



## **King David Primary and Nursery School**

### **Behaviour Policy**

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## A Positive Approach to Good Behaviour

### Statement of Behaviour Principles

At King David Primary School, we are committed to fostering a positive, safe and inclusive environment where all pupils can thrive academically, socially and emotionally. Our behaviour principles are rooted in respect, kindness, fairness, and our Jewish faith, ensuring that every child is valued and supported to achieve their full potential.

- The school promotes high standards of behaviour, encouraging pupils to take responsibility for their actions and to show respect for themselves, others, and the wider community.
- All pupils have the right to feel safe, secure and happy at school. Bullying, discrimination or any form of abuse will not be tolerated.
- Consistent and fair approaches to behaviour management are applied, recognising the individual needs and circumstances of each child.
- Positive behaviour is celebrated and reinforced, while restorative practices are used to address incidents and support personal growth.
- Staff, pupils, parents and carers work collaboratively to uphold these principles, ensuring a shared understanding and commitment to the school's values.
- The school supports pupils in developing self-discipline, resilience and an understanding of the impact of their behaviour on others.

These behaviour principles inform the development and implementation of this behaviour policy, which is regularly reviewed to reflect best practice and the evolving needs of our school community.

Underpinned by our mottos 'Where stars shine' and 'Cool to be kind', we believe that genuine, mutually respectful relationships between the teacher and child (with an overriding emphasis on praise and rewards) are the most powerful tools in maintaining good behaviour. This ensures that all children have the best opportunity to always engage in a positive manner. It is also crucial that staff are consistent in the delivery of the policy, so that all pupils know what they can expect from all adults in school.

This policy explains:

- **What we mean by good behaviour**
- **How we encourage good behaviour in school**
- **How we deal with behaviour that does not meet the acceptable standard**

#### What we mean by good behaviour

At King David we have high expectations of children's behaviour. This means that everyone in school should demonstrate our school's KD STAR values which are:



We encourage this throughout the school day in every part of the school environment: in the playground, in the corridors, the hall, assemblies and the classroom as well as when the children are on school visits. We also teach the children the importance of showing our values beyond the school day.

Ways in which these expectations are taught include: explicitly discussing and displaying our values; adult and child role modelling; weekly assemblies; staff routinely drawing attention to desirable behaviour; our PSHE curriculum and throughout the wider curriculum. We regularly remind the children of the reasons why we have rules/ agreements and expect children to behave well in and out of school.

The reasons we share are:

- **To keep us safe**
- **To help us to learn**
- **To make sure we are happy and enjoy our time in school**

This leads to the school agreements of:

- **We are safe**
- **We are respectful**
- **We are ready to learn**



There are certain things that we strongly believe have no place in our school community and therefore take a '**stronger**' stance on. These are:

- Bullying – this can take different forms including physical, verbal, emotional, racial, homophobic and cyber
- Physical violence towards other people or the school environment
- Swearing
- Discrimination of any kind

These non-negotiables are made very clear to the children, and we use school council and whole school assemblies to educate children about the negative impact and consequence of these.

### **STAR learning Expectations**



All children in school are expected to display our STAR expectations during lessons to demonstrate the agreement of “We are ready to learn” and maintain consistent high standards of learning behaviours across school. This ensures everyone is:

- **S**itting up
- **T**racking the speaker – teacher or child sharing their ideas
- **A**ctive learning – e.g thinking hard, answering questions, using talk partners appropriately, focusing during independent practice
- Making **R**esponsible choices – e.g being respectful, using the right equipment, listening, not getting up and wandering around the room

## How we encourage good behaviour in school

The systems used in school are based overwhelmingly on positive reinforcement. We work hard to reward children for “doing the right thing”. Some methods are used throughout school and others are created by individual members of staff to suit the needs of their groups and classes.

Our school values and rules are displayed in the classroom and shared areas and referred to throughout the year as the pupils’ own class behavioural targets.

### **Rewards**

Children are given ‘Dojo points’ for going above what is expected such as: exemplary behaviour; outstanding effort or displaying the school values with out being asked. When Dojo points are awarded the adult giving the point records it on the Dojo system.

**Individual rewards:** Children’s individual Dojos are recorded on Class Dojo and awards given for achieving 25, 50, 100, 150 and 200 tokens in a term. 25 and 50 points certificates are awarded and celebrated in class. 100 and 150 points achievements are awarded and celebrated in whole school achievement assembly. For special achievements children may be sent to the headteacher or other members of the Senior Leadership team for praise and where appropriate, parents or carers informed.

**Team rewards:** Each term school parliament members are responsible for counting and collating all the Dojo points. The House with the most points is rewarded with a house treat afternoon organised by the house's allocated adults.

**Whole Class Rewards :**These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working as a team by following our school agreement and values. The children are working towards a whole class treat for an afternoon each term– this could be represented in different ways in the classroom.

**Celebration assembly:** At a whole school level, there is a weekly Celebration assembly which takes place during the Friday afternoon Kiddush Assembly at which specific achievements are recognised and celebrated. Each child who is nominated receives a certificate and parents are invited in to join us. In addition to this weekly assembly each term a whole school celebration assembly will take place where a range of achievements will be celebrated, certificates given and the winning house announced.

