



**KING'S COLLEGE SCHOOL**

**CHAMARTÍN**

**inspired**

## **KCS Chamartín (Inspired) Behaviour Policy**

January 2026

Next Review: January 2027

Inspired Education Group Version 01

Prepared by The education Team

Approved by Nadim Nsouli 04/04/2024

# Contents

- Policy statement
- Aims
- Scope
- Details
  - Student Code of Conduct
  - Attendance
  - Establish Behaviour
  - Maintain Positive Relationships
  - Restorative Practice
  - School Rules
  - Consistencies
  - Rewarding Good Behaviour and Attainment
  - Addressing Behaviour that falls below expectations
  - Removing Students from lessons
  - Physical Restraint
  - Specific Considerations for EYFS
  - Specific Considerations for Primary
- Appendix 1 - School rule characters
- Appendix 2 - Year Group Scripted Intervention
- Appendix 3 - Restorative Conversations (Last Step)
- Appendix 4 - Incredible Years Teaching Pyramid

## Policy statement

The School aims to encourage students to adopt the highest standards of behaviour, principles and moral standards and to respect the ethos of the School. Promoting the wellbeing of all our students is central to their development.

We aim to provide an ethical framework within which students may develop their own individual skills, whilst becoming courteous, respectful and tolerant citizens. We consider that good relations, respect for others and their property, good manners and a secure learning environment play a crucial part in the development of all students, who are motivated to become life-long learners. Our community is fundamentally a happy one. We believe that positive behaviours flourish in a culture of high expectations, support and encouragement, with positive reinforcement of our ideals.

The School is an inclusive community. We welcome students from a variety of backgrounds, whilst being respectful of local law, we do not discriminate. We treat everyone as an individual and aim to develop the whole person equipped to take her or his place in the modern world.

Students are encouraged and expected to develop and maintain personal integrity that is truthful, generous, courteous and considerate of the needs and feelings of others. They are expected to have a positive and purposeful attitude to their studies and school lives, and to their relationships with staff and other students.

The Headteacher has overall responsibility for school disciplinary policies and procedures. Classroom and academic discipline are largely the responsibility of individual teachers with support from the Pastoral Leader, while disciplinary matters outside the classroom are dealt with by Key Stage Leaders and/or Pastoral Leader.

Serious disciplinary matters and matters of zero tolerance are referred to and dealt with immediately by the Headteacher, see table below in section 5.

The school does not use or threaten the use of Corporal Punishment.

## Aims

The aims of this policy are:

- To highlight all that is best at the school, ensuring all students receive recognition within a culture that strives for excellence and is actively supported by students and staff.
- To maintain order and good discipline throughout the school, overseen by the Headteacher and SLT with the support of the governing body.
- To enable all members of the school community to be clear about the standards of behaviour expected and the responses to any lapses.
- To promote positive behaviours and to ensure the school's Behaviour and Prevention of Bullying policies are followed whenever a student displays unacceptable behaviour.

- To encourage timely action if a student's behaviour contravenes the Code of Conduct.
- To ensure fair and equal treatment of all Students and, so far as possible, that every student in this School is able to benefit from and make his or her full contribution to the life of the School, consistent always with the needs of the school community.
- To agree on community wide expectations as per the Inspired Parent Code of Conduct.

This policy is based on the [Improving Behaviour in School guidance report from the EEF \(2019\)](#) which outlines 6 recommended steps and also draws on elements from Paul Dix 'Everything changes when the adults change', when planning for adult intervention for undesired behaviours.

## Scope

This policy applies to all sections of the schools, all staff, all students and all parents.

## Details

### Student code of conduct

The School's philosophy is structured to create a sense of freedom within which individuality is encouraged personal growth and self-confidence is promoted and freedom of expression is encouraged; the extent of that freedom is defined by the Student Code of Conduct and the responsibility is placed on the Student to enjoy the freedom within the parameters of this code.

The code is a partnership between the school, Parents and Students. This Code is applicable whilst Students and Parents are on school premises, at School functions, travelling to and from school, on trips or on any occasion where they are identifiable as Students or Parents.

