KINGSHURST PRIMARY SCHOOL

The Kingshurst Way

Behaviour and Relationships Policy

Policy lead	Headteacher and Behaviour Lead
Approved by	Local Governing Body / Trust Board
Last reviewed	May 2026
Next review	May 2027, or sooner if statutory guidance changes

1. Introduction and Aims

The Kingshurst Way is our approach to behaviour and relationships. We believe that positive relationships are the foundation of everything. They shape how children learn, how adults teach, and how our school community grows together. Behaviour happens within relationships. Trust, consistency and care are what shape it.

At Kingshurst, we do not use a list of school rules. We ask every child and every adult to live our three values: Respect, Resilience and Aspiration. These values are not posters on a wall. They are the standard we hold ourselves to every day, in every space, with every person. When we talk to children about behaviour, we talk about the values. When we recognise great choices, we name the value. When things go wrong, we ask: what would respect look like here? What does resilience sound like right now?

Our values are our expectations, and they are held within relationships.

Our approach is based on four principles:

- Relationships come first. The adult-child relationship is the most powerful lever we have. Strong, consistent, trusting relationships are the precondition for everything else in this policy.
- Every behaviour is communication. When a child acts out, refuses, disrupts or shuts down, they are telling us something. Our job is to understand what lies beneath it while maintaining clear boundaries and high expectations.
- When adult behaviour changes, child behaviour follows. Calm, consistent, relational adult responses reduce incidents. Staff regulation is not optional. It is the mechanism through which this approach works.
- Behaviour is a skill that must be taught. Good behaviour is not automatic. It is taught, modelled, practised and reinforced by staff, families and the wider school community.

Behaviour is taught, not assumed

At Kingshurst we treat behaviour as something we teach. Just as we teach reading, writing and mathematics, we teach what Respect, Resilience and Aspiration look and sound like in practice. For many of our children, school is where these values are first named, modelled and practised consistently. We do not assume children arrive knowing how to regulate, repair or respond. We teach them. We model it. We practise it together. And we hold high expectations throughout, because teaching behaviour well means expecting it, reinforcing it and celebrating it every day.

Our purpose is to:

- build and sustain positive relationships across our school community
- hold high expectations of behaviour for all pupils
- teach, model and reinforce the values as skills for life
- use a consistent, values-led approach to recognising positive choices
- respond to unacceptable behaviour with calm, consistency and fairness
- make sure behaviour does not get in the way of learning or limit any child's potential
- support children to regulate, reflect and repair, not simply to comply
- safeguard pupils and staff, and promote positive mental health and wellbeing

2. Roles and Responsibilities

The Local Governing Body and Trust Board

The governing body monitors this policy and holds the headteacher to account for its implementation. Governors check that the policy reflects statutory guidance and the duty under Section 88 of the Education and Inspections Act 2006 to promote good behaviour and discipline.

The Headteacher

Under Section 89 of the Education and Inspections Act 2006, the headteacher sets the measures in this policy. This includes the standards of behaviour, our approach to recognition and sanctions, and decisions about suspension and permanent exclusion.

Staff

All staff are expected to:

- model the values of Respect, Resilience and Aspiration at all times
- build positive, professional relationships with every child
- apply this policy consistently and fairly

- record incidents accurately on CPOMS
- communicate clearly and respectfully with parents/carers
- follow safeguarding procedures and report any concerns to the Designated Safeguarding Lead
- make reasonable adjustments for pupils with SEND or other identified needs

Pupils

Pupils are expected to:

- live the values of Respect, Resilience and Aspiration
- follow staff instructions first time
- take responsibility for their choices and the impact on others
- take part in restorative conversations after difficulties
- report any concerns about behaviour, bullying or safety to a trusted adult

Parents/Carers

Parents/carers are asked to:

- support the school's values and approach at home
- engage positively with staff, including at restorative meetings or planning conversations
- let school know about anything that may affect their child's behaviour or wellbeing
- reinforce the importance of regular attendance and punctuality
- treat every member of the school community with respect, in person and online

Visitors, Contractors and Volunteers

All adults on site, including visiting professionals, contractors, supply staff and parents/carers attending events, are expected to follow the school's standards of conduct. Staff will challenge any behaviour that falls below this, including unkind, discriminatory or aggressive language directed at children, families or colleagues.