## A restorative approach to challenging behaviour

From time to time, children need to be reminded about their behaviour either within the classroom or in the wider school environment (including school trips). We believe that everyone in school needs to be completely clear about any consequences of inappropriate behaviour and have created a simple system of consequences that is shared with all children.

Using restorative conversations, we promote the use of 'natural consequences'. With the support of a trusted adult, these can help children to change their behaviour. Some examples: writing letters of apology; repairing damage to property; working in the partner classroom; completing missed work in a playtime (but never the full playtime). If missed playtimes are happening repeatedly the teacher needs to consider what the deeper issue is and puts appropriate strategies in place to support the child.

It is however, recognised that sometimes a more structured and immediate approach is required to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School rules / values/ Agreements, and this will be explained clearly to the child.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child.

We are aware that all behaviour happens for a reason and when we are dealing with children who are at crisis point ( See Breakwall cycle – appendix 6) , it is essential to take into consideration de-escalation strategies. At that moment in time, a child may not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child do not escalate the situation but works to de-escalate. This could mean that calm down time is given for everyone to reset before the behaviour is discussed.

As a school, we have high expectations for all pupils and for the learning behaviours they display. To ensure consistency across the school, we have a stepped response system to support staff in dealing quickly with any negative behaviour displayed in class. There is a hierarchy of support and responsibility:

For more serious incidents ( see page 7) children may be sent straight to the headteacher, deputy headteacher or a senior member of staff. In such instances, each case is considered carefully and dealt with in a way that is felt fair to the needs of the individuals involved and to the school community. Any behaviour that reaches Step 6 is logged (see appendix). Children who reach step 6 3 times in a term will be discussed with the SLT / Pastoral team and appropriate support systems put in place – this may include but not be limited to ELSA sessions, behaviour plan, home school diary or referral to outside agencies. Serious incidents can result in fixed term suspension or permanent exclusion (always a last resort) and or involvement from outside agencies.

If appropriate, a pupil is sometimes given a behaviour plan; this is used to support the child to make appropriate choices and encourage the child to understand and conform to the school's values and expectations. Pupils, other than those with identified specific SEND, who regularly reach step 6, causing disruption to school life and the learning and safety of themselves and others, may not be permitted to attend out of school clubs, other activities, and off-site school visits .

## Systems for dealing with inappropriate behaviour

At King David we foster and develop a positive approach to behaviour. When children are not showing the behaviour expected we prefer to invest time in getting to the 'root cause' of this behaviour – this includes spending time talking to the child and if appropriate parents and carers. We will also employ strategies to help the children modify their behaviour and educate them about making the right choices and self-regulating. This is not to be viewed as a 'soft approach' to dealing with poor behaviour, but is about using a positive, relationships led, approach to help the child to modify and regulate their own behaviour.

Stages 4 and 5 will be recorded by and dealt with by class teacher; Stage 6 dealt with by SLT, and if appropriate, recorded on our electronic system CPOMS as a serious behaviour incident.

Staff dealing with an incident at stage 4 or 5 will record the incident as a 'behaviour' on CPOMS and log it against the King David agreement that has not been followed.

The member of SLT dealing with a serious incident at stage 6 will, if appropriate, log it on CPOMS as a 'serious incident' and log it against the DFE category that the behaviour falls under.

The parents of any child who reaches step 5 or 6 will be spoken to about the incident, including the circumstances and consequences that may have been issued. Parents will be informed which category the behaviour has been logged against if relevant.

We work with the principle that every day is a new start, so where possible we try not to carry incidents / consequences on to the next day.

If a serious incident of misbehaviour occurs e.g., intentionally hurting another child, making a racist/discriminatory comment or acting in a way that puts themselves or others at risk this may, at the teachers' discretion based on the circumstances, result in moving straight to step 5 or 6 rather than working through all the steps ( see below).

The steps and consequences detailed in this policy may not be appropriate for some children with additional needs and as such the school reserves the right to deal with these children in a way which is more appropriate to their individual needs.



## Beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed to keep the child or others safe or the behaviour is deemed too serious for the steps above e.g., verbal/physical abuse, racism, bullying. In this case, the teacher or TA will request the support of the pastoral team, Head Teacher or member of SLT straight away. The Head Teacher, or in their absence deputy, will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

E.g.s of behaviour

Behaviour	Step	Dealt with by
Refusal to conform / Defiance	Straight to step 4	Class teacher
Repeated answering back / defiance	Straight to step 4	Class teacher
Inappropriate language	Straight to step 4	Class teacher
Repeated inappropriate language	Straight to step 5	SLT/Pastoral team
Inappropriate physical contact	Straight to step 6	SLT
Inappropriate Comment / behaviour relating to a protected characteristic	Straight to step 6	SLT

Beyond challenging behaviour will be logged on CPOMS, by the class teacher ( at step 4 and 5) and a member of the Senior Leadership Team if the behaviour has reached step 6.

