



KINGS PARK SCHOOL

BEHAVIOUR AND RELATIONSHIP POLICY

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SIGNED

HEADTEACHER

SIGNED

CHAIR

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AT KINGS PARK SCHOOL WE NURTURE HAPPY LEARNERS AND FUTURE ROLE MODELS

(TO BE READ ALONGSIDE THE POSITIVE HANDLING POLICY)

To be considered in conjunction with our Bullying, Online Safety and Child Protection & Safeguarding policies

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

- Behaviour and discipline in schools
- Searching, screening and confiscation at school
- The Equality Act 2010
- Keeping Children Safe in Education 2024

- Use of reasonable force in schools
- Supporting students with medical conditions at school

It is also based on the special educational needs and disability (SEND) code of practice and:

Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its students

Sections 88-94 of the Education and Inspections Act 2006, which require schools to regulate students' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate students' property

Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy

1.0 POLICY STATEMENT

Kings Park School is an independent special school. We support pupils across a spectrum of needs including but not limited to; Autism, Communication and Social, Emotional and Mental Health (SEMH) needs therefore, many of our pupils find it difficult to self-regulate leading to challenges in managing their own behaviour. Nevertheless, we are committed to creating an environment where behaviour for learning is good and pupils enjoy their education. Everyone is expected to maintain their highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same whilst understanding the individual needs of each pupil.

2.0 AIMS

We aim to create an environment which expects and promotes positive behaviour as the basis for effective learning. This includes:

- To create a culture of good behaviour - for learning – for community – for life.
- To teach appropriate behaviour through using the Zones of Regulation (ZoR) across all key stages. This remains the same in KS4 however the focus is on how pupils can adapt strategies in preparation for adulthood (PfA).
- To ensure that all learners are treated fairly, shown respect and good relationships are promoted.
- To help learners manage their behaviour through being able to effectively communicate their needs and to be accountable for choices they make.
- To build a community which values kindness, care, good humour, good temper, respect and empathy for others.
- To promote community cohesion through improved relationships
- Promote self-esteem and self-discipline
- To ensure that good behaviour is a minimum expectation for all.

Our Behaviour and Relationship Policy echoes our core values of 'Kindness, Perseverance and to Shine,' with an emphasis on respectful behaviour and a partnership approach. We work closely with pupils, parents/carers, and other professionals.

3.0 Purpose of the Policy

To provide simple, safe and practical procedures for staff and pupils to ensure our aims are achieved.

Pupils, Adults and Families at Kings Park School		
New learners and staff joining our school	Professionals we work with	Local Community
External Agencies		
Ofsted		

We have written this policy with the pupils (learners), adults and families that live, learn and work at our school every day at the centre. We will use it to help us build positive, happy relationships based on trust, love and respect so that each of us can enjoy our time learning together.

All learners, adults and families working to together, we will promote these expectations. We understand that younger children may not be able to have as big a role, but as they get older, they will be involved in updating and approving it each new school year.

4.0 READY, RESPECTFUL, SAFE (THE KINGS PARK WAY)

At Kings Park School we have three rules that apply to both children and staff, which we refer to as 'The Kings Park Way.' Pupils are provided with lessons that explicitly teach them the expectations around how to be ready, respectful, and safe and these are regularly revisited throughout the academic year:

1. READY

- Pupils are physically and mentally prepared for lessons. This considers sensory needs and where required staff will ensure pupils are taught to self-regulate or supported through this to be calm and ready. Pupils will be taught to develop organisational skills and ensure pupils are equipped and, in a position, to demonstrate effective learning behaviours set out through our school values. This is enabled by pupils being nurtured in a safe and secure environment.
- Staff support pupils in being ready through delivering clear and concise instructions, allowing pupils time to explore and develop the skills for effective learning behaviours.

2. RESPECTFUL

- Pupils and staff model respectful behaviour by using calm voices when communicating with pupils and adults. It is expected that pupils use manners and that the language and behaviours displayed are polite and courteous. Pupils are expected to wear uniform, but the school is understanding of those pupils who have sensory needs.
- Staff deliver consistent respect to all pupils no matter what the circumstance and act as consistent models of emotional control. Staff use and demonstrate consistent and respectful language, tone of voice and responses to pupils and this is reflected in all conversations with children about behaviour

3. SAFE

- Pupils understand that boundaries are put in place and instructions given to keep children safe. School provides a safe space where children are not at risk of physical or emotional harm. Pupils use words, cards, or signs to help them express and regulate their emotions

and are taught strategies to enable them to control their actions when feeling particularly strong emotions to ensure all pupils and staff are safe and prevented from being hurt.

