

At Kingsbury Primary School our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment, which prepares our pupils to be confident, happy citizens.

Our School Values are:

- * Respect
- * Happiness
- * Honesty
- * Confidence
- * Friendship
- * Nurture

We value and respect all members of our school community. We encourage and inspire all to be resilient learners with high aspirations. We work to ensure that all children receive an excellent education and achieve high academic standards. We provide a safe, happy and vibrant learning environment, which develops their sense of responsibility and enables them to be confident and caring citizens of the wider world.

We do this by:

- Involving pupils, staff, parents and the wider community in our learning.
- Providing a rich and positive learning environment and a broad and balanced curriculum which inspires creativity and enthusiasm for learning in all.
- Inspiring children to have high aspirations and ambition.
- Providing high quality teaching and a variety of teaching strategies to enable pupils to achieve high standards.
- Using a wide range of resources effectively to support and challenge learning.
- Enabling pupils to work independently and collaboratively to achieve success which they are proud of.
- Developing learners with high self-esteem, confidence and self-discipline, by recognising and celebrating achievements in all areas of life.
- Making our school a safe and happy community in which we all feel valued and respect and accept others, enabling everyone to make valuable contributions.
- Developing understanding and mutual respect of all individuals, groups and their beliefs or views to maintain positive relationships.
- Providing experiences, which will develop our pupils' spiritual, moral and cultural understanding.
- Ensuring we provide a caring and nurturing experience for all.
- Developing and sustaining positive relationships. This includes relationships between everyone - staff-pupil, pupil-pupil, staff-staff, staff-parents/carer

The aims of this policy are:

- To ensure every member of the school community feels valued and respected and each person is treated fairly and well.
- To provide a safe, happy, friendly and respectful environment, which encourages each individual to achieve their own potential.
- To enable staff to support children with their feelings and behaviour by providing them with strategies to manage their own feelings and behaviour.
- To maintain a calm and purposeful working atmosphere.
- To provide a clear, fair and consistent approach to behaviour.
- To develop and value strong and healthy relationships.
- To ensure that our children are intrinsically motivated to do the right thing because it is the right thing to do.

To support our children in doing the right thing we ask them to follow the 5 star rules:

Stay safe and responsible

Try your best at all times

Always listen carefully and follow instructions

Respect others and property

Say and do kind things

We believe that young people respond and learn best when the emphasis is upon encouragement and positive reinforcement. We therefore place a strong emphasis upon positively reinforcing appropriate behaviour. This ensures that recognition is given to pupils when they are following and exceeding expectations. When behaviour is discussed with pupils, it is within a framework of rights and responsibilities, and the importance of relationships. In this way, we hope to help pupils develop an intrinsic motivation for their behavioural choices.

1. Promoting Positive behaviour and Rewards

- Clear expectations of behaviour is explained, modelled and encouraged through assemblies and in class to ensure that all children understand what is acceptable throughout the school day.
- Respect for each other is reinforced with all children and stakeholders at all times.
- Children who have done well in their learning will be asked to share it with other teachers and classes.
- Teachers share information about a child's behaviour either by phone, a note home, face-to-face or via a dojo message to parents - to celebrate positive behaviour.
- Staff award children individual Class Dojo points. These dojo points reward good behaviour and each week, a dojo winner is announced in each class. The reward for this varies from class to class with some children receiving small prizes to

being able to choose a special chair to sit on or choose their talk partner for the following week.

- Each week staff nominate a child from each class to receive the Head Teacher's Award from Reception and KS1; in KS2 children receive a Star of the Week card. Both are presented during celebration assemblies.
- Each class is rewarded for good behaviour using a class point system. Children receive class points for their class, based on whole class behaviour and share in deciding upon a reward that the whole class can enjoy. Rewards are given for achieving a fixed number of points. Each class chooses its own method of recording their ongoing points. No points can be deducted.
- We acknowledge all the efforts and achievements of children, both in and out of school. Children are encouraged to bring medals and certificates to our Celebration Assembly so that they can talk about their achievements. Children's work is regularly celebrated on the class dojo pages or in the school newsletter.
- Regular circle time 'check ins' in class ensure that all children feel valued and have a voice.
- Certificates from peers are presented to children in class Learning Forums. School Councillors reward children with star rule certificates and Learning ambassadors reward children with Bear certificates.
- We celebrate children who consistently follow the Star Rules through 'Hot chocolate Friday.' Children are nominated by their teacher, when it is their phases turn, to have hot chocolate with the Deputy Headteacher.
- Training is used to support lunchtime supervisors to promote positive behaviour and manage inappropriate behaviour. Lunchtime supervisors can reward children using class dojos.
- Adults in school regularly discuss the Star Rules. Some classes may have additional systems for encouraging positive behaviour and some individuals may have specific systems in place to support their needs.