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. There is a hierarchy of support and responsibility:

<b>Step</b>	<b>Approach</b>	<b>Outcome</b>
1	First reminder	Calmly, quietly, and firmly remind the child directly of the expected behaviour, if possible, avoid giving reminder within hearing of the whole class. Where appropriate use proximity praise to show desirable behaviour
2	Second reminder	Calmly, quietly, and firmly remind the child directly of the expected behaviour, if possible, avoid giving reminder within hearing of the whole class
3	Reflection time in classroom	Move from working space to a reflection area. Restorative questions through conversation with class teacher. 5 minutes reflection and then return to task. If task not completed the 5 minutes lost learning will be made up at playtime.
4	Reflection time out of classroom	Move from working space to partner class. On return restorative questions through conversation with class teacher. 5 minutes reflection and then return to task. If task not completed the 5 minutes lost learning will be made up at playtime. Class teacher inform parent before the end of the day
5	Reflection time at playtime or lunchtime	Children spend PART of their breaktime completing reflection activity with class teacher or ELSA– follow this up with restorative conversation. If the child has re-regulated then they should be given the opportunity to join the final 5 minutes of playtime. Class teacher inform parent by the end of the day.
6	Reflection time with member of SLT	Time spent with member of SLT reflecting and discussing school rules / impact of the behaviour on themselves and others. Restorative conversation had. Phone call to parents by the member of SLT involved. Invitation for the parents to come in and chat but this is not the expectation Record on the system. Behaviour Lead to monitor behaviour over the remainder of the day/ week.
7	Behaviour continues to escalate after above actions	Follow up meeting with family, SENCO and member of the SLT – record on the system. Potential Internal suspension Class Teacher: Develop Pupil Profile / behaviour plan. Discussion with SENCO regarding external agency referral. Class teacher to ensure all staff working with the child are aware
8	Relevant external agency involvement	Class Teacher and SENDco: Follow and update all Pupil Profiles with strategies recommended from professionals involved. Class teacher to ensure all staff working with the child are aware
9	Fixed term suspension	Between 1 and 3 days In line with the suspension and permanent exclusion from maintained schools, academies and pupil referral units in England DFE guidance. Any suspension or exclusion will be discussed with the FHP inclusion lead and follow all DFE and Nottinghamshire protocols.
10	Permanent exclusion	Determined by the Governing Body In line with the suspension and permanent exclusion from maintained schools, academies and pupil referral units in England DFE guidance. Any suspension or exclusion will be discussed with Governors and BCC and follow all DFE and BCC protocols.

\* If a child is asked to leave the classroom it is important that they have time to reflect on their behaviour with a member of staff. It is important that the staff member reflects with the child to ensure that ‘repair’ is carried out. Emotion Coaching and restorative questions will be used at this point

## Responding to misbehaviour from pupils with SEND

At King David we recognise that children's behaviour may be impacted by a special educational need or disability (SEND). When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a child's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)

Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)

If a child has an education, health and care (EHC) plan, the school will work closely with the local authority and external agencies to ensure provisions set out in that plan are in place.

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support and a behaviour plan to help prevent these incidents from occurring. Any preventative measures will take into account the specific circumstances and requirements of the child concerned.

### **Adapting sanctions for children with SEND**

When considering a behavioural sanction for a child with SEND, the school will consider whether at the time:

- The child was unable to understand the rule or instruction
- The child was unable to act differently at the time as a result of their SEND
- The child was likely to behave aggressively due to their particular SEND

If the answer to any of these is 'yes', it may be unlawful for the school to sanction the child for the behaviour. The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

### **Considering whether a child displaying challenging behaviour may have unidentified SEND**

At King David, the school's special educational needs co-ordinator (SENCO) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from external agencies to identify or support specific needs. When needs are identified in a child, school will liaise with external agencies and a SEND Support Plan and Behaviour Plan will be put in place in partnership with parents and carers. These plans will be reviewed termly.

## Children with an education, health, and care (EHC) plan

The provisions set out in the EHC plan will be put in place in partnership with the local authority, external agencies and parents/carers. If as a school we have a concern about the behaviour of a child with an EHC plan, we will make contact with the local authority to discuss the matter and may request an emergency review of the EHC plan.

For further information please refer to our SEND Policy.

## Bullying and ‘relational conflict’

King David and Birmingham City Council use the definition of bullying provided by the [Anti-Bullying Alliance](#):

***“Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face to face or online.”***

At King David we use the term ‘relational conflict’ when discussing friendship fallouts or incidents occurring between children that do not fall into the category of bullying. Relational conflict usually involves individuals or groups who are relatively similar in power and status, the behaviours happen occasionally and could be considered accidental. Usually, following an incident, children show remorse and there is a general willingness to make things right or resolve the conflict. Not all relational conflict or falling out leads to bullying, but we are aware that some do and that unresolved bad feelings or relationship problems left unaddressed can be the start of a pattern of behaviour in which the intention becomes to cause harm or distress.

Regardless of whether an incident or situation is deemed as ‘relational conflict’ or ‘bullying’, our school will address the situation and support the children to resolve any negative feelings. At King David we monitor children following a ‘relational conflict’ to ensure that the situation has been resolved and does not escalate to bullying. As a school we challenge, address, and monitor any incidents of bullying, to ensure the bullying does not continue and that all children feel supported.

For further information please refer to our Anti Bullying Policy.

