



Positive Behaviour Policy

This policy has been developed in accordance with national guidance and with reference to statutory duties; **Behaviour in Schools 2022, Use of Reasonable Force in Schools July 2013 (reviewed 2015), Reducing the Need for Restraint June 2019, and Mental health and behaviour in Schools 2018.**

We aim to:

- Promote positive and prosocial behaviour.
- Teach internal discipline (the desire to do the right thing because it feels good to do so, without the need for external reward).
- Develop mutual respect between all stakeholders.
- Prevent bullying.
- Regulate the conduct of children.
- Ensure positive behaviours for learning.

The school expects every member of the school community:-

- To be ready, respectful and safe.
- To build positive relationships.
- ✚ To look after our school environment indoors and outdoors.
- ✚ To play their part to achieve their best in everything.

Referring to the SHINE values.

S- Show you care.

H – Help each other.

I- Inspire yourself and others to make good choices.

N – Never give up.

E – Enjoy learning without limits.

Acknowledging and reinforcing positive behaviour

- We emphasise and reinforce positive behaviours by recognising and praising pro-social behaviour.
- Children can earn 'Dojo' points for good work, good conduct behaviour and helping others. These can be exchanged for prizes when they have earned enough.
- Positive feedback and celebration notes home to parents/carers.
- Specific praise from the adults, "I like the way you..."
- Praise from their peers (compliments shared by their peers).
- Doing special jobs in class/school.
- Praise from senior staff.
- Public rewards – such as a certificate from the headteacher for good work or behaviour handed out in assembly.

Promoting positive behaviours for life:

The school delivers high quality teaching experiences and delivers both the statutory RSHE (Relationships, Sex, and Health Education) and the non-statutory PSHE (Personal, social, health and economic curriculum); to support children's emotional literacy development.

Focussed/Personalised support for children.

A school's behaviour policy is for all children, but we recognise some children find it hard to express and regulate their emotions. This may be for a range of reasons, for example, a specific underlying health condition or special educational need. Where necessary the school will develop a positive behaviour support plan and /or Individual Risk Management Plan to support children further.

Supporting inappropriate/negative displays of behaviour

As a school, we use techniques from 'Norfolk Steps'. This is a therapeutic and restorative behaviour management approach endorsed by Norfolk County Council. Staff at King's Oak receive full training and this is updated regularly by the school's Norfolk Steps lead professional. The approach champions building positive relationships with children and young people, analysing behaviour to understand possible triggers and causes, and planning to prevent these. It also promotes individual planning for children whose behaviour requires more support, such as using set scripts and limited choices to support them when in crisis. At King's Oak we use consequences not punishments. These fall into two categories.

Protective consequences: Example – If a child runs away at playtime and will not come into the safety of the building, the consequence is play must happen inside.

Educational consequences: Example – If a child is being unsafe with scissors the consequence might be learning to use them properly and why it is necessary to do so.

Children do not need to be sad about the consequences. Consequences teach better behaviour, punishments simply control it temporarily until the punishment is over.

Behaviours that harm:

Teachers have a legal power to use reasonable, proportionate and necessary force to maintain order. In certain circumstances it may be necessary for staff to use a restrictive physical intervention (RPI or restraint) to prevent/stop harm to peers, staff and this includes damage to property. [Staff will](#) only intervene with a restrictive physical intervention where it is reasonable, proportionate and necessary, for example to prevent injury to a child, or if a child is in danger of hurting themselves. Any RPI will be for the minimum amount of time and use the minimum amount of force. Only staff trained in the "Norfolk Step Up" procedures will lead on this action. In an emergency, a person who is not trained may have to instigate RPI until support arrives, to prevent harm. All restrictive physical intervention incidents are recorded and parents made aware. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of harmful behaviour. For repeated, or very serious acts, the Headteacher may permanently exclude a child (Exclusion Policy). Both these actions are only taken after the chair of governors has been notified. In the absence of the Headteacher, senior members of the school team (Deputy Head/Assistant Head) will assume this responsibility.

Working with parents:

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of the steps which are being taken in response.

If parents have any concern about the way that their child has been treated, they should initially contact the class teacher or a member of the senior leadership team. Following the outcome of the meeting. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented – see separate KWEST Complaints policy

Review : King's Oak will review the policy annually and share with the Local Improvement Team members.

Last reviewed: May 2025

The Step On approach is a therapeutic approach to behaviour management but there must be clear and consistent responses to the different levels of challenging behaviours. The following table illustrates the school's actions and support.

Levels of Behaviour Management		
LEVEL 1	TEACHER ACTION	EXTRA SUPPORT
<p>Child shows pro-social behaviours.</p> <p>Polite, well mannered, kind, cooperative, following instructions and doing their best.</p>	<p>Positively reinforce behaviour with appropriate comments.</p> <p>Specific feedback and rewards.</p>	<p>Involve others in celebration of achievement</p> <ul style="list-style-type: none"> • Dojos (special class points which lead to prizes) • Golden person • Determined Dalmatians
LEVEL 2	TEACHERS ACTION	EXTRA SUPPORT
<p>Low level disruptions:</p> <p>Eg. Rudeness, ignoring staff instructions, refusing work/to take part in activities, being unkind to other children (saying unkind words, interfering with a child's ability to listen and work by taking their resources etc).</p>	<p>Staff focus on children getting it right and doing what is asked.</p> <p>Praise for what is going well given to the child.</p> <p>Reminder of our SHINE principles.</p> <p>Simple, clear instructions given with limited choice. E.G. "Listening to the story, sitting on the chair or the carpet</p> <p>Disempowering behaviour "You can listen from there."</p>	<p>Team meetings to identify support and positive strategies.</p>
LEVEL 3	TEACHERS ACTION	EXTRA SUPPORT
<p>Poor attitude to learning and work.</p> <p>Unresponsive and can be aggressive in class</p>	<p>Consult with Headteacher colleagues and parents.</p> <p>Action may include loss of Protective or educational consequences.</p> <p>Behaviour plan may be needed.</p>	<p>Support from SENCO and HT. Involve whole school approach and parents</p> <p>Pupil passport/SENCO</p>
LEVEL 4	TEACHERS ACTION	EXTRA SUPPORT
<p>Continually breaches rights of others.</p> <p>Regular, persistent serious challenging and/or harmful behaviours. E.g. serious verbal or physical assault, intimidation, disruption, defiance, damage to property.</p> <p>Continued deterioration in behaviour, ignoring attempts for help and support.</p>	<p>Behaviour plans will be regularly reviewed and updated.</p> <p>Restrictive physical intervention may be required – audit of need completed and staff trained as necessary.</p> <p>Possible fixed term exclusion</p>	<p>Contact inclusion team for further support as necessary.</p> <p>Team will consider if the setting is appropriate and can meet need.</p>
Level 5	TEACHERS ACTION	EXTRA SUPPORT
<p>Seriously violating rights of others.</p> <p>No improvement despite behaviour planning that has been updated and monitored,</p> <p>Poor effect on peers</p> <p>Harmful</p> <p>Uncontrollable and uncooperative</p>	<p>Refer directly to Head Teacher</p> <p>Fixed Term Exclusion</p> <p>Possible permanent Exclusion</p>	<p>Involvement of Governors, School Psychological Service and outside agencies.</p>