The Code is to be read in conjunction with other policies and should be considered from the perspective of the core values and ethos of the school. By accepting a place that may be offered by the school, Parents and Students confirm that they have accepted and are bound by this Code, school rules, policies, and practices as well as the core values and ethos of the school. Each year, the school issues new terms and conditions, by signing this Parents commit to updates to both the Student and Parent Code of Conduct on a yearly basis.

It is the responsibility of Parents to support the school in enforcing the Code. Parents are requested to communicate any concerns openly and constructively to the Headteacher and to do so without lobbying other parents, other students, members of staff or outside parties until all internal processes have been exhausted.

The Student Code of Conduct can be summarised as follows;

- Rules are based on respect for others and their property, and on ensuring that the school maintains an excellent reputation in the community. Inappropriate dress or behaviour may reflect adversely on all students as the community observes the standards set by the school and judges accordingly.

- Everyone has a right to feel secure and to be treated with respect. Harassment and bullying will not be tolerated. The school is committed to promoting equal opportunities for all, regardless of race, gender or sexual orientation, or disability or learning.
- We expect students to be ready to learn and to participate in School activities. Students should attend School and all lessons punctually.
- Students are expected to show respect for the rights of others, including each other's possessions and the school's property.
- We expect students to behave in a manner that reflects the best interests of the whole community.
- We expect students to treat all members of the school community with respect and courtesy and to respond positively to the opportunities and challenges of school life.

Parents and Guardians who accept a place for their child at the school undertake to uphold the school's policies and regulations. They will support the school's values in matters such as attendance and punctuality, behaviour, dress and appearance, standards of academic work, extra-curricular activities, homework, and private study. Each year upon re-enrolment parents will agree to the terms and conditions, one of which is a continual agreement to the Student and Parent Code of Conduct.

The school has several support systems in place to meet the needs of all students. These include Form Tutor, meeting with the Key Stage Coordinator, Pastoral Leader or Deputy Head, support offered by the school counselling service.

In the event of any behaviour management issue the school will liaise closely with parents and, if relevant, other statutory and support agencies.

## **Attendance**

For full details of attendance, please see the Attendance Policy.

Students must attend all scheduled classes unless exempted from attendance, or ill. Whenever possible, Absence should be advised in advance by parents/guardians (usually by telephone). An explanation for absence must be given which is satisfactory to the School or College. Students are expected to arrive at classes on time. An extended absence that is unaccounted for may lead to a student being removed from the roll of the school.

Parents can access the ISAMs Parent Portal to see their child's attendance.

Please note that it is usually the school's policy not to allow holiday to be taken during term unless in exceptional circumstances and with the agreement of the Headteacher

Our experience shows that the ethos of and respect for the school is enhanced by listening to our students and by encouraging constructive suggestions from them, in assemblies, and during class time, project work, drama activities, stories and literature and via the Tea Parties with the Headteacher as well as School Council meetings.

## Attendance Award

Classes will be awarded with a weekly attendance certificate with the aim of promoting excellent attendance (92-95%) throughout the school. It will be celebrated with the school community through our communication channels (ClassDojo and Newsletters).

## Establish Behaviour

Specific behaviour will be taught explicitly in all aspects of school life. This intentional practice will establish a culture of positive relationships with one another and trust will be built between students and adults.

## Maintain Positive Relationships

These are the specific teachable moments whereby effort is taken by each member of staff to ensure that the positive relationships are maintained and embedded into school culture. This will ensure that behaviour does not diminish over time.

## Restorative Practice

Restorative practice is a whole-school approach to teaching and learning. Restorative schools are communities built on empathy, self-reflection and personal accountability. Communication, relationships, empathy and dignity can be developed, repaired and strengthened. For those who have been harmed, this might be a feeling that their experience matters. For the person who has exhibited poor behaviour, they begin to understand their impact on others and provide them with the safe space to right any wrongdoing.

	Establish	Maintain	Restore (R <sup>3</sup> )
<b>Definition</b>	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection &amp; understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
<b>Practical strategies</b>	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R <sup>3</sup> = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

## School Rules

We have three clear and simple school rules that we follow which are introduced through the creation of three special school characters.

