Sexual harassment, unwanted sexual joke, physical behaviour like interfering with clothes
- Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Racist, sexist, homophobic or discriminatory behaviour

This list is not exhaustive and there may be other reasons that are serious enough to deem exclusion.

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

Recording

All documentation is stored on CPOMs. Example of a behaviour log: appendix 5. The document below details our full exclusions policy.

To view our Suspension and Permanent Exclusion Policy: King's Court Website: Home Page – About Us -Policies – Suspension and Permanent Exclusion Policy

Behaviour for excellent teaching and learning

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

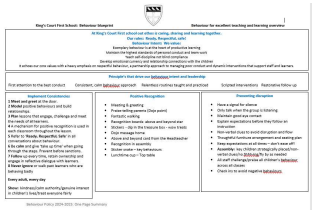
The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

The school behaviour policy works in line with the on-line safety and safeguarding policy.

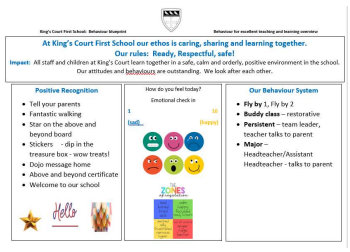
School level support

	Steps	Actions
1	Redirection **Low level/one off**	Gentle encouragement, a 'nudge' in the right direction, small act of kindness.
	Reminder **Low level/one off**	A reminder of the expectations, **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
	Caution **Low level/one off**	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
	Time Away **Low level/repeated**	Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.
2	Internal referral **Mid-level/repeated**	At this point, the learner will be referred internally to another room in the team for the remainder of the lesson. **All internal referrals must be recorded in the school log-CPOMs.**
3	Restorative: **Persistent**	A restorative meeting should take place before the next lesson. If the learner does not come easily to the meeting, or reconciliation is unsuccessful, the teacher should call on support from their team leader who will support the reparation process. Teachers and some support staff are Team Teach trained to positively handle a child as a last resort.
4	Formal Meeting: **Major disruption**	A meeting with the teacher, learner and team leader, recorded on an individual support plan with agreed targets that will be monitored over the course of two weeks.

Behaviour Policy One-Page Summary



Behaviour Policy Child-Friendly Poster



Training

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

- The needs of the pupils in school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

7. Monitoring arrangements

The school will collect data and record (CPOMs) on the following:

- Behavioural incidents, including restorative conversations
- Attendance, permanent exclusion and suspension
- 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 (x3) by SLT.

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.

Monitoring this policy

This behaviour policy will be reviewed by the headteacher and full governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the full governing body.

The written statement of behaviour principles will be reviewed and approved by the full governing body annually.

Links with other policies

This behaviour policy is linked to the following policies

Safeguarding policy
Attendance
Anti -Bullying policy
Use of reasonable force policy
Online safety
Internet
GDPR
RHE
Trauma informed relationship
Suspension and permanent exclusions

Appendix 1: Safeguarding Definitions

Bullying

Bullying is defined as the repetitive, intentional harming of 1 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: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	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
Child-on -child abuse/online safety	The school recognises that misuse of artificial intelligence (AI), including the creation, sharing or possession of AI-generated images, videos or content intended to bully, intimidate, harass, discriminate against or humiliate others, will be treated as a serious behaviour and safeguarding matter.

To view our Anti-Bullying Policy: King's Court Website: Home Page – About Us -Policies – Anti-Bullying Policy

Racism

Racism is defined as prejudice, discrimination, or antagonism by an individual, community, or institution against a person or people on the basis of their membership of a particular racial or ethnic group, typically one that is a minority or marginalised.

Process for dealing with racist behaviours

1. Meeting with child/ren involved by a member of SLT to investigate the incident
2. Restorative meeting with child/ren
3. Parents informed and conclusions shared with next steps from restorative meetings to move forwards together
4. Decided approach for perpetrator – training to understand equality and inclusion, this may result in a behaviour plan to support the child (where actions by a child are repetitive, a referral may be made to 'Early Help' to include external professional support)
5. Outcomes recorded on CPOMs and a decision by SLT as to whether the incident is deemed to be racist
6. On-going monitoring for an agreed period of time

Online Safety

King's Court First School aims to

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- Deliver an effective approach to online safety, which empowers us to protect and educate the whole school community in its use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

The full policy can be viewed: King's Court Website: Home Page – About Us -Policies – Online Safety Policy .



Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. 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)

If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, 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.

- Short movement breaks for a pupil with SEND who finds it difficult to sit for longer periods of time
- 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 or who has severe eczema
- Training for staff in understanding conditions such as autism/adhd
- Use of sensory spaces or nurture room where pupils can regulate their emotions during moment of sensory overload

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 considerations 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.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

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 local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

Use of reasonable force Policy

Use of reasonable force is the positive application of force with the intention of protecting the child from harming himself or others or seriously damaging property.

The Legal Framework

Use of reasonable force should be limited to emergency situations and used only in the last resort. Under the Children Order 1995, it is only permissible as described under the heading "Physical Control". Article 4 of the Education Order 1998 clarifies powers that already exist in common law. It enables trained staff in the school, authorised by the Headteacher, to use such force as is reasonable in the circumstances, to prevent a pupil from:

- Committing an offence.
- Causing personal injury to, or damage to the property of, any person (including the pupil himself).
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school or among its pupils, whether during a teaching session or otherwise.

A link to the full policy can be accessed below.

The full policy can be viewed: King's Court Website: Home Page – About Us -Policies – Use of reasonable force Policy .

Searching, screening and confiscation

Any prohibited items found in a pupil's possession will be confiscated. These items will not be returned to the pupil. These include:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers, e-cigarettes
- 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).

Early intervention: At King's Court First School, we monitor any low-level behaviours, such as reference to any of the above through conversation and take serious action to stop any further behaviours developing. Our motto is to think the unthinkable to protect the pupil and other pupils around them.

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

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

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).

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 senior leadership team (SLT) 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.

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.

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.

Child on child abuse

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm (this may include an online element, which facilitates, threatens and/or encourages physical abuse)
- Abuse in intimate relationships between children (this is sometimes known as 'teenage relationship abuse')
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent
- Upskirting, which typically involves taking a picture under a person's clothing without their permission, to obtain sexual gratification or cause the victim humiliation, distress or alarm
- Consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery)
- Initiation/hazing type violence and rituals, which could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element

Appendix 2: 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 (above and beyond), 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 suspension and permanent exclusion 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.

This written statement of behaviour principles is reviewed and approved by the full governing board annually.

Appendix 3: Language and respect

- At King's Court our culture is to respect each other as equals. Our staff encourage and teach the pupils to show respect to adults and each other.
- We believe pupils should be courteous to all adults; using title and surname when addressing adults in school.
- We expect children to wait until an adult has finished their conversation before seeking their attention.
- We expect the use of "Excuse me, Miss/Mr/Mrs/Ms....." and encourage the pupils to use "please" and "thank-you"

Appendix 4: Uniform expectations

- We expect children to wear their clothes tidily.
- Trainers should not be worn to school unless for PE. Ankle socks, as opposed to trainer socks, are acceptable.
- We expect children to have suitable clothing for PE without any colourful logos. Correct footwear must always be worn.
- Jewellery is not accepted, including bracelets and rings. Only plain stud earrings are safe. The exception to this would be jewellery worn as a compulsory part of religious observance.
- Temporary tattoos are not considered acceptable and should be removed.
- Nail varnish should not be worn.
- Long hair is tied back with an appropriate band of plain blue or black.

Appendix 5: Behaviour log: CPOMs

