



Safeguarding

Behaviour Policy

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Behaviour Policy

We are an inclusive, caring, safe and welcoming community. We are committed to enabling our children to be successful citizens. We encourage our children to be independent, innovative and curious learners. As well as academic success we strive to develop the children's resilience, emotional intelligence and empathy for others.

We have a core set of values at the heart of our school which we have threaded through our entire curriculum. Each of our chosen values has a broad meaning and intent which enables them all to be threaded throughout Singlewell's school ethos. We encourage children through modelling in our own behaviour, and discussing in assemblies and lessons.

Singlewell CARES about being:

Curious

Ambitious

Resilient

Equal

Safe

Our Philosophy

At Singlewell we believe the promoted values (above) together with teaching which engages and excites children, creates a school where learning behaviour is excellent and children develop good social skills which enable them to take responsibility for and regulate their own behaviour in and around the school.

We expect all adults who work with the children to promote Singlewell's core values and to model positive behaviour between themselves and with children. We work in partnership with parents and carers to promote positive behaviour and problem solving where necessary.

The high expectations of behaviour in our school allow children to have a positive learning experience and flourish whether in school, on educational visits or visiting places whilst representing the school.

For pupil and staff behaviour expectations linked to our CARES values please see Appendix 1

Promoting Positive Behaviour

At Singlewell we have high expectations of behaviour for all our pupils. Positive behaviour allows all pupils to have a safe, calm and effective learning environment supporting both their academic progress and emotional wellbeing. *For examples of the positive behaviour we expect to see displayed by our pupils please see the 'Examples' section of the Behaviour Traffic Lights in Appendix 2.*

All members of staff are committed to promoting and supporting the development of positive behaviour. We understand that relationships are key and staff work on building positive professional relationships so that children feel they are known individually, are safe and ready to learn. Our staff members model good manners, respectful and appropriate responses and the positive behaviour we aim to install in our pupils.

Praise is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout the school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to recognise and praise good behaviour.** It is important that children who always demonstrate positive behaviour are recognised and praised for this.

To support the promotion of praise at Singlewell we use two school-wide praise systems; House Points and CARES Awards. Each child is part of a House led by Year 6 House Captains. The Houses are named after British athletes from a diverse range of backgrounds and ability: Max Whitlock, Reece Dunn, Emily Campbell, Kye Whyte & Poppy Cleall. The children can earn house points for consistently good behaviour choices and children can be rewarded with this from any member of staff. During celebration assemblies in pupils are awarded a 'CARES' awards in the form of a certificate and badge which is sent home.

For examples of some of the additional positive behaviour rewards we use at Singlewell please see the 'responses and consequences' section of the Behaviour Traffic Lights in Appendix 2.

Behaviour for Learning

Behaviour for Learning refers to the attitudes, actions, and habits that support and enhance a student's ability to engage in the learning process. It involves students demonstrating positive behaviours such as attentiveness, active participation, cooperation with peers and adults, respect, responsibility, and self-regulation in the classroom. Behaviour for Learning is crucial in a primary school setting as it fosters an environment where students can engage positively and thrive academically.

At Singlewell, all staff promote Behaviour for Learning by creating a classroom environment where all pupils feel safe, valued, and motivated to succeed. This environment is created through:

- Setting clear expectations
- Praise and positive reinforcement (as detailed in this policy under 'Promoting Positive Behaviour')
- A consistent routine
- Promoting emotional and social skills including emotional regulation
- Providing opportunities for success
- Encouraging self-reflection and personal goals

Ensuring Behaviour for Learning is present in our classrooms positively affects all children to develop key skills that support their learning and personal growth.