**Sophie Safe** reminds us **We are safe.**

**Ramona Respect** reminds us **We are respectful.**

**Eddy Ready** reminds us **We are ready for learning.**

In addition to these rules, at the start of each year, classes will gather together to create a set of expectations about how to work together. This may be referred to as a class specific teaching tool in PSHE sessions or circle times to unpick understanding of unacceptable behaviour or incidents. In this way children are shown to be valued members of their class community. They are accountable for their actions individually and as a collective class community. This approach enables them to discuss their thoughts and feelings, develop a sense of democracy and practice thinking skills by sharing their own solutions to problems that have occurred or could occur.

## Consistencies

**Senior Leaders expect all staff to:**

- greet each and every child by their name with genuine warmth and joy at seeing them.
- speak about children respectfully even when not present.
- not raising voices (except outside if a danger is seen faraway)
- staff stopping at staircase corners until class lines catch up.
- Use the 5:1 ratio, 5 positive for every 1 negative within the classroom in order to re-establish a positive culture and atmosphere.

**All staff will:**

- Refer to 'Ready, Respectful, Safe' during lessons.
- Model positive behaviours and build relationships.
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when managing behaviour.
- Prevent sanctions.
- Follow up every time, retain ownership and engage in reflective dialogue with children.
- Never ignore or walk past those who are not showing expected behaviour.

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 the learners. **Senior Leaders will:**

- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice
- Use behaviour data to target and assess college 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.
- Take time to welcome learners at the start of the day and dismiss them at the end.

## Rewarding Good Behaviour and Attainment

Behaviour we expect is not rewarded.

Underpinning all the school's expectations is a belief in reinforcing positive behaviour and only responding using the process for managing negative behaviour when the other steps have been unsuccessful.

All staff celebrate students' successes, promote high standards of effort and behaviour, encourage student progress and celebrate student contributions to the school and wider community using both written and oral praise whenever possible. This system extends to cultural, sporting and House activities where interpersonal skills are rewarded. School reports aim to constructively convey a student's achievements to his or her parents.

Student excellence is communicated regularly. Many other achievements, both within School and beyond, are recognised publicly via the regular assemblies and school newsletters. These might include effort or significant improvement or contribution in academic subjects, sport, art, music, drama or service to the school, as well as awards and certificates from external agencies.

The school aims to raise and support the aspirations of all its students and to help them to appreciate that there are no barriers to their potential achievements both inside and outside the classroom. Students are encouraged to behave responsibly in class, concentrate on their tasks, listen effectively and contribute well to discussion and to take responsibility for their own learning.

We celebrate success, emphasise the positive and deal with the negative in a sensitive and tactful way. Our teaching staff offer every child a high level of individual attention, together with consistent and helpful advice. In return, we expect every student to cooperate and to work hard. Effort and application are praised and, through the awarding of points, notes and phone calls home, certificates and invitation to Tea Parties.

## Classroom recognition

### Level 1

- Use of ClassDojo points to recognise values demonstrated linked to our rules. (1 point awarded)
- During lessons give out verbal exceptional rewards i.e. classroom celebrations such as 'fireworks' and whole class praise.

### Level 2

- Notes and phone calls home from all staff (3 points awarded).

### Level 3

- Weekly certificates awarded by class teachers based on the accumulation of points earned that week.
- Tea parties with SLT.

## School recognition

### Level 4

- Headteacher’s Awards are given out ad-hoc for exceptional work (5 points).
- Dojo message or phone calls home by SLT.