## Minimising the Need to Use Reasonable Force

The use of ‘reasonable force’ in schools and colleges – KCSIE 2024 ( see also ‘Restrictive practice and physical intervention’ policy)

*There are circumstances when it is appropriate for staff in schools and colleges to use ‘reasonable force’ to safeguard children. The term ‘reasonable force’ covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.*

*‘Reasonable’ in these circumstances means ‘using no more force than is needed’. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil’s path, or active physical contact such as leading a pupil by the arm out of the classroom.*

*The department believes that the adoption of a ‘no contact’ policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, principals, governing bodies, and proprietors to adopt sensible policies, which allow and*

*support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of 42 the law and should always depend on individual circumstances.*

*When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.*

- *Departmental advice for schools is available at [Use of Reasonable Force in Schools](#)*
- *HM Government guidance [Reducing the need for restraint and restrictive intervention](#) sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities ([Ref DFE use of reasonable force in schools](#))*

### **Staff Authorised to Use Reasonable Force**

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.

Here at King David, the Head Teacher has empowered the following members of staff to use reasonable force:

- Teachers and any member of staff who has control or charge of children in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management, lunchtime staff and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

### **Deciding Whether to Use Reasonable Force**

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination, and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific children who can present risks to themselves and others. This may include information about SEND, personal circumstance and temporary upset and if required a personal safety plan / passport.

### **Using Reasonable Force**

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

### **Staff training**

Staff at King David, who have been identified as needing training in this area, will access 'understanding behaviour' training via the Birmingham City council Safeguarding team.

These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Where possible Staff will be expected to attend a refresher course to update their skills. Training is also available to all staff through BEACON's behaviour 360.

### **Recording and Reporting Incidents of use of reasonable force**

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting significant incidents where a member of staff has used reasonable force on a pupil, in line with the most recent safeguarding requirements issued to Governors and the latest advice given to OFSTED inspectors.

Any use of restrictive practice is seen as significant and must be reported clearly and concisely as soon as practicable after the incident and no later than the end of the school day

School staff should consider and include in the report:

- the pupil's behaviour and the level of risk presented at the time
- the degree of force used and whether it was proportionate in relation to the behaviour
- the effect on the pupil or member of staff

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant. Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents/carers know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. Staff may find it helpful to seek the advice of a senior colleague or a representative of their trade union when compiling a report.

After incidents in which a restrictive physical intervention is used, staff should report and record the matter in accordance with school procedure, including informing parents/legal guardian. All incidents requiring the use of restrictive physical intervention should be thoroughly and systematically documented using the agreed forms and recorded on the electronic system CPOMS .

The incident must be directly reported to the Headteacher (nor deputy in their absence), and staff involved will be debriefed to review and analyse the incident. A review and analysis of the incident will take place as soon as possible thereafter, and safety passports will be updated with the aim of ensuring any lessons are learned and any identified changes to the environment or support plans are acted upon/implemented.

King David fully recognises the contribution it can make to protect children and support children in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety, and health by fostering an honest, open, caring, and supportive climate. The pupils' welfare is of paramount importance.

For further details please refer to the King David Child Protection policy and Physical intervention policy.

### **Post-incident support**

Following the use of physical intervention staff and children will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.

The health, safety, and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure, and pleasant working environment for everyone. The governing body, along with the Local Authority, takes responsibility for protecting the health and safety of all children and members of staff.

## Behaviour Plan

A behaviour plan is designed to support children in making the right choices and educating them with coping strategies and a 'toolkit' for positive behaviours.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- Creating a flow chart for a personalised plan, in line with the school's policy.
- A meeting between the class teacher and behaviour lead to agree actions and targets to be set, with a clear timeline e.g. referral to outside agencies, pastoral support plan, SALT.
- Planning provision
- Ensuring Concerning Behaviours Pathway is included as part of the process
- Parental meeting to be held to discuss behaviour concerns, triggers and to work through the plan with parents and child.
- Risk Assessment if required

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm and recover following an incident.

Whilst the child is returning to baseline, following an incident, there will be no discussion of what has happened, and the member of staff dealing with the incident will nurture their recovery. This may include offering comfort, sensory room time, drinks etc. Once back at baseline, a discussion will take place around what happened and what the impact of their behaviour has been for other children, staff members, school property etc.

## Suspension and permanent exclusion

Fixed term suspensions and permanent exclusions are extremely rare and are only issued in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school support, sanctions, and interventions.

At King David, the decision to suspend or exclude will be made by the headteacher in collaboration with the governing body and the Local Authority. The decision to issue a fixed term suspension or a permanent exclusion will only be as a last resort. If a child receives a fixed term suspension, the school will inform parents and carers in writing, including details of the reintegration meeting. During the period of the fixed term suspension, the child will not be allowed on school premises. Parents and carers will be required to attend the reintegration meeting along with relevant external agencies (where applicable) to review the revised provision and reduce the risk of further suspensions or a permanent exclusion.

## Screening and searching pupils

Taken from the Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016), there are two sets of legal provisions which enable school staff to confiscate

items from pupils:

### **'The general power to discipline' and the 'Power to search without consent'**

At King David, staff may confiscate items that are of high value, deemed inappropriate, are against the school's policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian the teacher should ensure that the parent/guardian is made aware that an item has been confiscated either face to face or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the power to search without consent for "prohibited items" including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

The legislation sets out what must be done with prohibited items found as a result of a search.

## Transition

At King David, we ensure any children joining our school receives an induction from a member of the Senior Leadership Team and or pastoral team to familiarise them with the behaviour policy and the wider school culture. To ensure a smooth transition to the next year, Children 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 relating to child is transferred to relevant staff at the start of the term or year.