For pupil and staff behaviour expectations linked to our CARES values please see Appendix 1

Helping children feel safe

We recognise that in order for children to feel happy and to develop positive relationships they need to feel safe. As adults it is important that we:

- Treat children fairly (and are explicit in this)
- Build positive relationships with all children we have contact with
- Apologise if we make mistakes
- When needed, encourage children to identify a 'trusted adult' in the school they would feel comfortable speaking about difficulties with friendships, behaviour or issues at home etc.
- Be clear on our commitment to eliminating all forms of discrimination
- Recognise that all behaviour is communication
- Teach children how to stay safe on the internet, and particularly when using social media
- Are vigilant in recognising changes in children's behaviour and speaking to parents about this if appropriate
- Follow the school safeguarding policy at all times

Teaching Children about Positive Behaviour and about Respecting Others

Spiritual, Moral, Social and Cultural (SMSC) development is promoted not only through our curriculum but also through the ethos of the school in its development of positive attitudes and values. SMSC is also promoted through assemblies, events,

planned time for reflection and naturally through topical class discussions when they arise.

In PSHE (Personal, Social, and Health Education), students are taught about the importance of good behaviour, including respect, empathy, and responsibility, which are essential for building positive relationships. Through discussions, role-playing, and real-life scenarios, students learn how their actions affect others and how to make thoughtful, respectful choices in various situations. Our PSHE curriculum is continually reviewed and adapted by the PSHE Lead and Senior Leadership to fully meet the developing needs of our pupils.

Our PSHE curriculum explicitly addresses discrimination, including racism and homophobia, by providing students with a clear understanding of these issues and promoting respect for diversity as part of our British Values. Through age-appropriate lessons, discussions, and activities, students are encouraged to recognise and challenge discriminatory attitudes, fostering an inclusive environment where everyone is valued and treated equally both within Singlewell and in our wider community. Teachers also use PSHE lesson time or circle time to adapt the input when particular issues arise in their classes or the playground, which are affecting the wellbeing or learning of the children.

Helping Children to Resolve Difficulties

At Singlewell we understand that it is normal for children to have disagreements and occasionally make the wrong choice at school, as they are still learning how to navigate relationships and manage their emotions. These situations provide valuable opportunities for children to develop important social skills, such as communication, empathy, and conflict resolution, with the support and guidance of teachers and peers.

When difficulties have arisen between two or more pupils, as part of our responses and consequences to either minor, moderate or serious behaviour we will facilitate a restorative conversation between these children. A restorative conversation helps children reflect on their actions and understand how their behaviour affects others, promoting accountability and empathy. It provides a constructive way for children to resolve conflicts, repair relationships, and develop important social skills. Restorative conversations require all parties to be regulated and calm, actively listen and use restorative questions such as:

- What happened?
- What were you thinking/feeling at the time?
- What are you thinking/feeling now?
- Who has been affected by what happened and how?

- What do you/they need?
- What needs to happen to make things right?

For further explanation of the restorative process see Appendix 3

Minor Behaviours

At Singlewell we understand that children can make mistakes as they are still learning about themselves and the world around them. Class teachers use a variety of visual cues and systems to promote good behaviour giving the children ownership of their choices and the opportunity and to positively change their behaviour. Children are praised for positively changing their behaviour as part of our promotion of good behaviour. Through clear expectations, promoting Behaviour for Learning and appropriate responses and consequences these mistakes provide valuable opportunities for growth, learning, and the development of better decision-making skills.

For examples of 'minor' behaviours and appropriate responses and consequences, please see the 'minor' section of the Behaviour Traffic Lights in Appendix 2.

Moderate and Serious Behaviour

Despite methods employed by staff, some children may still display moderate or serious behaviour. This may be behaviours which disrupt the learning for others, affect the child's own or others wellbeing and behaviours which are unsafe.

For examples of 'moderate' and 'serious' behaviours please see the 'moderate' and 'serious' sections of the Behaviour Traffic Lights in Appendix 2.

When a child is displaying moderate or serious behaviour, staff always refer to a child's behaviour rather than the child, take into account the context of the situation, employ de-escalation techniques and allow children time to regulate before investigating the situation. A change of person and time in an alternative space can both be employed to support children to regulate and begin to reflect on their behaviour.