- Staff invest time in building trusting relationships with pupils to develop a culture and climate across the school where children feel security. Staff act to support pupils in regulating their emotions when necessary and teach and model strategies to help with this. This language is extensively used, referred to and shared with children. Pupils are delivered lessons that explore what being ready, respectful and safe looks like.

5.0 CLASS CHARTER / AGREEMENT

Each class will agree on a class charter/agreement during the first week of each academic year. These will be displayed in the classroom and used to reinforce expectations whenever necessary, building on from Ready, Respectful and Safe.

A school charter will be displayed around the school learning environment clearly reminding all adults and learners of the 3 values / expectations.

6.0 EFFECTIVE COMMUNICATION

To learn well, we must have effective communication and be able to work together in pairs and groups. We rely on each other to make this happen, so it is a key responsibility of all learners. Where possible we will use talk partners in our classes where learners will have the opportunity to work with peers in the class. Staff will be mindful of which pupils maybe triggers others.

7.0 WHAT GOOD RELATIONSHIPS LOOK LIKE

Good relationships start with positive and respectful language. To help everyone start their conversations positively and respectfully we have some things that everyone is expected to do; adults, learners, parents, carers and visitors.

8.0 HOW WE SPEAK TO PEOPLE

We always greet people using their name if we know it.

If an adult greets a learner, we always respond with a greeting using their name. Here is an example,

Teacher: "Good morning, Anna,"

Learner: "Good morning, Mr. Smith,"

If learners or adults do not know each other's names, then they may ask in a polite, curious way.

8.1 ASKING EACH OTHER FOR ATTENTION

We **ask** for each other's time and attention. No one can demand or expect time or attention. To ask for someone's attention we say excuse me and use their name:

Learner: "Excuse me Mr. Smith,"

Teacher: "Hello Anna, how can I help?"

Learner: "Please could you help me with my learning?"

Another example,

Learner: "Excuse me Miss Hart,"

Mealtime Supervisor: “Hello Jason, I am speaking to another child now. Could I come and find you when I have finished this conversation, please?”

Pupil: “Of course Miss Hart.

8.2 PLEASE AND THANK YOU

Positive relationships include being grateful for one another. This is also part of how we are respectful. So that we all know what it looks like, everyone says please, thank you and uses each other’s names. Here is an example:

Learner 1: “Please may I borrow the red pencil, Chloe?”

Learner 2: “Of course you may, here you are George.”

Learner 1: “Thank you Chloe.”

Learner 2: “You’re welcome.”

9.0 POSITIVE AND RESPECTFUL ACTIONS

We can support our relationships with simple actions and things that everyone does.

CLASS INTRODUCTIONS

When visitors are in school and enter classes, we are aware and mindful that some pupils may struggle to greet the visitor. We accept this but we also know that some pupils will be able to greet the visitor. A couple of pupils maybe be selected to describe the learning taking place during the lesson. The class teacher will express to the SLT if the latter action is able to happen and may just confirm that learning is going well. SLT will always ensure that they inform the visitor of potentially not being able to go into some classes depending on the learning climate.

OPENING DOORS

We try to open doors for each other as a friendly and helpful action to others. Everyone offers to do this if:

- We can see someone is carrying things and does not have empty hands to open the door.
- We are travelling in a group and reach the door first, we hold the door for those people and say, “After you please.”

OFFERING HELP

If someone is hurt or upset, we always ask if they are okay and whether we can help them.

10.0 BEING CURIOUS ABOUT ONE ANOTHER

We like to show the people in our school that we care about them and who they are. We do this by taking time to talk to one another; we ask questions about their wellbeing, show curiosity in their interests and individuality and what’s happened during their day. Here is an example:

Learner: How was your lunch, Miss Douglas?

Teacher: Good morning, Leah, how are you feeling today? Would you like to share anything about your weekend?

11.0 OUR RESPONSIBILITIES

At Kings Park School everyone takes responsibility for their own actions and how they conduct themselves within our learning environment. We remind each other of this with the saying, “You own your own behaviour.”