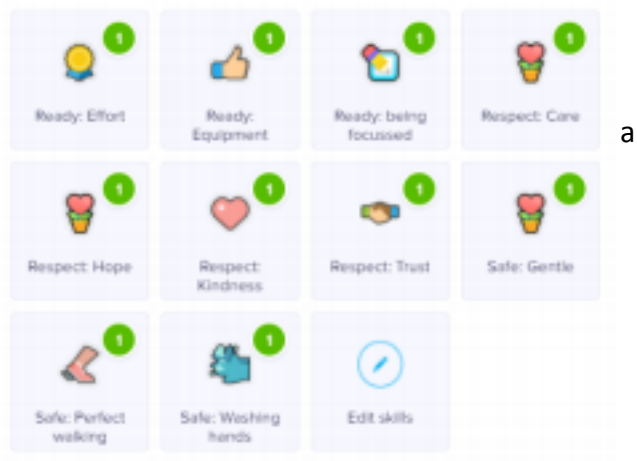
## Use of ClassDojo

Class Dojo continues to be used as a way of recognising the values displayed on a daily basis. Points linked to the values can be visible or not depending on the children’s attitude towards them. Allocating points enables tracking of behaviours to be analysed. Points given towards displaying school values are shared with the families through the dojo app. This way the families become part of the school’s vision to create a more positive environment.

Class Dojo will also be used to communicate if ‘Thinking Time’ has been given, this is found in the needs work section and receives no points. When this has been used, note must be added to ensure parents know what happened.

The recognised behaviours on Dojo are for all classes and are linked to our values

- Respect
- Ready
- Safe



### Outline of points accumulation (weekly)

Year Groups	Bronze	Silver	Gold
Nursery (in-class assembly)	10 points	15 points	20 points
Reception - Year 2 (Assembly time)			

Bronze and Silver - Sticker Award. Announced in assembly, given by the teacher in class.

Gold - Certificate and invitation to ‘Tea Party’ with Headteacher or SLT member. Certificates will highlight the

biggest achievement of the child that week.

## School wide points in ClassDojo (House Points)

To foster a culture of exemplary behaviour and strengthen our sense of community, we have implemented a school-wide points system through ClassDojo. Any staff member can award Whole School points to students or houses in recognition of positive attitudes and contributions to the school or wider community. These points carry different values, which can be adjusted by the Senior Leadership Team (SLT) to emphasise specific behaviours or rewards on a weekly or monthly basis, helping to continuously promote and reinforce desired actions and values across the school. The system is the equivalent to a House Point System but it gives the possibility to reward an individual or a whole house depending on the moment.



King's College School Chamartin



### Add your schoolwide skills

Use your PBIS skills or school values

	Helping others (HS)	+1 point	
	Eco Warrior Point (HS)	+1 point	
	Outdoor Tidying Up (HS)	+1 point	
	Conflict Solvers (HS)	+1 point	
	Team Work (HS)	+1 point	
	Ready (HS)	+1 point	
	Social Responsibility (HS)	+1 point	

## Behaviour Steps

### BEHAVIOUR STEPS

STEP 1 -  
Address non disruptive  
behaviour

- non verbal cues
- drive by's
- distraction
- reengagement strategies

STEP 2 -  
Disruptive behaviours

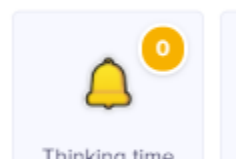
- rule reminder
- Caution of consequence
- Last Chance

STEP 3 -  
Consequences

- Time out
- (Thinking time)
- Reconnect, repair, restore

All staff will

Positive Needs work



follow these 3 steps and record thinking time given on Clasdojo and write a note for parents.

### Addressing behaviour that falls below expectations.

We recognise that as students are growing in maturity and understanding they may make mistakes and our role as the adults in their lives is to help them learn from these mistakes and to model how we would like them to respond when things do not go as planned. The table below indicates types of behaviours that may take place and suggested consequences that align with the severity of the behaviour.

Schools should ensure that all severe behaviours incidents are recorded in ISAMs and tracked. Low level behaviour incidents are communicated with parents via Dojo.