Where a 'Looked after' child joins our school we will work with carers, social works and other professionals to support their transition into school. This will include identifying a key person and if appropriate time with the school ELSA.

## Behaviour outside the classroom, including playtimes and transition

The staff member who witnesses inappropriate behaviour must deal with it at that time explaining and making it clear why their behaviour was inappropriate, adopting a restorative approach wherever possible. Staff will follow the same whole school approach to behaviour, working through

the behaviour steps – this will be passed on to the class teacher at handover time. If a child is involved in a more serious incident such as aggressive behaviour, persistent disruption, or lack of respect towards adults they may be brought into school to meet with a senior member of staff. The member of staff will then decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

## Behaviour outside the school premises, including online

Conduct that happens outside the school premises, including online conduct such as in the following circumstances:

- When taking part in any school organised or school related activity.
- When travelling to or from school
- When wearing the school uniform
- When in some other way identifiable as a pupil at the school
- That could have repercussions for the orderly running of the school.
- That poses a threat to another pupil.
- That could adversely affect the reputation of the school.

In the circumstances above a member of school staff will investigate and respond accordingly in line with the behaviour policy. The school will inform the parents of the child / children involved of the incident outside of school and the actions taken.

If the situation is considered serious, a member of the senior staff must be informed, and they will consider the action to be taken.

## Monitoring and evaluating behaviour

At King David, the Senior Leadership team will analyse data termly including significant behavioural incidents, attendance, suspensions, and exclusions. This information will be used to further strengthen behaviour culture and practice, and make sure the school is meeting its duties under the Equality Act 2010 and will be reported to Governors on a termly basis.

## Staff Support

At King David we recognise the importance of providing Continued Professional Learning and emotional support to all staff so that staff feel confident to deliver on this policy and to help manage stress. We do this in the following ways:

- School Behaviour Lead and SLT support and advice
- A culture where the staff have the confidence to share questions, ideas, and feelings
- A team approach to finding solutions (you are not on your own)
- Staff and INSET training
- External Agency support and advice

## Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world. We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern. We include in our consideration of risk radicalisation and extremism; female genital mutilation; peer on peer abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation. We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern. We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

## Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are sex, race, disability, religion or belief, sexual orientation, gender reassignment and pregnancy or maternity.

## Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

## Communication with parents

In all cases, we believe that good communication between school and home is paramount. The decision on whether to inform parents about 'low level' behavioural incidents is decided on an individual basis. All serious behaviours, reaching Stage 5 or 6, or regularly occurring behaviours, are always shared with parents. It is our hope that, by sharing this information with parents, we can work together to ensure the child is supported to improve and understand their behaviour and the impact it has on themselves and the wider community. We expect parents to support the actions of the school.

## School council

Children have an important role to play in the successful running of their school. The school council and school parliament give children a voice and this allows them to share ideas or concerns and to resolve issues in a supportive environment.

## Policy links

This policy links to the following policies in school:

- PSHE
- Anti-bullying
- Equality
- Health and Safety
- Child Protection and Safeguarding (linked to KCSIE 2025)
- Physical Intervention
- E-safety
- Child-on-child
- SEND