11.1 Adult responsibilities:

Pupils may expect staff and other adults in the school to

- Model exemplary behaviour and build relationships with the pupils in the school.
- Meet and greet at the door.
- Staff will support pupils to: **Be ready – Be respectful – Be safe**
- Use praise in public and remind in private.
- Plan lessons that engage, challenge and meet the needs of all learners.
- Support to deescalate and prevent.
- Be calm and give processing time when going through the steps.
- Follow up every time.
- Regain ownership and engage in reflective dialogue with learners.
- Liaise with parents/carers keeping them informed of any incidents of challenging behaviour as well as positive progress.
- Be enthusiastic and develop positive working relationships with you and your peers in their classes.
- Celebrate the success of pupils in lessons, after school activities and assemblies.
- Encourage all pupils to contribute to the work in hand.
- Communicate both successes and concerns with parents.
- Treat you fairly.
- Eliminate or control hazards which may cause you harm.
- Use a range of non-verbal and verbal cues to encourage good behaviour and limit inappropriate behaviour.
- Be approachable and listen to you at appropriate times.
- Always take seriously any complaints of bullying or inappropriate behaviour reported to them.
- Set high expectations, clear boundaries and regularly agree classroom and behaviour expectations.
- Use positive reinforcement and pre-empt any possible triggers.
- Use rewards and, where necessary, sanctions consistently.
- Model the behaviours you wish to see.

11.2 Pupils responsibilities:

We are aware that some pupils will need more sensory intervention and leeway due to their needs.

EXPECTATIONS OF PUPILS

Staff will work with pupils to encourage:

- Respect to all: build respect!
- Follow classroom expectations
- Engage in reparation at a time appropriate for the pupil

12.0 WAYS TO RECOGNISE CONDUCT THAT IS “OVER AND ABOVE.”

- Recognition boards
- Awards in Celebration Assembly
- Home contact /postcards sent home
- Praise from the HT / Leadership Team
- Individual rewards
- Class rewards

Support beyond the classroom will be provided by the pastoral team or by a member of SLT.

The Pastoral team can also be contacted by SLT (in discussion with the class team)

Staff may expect pupils to:

- Enter the classrooms quietly.
- Sit where you are told to sit by the teacher or any other member of the school staff.
- Follow classroom rules and procedures and not disrupt the learning of other pupils.
- Follow instructions the first time when they are given by staff and other adults without arguing.
- Listen attentively to the teacher who will explain the lesson, what you are going to do, why and how.
- Use appropriate language.
- Listen to others’ ideas and work co-operatively.
- Tell the truth and learn from your mistakes.
- Care for the classroom and resources, respecting others’ property.
- Value other individuals and their contributions to lessons.
- Lead by example creating a good role model for younger pupils in the school.
- Accept responsibility for your behaviour.
- Consider the needs of all the other people in the classroom.
- Be responsible when using online technologies and not compromise the professional integrity of staff or other adults in the school community.
- Report to a teacher or other adult any bullying behaviour by others including bullying with the use of technology (cyber bullying)
- Behave appropriately when outside school and be an ambassador for the school.

13.0 OUR DAILY ROUTINES

HOW WE MOVE AROUND THE SCHOOL BUILDING

All learners and adults are expected to move around the school building in a calm, respectful and quiet manner. We do not expect complete silence but the learning taking place in classrooms should not be disrupted by outdoor corridor noise.

HOW WE MOVE FROM THE PLAYGROUND TO LEARNING AREAS

ON ENTRY

- Strategic use of adults in key zones
- Class teachers to greet pupils at the door
- Support staff – main entrance and corridors.
- Quiet corridors as pupils enter the building.
- Pupils should be set an early morning activity to regulate them and to get them both emotionally and physically ready to learn.

BREAK/ LUNCHTIME/ OUTDOOR PLAY

- Class teachers /TAs lead classes to the playground.
- Children to be supervised at all times.
- Class teachers to ensure that certain learners/ classes cannot mix.
- Rota in place

TRANSITIONS (SILENT HAND SIGNAL)

- Get ready
- Stand up
- Go to where you're supposed to be

ON EXIT

- Strategic use of adults in key areas on corridor and main exit.
- Pupils to stay with the class teacher until their taxi arrives
- Quiet corridors as pupils exit the building

This Code of Conduct has been formulated with the safety and well-being of the children in mind, and to enable the school to function efficiently as a place of learning.

14.0 HOW TO MAKE IT WORK FOR EVERYONE

It is not fair to expect everyone to do this all the time as we have pupils with varying needs and different life experiences. Our Kings Park community includes learners who are neuro-diverse, have disabilities and who may have experienced emotional trauma. We strive to ensure equity for all learners, this is how we do it.

