

Kings Heath Primary School

Behaviour Policy and statement of behaviour principles

2025-26

Approved by: Claire Spencer, Chair, on instruction from the Governing Body **Date:** 14th July 2025

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To be read alongside the Physical Intervention Policy.

This document will be reviewed annually by Year Groups to allow for changes or adaptations necessary to keep the policy accurate, to allow for changes needed to make policy intentions practical and/or effective, and to ensure processes are being followed.

As a UNICEF Rights Respecting School, children's rights are embedded across our culture, decision-making, relationships and behaviour systems. The United Nations Convention on the Rights of the Child (UNCRC) underpins how we create a safe, inclusive and ambitious learning environment for all pupils. We explicitly teach, model and apply rights including the right to feel safe and protected from harm (Article 19), the right to education (Article 28), the right to be heard and taken seriously (Article 12), and the right to dignity and non-discrimination (Articles 2 and 16).

Our behaviour approach reflects a rights-based ethos where adults act as duty bearers and pupils are supported to understand themselves and others as rights holders. We teach that rights are universal, unconditional and interdependent, and that they are balanced by responsibilities to uphold the rights of others. Through our relationship-based, emotion coaching approach, restorative conversations and pupil voice systems, pupils are supported to regulate behaviour, repair harm and contribute positively to our school community.

Leaders ensure that rights respecting values actively shape policy, curriculum design, behaviour support, safeguarding practice and staff training. Pupils are given meaningful opportunities to influence school improvement through structured pupil voice and participation. Our approach ensures that behaviour systems do not simply control behaviour, but develop ethical, respectful and socially responsible citizens who understand their role in creating a fair and equitable society.

Our Vision

“Nurturing ambition, achievement, respect and happiness”

Kings Heath Primary School is a diverse and inclusive community of learners. We aspire for our children to become

- Confident: Academically, as a learner and in their identity.
- Curious: Of the world and people around them, and able to think critically.
- Caring: Of the world and people in it, and of themselves.

We believe in education and learning that is stimulating, liberating and enriching and that helps develop minds that are alive to the diversity of human thought and achievement and to the richness of the natural world.

We aim to realise our vision in part through the fair and consistent operation of this policy.

Our vision for behaviour development and management is of a relationship-based approach that models and enables self-regulation within a framework of clear and high expectations for all.

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1. Aims

This policy aims to:

- Establish principles of behaviour development and management. This includes our commitment to a relationship based 'emotion coaching' model of co-regulation to develop behaviour (section 7), as well as rewards and sanctions for managing behaviour when that is necessary (section 8)
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour development and management

2. Legislation and statutory requirements

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

- [Behaviour and discipline in schools \(Updated 19/2/24\)](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [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 draws on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require 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 should publish their behaviour policy online

As a Rights Respecting School, our approach is also shaped by the principles of the United Nations Convention on the Rights of the Child (UNCRC).

3. Definitions

Behaviour can be thought of as actions, habits and dispositions that influence how a pupil interacts with people, learning or the environment. This may be positive or negative, deliberate or instinctive, active and obvious, or it may result in withdrawal or lack of engagement. In all cases it should be seen as communicating something about the pupil's viewpoint.

Behaviour development is defined as the process of supporting pupils to recognise, understand and increasingly manage their emotions and motivations in constructive and healthy ways.

Behaviour management is defined as the strategies and methods that are used to control/limit what choices are likely to be made, or how negative behaviours are responded to.

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Deliberate non-completion of classwork
- ‘Low level’ disruption that hinders learning, orderly conduct or knowingly upsets others

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Violent behaviour to peers or staff
- Vandalism
- Theft
- Unwanted physical attention or inappropriate touching
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Knowing possession of any prohibited or controlled items such as cigarettes, knives or weapons, alcohol, illegal drugs, fireworks or any other article a staff member reasonably suspects could 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
- Persistent, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting, coercive
Physical	Hitting, kicking, pushing, taking another’s belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Homophobic or transphobic comments, explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention 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
Faith based	Mocking, belittling or ridiculing a faith, a person's expression of belief/non-belief, articles or items central to expression of faith

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

5. Roles and responsibilities

Behaviour development and management is a shared responsibility and has an ethos of mutual respect, warm relationships and high expectations at its foundation.