Policy Reviewed January 2026

Next review date January 2026

## Appendix 1 - King David agreement



## Appendix 2 -King David steps to supporting behaviour

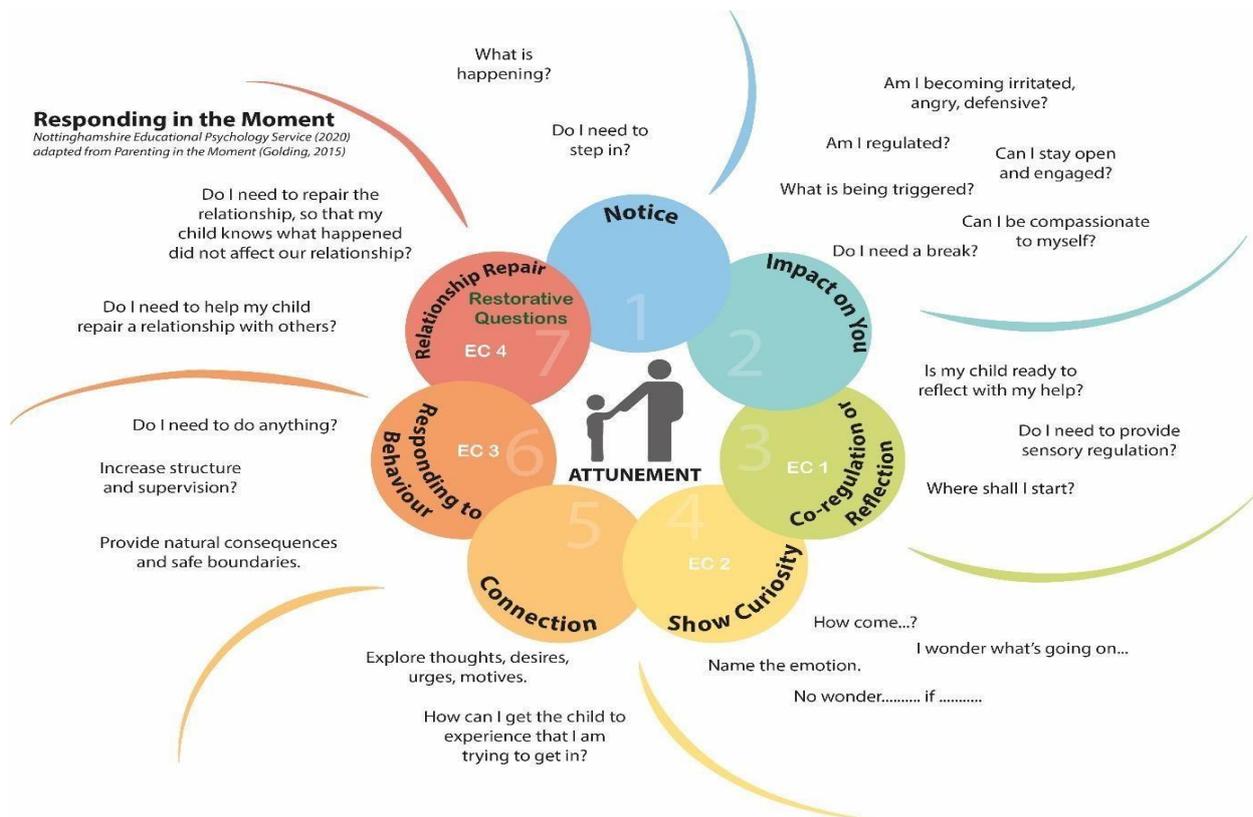


## Appendix 3 – King David steps to managing behaviour - expanded

In all cases adult must remain calm and use gentle approach, use child’s name, child level and eye contact to deliver the message. Refer to the restorative conversations prompts to guide the conversation.

<p><b>Step 1 and 2</b></p> 	<p style="text-align: center;"><b>- Reminder</b></p> <ul style="list-style-type: none"> <li>✚ Calmly, quietly, and firmly remind the child directly, if possible, avoid giving reminder within hearing of the whole class this this could inflame the situation, the child may feel embarrassed – this could trigger a “defence” response. If YOU use the audience as a tool, the child may too!</li> <li>✚ Say- “This is your reminder; you are now on step 1.” Or “This is your second reminder, you are now on step 2”</li> <li>✚ It is expected that you will have given a gentle reminder or 2 prior to moving to step 1 .</li> </ul> <p><b>Conversation prompt</b>            I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to...( link to the school rules)            You now have the chance to make a better choice            Thank you for listening  <b>Example - ‘I notice that you’re running. You are not being safe. Please walk. Thank you for listening.</b></p>
<p><b>Step 3</b></p> 	<p style="text-align: center;"><b>Reflection time in my classroom</b></p> <ul style="list-style-type: none"> <li>✚ Calmly, quietly, and firmly ask the child to move to an identified space in the classroom to reflect on their behaviour. (ideally out of view of their peers). If appropriate they should complete their work there. As step 1 out of hearing of the class if possible.</li> <li>✚ After five minutes (out of hearing of the class) teacher asks child to return to their seat. This is a “repair” opportunity. The child should know that the matter is now resolved. Praise the child for using reflection time well so they re-join the class on a positive.</li> <li>✚ If child still appears to be heightened, not ready to return another 5 minutes can be given.</li> <li>✚ As step 1, keep interaction brief and clear. A lengthy exchange and revisiting the issue could cause a “defence” response.</li> </ul> <p><b>Conversation prompt</b>            I noticed you chose to ..... (noticed behaviour) This is the third time I have spoken to you. You are now on step 3 so please move to .....to think about your behaviour.            Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation  <b>Example - ‘I have noticed you are not ready to do your work. You are not aiming high. Please move to .....so you can reflect and get ready to learn again . Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.</b></p>
<p><b>Step 4</b></p> 	<p style="text-align: center;"><b>Reflection time out of the classroom</b></p> <ul style="list-style-type: none"> <li>✚ Calmly, quietly and firmly (out of hearing of the class) tell the child they now need to have reflection time out of the classroom. This will be in a partnered classroom.</li> <li>✚ After five minutes (or as long as the child needs) the teacher asks the child to return to class. This is a “repair” opportunity. They will not return in a heightened state. The child should know that the matter is resolved. Praise the child for using reflection time well so they re-join the class on a positive.</li> <li>✚ On return to the class the class teacher discretely welcome the child back (a repair opportunity)</li> <li>✚ Class teacher or person who dealt with the incident record on CPOMs</li> <li>✚ Parent to be informed</li> </ul> <p><b>Conversation prompt</b>            I noticed you chose to ..... (noticed behaviour) this is ..... ( link to agreement) You are now on step 4 so please move to .....to think about your behaviour.            Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I’m glad we had this conversation  <b>Example - ‘I have noticed you were talking and are not ready to do your work. You are not aiming high. Please move to .....so you can reflect and get ready to learn again . Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. If you choose to break the rules again you leave me no choice but to ask you stay in during break/ lunch time . Thank you for listening.</b></p>

