Kingsway Infant School

Behaviour Policy 2026

Vision and Values

Our behaviour policy is underpinned by our school values of inclusivity, happiness, aspiration, nurture and respect.

At Kingsway Infant School we aim to use a therapeutic approach to behaviour to:

- understand the world in which each child lives
- teach children to understand that their behaviour has an impact on themselves and others
- help children achieve self-regulation, tolerance and respect
- provide an environment that supports learning and where pupils feel safe and happy
- be consistent

Types of Behaviour

Prosocial Behaviour

Prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people. Behaviour which benefits other people or society. Although we have high expectations for behaviour, we understand that our children are very young and are still learning how to conduct themselves in a range of new situations. In order to support the children and develop prosocial behaviour, we have developed a set of 'Golden Rules' for the children to follow:

- be respectful
- be kind
- be honest
- be proud
- be helpful

Our Prosocial behaviour document (appendix 1) explains how we promote these behaviours and how we reward them.

Common Expectations

For us to maintain our high standards for behaviour, it is important that all staff promote our shared expectations for behaviour, they are:

In the classroom:

- Enter and exit the classroom sensibly
- Calm movements around the classroom
- Put you hand up to ask or answer a question
- Tidy up equipment after use
- Work hard
- Know when it is appropriate to talk or be quiet
- Respect others – their space and their right to work
- Listen to each other and adults – no calling out
- Look after property and the classroom
- Keep the classroom tidy
- Call people by their proper name
- Present work neatly

Around the school:

- Walk quietly at all times
- No barging or pushing
- Use manners
- Keep your hands to yourself

In the dining hall:

- Stay outside until called
- Come in calmly, no running
- Wait patiently in the queue
- Be polite
- Use table manners e.g. using cutlery, not talking with mouth full, asking for permission
- Leave tables tidy
- Use indoor voice

In assembly:

- Enter and exit in silence
- Teaching staff stay until all children seated and welcomed
- No talking throughout
- Respect others space (hands to yourself)

In the playground, children are expected to:

- Not go inside unless given permission
- Be kind to one another
- Respect others' space and safety
- Look after and be respectful to play equipment
- Help others

- Listen to all members of staff
- Use manners
- Stand still with hands on head and be silent when the first bell is rung
- Walk to the line when the second bell is called or when your class is called for lunch

Supporting All Learners

Children with additional needs will benefit from the clear expectations, structures and systems within this policy.

However, at certain times, certain children may well need additional support to manage their behaviour, and robust arrangements to support their personal and social development.

We are an inclusive school and for children with behavioural, social or emotional difficulties, or identified with needs such as autistic spectrum disorders, we make 'reasonable adjustments' to help them to be included in school. This approach is in keeping with the requirements of the SEN code of practice. Reasonable adjustments would include modifications to the curriculum and its delivery, varied patterns of attendance/time in class, additional levels of adult support or specific interventions to address the challenges that the child is facing.

Unsocial Behaviour

Unsocial behaviour is quiet, non-compliance that does not negatively impact on other childrens' learning. At Kingsway Infant School, we recognise that pupils can communicate their negative feelings in different ways and follow the Behaviour Ladder (appendix 2).

Anti-Social Behaviour

Anti-social behaviour is defined as difficult or dangerous behaviour that causes harm to an individual, a group, the community or the environment. Staff receive training in a Therapeutic Approach to Behaviour and this is regularly reviewed. When a pupil begins to display unsocial behaviour, staff at Kingsway Infant School follow the Behaviour Ladder (appendix 2).

Preventing Unsocial or Anti-Social Behaviour

It is essential that there is always an element of restorative practice. We must be able to show how we have helped the child develop new skills or new ways of thinking through discussion, debrief activity or rehearsing. Restorative practices provide the student with the skills and incentives to behave differently faced with the same set of circumstances reoccurring. If there is no natural consequence then sometimes a protective consequence is needed immediately until we have been successful with our restorative practices. Protective consequences are solely actions to ensure no further harm occurs in the short term.

If pupils begin to show sign of unsocial or anti-social behaviour, we use the following tool to de-escalate the situation:

- positive phrasing, eg, 'walking down the corridor, thank you'
- limited choice –giving two options that need to be acceptable to the child and the adult. Eg, you can complete your work at this table or at the table at the back of the classroom.
- Disempowering the behaviour, eg, if a child chose to sit under the table, if they are safe, say 'You can listen from there', 'I'll be over when you're ready'
- Use of the affective statements – when a child is ready to talk (Appendix 3)
- De-escalation script and body language:

Using a consistently, calm approach, manage distance, side on stance, relaxed arms

- (Child's Name)
- I can see that something has happened
- I am here to help
- Talk and I will listen
- Come with me and …

Communication and Recording within School

Incidents of unsocial or anti-social behaviour are recorded in line with the Kingsway Infant Behaviour Ladder (Appendix 2). Within class, teachers will also use the reflection time recording sheet to identify any patterns.