Table of disregard for learning and social interaction

Level of disregard	Definition	Examples	Sanctions	Staff usually involved
Low	Actions that are disruptive to the climate for learning and social interactions	Late to school/class Disruptive behaviour in class Disrespect of others Missing homework Lack of uniform	Reminders Time out (recorded on Dojo) Talking through solutions Dojo message home to inform parents or talk to parents ISAMS note	Class teacher
Medium	Actions that are not damaging to self and or others, but contravene important expectations for learning and social interactions	Persistent low-level disregard Inappropriate use of IT Inappropriate comments (but not directed to a person) Unintentional damage of property Swearing	Parent contacted via telephone. Lunchtime/break time reflection. ISAMs note Parents asked to collect early if appropriate.	Class teacher, Pastoral Leader, Key Stage Leader
High	Actions that are damaging to self and or others and that undermine the climate for learning and social interactions	Persistent lower level of regard Fighting Intentional damage of property Stealing Acting as an accomplice/alias to bullying, Racism, Harassment Creation and sharing of unkind/modified image of another student	Parent meeting 1-3 day Internal suspension Withdrawal from trips iSAMS note Parents asked to collect	All of above, plus Deputy Head/Headteacher

Very high	Actions that are seriously damaging to self and or others and that undermine the climate for learning and social interactions	Persistent lower levels of disregard Violent behaviour Malicious use of IT, violence Serious challenge of authority Verbal or physical abuse, bullying, racism, theft	Parent meeting 3–5-day external suspension Non-renewal of place for next year Parents asked to collect	All above plus CEO
Zero tolerance These are NOT open to interpretation	Single actions that seriously undermine learning and social interactions (school rules)	Extreme violence Extreme bullying, racism or abuse	Immediate expulsion Inform Inspired safeguarding officer	All above mainly the Headteacher and CEO

Restorative justice - Students who make mistakes need to be able to restore their wrongdoings. Restorative Justice can take several forms:

- Parents should be informed of all misdemeanours, so they are aware of their children’s behaviour, and they can hold their children accountable at home. The use of ISAMs is advised for tracking positive and negative behaviours.
- Students should be encouraged to talk about why they have taken part in negative behaviours.
- Students should take part in a restorative conversation, apologising to students, or staff members who they have upset.
- Students can take part in service learning to show further accountability for their errors. Schools should offer a time and place for this to happen.
- Note – restorative justice SHOULD NOT be used as a punishment. The consequence sits separately.

## Removing students from lessons

Removing a student from a lesson is unlikely to be necessary but if it is, then it should be used sparingly; to remove the student from a difficult situation, to re-establish safety in the classroom or to allow the student to go to a safe space for self-regulation.

Exclusion from the lesson must only be for a brief time.

Outside of the classroom, the students should be explained the reasons for being removed from the class. The cases should be dealt with by the Pastoral Leader or, in their absence, a member of SLT.

A brief record of the lesson exclusion should be recorded on iSAMS (Behaviour incident) by the person who dealt with it. It is not appropriate to remove a student for long periods of time or multiple lessons.

## **Physical Restraint**

Physical restraint may only be used by a teacher if it is necessary to prevent imminent harm, including significant emotional distress, to the student or any other person.

If such risk is considered to exist, the physical restraint used must be reasonable and proportionate to the circumstances. Relief teachers or non-teaching staff may not under any circumstance use physical force to restrain a student.

Staff are advised always to use their voices first and to use the minimum force necessary to restrain a child for the shortest possible period.

Every member of staff will inform the Headteacher immediately after they have needed to restrain a student physically. The school also records all disciplinary sanctions, which includes the nature and date of the offence and the sanction imposed.

The school can search and produce listings of these records so that any patterns may be identified by the school.

We will always inform immediately a parent when it has been necessary to use physical restraint, and invite them to the school, so that we can, if necessary, agree on a protocol for managing their child's behaviour. Parents will be informed of the incident on the same day.

### **Specific considerations for EYFS (Pre-Pre Nursery to Reception)**

The staff of the school are aware that a child gradually becomes aware of their peers and their place in the group; learning through trial and error to function socially. Mindful that young children are still developing verbal language and that all behaviour is communication, adults will focus on understanding the reasons for challenging behaviour as well as the appropriate responses and actions.

A balance will be kept between the satisfaction of the child's needs and the necessity to modify them to meet the requirements of the group. Young children are supported by adults to construct together appropriate class agreements on shared behaviour. Expectations are explained to the children as the need arises, each situation being dealt with sensitively by the staff, who do their utmost to be consistent.