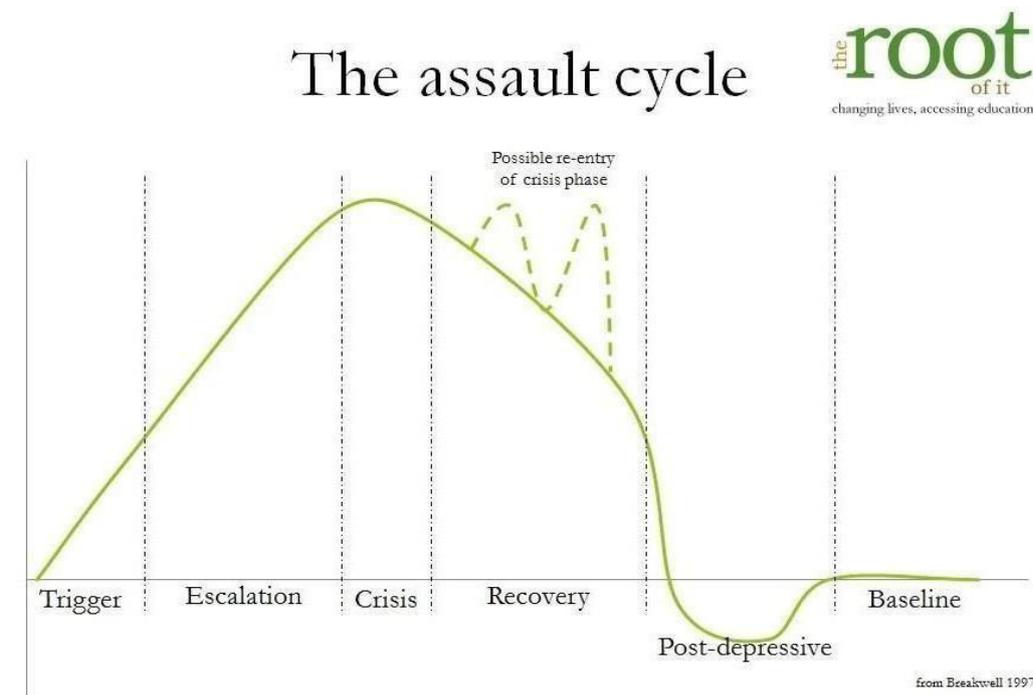
<p><b><u>Step 5</u></b></p>	<p style="text-align: center;"><b>Time out ( next playtime or lunchtime)</b></p> <ul style="list-style-type: none"> <li>✚ If behaviour persists, child will need to miss PART of the next playtime / lunchtime with either their class teacher or ELSA.</li> <li>✚ During this time the child will complete any work missed / not completed and restorative conversation will take place with class teacher or ELSA.</li> <li>✚ Sometimes, a quiet warning that Step 5 is imminent, may be enough to re-focus them.</li> <li>✚ Once step 5 is activated. The class teacher informs the child's parents preferably face to face at pick up or, if not collected by their parent, a phone call will be made the same day.</li> </ul> <p><b>Conversation prompt</b></p> <p>I noticed you chose to continue to..... (noticed behaviour) this is....(link to agreement). You need to stay in at playtime / lunchtime to speak to me and complete your work.</p> <p>Do you remember when ..... (Model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p>Example - 'I have noticed you are distracting others and not being respectful or ready to do your work. You are not aiming high. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.</p>
<p><b><u>Step 6</u></b></p>	<p style="text-align: center;"><b>Time with member of SLT</b></p> <ul style="list-style-type: none"> <li>✚ If behaviour persists TA/student will find HT / DHT/Senior member of staff. This should happen discretely to avoid a negative response or flight. If no other adult, send a child to HT with note.HT will collect, child is never sent ( flight risk)</li> </ul> <p>On arrival, Teacher quietly gives brief outline of the situation.( outside the classroom)</p> <ul style="list-style-type: none"> <li>✚ SLT will take the child, with their work. And have a restorative conversation</li> <li>✚ SLT will decide when to return child with work completed. Depends on how long they take to de-escalate. They will not be returned in a heightened state.</li> <li>✚ On return to class, class Teacher, discretely, welcomes child back (a repair opportunity). SLT will decide on follow-up action (restorative in nature) &amp; parents will be informed initially by phone and if appropriate/ necessary a face to face meeting will be arranged .</li> </ul>



**Tips for Staff**

<b>1</b>	Be who you needed when you were at school. Every child needs a champion.
<b>2</b>	Make regular deposits into the positive bank
<b>3</b>	Know your children well and allow them to know you well.
<b>4</b>	Difficult child or child with difficulties?
<b>5</b>	Separate the deed from the doer.
<b>6</b>	The best apology is changed behaviour.
<b>7</b>	Catch them getting it right more than you catch them getting it wrong.
<b>8</b>	Magnify strengths rather than weaknesses.
<b>9</b>	Strike when the iron is cold.
<b>10</b>	We learn to care by being cared for.
<b>11</b>	Smile at children, it's good for you both.
<b>12</b>	There is always a solution – you need to give your time to find it.
<b>13</b>	Never assume you deserve respect – you must earn it.
<b>14</b>	Calm begets calm.
<b>15</b>	Sometimes the child knows best!

## APPENDIX 6: The Assault Cycle (Breakwell 1997)



### The Assault Cycle



**1. The Triggering Events** - Occurrence perceived by the individual as a serious threat to him/her.

TWO TYPES:

- **Fear Inducing Events** – Give the person the perception he/she is under threat or about to lose something of value.
- **Frustrating Circumstances** – Give the person the idea that his/her efforts or demands have been useless.