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the policy.

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also approve this policy.

The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that the principles are upheld and implementation remains consistent with the ethos.

The Headteacher will ensure records are kept and oversee and monitor all behaviour related record keeping.

The Headteacher will ensure that the effectiveness of this policy is evaluated and revised accordingly.

5.3 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 (E.g. reasonable adaptations to arrangements and expectations to remove trigger points or help a child manage emotions.)
- Recording behaviour incidents in line with school systems, currently reflection folder, CPOMS or EduKey

The senior leadership team will support staff in responding to behaviour incidents. All staff will help evaluate the impact of this policy when it is reviewed.

5.4 Parents and carers

Parents and carers are expected to:

- Support their child in adhering to the pupil code of conduct/home school agreement

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

6. Pupil code of conduct

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to everyone: members of staff, visitors and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and any school or personal property with respect
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside of school

7. Behaviour development and management: Principles and practicalities

- Consistent expectations across the school are essential but need to reflect the age of the children and whether they are in class, in PE, during playtime, etc. We therefore use 3 simple rules that can be interpreted and reframed as needed.
 - *Children are expected to conduct themselves in ways that;*
 - *Respects people*
 - *Respects property*
 - *Respects learning*
- Relationships are central to both behaviour development and management. Staff must be trusted and respected by the children. We must connect in order to be able to correct, we must be trusted so that we can lead.
- All behaviour development approaches are therefore based on the principles of 'emotion coaching' that typically consists of;
 - Recognising the child's feelings and empathising with them
 - Validating the feelings and labelling them
 - Setting limits and boundaries, if necessary
 - Problem solve and model alternatives with the child
- This process requires staff to be conscious of their own emotional state and any default assumptions that may influence practice. We must self-regulate before we can most effectively co-regulate
- When managing behaviour, staff should be assertive but kind, consistent with expectations but thoughtful when applying them, recognising that some children have factors that make reasonable adjustment necessary: Being fair does not mean everyone gets the same, it means that everyone gets what they need.
- All children need an environment that is high in both nurture and structure. Age-appropriate routines, consistently reinforced, limit misbehaviour.
- A relationship-based approach does not mean there are no consequences for poor choices.

All staff have a responsibility to;

- Provide a positive role model for the children through our actions and interactions at all times
- Ensure classrooms are calm and positive places in which children feel valued and safe
 - Create a sense of security through the establishment of regular routines (e.g. quiet times, lining up, procedures for entry and exit to building) and through a consistent code of rewards and sanctions
 - Ensure our playground is a safe place in which to play and socialise
 - Address issues as they arise between children quickly (to prevent escalation), fairly and with appropriate levels of follow up and monitoring to prevent re-occurrence
 - Record in Arbor serious one-off incidents or patterns of behaviour to allow monitoring and review

- Contribute to risk assessments if necessary
 - Deliver all aspects of the PHSE curriculum, adapting themes as necessary to address issues arising within the class
 - Communicate openly with parents, seeking their support where necessary
 - All school staff are expected to notice and praise good conduct on an on-going basis beyond the classroom and their immediate teaching groups. Through this, and the modelling of desired behaviours by staff, we aim to create an ethos where good behaviour is habitual.
- When behaviour does repeatedly fall below the expected standards parents or carers will be contacted. For most children this will initially be by school staff speaking to parents and carers. If the situation continues then SLT will become involved and more formal, written communication may be used. Standard letters are available as model starting points and are available in the staff shared documents area. (See appendix 2)

7.1 Behaviour which places a child at risk of exclusion.

We believe that there are always reasons for misbehaviour and that children can be supported to avoid inappropriate behaviour. To this end we:

- Identify at risk children early in order to risk assess and manage in a way that protects them and the children and adults around them.
- Access any available and useful services or support such as Early Help
- Run a variety of support packages in school aimed at helping a child to reflect upon their own behaviour and develop strategies for self-improvement.
- Monitor progress as a standing agenda item at SLT meetings
- Review policy and provision to ensure that students exhibiting violent behaviour are treated fairly and equally to prevent potential alienation and disaffection, which could fuel further anti-social and violent behaviour.