At Kingsbury Primary School, we use restorative approaches to encourage everyone to take responsibility for their behaviours.

Restorative approaches are based on four key features:

- RESPECT - for everyone by listening to other opinions and learning to value them
- RESPONSIBILITY - taking responsibility for your own actions
- REPAIR - developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated
- RE-INTEGRATION - working through a structured, supportive process that aims to solve the problem and allows young people to remain in mainstream education.

This approach starts with a restorative enquiry, if conflict arises, over low level issues i.e. friendship breakups, disputes over games, and not responding to reasonable adult requests. The approach will contrast with a more traditional "blame culture" approach:

Traditional		Restorative	
What's happened?	→	What's happened?	What do you think happened?
Who's to blame?	→	Who has been hurt and in what way?	How did you feel? What were you thinking? How do you feel now? What are you thinking now? Who has been affected?
How should we punish them?	→	What needs to happen to put things right and ensure this never happens again?	What needs to happen now to fix this?

Process:

When using a restorative approach, the following questions will be asked in a quiet and appropriate area and the format explained to those involved:

- Only one person talks at a time, without interruptions
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality-explain that this is between the people involved (plus parents if required).
- Be aware of any matters i.e. Child Protection. If something is disclosed appropriate measures are to be taken in order to follow the school's child protection policy.
- If young people do not meet expectations or are still /become angry, stop the conversation.

Restorative questions:

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

2. Systems to understand and change inappropriate behaviour and Consequences

Relationships are key to influencing and managing pupil behaviour. Relationships with individual children are key here as if the child is seeking attention, ignoring the behaviour and addressing it privately at the end of the session might be more effective.

Knowledge of triggers for individuals helps adults deflect/avoid conflict and escalation of behaviour issues. In addition to this, knowledge of potential ACEs (Adverse Childhood experiences) and/or the children's home circumstances can influence the response required.

Some preventative measures need to be in place in each classroom to avoid behaviour escalating. These may include:

- Reviewing seating arrangements and positioning of individuals within the classroom.
- Adapting the environment to accommodate SEND or SEMH e.g. visual timetables, electronic spell checkers, coloured paper etc
- Ensuring resources match tasks and promote independence and self/peer support if necessary
- Having a space within the classroom that a child may use for "time out" to self-regulate.
- Praising the children who are following instructions (particularly those in close proximity).

Before deploying a consequence, restorative measures should be taken to enable children to enable undesirable behaviour to be rectified quickly and peacefully. An important part of the behaviour policy is the consistent use of sanctions. The children need to know that these will be adhered to, if they choose to disregard the star rules.

Restorative Behaviour Management strategies in the classroom include:

- Speaking to the child privately and at eye level
- Listen to the child
- Acknowledgement of good behaviour choices in the past and what we know they can achieve
- Carefully re-explain the task or instruction
- Use positive reinforcement to get them back on track
- Remind child of the star rules
- Provide clear verbal explanation of choices and consequences of choices
- Help the child to recognise how they can restore/rectify the situation
- Give the child time and space to rectify/restore
- Allow time out
- Request that the child move elsewhere

Consequence Steps:

At Kingsbury Primary School, we use consequence steps in order to remind children of expectations and Star Rules when needed, giving them clear instructions and opportunities to turn the behaviour around. In consultation with Staff and Children, we have adopted the following:

Steps	Actions
Step 1 1 st Warning	Use Restorative Strategies...reminder of rule/instruction that you are expecting - delivered privately where possible
Step 2 2 nd Warning	A clear verbal warning (privately) making child aware of behaviour/star rule they are not following
Step 3 3 rd Warning	Speak privately and give final opportunity to turn it around - refer to previous examples of good behaviour
Step 4 Time out	Time out to another class in phase (5 mins) or outside classroom. Gives the child opportunity to think, recompose and rectify behaviour. Lose 5 minutes from playtime/Lunchtime - discussion about behaviour
Step 5 Time out with Mrs Hanson Miss Fletcher Or Mrs Downes	If behaviour continues after time out, send to SLT.

- In Reception and Key Stage 1: Warnings to remain up to break time then start again after break, up to lunch time then start again in an afternoon. In Key Stage 2: Warnings to remain up to lunch time then start again in the afternoon. Children can be moved straight to Step 4 - Time out for more extreme behaviour.
- If a child reaches Step 5, the incident is recorded on CPOMS, which is our online recording system. SLT are therefore informed and a decision will be made based on the appropriate action that may need to be taken.
- Other adults in school, including lunchtime supervisors, report any inappropriate behaviour to the class teacher.
- If a child repeatedly acts in a way, which disrupts learning or upsets others, the class teacher contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to understanding the behaviour of the child and supporting them to improve their behaviour. Further meetings may need to take place with SLT, if required.
- In specific instances, a child may work in (supervised) isolation away from other pupils to help them refocus on their learning behaviour and not distract others.
- All members of staff are aware of the regulations regarding the use of force. Staff only intervene physically to restrain a child to prevent injury to a child or if a child is in danger of hurting themselves. The actions that we take are in line with Safer Handling training and Government guidelines.
- We expect parents to support their child's learning and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between home and school and inform parents if we have concerns about their child's welfare or behaviour.