15.0 EFFECTIVE COMMUNICATION

When required we will have a meeting with the pupil, the family and the adults who will be working with them. This helps everyone to understand what the pupil finds difficult with their learning and challenging in their relationships. Once challenges are identified we decide together what to do to help them. We record this information on a pupil passport or behaviour plan which is agreed with everyone at the meeting. As our pupils develop, the passport or plan will change to meet their needs.

16.0 POSSIBLE ADAPTATIONS AND ACCOMMODATIONS

Everyone at Kings Park School will realise why adaptations and accommodations are made for some pupils. For example, some pupils may need:

- An individualised pen portrait, outlining the learners needs, triggers and additional support given if needed.
- Fidget toys to help them stay focused.
- Personalised timetables to help learners see the order of their learning.
- Additional breaks from learning for calming and regulating.
- Now and next boards which help learners understand what is coming next.
- Extra chances to make the right choice.
- More time in calming spaces in the classroom and around school.
- More chances to use technology.

Pupils will know these adaptations are necessary for them because they have been written down and agreed with them, their family and the adults in the school.

17.0 HOW WE CELEBRATE EACH OTHER

Celebrating pupils is important. It makes us feel positive, proud, and happy about ourselves. This helps us understand what we have done well and lets others learn from our successes. We celebrate everything about our learners at Kings Park School. This includes their learning, attitudes and behaviours, talents and their contribution to our school. Celebrating each other helps to build positive relationships, a sense of belonging and recognises the value we each bring to our school community.

18.0 REWARDING GOOD BEHAVIOUR AND LEARNING

We recognise and celebrate positive behaviour by, in rank order:

- Verbal praise which is specifically linked to what has been done well
- Celebrating a child's achievements with the rest of the class
- Sharing praise comments with parents
- Sending to another member of staff for praise
- Awarding certificates
- A note, message or phone call home
- Special responsibilities/privileges
- A sticker / certificate from Head Teacher

19.0 CIRCLE TIME/SOCIAL AND EMOTIONAL SUPPORT/CELEBRATION OF A PUPIL OF THE WEEK

Every Friday classes will have some form of circle time/class assembly. The focus will be decided by staff prior to the session.

Adults will also celebrate what they have seen from pupils that week. Every class teacher will celebrate one child in their class with a gold award for their learning. The class teacher will describe why they are giving the gold award saying exactly what they have seen in the learner. This should be linked to our learning culture and school values so that everyone can understand why they have been celebrated.

Example

Teacher: [This week, Cinnamon class's gold award goes to Mohammed for how he displayed resilience by persisting in his mathematics learning. I saw how he did not stop trying to solve a fraction problem even though it took multiple attempts. He persisted not only until he understood the solution but also asked for another challenge to try.](#)

20.0 CREATING A POSITIVE LEARNING ENVIRONMENT

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Classroom Charter / agreement
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

21.0 HOW WE SORT OUT PROBLEMS

Sometimes relationships can go wrong. We may treat one another unkindly, have a disagreement or be disrespectful. When this happens, the adults will work together with pupils to restore their relationships. These problems can be between learners, or between an adult and a learner.

The expectation is that the class teacher where possible will deal with behaviours in a calming manner and situations are deescalated. All staff will use the restorative approach where appropriate.

22.0 PROBLEMS BETWEEN PUPILS

Adults will help pupils to sort out problems. This starts by ensuring both learners are physically okay. Where pupils are in the red zone, or there is risk of violence, adults will act to guide the pupils apart and help them to be calm again. This is called de-escalation, listening to both sides in a curious way.

23.0 USING A SHARED VOCABULARY

- Can you tell me what happened?
- Choice, chance, consequence
- “Reset”
- Zones of emotional regulation
- Dialogue
- Ready, respectful, safe
- Acknowledge that adults can get it wrong too! (respect)

24.0 PROBLEMS BETWEEN ADULTS AND LEARNERS:

When a pupil makes the wrong choice, it is the responsibility of adults to help them own their own behaviour. This may not feel nice to the learner but to lead them to the right choice adults will take the following steps:

- The adult will move closer to the pupil.
- The adult will give a visual signal.
- The adult will say the right choices they want to see and praise other pupils who are doing this.