Equality and Protected Characteristics

This policy applies fairly to all pupils, with reasonable adjustments where needed. Staff have due regard to the Public Sector Equality Duty under the Equality Act 2010, and to the protected characteristics of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. We record and monitor behaviour data to check our approach does not disadvantage any group.

3. Relationships at the Heart

At Kingshurst, relationships are not a byproduct of good behaviour. They are its cause. The quality of the relationship between an adult and a child shapes how that child responds in difficult moments. Children who feel known, valued and trusted are children who can take risks, make mistakes and come back.

The adult-child relationship is the most important protective factor for children whose behaviour concerns us. When that relationship is strong, children accept boundaries more readily, recover faster from difficult moments and engage in repair. When it is damaged, even briefly, we lose our most effective tool. Protecting and repairing the relationship is not the soft option. It is the strategic one.

Relationships at Kingshurst are built through:

- knowing children by name and knowing what matters to them
- greeting children warmly and personally at the start of every day
- noticing positive behaviour specifically and genuinely
- holding consistent expectations with warmth (not warmth instead of expectations)
- repairing the relationship after every difficult moment
- speaking about children with curiosity and compassion, not frustration
- never using shame, sarcasm or public humiliation as a response to behaviour
- holding children's stories with care

4. Our Values: Respect, Resilience and Aspiration

The three values are the heart of The Kingshurst Way. They apply to every adult and every child, in every space, at every moment of the school day. They are not rules to follow. They are skills to practise, develop and live. They describe the kind of community we are building.

Respect

At Kingshurst, respect means treating ourselves, others and our environment with kindness, care and consideration. We use respectful words and actions to help everyone feel safe, valued and ready to learn.

At Kingshurst we:

speak kindly to others

listen when others are speaking

use calm voices and respectful words

keep hands, feet and objects safe

look after our school and everything in it

Resilience

At Kingshurst, resilience means continuing to try even when things feel difficult. We learn from mistakes, manage challenges positively and use strategies to reset, regulate and move forward.

At Kingshurst we:

keep trying even when things feel difficult

learn from our mistakes without giving up

ask for help when we need it

manage our feelings safely

use strategies to help us reset and regulate

Aspiration

At Kingshurst, aspiration means aiming high and taking pride in all that we do. We challenge ourselves, try our best and make positive choices so we can grow, succeed and achieve our goals.

At Kingshurst we:

set ourselves goals and work hard to achieve them

take pride in our learning and our school

celebrate the success of others

make positive choices, even when it is hard

believe we can grow and improve

respect everyone's right to learn	bounce back and move forward positively	

5. Adult Practice

The Kingshurst Way begins with adults. We cannot ask children to regulate if we do not model regulation. We cannot build respectful relationships if we do not show respect. And we cannot ask children to keep going when things get hard if we give up on them when they do.

These expectations apply to all adults in school: teaching staff, support staff, lunchtime supervisors and visiting professionals. They are a description of the relational culture we are building, not a checklist.

Adults at Kingshurst:

- build and protect the relationship with every child, especially those whose behaviour challenges us most
- stay calm and consistent (shouting is not used as a classroom management technique)
- teach the values explicitly: naming them, modelling them and practising them with children
- use values-linked language: 'What would respect look like here?'
- use assertive sentence stems when addressing behaviour: 'I need to see... I know you will... I expect...'
- use the 30-second intervention as a first response
- address behaviour privately wherever possible
- follow the staged response consistently
- do not send a child to stand unsupervised in a corridor
- repair the relationship after every difficult moment
- speak about children with curiosity: 'What is this behaviour telling me?' not 'What is wrong with this child?'
- model the values they ask children to live

Movement around school is purposeful and supervised. Staff walk with their class during transitions. A no-shouting expectation runs through the whole building. At playtime and lunchtime, supervising staff move around, engage with children and step in early before things escalate.

The 30-second intervention

When a child is beginning to struggle, the 30-second intervention is the first tool. Move to the child quietly. Name what you need to see. Anchor it to a moment of their good behaviour: 'Do you remember when you listened so well in assembly last week? That is the person I need to see today. Thank you.' Then move on. The child is given a way back without an audience. The relationship is protected.

Staff training and induction

All staff are trained on this policy at induction. Annual refreshers cover restorative practice, de-escalation, recording and safeguarding. Designated staff complete positive handling training and refresh it regularly. New staff are paired with a more experienced colleague during their first half term so the approach is modelled, not just described.