**2. Escalation Phase** - Person's body and mind prepare for a fight. He/She may respond physically or taunt the perceived threat, if it is a person.

**3. Crisis Point** - Aggressor explodes into violent acts against the threat.

**4. Recovery Phase** - Aggressor's body relaxes and mind decreases its vigilance. The confrontation is seen to be over, even if temporary.

**5. Post-Crisis Phase** - While aggressor tries to return to stable base level, he/she often experiences fatigue, depression, and guilt.

## APPENDIX 7: Restorative Questions

Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when you realised what had happened?
- What impact has this incident had on you and others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

## Appendix 8 - Implementation

### General

- At the start of the year, teachers will practise these procedures until they are embedded.
- EYFS – 2 members of staff per class to stay in the hall during assembly (1 either side of the hall) until it is agreed that they can be unsupervised – usually after the first half-term.
- To gain silence during assembly, a raised hand should result in correct sitting and silence (to be used by all staff).
- Encourage loud, clear voices from the children when they are contributing.
- At all times (in class or in the hall), staff should use a respectful means of gaining the children's attention.

If staff find themselves giving the same message again and again regarding inappropriate behaviour, the children are not learning it. Staff should stop, re-evaluate, (ask for advice if necessary) and take action. However, as the class learn the expectations, a gentle reminder will be all that is needed as praising all those who are doing what is expected.

### Behaviour During Assemblies

#### Entering the Hall

- Class line up silently in the classroom
- Class line is organised by teacher to consider group and class dynamics where necessary
- Class walks down corridors silently. Teacher and support staff lead and ensures that the line can be always observed (continuously looking back)
- Class sits down silently and joins in with singing immediately if appropriate
- Staff sit facing the class sideways on (not facing the front of the hall)

Class to be praised at each of the stages above so that they know what they are doing well.

#### During Assembly

- Encourage all children to join in preyers/ sing. During singing, staff to model singing and signing as appropriate
- Throughout the assembly, teacher to continuously check for appropriate behaviour:
  - Legs crossed
  - Hands on knees or arms folded
  - No talking
  - Respect for the speaker at all times
  
  - Tracking the speaker
  - Joining in, hands-up when requested

Class to be praised at each of the stages above so that they know what they are doing well. Individual dojo and class points are issued as appropriate.

If behaviour needs addressing, staff to correct it silently if possible through gestures. Positive behaviour to be praised silently through gestures. iPad may be brought to award Dojo points.

## **Leaving the Hall**

- As entering the hall
- Children are silent until they are back in the classroom

## **P.E/Class Activities in the Hall**

### **Entering the Hall**

- Before leaving the classroom, instruct the class as to how/where they should sit/stand on entry to the hall e.g. "Once in the hall, find a space, sit silently facing the front."
- Follow procedures for assembly

Class to be praised at each of the stages above so that they know what they are doing well.

### **During the Lesson**

- Noise can compromise safety, particularly in a physical activity; explain this to the class.

## **Lunchtime Behaviour Procedures**

The School Rules apply at lunchtime just as they do at other times.

Actions will vary from those in the classroom as the environment is different.

### **Challenging behaviour**

1. **Quiet word**
2. Two minutes **time-out** (stand with the midday/TA). Child returns to play.
3. If child continues to be challenging, **Midday calls for** for (1) Class Teacher (2) SLT member (3) Headteacher using the walkie talkies or Play worker.

They will speak to the child about their behaviour:

- (a) the reason for the behaviour
- (b) the impact of the behaviour on others
- (c) how can the child move forward when they return to the classroom? (repair)

And remain in the area for up to 5 minutes to ensure that the child is settled.

4. If the behaviour **continues to be challenging**, midday asks for staff as above, the child will be brought inside/out of the hall and remain under the supervision of the staff member for the remainder of lunchtime.

### **Hall duty**

- In the hall, Midday Supervisors are responsible for ensuring that noise is kept at a comfortable level, both for the children and the staff who work in the hall.
- The steps for challenging behaviour and beyond challenging, apply in the hall just as they do outside.

### **Lunchtime rewards**

Midday supervisors should award stickers / Dojo points in line with the school rules for positive behaviour. The teacher should be made aware of any rewards given when the class is handed over. The teacher, class and midday should celebrate the rewards by giving the child a round of applause.

Middays should aim to give out at least 2 rewards per class each day.

### **Communication**

Communication between lunch time staff and class teachers is crucial.

When handing the class over at the start of lunch the teacher should publicly give specific praise for the morning and quietly ( away from the class) inform the supervisor of any issues.

When the lunchtime staff hand the class back to the teacher at the end of lunch they should publicly give specific praise for any lunchtime behaviour that meets or exceeds expectations and quietly ( away from the class) inform the teacher of any issues and how they have been dealt with.

## APPENDIX 9 – Aims and sources

### 1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

### 2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
  - [Searching, screening and confiscation: advice for schools 2022](#)
  - [The Equality Act 2010](#)
  - [Keeping Children Safe in Education](#)
  - [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)
  - [Use of reasonable force in schools](#)
  - [Supporting pupils with medical conditions at school](#)
  - [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
  - [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)
- In addition, this policy is based on:

Maintained schools, pupil referral units (PRUs) and non-maintained special schools insert:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
  - Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- Maintained schools add:
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online