25.0 UNACCEPTABLE BEHAVIOURS

There are some actions and behaviours that have no place at Kings Park School. They badly damage relationships, create a disrespectful atmosphere, and make people unsafe. These behaviours automatically have a consequence.

25.1 DEALING WITH INAPPROPRIATE BEHAVIOUR

Ensure that parents / carers / SENCO are involved at an early stage when there is growing concern about a child's social, emotional or behavioural needs.

The following is a hierarchy of responses to inappropriate behaviour:

- **PROXIMITY CONTROL**
 - Staff moving nearer to the child.
 - Child being moved nearer to member of staff.
- **NON-VERBAL SIGNALS**
 - Looking in the direction of the noise.

- Making eye contact with the child whose behaviour is causing concern.
 - Shaking head.
 - Light touch on shoulder to show awareness
 - Facial expressions, frowns etc.
- **PLANNED IGNORING**
 - Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
 - Avoiding eye contact, talking to those who are behaving appropriately – proximal praise.
 - Restating the rule / reminding all about the choices available and their ownership of their behaviour.
 - **VERBAL REMINDER**
 - Remind the child of the Kings Park Way, Be Ready, Be Respectful and Be Safe.
 - Encourage the child to take responsibility for their actions and make the right choice.
 - Encourage the child to “reset” and get back to green.
 - Deliver reprimands calmly, firmly and with confidence.
 - Avoid getting into arguments.
 - Ensure that a reprimand makes it clear that it is the inappropriate behaviour that is not acceptable not the child.
 - Explain clearly that the child has made the wrong choice and what behaviour would have been appropriate.
 - Ensure that reprimands are never used to intentionally humiliate a child.
 - Keep the reprimand appropriate to the age, character and understanding of the child.
 - Avoid the use of emotive language which labels a child as “silly,” “thoughtless,” “not you again...”
 - NEVER give blanket whole class reprimands
 - Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient. (see scripted interventions)
 - **CHOICE, CHANCE, CONSEQUENCE**
 - State what the child is doing e.g. “Lee, you’re talking.” Remind the child of the Kings Park Way, and that they are not displaying respectful behaviour.
 - Emphasise that the child needs to make the right “choice.”
 - Remind the child of the class rule in question “We have a rule about working hard. I’d like you to keep it. Thank you.”
 - Use clearly displayed good choice pictures to show child what you want them to do e.g. good sitting.
 - Redirect the child to their learning.
 - Give the children two choices, if the behaviour continues.
 - Warn them that they may have a consequence if they continue to make poor choices.
 - State clearly what you expect what you expect child to be doing and offer support to get started if appropriate.
 - If behaviour continues, is on-going or out of character, behaviour is recorded on CPOMs.
 - **REFLECTION TIME IN THE CLASS, THE REFLECTIVE CONVERSATION**
 - There may be times where it is appropriate to move a pupil to the reflection/calm area within your class to give them an opportunity for some reflection on their behaviour. During this time, when the pupil is ready, they maybe be asked to complete a reflection sheet which will lead the restorative conversation that an adult will have with the child, encouraging them to reflect on their behaviour and choices, to get themselves “back to green” and ready to learn.

- If the incorrect behaviour continues after the reflection time, the pupil must be sent to another class teacher / support staff and asked to complete another reflection sheet with them. This will then be recorded on CPOMS.
- **ADDITIONAL BEHAVIOUR SUPPORT**
Call for assistance of SLT when:
 - The pupil is aggressive, violent and is endangering self or others.
 - The pupil leaves the classroom without permission and the TA dealing with this needs help in returning the child to class.
 - To call for assistance, send a sensible pair of children to the School Office to ensure a member of the SLT attends your classroom promptly.
 - SLT to follow up with adults involved, debrief
- In most cases, a quiet word or a look is enough to stop a child behaving inappropriately or the structured step approach, in partnership with parents and carers, will make the difference. If this does not bring about the desired behaviour, the following disciplinary actions may be taken:
 - Set up a behaviour record/diary
 - Set up a support plan with clear targets to improve behaviour with the SENCO
 - Involve local authority behaviour support specialists or other external support partners, for instance, an outreach team, to give expert advice in extreme circumstances and as a last resort, a child may be suspended from school for a fixed term or permanently excluded.
- **SERIOUS INCIDENTS ARE REFERRED TO SLT IMMEDIATELY:**
 - Racism
 - Extreme Violence
 - Damage to property
 - Homophobia/LGBTQIA
- **POSITIVE HANDLING TECHNIQUES (Please see Positive Handling policy)**
 - Kings Park School promotes positive behaviour support. However, there may be occasions when it is necessary to use a physical intervention (PHT) with a pupil.
 - All Positive Handling techniques are carried out according to the principles and guidance of TEAM TEACH (<https://www.teamteach.com>) and PRICE - (Positive Behaviour Support Training & Courses | PRICE Training) these will be the school's accredited training providers and follows the DFE guidance on the use of reasonable force.
 - Positive Handling techniques are **only** used to support challenging behaviour where there is clear and imminent danger and there is no alternative. All staff will be trained in this.
 - All Positive Handling techniques must be for the least time necessary and apply the minimum necessary force.
 - The rights and dignity of pupils are always considered