6. Positive Recognition

Children achieve more when their strengths are noticed and named within a genuine relationship. Recognition is specific, timely and linked to a value. When we name the value in the moment ('that showed real resilience'), the behaviour becomes a skill the child owns, and the relationship is strengthened at the same time. A Dojo point given with a reason is more powerful than ten given without one.

Class Dojo points are awarded for values behaviours only. The member of staff names the value and the specific behaviour: 'That is a Dojo point for Respect. You listened so carefully while your partner was speaking.'

Dojo milestones are celebrated across school and shared with families through the Dojo platform.

Ways we recognise positive choices:

- specific verbal praise linked to a value
- Class Dojo points, with a named reason
- stickers, stamps and prizes
- positive messages home (at least one per week)
- work on display in classrooms and around school
- special responsibilities and roles linked to the values: playground leaders, eco monitors, school council
- Lunch-time Superstar
- Hot Chocolate nomination with the headteacher
- Star of the Week, linked to one of the three values
- a chance to show work to SLT for praise and recognition

- a chance to win a Golden Ticket

7. The Behaviour Curriculum

Behaviour is taught at Kingshurst, not assumed. We have a clear behaviour curriculum that sets out what children need to know and be able to do at each stage of school.

The behaviour curriculum is taught explicitly at the start of every year, revisited after every holiday, and reinforced daily. It covers:

- classroom routines (entry, transitions, listening, lining up, talk partners)
- movement around school
- playtime and lunchtime expectations
- uniform and equipment
- the language of the values, used by adults and children
- restorative conversations and how to take part in one
- online behaviour and how to keep yourself and others safe
- what to do if you are worried about another child

Where children find a routine hard, we re-teach it. We do not assume one explanation is enough.

8. The Staged Response

When a child is not ready to learn, or is making choices that affect others, we follow a clear and consistent staged response. The stages are not a ladder of punishment. They are a structure for helping children regulate, reflect and return to learning, within a maintained relationship. Adults use calm, values-led language at every stage.

Professional judgement is used to decide the right starting point. For minor difficulties, the sequence starts at Stage 1. Some behaviours, particularly those involving safety, may need a different entry point.

The staged response is also set out visually in the behaviour flowchart at Appendix A.

Stage	Response and lead adult	What it looks and sounds like
1	**Reminder** *Class teacher*	A clear, calm verbal reminder linked to the values. The relationship is held. The child is given a way back immediately. "Remember, at Kingshurst we show respect by listening when others are speaking. Thank you for resetting."
2	**Reset** *Class teacher*	The child moves to another seat in the room for around 10 minutes to reflect and regulate. The relationship with the adult

		stays intact. If behaviour improves, the child returns. If not, move to Stage 3. "I can see you are finding this tricky right now. Please move to this space so you can reflect, regulate and get ready to learn again."
3	**Reflection Space** *Class teacher*	The child moves to another classroom (preferably the year lead) with work to complete. This is recorded on CPOMS. If behaviour improves, the child returns. Parents/carers are informed if a child reaches Stage 3. "You are not ready to learn safely in the classroom at the moment. You will spend some time in a reflection space so you can reset and return ready to learn."
4	**Supported Reflection** *SLT / Inclusion*	A call is made to Inclusion or SLT, who collect the child. The child works in a supported space to reflect and reset before returning. This is recorded on CPOMS. A restorative conversation follows before return to class. Parents/carers are informed. "We need some additional support to help you reset and reflect before returning to learning. A member of our team will help you with this."

When a child returns to class after Stage 3 or 4, the class teacher holds a brief restorative conversation, supported by the reflection log. This is not a repeat of the consequence. It is the repair. It is where the relationship is rebuilt.

If a child reflects and resets, they return to class ready to learn and can continue to earn recognition. Returning to class is not a punishment. It is the goal. And the relationship continues.

Lunchtime and breaktime behaviour

At lunch and breaktime, supervising staff use the same values-led language and a parallel staged response. Incidents are communicated to the class teacher and recorded on CPOMS where appropriate. Persistent lunchtime concerns are escalated to the phase leader.

Removal from the classroom

Removal from the classroom follows DfE Behaviour in Schools (2024). It is a serious sanction used when other strategies have not worked, when a child's behaviour is preventing others from learning, or when an immediate response is needed. Removal is time-limited, recorded on CPOMS, and followed by a restorative conversation before return to class. Parents/carers are informed.