Communication with Parents and Carers

It is important that parents and carers are kept informed of and involved in any concerns in school. The Behaviour Ladder (Appendix 2) details who will and how parents/carers will contacted and informed. The Behaviour policy and practices are available on the school website and parents are made aware at the 'Meet the Teacher' sessions at the start of the school year.

Fixed Term Suspensions and Permanent Exclusions

Exclusion or Suspension of any nature is considered a last resort and only used after a range of measures have been tried, in order to improve the child's behaviour. Pupils considered at risk of permanent or fixed term exclusion are referred to appropriate external agencies and are given alternative or additional provision to meet their needs. Such actions would only be taken with the full knowledge and cooperation of all the parties involved, including parents, governors and the local authority.

The document School Suspensions and exclusions updated 26 Jul 2026, describes in full the procedures for excluding a pupil and the role of the Headteacher and the responsibility of the Governing Body. The statutory guidance is followed carefully.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The Government supports Headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

• The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion.

• Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multiagency assessment that goes beyond the pupil's educational needs is required.

• Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period exclusion and for managing their future behaviour.

• All children have a right to education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion; and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion. Only the Headteacher of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed-period exclusion does not have to be for a continuous period.

The decision to exclude for a fixed term period

A decision to exclude a pupil for a fixed period will be made, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour that is not serious enough to warrant a permanent exclusion and where lesser sanctions such as missing playtimes or lunchtimes are considered inappropriate.

Only the head teacher can exclude a pupil. The Local Authority will be formally notified of the exclusion. The pupil's parents will also be contacted immediately by telephone which will then be followed up formally using a model letter. The letter must state: the reason(s) for the exclusion;

• the period of a fixed-period exclusion or, for a permanent exclusion, the fact that it is permanent;

• parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this;

• how any representations should be made;

• and where there is a legal requirement for the governing board to consider the exclusion, that parents have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend. It must state the school days on which the parents are required to ensure that their child is not present in a public place during school hours without justification, the arrangements made by the school for the pupil to continue his/her education i.e. the setting and marking of work and a date for the reintegration interview. Individual fixed period exclusions will be for the shortest time necessary (and will not exceed a total of 45 school days in any one school year) and it does not have to be for a continuous period of time e.g. A 5 day exclusion could be 3 days in one week and 2 days in the next week. If a decision was made to exclude a pupil for a fixed period of 6 days or more then it would be the school's responsibility to provide full time education from day 6.

If a child was excluded for lunchtimes this would be counted as one half of a school day for statistical purposes. Lunchtime exclusions will not be counted towards the school's duty to provide full time education from the sixth day of the exclusion. It will be the school's responsibility to send work home during any fixed term exclusion (up to 5 days) and this will be marked.

Reintegration Interview

Any fixed term exclusion will end with a reintegration interview with the parents and child. This will take place, where possible, on the first school day following the end of a fixed term exclusion. The head teacher will manage this meeting. Records of these meetings are kept. Attendance at this meeting is important to re-establish positive relationships and so that the school and parents can work together. Should parents fail to attend the meeting, the fixed term exclusion is not extended. The purpose of this interview is to assist the reintegration of the pupil and promote the improvement of his or her behaviour. The meeting will emphasise the importance of parents working together with the school, discuss how the behaviour problem can be addressed, explore any wider issues, allow a decision to be made on how the child's education should continue and to consider the possibility of a parenting contract.

The decision to exclude a pupil permanently

A decision to permanently exclude a pupil would only be made in response to serious breaches of the school's behaviour policy and if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. A permanent exclusion would be made when the school had exhausted all available strategies for dealing with a child and would be done as a last resort. In the case of a permanent exclusion all statutory procedures will be followed.