We celebrate positive and appropriate behaviour to build self-awareness and self-esteem in children from an early age and build a gradual understanding of the rights and needs of others. Routines which foster collaboration between children, and the celebration of positive and appropriate behaviour are embedded into the school day so that children build a growing understanding of the connection between rights, responsibilities, and positive behaviour.

In the later stages of early learning, we reward and encourage effort, perseverance, participation, collaboration, and good behaviour to provide an incentive to progress further. When we reward

positive behaviour, this allows children to feel fully seen and validated by the adult and influences the modification of challenging behaviour, which fosters an atmosphere conducive to learning and establishes and builds on adult/child relationships.

### **Responding to Positive Behaviour**

- Give Verbal praise to child and with parent
- Use consistent reassuring body language-a smile, nod
- Child is given responsibilities and jobs to do
- Care and value is given to the child's paintings, drawings, construction and general responses.

### **Rewarding Positive Behaviour**

- Perseverance, effort, achievement, concentration
- General improvement in behaviour
- Sharing, caring, being sensitive to the needs of others
- Constructive and developmentally appropriate play
- Taking care of equipment by showing respect for toys and books
- Appropriate behaviour
- Completion of a task

### **Responding to Challenging Behaviour**

- The adult aims to understand what the child is communicating through their behaviour
- The adult must be fully present with the child and listen to their needs.
- Explanation of what child has done wrong, making sure he/she understands
- Withdrawal from activity or area where inappropriate behaviour occurred
- Child is given a specific activity to complete until released by adult
- Adult's facial expression, tone of voice, body language
- Reminding of the expectations
- Child is redirected
- Child is reminded of the correct action positively, e.g. 'Let's use our walking feet', instead of 'no running'
- Discussion with parents
- Liaising with Learning support team / external professionals to support student
- For continued challenging behaviour, where the parents are not supporting the suggested actions from the school, a school may consider asking a student to leave, or suggest a non-renewal of contract.

Every effort is made to gain the full support and cooperation of the child's family through effective, transparent, and consistent communication and dialogue. An understanding of the child's home context and any situation or event which may be affecting the child's emotions and behaviour is a crucial step in establishing the best response to ongoing challenging behaviour.

Biting is common amongst young children until 24-30 months until verbal language and self-regulation increasingly develop but it causes concern in parents/carers. Biting is often very painful and frightening for the child who is bitten. It can also be stressful for the child who bites, because it creates immediate reactions from children and adults. Young children bite for a variety of reasons such as teething, sensory exploration,

communication, connection, and attention seeking as well as frustration and emotional dysregulation. The emotions and thinking that cause the biting must therefore be considered and addressed and adults must support young children to develop an increasing understanding of the cause-effect relationship and an increasing empathy for others' feelings.

For safety and health concerns, biting must be taken seriously and action must be immediate.

- The child who bites is immediately distanced from the group with a firm NO.
- The bitten child is consoled, and the bitten area washed with soap and water. If necessary, a cold compress is applied to reduce any swelling or bruising.
- The adult spends time with the child who has bitten, ensuring that they understand what has happened and its effect. The child is calmed if necessary and redirected.
- Both parents must be informed and a written incident report is logged. A dialogue should remain open with families of young children in this phase.
- When biting becomes a pattern with older early years children, clear responses, and sanctions such as the removal of the child from play and games takes place and continued and transparent dialogue with families is necessary. The family should be encouraged to reach out to the child's paediatrician.

## **Specific considerations for Primary (Year 1 and Year 2)**

### **Rough and tumble play and fantasy aggression**

- Children often engage in play that has aggressive themes - such as superhero and weapon play; some children appear preoccupied with these themes, but their behaviour is not necessarily a precursor to hurtful behaviour or bullying, although it may be inconsiderate at times and may need addressing.
- We recognise that teasing and rough and tumble play are normal for young children and acceptable within limits. We regard these kinds of play as pro-social and not as problematic or 'aggressive'. We can empathise with the content of the play, perhaps to suggest alternative strategies for heroes and heroines, making the most of 'teachable moments' to encourage empathy and lateral thinking to explore alternative scenarios and strategies for conflict resolution.