9. Restorative Practice

Restorative practice is the relational heart of The Kingshurst Way. It is how we repair relationships after difficult moments, help children understand the impact of their choices, and restore the community. It is not an add-on to a consequence. It is what makes the consequence meaningful.

The restorative conversation:

- What happened?
- What were you feeling at the time?
- Who has been affected by your actions?
- How have they been affected?
- What needs to happen to make things right?
- What can we do differently in the future?

The restorative conversation is calm, private and without an audience. It is the adult's responsibility to start it. The relationship belongs to both, and repairing it is a shared act. Where a Stage 3 or 4 response has been used, it is recorded via the reflection log.

Restorative practice also applies between peers. When children fall out, hurt each other or damage a friendship, the restorative conversation gives them language and structure to put it right. This is taught explicitly as part of the values curriculum at Kingshurst.

10. Special Educational Needs and Disabilities

Under the Equality Act 2010 and the SEND Code of Practice 0 to 25, we make reasonable adjustments where a pupil's special educational need or disability affects their behaviour.

Our Graduated Approach

Our support follows the graduated approach set out in the SEND Code of Practice. It is built around the cycle of Assess, Plan, Do, Review (APDR). Support is matched to need across three levels.

- Level 1: Quality First Teaching. Every child receives The Kingshurst Way: values-based language, a consistent staged response, restorative practice and strong adult-child relationships. This is the universal offer for all pupils.
- Level 2: Targeted Support. For children who need more than the universal offer. This may include small-group interventions, in-class adaptations, additional adult support, or specific co-regulation strategies. Support is logged, reviewed and shared with parents/carers.
- Level 3: Specialist Support. For children with identified SEND, more complex SEMH needs, or where Level 2 has not had the impact needed. This involves a Personal Learning Plan or a Complex Needs Plan, with outside professional support brought in where appropriate.

At every level, we work with parents/carers throughout, with regular reviews and clear next steps.

SEMH and the SEND register

As part of our Graduated Approach, children with an identified SEMH need are placed on the SEND register after a discussion with parents/carers. They have a Personal Learning Plan (PLP) setting out targets and the additional provision in place. PLPs are reviewed three times a year with parents/carers.

For children with more complex SEMH needs, a Complex Needs Plan is written. This sets out the specific approaches and adjustments for that child, and may affect how the staged response is applied. Co-regulation, where an adult regulates alongside the child, is a relational act, and it sits at the centre of our SEMH support. The Complex Needs Plan also forms part of the evidence base where outside professional support is required, for example through a Single Panel Referral.

The Kingshurst Way applies to all pupils. Adjustments are about how we apply it, not whether we do. All children are held to the values. The relationships and support around them are bespoke.

We are alert to behaviour that may indicate an unmet need or a safeguarding concern. Staff follow safeguarding procedures as set out in Keeping Children Safe in Education.

11. Early Years Foundation Stage

The Kingshurst Way applies to every child, including our Reception and Nursery children. The values and the relational approach are the same. How we apply them is different, because our youngest children are still learning to manage feelings, name what they need, and stay regulated in a busy room.

For children in the Early Years, behaviour is rarely a choice. It is communication about something they are feeling, something they need or something they have not yet learned how to do. Our approach reflects this.

This section sits alongside the Early Years Foundation Stage Statutory Framework. We treat every child as a unique individual, build strong relationships with key adults, and work with parents/carers as full partners from day one.

What this looks like in Nursery and Reception

- A familiar adult greets every child by name at the start of the day, with eye contact and warmth.

- The values are taught through stories, puppets, songs and picture prompts. We name them in the moment: 'that was kind, that is respect'.
- We use visual prompts and Makaton signs for routines such as greetings, listening, lining up and tidying up.
- Co-regulation comes first. A regulated adult helps a child to regulate. We do not expect a four-year-old to self-regulate alone.
- A calm corner with sensory tools (cushions, weighted lap pad, calm jar, picture cards) is always available.
- We re-teach routines often. (We assume nothing- (instead maybe- we continue to support with routines throughout)
- Positive recognition is little and often, with specific praise linked to a value and a clear reason (these are also linked to characteristics of effective learning in EYFS framework; engagement, motivation and creative thinking.)
- Our carefully planned transition programme, before a child starts school with us, allows parents to raise any concerns about behaviour on a one-to-one basis with the child's teacher or keyworker. The settling in period in Nursery and Reception allow the child to gradually become used to the new environment and build relationships with key adults.