Fixed term exclusion will be considered in the event of continuing misbehaviour following interventions or for a one-off serious incident. The school will then work in partnership with parents to agree a return to school strategy. In exceptional cases, usually where further evidence in relation to an incident has come to light, a further fixed term exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

Permanent exclusion will only be used as a last resort and will be in line with statutory procedures. The Headteacher may permanently exclude for any one-off incidents which seriously compromise the safety or well-being of other pupils or staff.

Parents have the right of appeal to the school's Governing Body against any permanent exclusion, or any fixed term exclusion which would bring the pupil's total number of days excluded to more than five in a term. In the case of a fixed-term exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the Governing Body must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents. Parents will be made aware of their rights to make representations or appeal when their child is excluded.

7.2 Physical intervention

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property
- To stop an offence

Incidents of physical restraint must:

- Always be used as a last resort and after de-escalation (Team-Teach) strategies.
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded in the 'bound and numbered' book and reported to parents

See Physical Intervention Policy for detail.

- Be followed by wellbeing check on staff involved, with necessary adjustments and follow up support
- Prompt a review/creation of risk assessment, with necessary adjustments made

See staff booklet for detail

7.3 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to parents 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](#).

7.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic (disability, gender reassignment, race, religion, sexual orientation) and duty towards Looked After Children (LAC) and previously LAC from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits repeated serious misbehaviour 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.

8. Rewards and sanctions

NOTE – Rewards are not detailed as they change from term to term and differ across the school to reflect age.

Through our reward system we aim to encourage and acknowledge excellent behaviour and work, to recognise areas of improvement, and to raise self-esteem.

We aim to keep the reward system as consistent, age appropriate, simple and straightforward as possible in order to create secure understanding of expectations amongst the children. Key whole school rewards are recognised in our Weekly Award Assemblies.

Sanctions and the threshold to be triggered can be seen in Appendix 2

8.1 Off-site behaviour

Sections 90 and 91 of the Education and Inspections Act 2006 states that a school's disciplinary powers can be used to address pupils' conduct when they are not on school premises and are not under the lawful control or charge of a member of school staff, but only if it would be reasonable for the school to regulate pupils' behaviour in those circumstances.

We understand that to mean we can, for example, discipline older children who are walking to or from school on their own but not when they are more directly under the supervision of their parents/carers.

8.2 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the Headteacher will seek advice from the Local Authority.

The Headteacher will also consider the pastoral needs of staff accused of misconduct.

9. Pupil 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 will be transferred to relevant staff as part of that transition process. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on developing and managing behaviour, including proper, legal and ethical use of physical intervention, as part of their induction process or as soon as is practicable.

Behaviour management and physical intervention will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full Governing Body every year. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Physical Intervention
- Safeguarding
- Anti-bullying
- Health and safety
- Equalities statement
- Drugs related incidents policy
- Home/school agreement
- Educational visits
- Care and control

Appendix 1: written statement of behaviour principles

- Relationship based 'emotion coaching' is the most effective means of developing and embed positive, self-regulated behaviour
- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- Every pupil understands that they must conduct themselves in ways that respect people, property and learning
- All pupils, staff and visitors will conduct themselves in that allow equitable opportunities for all members of our school community.
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff
- The behaviour policy is understood by pupils and staff
- The exclusions policy (section 7.1) explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term 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 Body 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 full Governing Body every year.