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Appendix 1 Prosocial Behaviour

Prosocial Behaviour Examples	How Promoted	Responses Before using any of these, the feelings of the child must be considered, e.g., receiving a reward in assembly may be a prosocial experience for one child, but an anti-social experience for another.
* listening to instructions * using equipment for its intended use * sitting on carpet/chair correctly * engaging in the lesson * talking at the right points in the lesson * being kind to others * on task * working in a group when asked * expressing their feelings * seeking help when needed * following instructions * listening and responding to adults and others * completing home reading * allowing others to engage in learning * using kind hands/feet	* PSHE lessons * Circle time activities and games * modelling these behaviours in class and on the playground * teaching these behaviours as prosocial behaviours * class rules agreed by whole class * Zones of regulation are used to allow children to identify how they are feeling and what zone they are in. The pupils develop a toolkit of strategies that they can use to help them get into and stay in the 'Green Zone' so that they are ready to learn. * after playtime reflection activities * walks outside * engaging and challenging curriculum that is supported through scaffolding to allow all pupils to reach their full potential * use of positive phrasing * the use of limited choice, ie, you can complete your work now or during lunchtime * P4C question time	* Positive praise that is meaningful and specific, e.g., thank you for sitting nicely on the carpet. *use of affective statements * stickers for their smartcard * special reward stickers, e.g., playground, lunchtime * classroom/playground responsibility * 'You Make me Proud' work displayed * Headteacher Award * being sent to member of SLT to share their learning or pro-social behaviour * 'Star of the Week' award * Dojo points * whole class reward * speak to parent/carer * Hot chocolate with Headteacher * 'Ask me why I am Marvellous' stickers and message home * Marvellous me message home

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Appendix 2 Behaviour Ladder

Level	Behaviour Examples	Actions and Consequences	Recording and Communication
Pre level 1	* low level behaviour that falls below general expectations	* promote and reward prosocial behaviour *use of affective statements	* None
Low Level	* breaking one of the golden rules * not listening * fidgeting * rocking on chair * pushing in the line * talking out of turn * calling out, silly noises * talking at inappropriate times * unkind language towards others * off task * not looking after property * not working with partner/group	* reminder of The Kingsway 'way' * reminder of golden rules * promote and reward prosocial behaviour *use of affective statements	* None
Moderate Level	* repeated low level behaviours in same lesson * unwillingness to co-operate/follow instructions/complete work * minor challenge to authority * rudeness to any adult in school * deliberate disruption of a lesson * deliberate misuse of property/resources * persistently breaking the same rule * impulsive fighting/hurting others * use of inappropriate language * being dishonest	* promote and reward pro-social behaviour * if necessary, select an educational consequence, i.e., reflective time at next free time or removal from class * removal of item * verbal or written apology * warning about losing responsibility or privileges * after incident allow opportunity for them to reflect on actions *use of affective statements	* class teacher/member of staff involved to log incident on CPOMS * conversation between class teacher and parent/carer *reflection time recorded on 'Reflection Time' sheet

Serious	* repeated moderate level incidents * severe disruption where lesson can't continue * more serious challenge to authority * minor vandalism * starting fights/hurting people * initial instance of bullying * intimidating behaviour * using inappropriate language to insult others * racist, sexist or homophobic behaviour	* promote and reward prosocial behaviour * reflective time out of class * removal from play * loss of activity, responsibility or privilege * consideration of pastoral/SEND route * after the incident allow time for reflection *use of affective statements	* class teacher/ member of staff involved to log on CPOMS and alert HT or DHT on day behaviour occurred * conversation between class teacher and parent/carer
Very Serious	* premeditated or unprovoked violent behaviour * persistent disruptive behaviour * threatening behaviour * verbal abuse of staff and 'lashing out', including swearing intended to deliberately cause offence * theft of property * serious or repeated vandalism * continuation of bullying	* promote and reward prosocial behaviour * HT/DHT to select an educational or protective consequence * further loss of privileges * exclusion from forthcoming events * internal suspension * possible fixed term suspension * after incident allow time for reflection (once they are back in the green zone) *use of affective statements	* class teacher/member of staff to log incident on CPOMS and alert HT or DHT as soon as possible * Behaviour governor notified if fixed term suspension * meeting with parents to discuss behaviour * letter to parents if suspension applied * local authority informed if suspension * SENCo to seek advice from external agency if necessary
Extremely Serious	* serious assault or physical abuse of another pupil or adult * major theft, i.e., IPad * possession/use of banned or illegal items/weapons * severe persistent disruptive behaviour	* promote and reward pro-social behaviours * most likely to result in fixed term suspension * after incident allow time for reflection (once they are back in the green zone) *use of affective statements	* HT to manage via appropriate sanctions * log incident on CPOMS * parents informed * police notified if necessary * Behaviour governor notified if fixed term suspension * meeting with parents to discuss behaviour * letter to parents if suspension applied * local authority informed if suspension

Extremely Serious			* SENCo to seek advice from external agency if necessary