The staged response in Nursery and Reception

The four stages still apply. The language and the expectations are pitched for age and stage.

- Stage 1 (Reminder): a short, warm verbal reminder, alongside a visual prompt where helpful. 'Let's show kind hands.'
- Stage 2 (Reset): a short move to the calm corner with an adult, or a sensory regulation tool. Two or three minutes is often enough.
- Stage 3 (Reflection Space): a move to another Early Years class or the EYFS Lead's space, with the support of a key adult. Not silent reflection. Co-regulation with an adult, reading a story or using a feelings card. (due to ratios this may be difficult to staff)
- Stage 4 (Supported Reflection): an SLT or Inclusion adult joins the child. The child is never left alone.

Restorative conversations in Early Years are short and visual. Two questions, supported with picture cards: what happened, and how can we make it better. We do not expect a four or five-year-old to articulate the full restorative script.

Working with parents/carers in EYFS

We talk to parents/carers every day at drop off and pick up. Where a child has reached Stage 3 or 4, we have a face-to-face conversation the same day. We agree small, specific steps and review them together. Partnership starts on day one.

Behaviour that may indicate an unmet need

In Early Years, we are alert to behaviour that may indicate a speech and language need, sensory difficulty, attachment need, undiagnosed SEND or a safeguarding concern. The EYFS Lead, SENCO and Designated Safeguarding Lead work closely together. After a conversation with parents/carers, the child is placed on the SEND register as part of our Graduated Response and a Personal Learning Plan is put in place.

12. Anti-Bullying, including Online and Cyberbullying

Bullying of any kind is not accepted at Kingshurst. Bullying is repeated behaviour intended to hurt someone physically or emotionally, often aimed at certain groups, for example because of race, religion, gender, sexual orientation, special educational need or disability.

We do not accept any form of bullying, including physical, verbal, indirect (such as being left out on purpose), prejudice-based (including racist, homophobic, biphobic, transphobic, disability-related or faith-based), or cyberbullying via any platform such as WhatsApp and social media.

Pupils, parents/carers and staff can report bullying to any member of staff or to the headteacher. Reports are taken seriously, investigated promptly and recorded on CPOMS. A clear plan of action is shared with the families involved, with follow-up built in. We work restoratively with pupils who bully others while being clear that the behaviour must stop. More detail is set out in the school's Anti-Bullying Policy.

13. Child-on-Child Abuse, Sexual Violence and Sexual Harassment

Kingshurst takes a zero-tolerance approach to child-on-child abuse, sexual violence and sexual harassment. This includes physical or emotional abuse, sexual violence, sexual harassment (including online), upskirting, sharing of nude or semi-nude images, initiation or hazing-type behaviour, and any form of harmful sexual behaviour.

Staff are trained to recognise and respond. Any disclosure, allegation or concern goes straight to the Designated Safeguarding Lead. We follow our Safeguarding and Child Protection Policy, DfE guidance on sexual violence and sexual harassment in schools and colleges, and Keeping Children Safe in Education.

Inappropriate language and behaviour, including so-called 'banter', will always be challenged. We do not normalise behaviour that demeans or harms others.

14. The Prevent Duty

Under the Counter-Terrorism and Security Act 2015, schools must have due regard to the need to prevent pupils being drawn into terrorism. Any concern that a pupil is at risk of radicalisation, or is using extremist language, goes straight to the Designated Safeguarding Lead. Staff complete Prevent training at induction and again every year.

15. Behaviour Beyond the School Gate

Under Section 89(5) of the Education and Inspections Act 2006, the school can sanction pupils for behaviour outside school. This applies where the behaviour is witnessed by a member of staff or reported to school, and where the pupil is identifiable as part of our school community.

This includes:

- Behaviour on the way to and from school
- Behaviour at school-organised or school-related events, including educational visits
- Behaviour while wearing school uniform
- Behaviour that poses a threat to another pupil or member of the public

- Behaviour that could damage the reputation of the school
- Online behaviour, including cyberbullying, harassment or intimidation via any platform

Online behaviour that damages relationships within the school community is not accepted. We address it under this policy and our Online Safety Policy. Where behaviour outside school raises a safeguarding concern, it goes straight to the Designated Safeguarding Lead.

16. Mobile Phones and Personal Devices

Following DfE 'Mobile phones in schools' guidance (February 2024), pupils do not use mobile phones or personal electronic devices during the school day at Kingshurst.