### **Hurtful behaviour**

- We take hurtful behaviour very seriously. On occasion most children under will at some stage hurt or say something hurtful to another child, especially if their emotions are high at the time, but it is not helpful to label this behaviour as 'bullying'. For most children, hurtful behaviour is momentary, spontaneous and often without cognisance of the feelings of the person whom they have hurt.
- We recognise that young children behave in hurtful ways towards others because they have not yet developed the means to manage intense feelings that sometimes overwhelm them. We will help them manage these feelings as they have neither the biological means nor the cognitive means to do this for themselves.

We understand that self-management of intense emotions, especially of anger, happens when the brain has developed neurological systems to manage the physiological processes that take place when triggers activate responses of anger or fear. Therefore, we help this process by offering support, calming the child who is angry as well as the one who has been hurt by the behaviour. By helping the child to return to a normal state, we are helping the brain to develop the physiological response system that will help the child be able to manage his or her own feelings.

We recognise that children require help in understanding the range of feelings experienced. We help children recognise their feelings by naming them and helping children to express them, making a connection verbally between the event and the feeling. We help children learn to empathise with others, understanding that they have feelings too and that their actions impact on others' feelings and we help young children develop prosocial behaviour, such as resolving conflict over who has the toy.

We are aware that the same problem may happen over and over before skills such as sharing, and turn-taking develop. For both biological maturation and cognitive development to take place, children will need repeated experiences with problem solving, supported by patient adults and clear boundaries, so we support social skills through modelling behaviour, through activities, drama and stories. We build self-esteem and confidence in children, recognising their emotional needs through close and committed relationships with them.

We help a child to understand the effect that their hurtful behaviour has had on another child; we do not force children to say sorry but encourage this where they are genuinely sorry and wish to show this to the person they have hurt.

In the event of serious misbehaviour or serious breaches of discipline the matter can be referred to the Headteacher.

Exclusions (both temporary and permanent) are applied for serious breaches of school rules and expectations. Only the Headteacher and CEO may exclude a student.

## Complaints

School expects that all staff, students and parents have fully acknowledged our Behaviour Policy, and that any difficulty can be sensitively and efficiently handled before it reaches that stage.

<b>Created and Reviewed by</b>	<b>Policy Category:</b>
Annelouise Jordan September 2024 Alison Entwistle January 2026	Whole School
<b>Approved by :</b>	<b>Next review by:</b>
Elena Benito February 2026	January 2027

## Appendix 1 - Characters

Ramona Respect



Eddie Ready



Sophy Safety



## Appendix 2 - Year Group Scripted Intervention

This should be the 3rd time you have spoken to the child and given take up time. This is now a scripted statement not a series of questions. Never ask a question about why they did it or how someone is feeling. (This is covered in Restorative Conversation).

### EYFS

You have (insert behaviour) and that breaks our rule of (insert rule). We don't want (insert consequence) to happen. I know you can be (insert expected behaviour) because I saw you do it (shortest time frame possible, eg earlier this morning).

### KS1

I can see you (insert behaviour) , you're breaking the rule of (insert rule). If you continue (insert behaviour) you will/won't (insert consequence). I know you can (insert expected behaviour) because I saw you do it (insert time frame.)

## **Appendix 3 - Restorative Conversations (Last Step)**

This meeting only happens if a child has had time out, not if they have responded to the scripted conversation.

A restorative conversation should take around 10 minutes (plan for 15). Provide a glass water, fidget toy.

Stick to the matter, don't open up other business.

Ask 5 from the following 8 questions. Use a calm, kind and non judgemental tone. Restorative conversation toolkit found [here](#).