At Singlewell we address these behaviours with understanding, support, and appropriate responses and consequences to help the child learn from the experience and understand the impact of their actions. All decisions for responses and consequences of serious behaviours will be decided with the Senior Leadership Team. *For examples of appropriate responses and consequences to 'moderate' and 'serious' behaviours please see the 'moderate' and 'serious' sections of the Behaviour Traffic Lights in Appendix 2.*

Depending on the severity or regularity of a behaviour, the school's 'Behaviour Traffic Lights' may be discussed with the child to help them understand the difference between acceptable and unacceptable behaviour and the appropriate procedures and consequences.

When moderate or serious behaviours have occurred, the incident, responses and consequences will be communicated to parents either in person or over the telephone. As matters may be on-going, and dependant on the nature and context of the incident the school will communicate with parents when it is deemed appropriate and necessary. If behaviour continues this may require regular reporting to parents. We expect parents to work with the school to effectively support their child/ren in behaving positively.

Reporting and Record Keeping

At Singlewell we use CPOMS (Child Protection Online Monitoring Service) which is a software application for monitoring child protection and other pupil welfare issues such as behaviour. All teachers have access to CPOMS and report on moderate or serious behaviour incidents through this system. Minor incidents are not reported on this system unless persistent. All records of these incidents include the incident itself, children who are involved, actions taken and any further communication. The Senior Leadership Team who are Designated Safeguarding Leads are alerted to all moderate and serious behaviours recorded on CPOMS. This allows for effective communication within school so that support can be given to both pupils and staff, and further behaviours monitored.

Management of Behaviour Outside of the Classroom

In the playground, we have similarly high expectations of all children. Consistency of support and keeping contact between the members of staff on duty and the class teachers is integral to the smooth running of the school. Staff members on duty will remain vigilant on the playground, to ensure all children are supervised at all times and know where to find an adult should they need one. At the end of playtime, someone should be by the ramp to ensure children are walking. The midday meal supervisors support the same ethos as the rest of the staff.

There is a range of different activities available in the playground at playtimes and lunchtimes to ensure that children have lots to do, which helps sustain positive behaviour. The quiet garden is open at all times of the year and accessible to children for those wishing to do quieter activities. When the need arises, we will plan and deliver additional lunchtime provision to support positive behaviour for individuals, key groups and cohorts of pupils.

Racist, Homophobic and Bullying Incidents

We are committed to addressing and preventing discrimination, including racism and homophobia, and bullying within our school by promoting a culture of respect, inclusion, and equality in line with our British Values. Through our curriculum, staff training, and clear policies, we ensure that all students are taught the importance of embracing diversity, and any discriminatory or bullying behaviour is dealt with promptly and effectively to maintain a safe and supportive environment for everyone. All behavioural incidents involving a direct intent of discrimination are immediately reported as 'serious'.

For further definitions of 'bullying', 'discrimination' and 'intent' please see the Behaviour Traffic Lights, Appendix 2.

All incidents of this discrimination and bullying are reported to the Headteacher and records are kept on CPOMS.

Persistent Poor Behaviour

Where there are concerns about a child's persistent poor behaviour parents will be informed. It is important that home and school work together to identify the cause of the behaviour and ways to address it. This can include:

- Parent/carer meeting with the class teacher and/or member of SLT
- Referral for assessment of underlying need which might be affecting behaviour
- Meetings, to include any professionals working with the child
- Evaluation of differences in behaviours and strategies used between home and school
- Drawing up of a Pupil Support Plan with objectives to support positive behaviour and the child's individual needs
- Referral to Early Help or other services to provide additional family support if needed

As stated within the SEND code of practice (2014): persistent poor behaviour does not necessarily mean that a child has SEN. Where there are concerns, assessments will be undertaken to determine factors such as undiagnosed learning difficulty or difficulties with communication.

Suspensions

A Suspension is when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

The decision to suspend a child from school would not be made lightly and would be dependent on risk assessments completed and would be in line with the Government's Statutory guidance on School suspensions and permanent exclusions (DoJE, 2024).