Where a parent/carer wants their child to bring a phone to school, for example, to use when walking home, the phone is handed to the class teacher at the start of the day, switched off and stored securely, and returned at the end of the day. Any phone used during the school day without permission is confiscated and stored securely until the end of the day, or until a parent/carer collects it. Repeated breaches are dealt with under the staged response.

Smartwatches and any device with connectivity must be set to school mode or switched off. The school is not responsible for loss of or damage to personal devices brought into school.

17. Searching, Screening and Confiscation

This section follows DfE 'Searching, screening and confiscation: advice for schools' (July 2022) and the Education Act 1996 and Education Act 2011.

Confiscation

Staff can confiscate, retain or dispose of a pupil's property as a sanction where it is reasonable to do so. As long as staff have acted lawfully, they are protected from liability for any damage or loss. Confiscated items are returned to the pupil, or to the parent/carer where appropriate, at the end of the school day. Prohibited items are dealt with as set out below, and the police are informed where required.

Searching with consent

Staff can search a pupil for any item with the pupil's consent. Consent must be informed and freely given. Where a pupil refuses consent unreasonably, a sanction may follow.

Searching without consent

The headteacher, and staff authorised by the headteacher, can search pupils or their possessions without consent where they have reasonable grounds to suspect the pupil has a prohibited item. This power is set out in the Education Act 2011.

Prohibited items include:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, cigarette papers, vapes and e-cigarettes
- fireworks

- pornographic images
- any article that staff reasonably suspect has been or is likely to be used to commit an offence, or to cause personal injury or damage to property
- any item banned by the school's behaviour policy, including mobile phones used without permission, energy drinks and laser pens

How searches are conducted

A search without consent is carried out by an authorised member of staff of the same sex as the pupil, with another member of staff present as a witness wherever possible. Staff may search a pupil's outer clothing, pockets, possessions, desk and locker. We will not ask a pupil to remove clothing other than outer clothing. Reasonable force may only be used to search for prohibited items, following the use of reasonable force section below. It is never used to search for items banned only under school rules.

Intimate and strip searches

School staff will not conduct intimate searches. A strip search is only ever carried out by police, on school premises only where strictly necessary, with an appropriate adult present, and following PACE Code A. Parents/carers are informed as soon as is reasonably practicable, and the incident is recorded and reviewed by the headteacher and Designated Safeguarding Lead.

Electronic devices

Where an electronic device is examined, staff follow DfE guidance and the school's safeguarding procedures. If a device is suspected to contain images or files that could be a safeguarding concern, including nude or semi-nude images of a child, the Designated Safeguarding Lead is informed immediately and the device is not passed between staff. The school follows UKCIS 'Sharing nudes and semi-nudes' guidance.

Recording and informing parents/carers

All searches without consent are recorded on CPOMS, including the reason for the search, the staff involved, what was found and any actions taken. Parents/carers are informed as soon as is reasonably practicable. The police are involved where required.

18. Use of Reasonable Force

We follow DfE 'Use of reasonable force' guidance. All staff have the legal power to use reasonable force to stop a pupil from:

- committing a criminal offence
- injuring themselves or others
- damaging property
- behaving in a way that prejudices the maintenance of good order and discipline at the school

We only use reasonable force when no other approach will work, and only by trained or briefed staff wherever possible. The amount of force used is the minimum needed, and is always proportionate to the situation.

Every use of reasonable force is recorded in writing on the day, signed by the staff involved, and reported to the headteacher. Parents/carers are informed as soon as possible. The headteacher reviews use of force regularly, and shares patterns and trends with the local governing body.

Pupils with SEND who may be at higher risk of physical intervention have an individual risk assessment and a positive handling plan agreed with parents/carers. Designated staff complete recognised positive handling training and refresh it regularly.

19. Detentions

Schools have a legal power to issue detentions. Given the age of our pupils, detention is rarely used at Kingshurst. Where a short reflection time is needed at break or lunch to complete missed work, finish a restorative conversation or repair the impact of a behaviour, this is supervised by a member of staff. Pupils still have access to food, drink and time to use the toilet. Parents/carers are informed where a reflection time is used repeatedly.

20. Serious Incidents, Suspension and Permanent Exclusion

Some behaviours need an immediate and serious response, whatever stage we are at. These include physical or verbal abuse of staff or pupils, unsafe behaviour, deliberate damage to property, possession of a prohibited item, or behaviour that puts others at risk.