26.0 CONSISTENCY IN PRACTICE

Practice to promote good behaviour has the use of the Zones of Regulation at the very centre of everything we do. Staff will refer to the strategies set out in the IBSP (individual Behaviour Support Plans) where a child has required this. Where required a child's ZoR is displayed in the classroom, along with the strategies suggested by the class team / SENDCo / therapy team and discussed with pupils.

- Consistent language – consistent response.
- Consistent follow up – with every member of staff taking responsibility.
- Consistent positive re-enforcement. Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent, simple rules / agreements / expectation referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent support from adults – even in the face of challenging pupils.
- Consistently reinforced rituals and routines for behaviour around the site
- Consistent environment: Display the quality of a good school; consistent visual messages and echoes of core values; positive images of learners

Kings Park School believes that consistency lies in the behaviour of adults and not simply in the application of procedure. The key is to develop a consistency that ripples through every interaction or behaviour.

27.0 SEARCHING AND CONFISCATION

- Written in line with the DfE [‘Searching, Screening and Confiscation’](#) guidance.

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of students that are illegal or banned by the school. It is our priority to ensure that students are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil with their permission to look for any item that the school’s rules say must not be brought into school. The headteacher and other members of staff authorised by the headteacher have the power to search a pupil without the pupil’s consent if they suspect they are in possession of ‘prohibited items’. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- “Synthetic highs”
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. **The DfE [‘Searching, Screening and Confiscation’](#) guidance states (77 – 79)**

Any cigarettes and e-cigarettes and associated paraphernalia confiscated in school will be destroyed.

28.0 PUPILS OFF SITE BEHAVIOUR

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises or where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying, will be disciplined by the school. This also applies to pupils who misbehave during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future students participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- The severity of the misbehaviour.
- The effect such an action may have on the other pupils.
- The extent to which the reputation of the school has been affected.

- The extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another student or member of staff.
- Whether the misbehaviour was on the way to or from the school or the pupils was taking part in any school-organised or school-related activity.
- If it was at a time when the pupils are in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

29.0 SCRIPTED INTERVENTIONS (Managing unacceptable behaviour)

To use after some reflection time has been completed and children have “Reset”

At some stage, children may demonstrate behaviours that are unacceptable. This is a part of all children’s healthy development – they are learning to understand what the boundaries are. Behaviour can be affected by several physical, mental, and emotional factors – or a combination of all three. It is important that there is a consistent approach to managing behaviour incidents and that all staff use the same tools and have a shared language.

There are three main tools for managing unacceptable behaviour.

- **A – GETTING BACK TO GREEN = PREVENTATIVE**
The “Getting Back to Green” programme seeks to help students to develop their emotional literacy. Emotional Literacy simply means that a child can manage their own emotions by:
 - Recognising when they feel happy/upset/angry/worried
 - Knowing how their body feels when they are happy/upset/angry/worried
 - Figuring out what strategies work to help them to regulate
 - Taking other people’s feelings into account in a situation
- **B – “DRIVE BY” INTERVENTION SCRIPT = REMINDER/WARNING**
This is for steps 1- 3 of the behaviour summary – the caution – delivered privately wherever possible, but always discretely and respectfully.
 - Name the behaviour: e.g. “I’ve noticed that you keep calling out/ are trying to distract.../ answering back...”
 - Refer to previous good behaviour = positive dopamine download: “Remember earlier on today, you were working really well on your own.”
 - Tell them what will happen next if things continue as they have been – if they choose to continue down that road: “If you choose to carry on calling out, then you will have to have some time out/go to the Reflection room/miss some of your playtime...”
 - “Make a good choice – I know you can. Thank you for listening”
 - Move away and give the child some time to adjust their behaviour.