3. Confiscating items and Searching Pupils

- The head teacher and teaching staff have the right to confiscate any item from a pupil which is deemed inappropriate to be in school.
- School staff can search pupils with their consent for any item which is deemed inappropriate. We would ask children to retrieve items from pockets themselves or if appropriate, to empty school bags or drawers.
- The headteacher and staff authorised by the Headteacher, have the power to search pupils or their possessions, without consent, where they suspect the pupil has weapons, alcohol, illegal drugs and stolen items.
- Any items found on that is deemed inappropriate will be handed directly to parents or police, depending on the seriousness of the confiscation.

These items include:

- alcohol
- drugs
- stolen items
- knives
- weapons
- cigarettes
- pornographic material
- anything else perceived to pose a threat to pupils at the school

4. Fixed term and Permanent Exclusions

- We do not wish to exclude any child from school but sometimes this may be necessary. This would be in response to serious breaches of this policy or if allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school. Internal exclusions can also be considered as an option.
- Only the Headteacher (or acting Headteacher) has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Headteacher may exclude a child permanently. It is also possible for the Headteacher to convert a fixed term exclusion into a permanent exclusion if the circumstances warrant this.
- If the Headteacher excludes a child, she informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal.
- The Headteacher informs the Local Authority (LA) and the Governing Body about any permanent exclusions and about any fixed term exclusions beyond five days in any one term.
- The Governing Body itself cannot either exclude a child or extend the exclusion period made by the Headteacher.
- The Governing Body has a discipline committee, which is made up of between 3 and 5 members. This committee considers any exclusion appeals on behalf of the Governors.
- When an appeals panel meets to consider an exclusion, they consider the circumstances in which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.

- If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

5. Anti-Bullying Aims and Principles

- The aim of the anti-bullying approach is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.
- Bullying is an anti-social behaviour and it affects everyone; it is unacceptable and will not be tolerated.
- Only when all issues of bullying are addressed, will pupils be able to fully benefit from the opportunities available at school.
- Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.

Bullying can include:

Type of Bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
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

The following steps will be taken when dealing with incidents:

- If bullying is suspected or reported, the incident will be dealt with immediately by a member of the school's Senior Leadership Team.
- A clear account of the incident will be recorded to ascertain whether bullying behaviour has taken place
- A member of the school's Senior Leadership Team will interview all concerned and record the incident on CPOMS
- All staff involved and the school's Senior Leadership Team will be kept informed
- Parents will be kept informed
- Appropriate measures will be used in consultation with all parties concerned
- Pupils who have been bullied will be supported through appropriate strategies
- Pupils who have bullied will be supported and educated through appropriate strategies

The following disciplinary steps may be taken:

- Clear warning to cease offending
- Exclusion from certain areas of school premises
- Exclusion from playtime and lunchtime privileges
- Withholding participation in any school trip or sports events
- Suspension or permanent exclusion
- Within the curriculum, the school will raise the awareness of the nature of bullying through inclusion in PHSE, assemblies and subject areas, as appropriate, in an attempt to eradicate such behaviour. Outside agencies may also become involved to support anti-bullying awareness or issues.

Racial or Homophobic Incidents

We all have a responsibility to challenge racism and homophobia in our school. Racial and homophobic abuse is not accepted or tolerated at Kingsbury Primary School and will be taken seriously and dealt with rapidly. We will ensure that action is taken to support the victims of racist/homophobic incidents and to deal with perpetrators appropriately.

A racist / homophobic incident may include:

- derogatory name-calling, insults and racist / homophobic jokes
- verbal abuse and threats
- physical assault
- ridicule based on differences of colour, race, ethnicity, nationality, culture, religion or language, sexuality
- refusal to co-operate with another because of any of the above differences
- stereotyping on the basis of colour, race, ethnicity, sexuality etc.
- racist / homophobic comments
- graffiti
- incitement of others to act in a racist / homophobic manner
- wearing racist / homophobic badges or insignia

The following steps will be taken when dealing with incidents:

- If a racist or homophobic incident is suspected or reported, the incident will be dealt with immediately by the school's Senior Leadership Team
- A clear account of the incident will be recorded to ascertain all details
- All concerned and will be interviewed and this will be recorded on CPOMS
- All staff involved and the school's Senior Leadership Team will be kept informed and intervene where appropriate
- Parents will be kept informed
- Appropriate measures and sanctions will be used in consultation with all parties concerned

Child on Child Sexual Harassment, Online Sexual Abuse and Sexual Violence

Kingsbury Primary School prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying, and sexual violence.

"Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable." KCSIE (Part 5: 428, 2021)

At Kingsbury Primary School, we have a zero-tolerance approach to all forms of sexual harassment, online sexual abuse and sexual violence which are taken very seriously and dealt with swiftly and appropriately.

Examples of this include:

- Unwelcome sexual flirtations or propositions,
- invitations or requests for sexual activity,
- sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names(verbally or online),
- sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions,
- unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body,
- taking, displaying, or pressuring individuals into taking photos of a sexual nature,
- exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing,
- purposefully cornering or hindering an individual's normal movements.
- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
 - Accessing, downloading or uploading pornography
 - Sharing pornography via the internet, email or mobile phones
 - Creating or maintaining websites with sexual content.
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication.

All members of staff are expected to assume that sexual harassment, online sexual abuse and sexual violence can happen at our school. If any allegations are made, or this type of harassment and violence occurs, a clear process will be followed, and a full investigation will take place immediately.

Process:

- The person reporting the allegation of sexual harassment, online sexual abuse or sexual violence needs to report this immediately to the safeguarding Lead.
- The victim and perpetrator will be separated initially. The safeguarding lead will determine where and how the children will be separated whilst the allegation is investigated.
- Any form of sexual harassment, online sexual abuse and sexual violence will be recorded on CPOMs
- HT/DHT/safeguarding Leads will inform parents who will be asked to come into school for a face-to-face conversation.
- The age and context of the allegation being made will be investigated to determine the level of severity and whether external agencies need to be involved, and which ones.

This is duty of the safeguarding Lead only and not the person reporting the allegation. Any decisions and outcomes are made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required. This will be documented and relayed to all relevant parties.

Teachers educate children through Relationships and Sex Education (RSE), Coram SCARF and Protective Behaviours. More information can be found in the RSE policy and PSHE policy.

6. Dissemination of the Policy

This policy has been made accessible to parents, staff and governors through the school website. Anyone wanting a printed copy or the policy to be provided in another language or format, should make a request to the school office.

7. Policy Review

The policy will be reviewed annually, in consultation with, staff, governors and pupils.

January 2022

High quality behaviour for learning is underpinned by relationships and positive recognition. The Star Rules must be displayed in each classroom and referred to regularly.

Consistencies:

1. Meet and greet at the door
2. Model positive behaviours and build relationships
3. Plan lessons that engage, challenge and meet the needs of all learners
4. Use positive reinforcement and reward good behaviour throughout lessons
5. Refer to "Star rules" in all conversations about behaviour
6. Be calm - Think prevention rather than consequences
7. Follow up every time and engage in reflective dialogue with learners.

Consequence Steps

Steps	Actions	Script/Language examples
Step 1 1 st Warning	Use Restorative Strategies...reminder of rule/instruction that you are expecting - delivered privately where possible	Use of child's name I need you to...reference to star rule
Step 2 2 nd Warning	A clear verbal warning (privately) making child aware of behaviour/star rule they are not following	I noticed you chose to... This means you are not following... (star rule) You now have the chance to make a better choice Thank you for listening
Step 3 3 rd Warning	Speak privately and give final opportunity to turn it around - refer to previous examples of good behaviour	I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. If you choose to break the star rule again you leave me no choice but to ask you to leave the room and miss some of your playtime. Do you remember when (Model of previous good behaviour)? That is the behaviour I expect from you. I know that you can make good choices. Thank you for listening.
Step 4 Time out	Time out to another class in phase (5 mins) or outside classroom. Gives the child opportunity to think, recompose and rectify behaviour. Lose 5 minutes from playtime/Lunchtime - discussion about behaviour	I noticed you chose to (noticed behaviour) You need to have some time in another class/outside the classroom and miss some of your playtime. I will come and speak to you at the end of the lesson. Follow up discussion: What happened? (Neutral, dispassionate language.) What were you feeling at the time? What have you felt since? How did this make people feel? Who has been affected? What should we do to put things right?
Step 5 Time out KH, LF or SD	If behaviour continues after time out, send to SLT.	Follow up discussion to continue and be reinforced

- Key Stage 1: Warnings to remain up to break time then start again after break, up to lunch time then start again in an afternoon;; Key Stage 2: Warnings to remain up to lunch time then start again in the afternoon.
- Children can be moved straight to Step 4 - Time out for more extreme behaviour