Internal suspension

Where internal suspension is appropriate, the child has no contact with their own class or classmates and no access to enrichment or extra-curricular activities for the duration. The behaviour lead informs the parent/carer.

Off-site direction

In rare cases, the headteacher may direct a pupil off-site to improve their behaviour. We follow statutory guidance, work with parents/carers wherever possible, and put clear arrangements in place for monitoring, review and return.

Separation for safeguarding purposes

In rare cases, the school may temporarily forbid a pupil from attending school premises for safeguarding reasons. For example, this may follow an allegation of harm by one pupil against another. This is not a disciplinary exclusion. Decisions are taken by the headteacher with the Designated Safeguarding Lead, in line with Keeping Children Safe in Education, the Human Rights Act 1998 and the Equality Act 2010. Parents/carers are informed of the reason. The local governing body is notified without delay. The school works with the local authority to make sure suitable education is in place.

Suspension and permanent exclusion

Decisions about suspension and permanent exclusion sit solely with the headteacher. We follow DfE 'Suspension and permanent exclusion' guidance (July 2026).

Permanent exclusion is used only as a last resort, in response to a serious breach or persistent breaches of this policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Suspension can be for up to a maximum of 45 school days in a single academic year. The headteacher takes the pupil's views into account before deciding to exclude, considering their age and understanding.

When a pupil is suspended or permanently excluded, the school will:

- inform parents/carers without delay, in writing, including the reason, length and details of the right to make representations
- notify the local authority, and the trust where applicable, without delay
- where the pupil has a social worker or is looked-after, also notify the social worker and Virtual School Head without delay
- provide work for the pupil during the first five school days of any suspension, and arrange suitable full-time education from the sixth school day
- hold a reintegration meeting before the pupil returns following a suspension

For the first five school days of a suspension or permanent exclusion, parents/carers must keep the pupil out of public places during school hours, unless there is reasonable justification.

The headteacher may cancel an exclusion before the governing body has met to consider reinstatement. Where this happens, parents/carers, the governing body, the local authority and (where relevant) the social worker and Virtual School Head are informed in writing, with reasons.

Informal exclusions, such as sending a pupil home to cool off, are not used at Kingshurst. We do not place pupils on a part-time timetable to manage behaviour, move pupils to off-site provision against their best interests, or pressure parents/carers into elective home education in place of formal exclusion procedures.

Reintegration following suspension

After any suspension, a reintegration meeting takes place with the headteacher or assistant headteacher, the SENCO, parents/carers and the child. The purpose is to give the child a genuine fresh start, rebuild the relationship, help the child understand the impact of their behaviour and plan the support needed going forward. Children are not defined by what has happened. The meeting closes with agreed targets and a plan, reviewed regularly. Relationships come first, even here.

Parents/carers have the right to make representations to the governing body about a suspension or permanent exclusion. Where a permanent exclusion is made, governors meet to consider reinstatement in line with statutory timescales. Parents/carers have the right to an Independent Review Panel where applicable.

21. Drugs, Alcohol and Working with the Police

Any incident involving drugs, alcohol or other harmful substances is treated as a safeguarding matter and reported to the Designated Safeguarding Lead. The headteacher decides on sanctions under this policy and may inform parents/carers and the police. Where a pupil is interviewed on school premises, an appropriate adult is present and parents/carers are told as soon as possible, unless doing so would compromise a safeguarding investigation.

22. Allegations Against Staff and Malicious Allegations

Allegations made against a member of staff are taken seriously. We follow the school's Allegations Against Staff procedure and Part Four of Keeping Children Safe in Education. The headteacher is the first

point of contact. Where an allegation is made against the headteacher, the Chair of Governors or trust safeguarding lead is informed.

Where an allegation is found to be malicious, deliberate or unfounded, this is recorded. The school will consider what support or sanction is right for the pupil involved, including under this policy. Where an allegation is upheld, we follow safer recruitment and HR procedures to address it.

23. Behaviour, Relationships and Attendance

Behaviour, relationships and attendance are connected. Children who feel safe, known and valued are children who want to come to school. A strong relational culture is one of our most powerful drivers of attendance.

Where a child's attendance is giving concern, we consider whether their experience of school, including the quality of relationships and how behaviour is being responded to, may be a contributing factor. Attendance and behaviour data are reviewed together. Children appearing in both are given targeted, relational support.

When a child returns after absence, they are welcomed back warmly and personally. Re-entry is relational, not transactional.