If they have, return for a drive by and praise their better choice. If not, move onto step 4 and 5 of the behaviour steps

- **C – EXAMPLE OF SCRIPT FOR MANAGING A MORE SERIOUS INCIDENT**
 - Try to name the feeling/s.
 - “I wonder if you are feeling...”
 - “It looks like you might be feeling...” They might not be able to do this for themselves.
 - “You seem upset or angry. I can stay with you”
 - “How are you/ are you ok? Do you need any help?”
- Be guided by the child’s voice, verbal language and body language
- Use what you know about the child.
- Do they need you to be close to help them calm down?
- Do they need physical space or the situation will escalate?
- If you are not sure, try to read the cues including body language.

- Let them know you are there with them and will stay or find someone else to be with them. If they want space, stay at a distance that shows you are present but not in their physical space.
- Avoid talking about what happened or their reaction.
 - “When you are ready to talk, I am here.” “I will stay over here quietly and come back in a few minutes to see if you are ready to talk”
- If the child says
 - “I don’t care,” don’t argue, let them know that you care about helping them.
 - “I can stay here with you or I can get someone or x to stay with you?”
 - “Let’s calm down together. Some ideas for how this child calms down / I can stay here while you calm down.”
- For a child who can accept your help.
 - “Let’s try walking and some slow breaths to help calm down (five finger breathing)”
 - “Let’s go outside/to x room”
 - “Let’s name 3 things we can see, 2 we can hear, 1 we can smell”
 - “Here is your x that I know you find helpful to calm you down”
- If you have already worked with a child and have a list of 5 things that help when they are overwhelmed
 - “I think you are feeling like Let us choose something from your list to help you calm down.”
- Once a child is calm, and only when they are calm, revisit what happened with them. Talk to the child once you are calm. This may be later in the day or the next day. If you need to talk to a colleague, before the child, do this so that you have had a chance to deal with how you are feeling.
- When you talk to the child; be calm, be curious, be non-judgemental and non-blaming. Be patient. The message we are giving is that it is ok to have feelings, we all have them, and we all must learn how to understand and express them. It is ok to get it wrong, we try again next time.
- Remember that a child who has outbursts may feel guilty and ashamed which makes conversations harder and makes it more difficult for them to acknowledge any part in what happened. If they do talk, their perspective and view is likely to be different from yours or another child’s. Listen, don’t argue.
- Some children will respond to talking, others to drawing what happened with cartoon stick people.
 - “Can you tell me what happened? /Tell me a bit about what just happened.” “How were you feeling at the time?”
- Acknowledging emotion
- If it is hard for the child to talk about or identify feelings.
 - It sounds like you may have been upset, angry or worried.....
- Depending on the child’s level of understanding, you could ask how they think it looked to others? If there was someone else involved and child can manage.
 - “How do you think this made x feel?”
 - Or “I wonder how x felt.” (thinking about what was in the mind of others and their feelings)
 - “Is there anyone you think we might need to check how they are or say sorry to?”
Reminder Whitehall Park School values that were hard to follow if challenging behaviour e.g. respect, etc.
 - “Because you were upset it was hard to follow the rules/do what you were asked/ be kind and gentle”
 - “What do you think we should do to make things better now/improve the situation? / What do you think might be a reasonable consequence for breaking x rule?”
 - “Is there anything we can do differently in the future, so this doesn’t happen again?”
- Come up with ideas together but be willing for your ideas not to be accepted Can try out a skill e.g., five finger breathing, mindfulness, grounding, or counting to 10
- Talking to children in the classroom after the class has been disrupted by one child’s behaviour Have a conversation with children who are still in the classroom. Acknowledge the behaviour and what it was like for them to see it.
 - “X was feeling very angry and it was hard for them to express this”

- “I know that was hard for you, when you were trying to work and you might be worried about X.”
- A member of the teaching staff will look after them and make sure they are ok and have help to calm down.
 - “Well done for dealing with that”
 - “We couldn’t get on with learning so let’s take a moment to calm down ourselves.”
 - We can use a short mindfulness or breathing exercise here.
 - If needed “I feel a little bit flustered after that, I felt a bit worried. I am going to do a breathing or calming down exercise. Can you help me.”
 - “If anyone wants to talk to me after the lesson I will be here.”
- It helps to model how to deal with challenging incidents and to look after yourself and calm down afterwards.