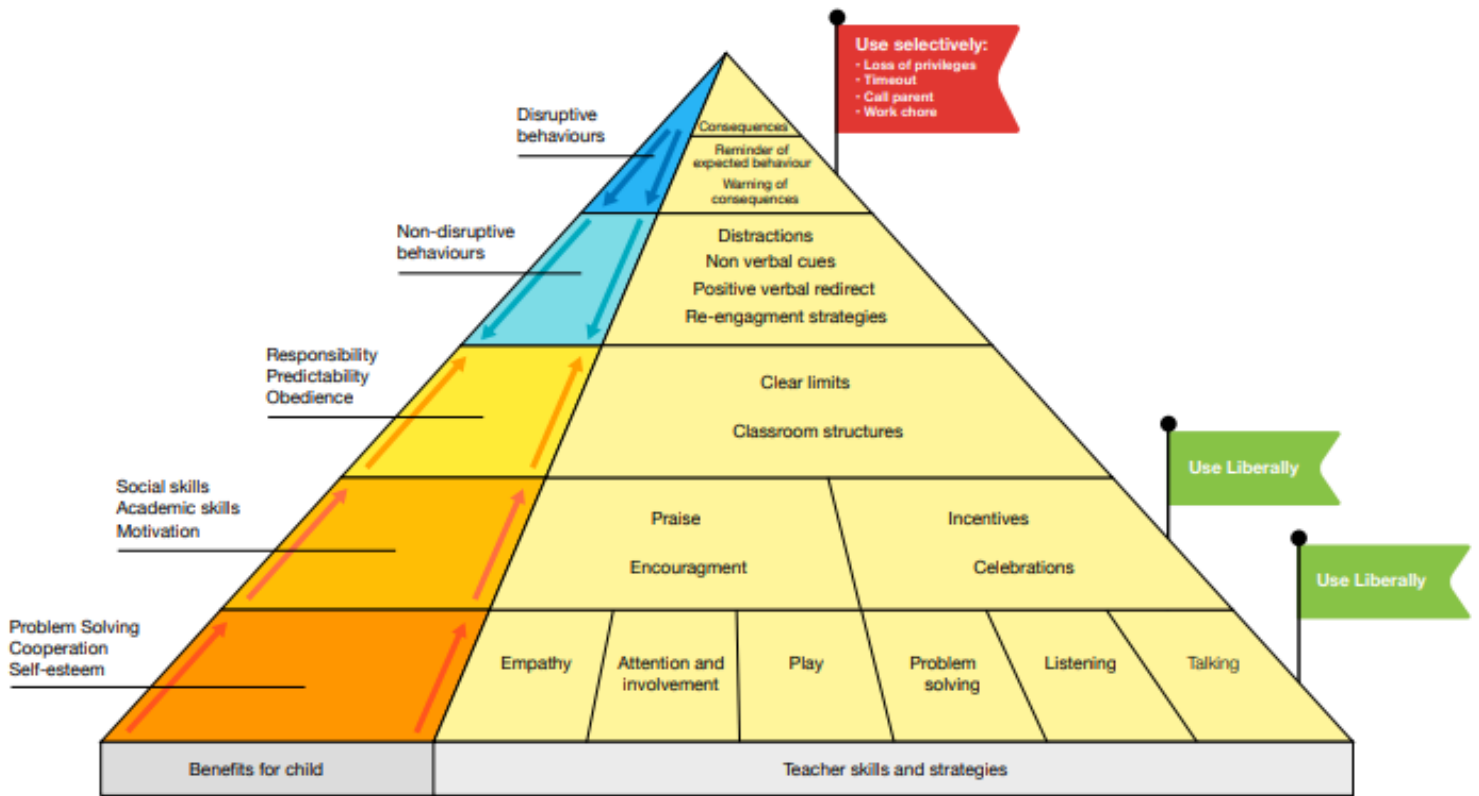
### **1. What happened?**

2. What was going through your head at that moment? (What were you thinking at the time?)
3. What have you thought since?
4. How did this make people feel?
5. How has it been affected?
6. How have they been affected?

### **7. What should we do to make things right?**

8. How can we do things differently in the future?

## Appendix 4 - Incredible Years Teaching Pyramid\*



Adapted from Webster-Stratton, C. and Reid, M. J. (2001) *Incredible Years Teacher Training Program: Content, Methods and Processes* (Facilitator Manual), Seattle.