24. Data, Review and Impact

The Kingshurst Way is a live approach, not a static policy. We monitor its impact regularly and adjust where needed.

What we measure:

- total behaviour incidents per half term (logged on CPOMS)
- stage distribution: how often incidents reach Stage 3 and 4
- year group and class patterns
- repeat individuals, cross-referenced with SEND and attendance data
- restorative conversation completion: reflection log use and quality
- staff language consistency, through learning walks three times per year
- relational quality: do children feel known, safe and fairly treated? (pupil voice)
- parent/carer feedback
- attendance trends for children with recurring behaviour concerns
- use of reasonable force, suspensions and permanent exclusions, with patterns by SEND, ethnicity, gender and FSM reviewed at least termly

The behaviour lead presents a brief written update to the headteacher at the end of each half term. The trust receives a termly data summary. An annual review is completed in July each year and shared with the local governing body.

Pupil voice is part of this review cycle. School council, focus groups and pupil voice surveys feed into the annual review. Where pupil voice tells us something is not working, we change it.

25. Families and Carers: Partners in the Relationship

Families and carers are partners in The Kingshurst Way. The relationship between school and home matters as much as any relationship within the building. We keep parents/carers informed, involved and supported, not only when things go wrong.

- Parents/carers are informed when their child reaches Stage 3 or above in the staged response.
- A phone call or Dojo message home is made by the class teacher when a child reaches Stage 3 or 4.
- Positive messages home are sent regularly, not only in response to concerns.
- Parents/carers are invited to discuss their child's behaviour or relationships at any point by contacting the class teacher or the behaviour lead.
- Where a recognition plan or additional support plan is in place, parents/carers help agree it and review it.

We teach our values explicitly: what they look like, sound like and feel like. For many children, school is where Respect, Resilience and Aspiration are first named and practised consistently. We ask families to support The Kingshurst Way at home by talking about the values, reinforcing the language and letting us know if something outside school is affecting their child's behaviour or wellbeing.

26. Policy Review and Approval

The headteacher and behaviour lead review this policy each year. The local governing body gives formal approval. We review it sooner if statutory guidance changes, if pupil voice, parent/carer voice or staff feedback tells us we need to, or if a serious incident requires it.

All staff see this policy at induction and again at the annual safeguarding refresher. It is published on the school website.

27. Legislative Framework and Linked Policies

This policy follows the statutory guidance and legislation listed below.

Statutory guidance and legislation:

- Education and Inspections Act 2006 (Sections 88 to 94)
- Education Act 2011
- School Standards and Framework Act 1998
- Equality Act 2010, including the Public Sector Equality Duty
- Children and Families Act 2014, and the SEND Code of Practice 0 to 25 (2015)
- Counter-Terrorism and Security Act 2015 (the Prevent duty)
- DfE 'Behaviour in schools: advice for headteachers and school staff' (February 2024)
- DfE 'Suspension and permanent exclusion' guidance (July 2026)
- DfE 'Searching, screening and confiscation: advice for schools' (July 2022)

- DfE 'Use of reasonable force: advice for headteachers, staff and governing bodies'
- DfE 'Mobile phones in schools' guidance (February 2024)
- Keeping Children Safe in Education (current edition)
- DfE 'Preventing and tackling bullying' and 'Cyberbullying: advice for headteachers and school staff'
- DfE 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE 'Mental health and behaviour in schools'
- UKCIS 'Sharing nudes and semi-nudes: advice for education settings'

Statutory policies this policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy and SEND Information Report
- Attendance Policy
- Allegations Against Staff Procedure
- Equality Information and Objectives (Public Sector Equality Duty)

Other linked policies, required by guidance or held as best practice:

- Anti-Bullying Policy
- Online Safety and Acceptable Use Policy
- Mobile Phone and Personal Device Policy
- Suspension and Exclusion Policy (where held separately)
- Drug and Alcohol Policy (where held separately)
- Positive Handling and Use of Force Policy

Appendix A: The Kingshurst Way behaviour flowchart

The behaviour flowchart sits with this policy as a visual reference for staff, parents/carers and governors. It sets out the staged response and adult language at a glance.

The final image will be embedded here once Matt has signed off the working version. Until then, the flowchart is available separately alongside this policy.

The Kingshurst Way

Every behaviour is a message. Every adult response is a model. Every relationship is worth protecting. Every child deserves a way back.