The decision to suspend a child lies with the Head teacher and will be taken in response to serious or persistent behaviour where the intent, severity of incident and individual child's case will be evaluated. Each case for suspension is looked at independently aside from other incidents. When a decision has been made to suspend a child the Local Authority will be notified.

Inclusion and Attendance Advisers (I&AAs) are equipped with additional information about Kent's policies and procedures relating to preventing and managing suspensions. Each District has a designated I&AAs who, along with Area Inclusion and Attendance Team monitors school exclusions and provides challenge, advice and support to schools relating to school-based strategies for preventing suspensions including:

- alternatives to suspension
- managed moves
- the legal framework surrounding exclusions and inclusive 'best practice' in Kent and other Local Authorities.

For more information or the contact of our current I&AA officer speak to the head teacher.

Positive Handling

The term 'positive handling' includes a range of supportive strategies for managing unsafe behaviour. The Government's guidance 'Use of reasonable force in schools' (DoJE, 2025) enables school staff to use such force as is reasonable however there is no legal definition of legal force.

At Singlewell we endeavour to employ a variety of de-escalation techniques to avoid handling a child displaying unsafe behaviour. This is for the safety of the child and staff. These techniques include:

- a change of member of staff to a familiar adult or member of SLT
- giving the child space and using 'eyes off' and 'voice off' or a clear positive instruction in a calm tone, dependant on the child's needs and response to the adult
- showing care and concern, acknowledging and distinguishing the child's emotions
- checking the child's basic needs and providing support with these
- facilitating the child to leave a space or situation by making use of our outdoor areas

- removing other children from the space to ensure their safety and reduce the 'audience'
- making the environment safe by removing furniture or objects which could cause harm
- using highly engaging and distracting opportunities and resources

On occasion, these strategies are employed but the dangerous or unsafe behaviour persists putting the child, peers or members of staff at risk of harm. As a last resort, positive handling may be used to support the children in leaving an environment which is unsafe for them or others. Positive handling will always be used for the minimal time required to support the safety of child and staff. This will be communicated to parents through the Senior Leadership Team and recorded on CPOMs.

SEND Pupils

These pupils will be expected to follow this policy to the best of their ability but we recognise that they may require extra support in doing this. There may be occasions where reasonable adjustments will need to be made appropriate for a child's emotional and behavioural development. The SENCO will have Personalised Plans for individuals that require additional strategies to de-escalate situations that may arise, in the form of a Pupil Support Plan.

Other Relevant Policies

SEN and Inclusion policy

Anti-Bullying policy

Attendance and Punctuality Policy

Child Protection Policy

Complaints Procedure

Appendix 1

AT SINGLEWELL PRIMARY SCHOOL:

We expect pupils to be:

Curious: Be inquisitive, constantly ask 'why' to help learn more and explore the world around them. To be tentative in their learning and be brave to experiment, problem solve and be creative to enable them to become independent thinkers.

Ambitious: To aim high, set themselves challenges to develop the skills and mindset needed for wider society. A mindset that helps them stay motivated and work towards ambitious aspirations.

Resilience: To never give up and bounce back from challenges and obstacles and not fear mistakes rather, understand that they are a part of learning. To learn to handle conflicts, disappointments and change with courage.

Equal: To treat each other with respect and kindness. To know that every child has the right to be included regardless of their background, gender, ethnicity and other protected characteristics.

Safe: To know how to be safe physically around school including appropriate play, using equipment with care and walking inside of school. To know how to stay safe online and only visit websites/ use apps approved by teachers and parents. To understand the importance of recognising cyberbullying and knowing what to do if a situation feels unsafe.

Staff will:

Curious: Commit themselves to providing awe and wonder to the children to inspire thoughtful questions, explore new ideas and develop a love of learning. Create a classroom culture where curiosity is valued and celebrates creative thinking and problem solving.


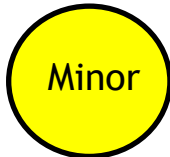

Ambitious: Expose children to inspiring role models and discuss different career paths and possibilities, showing that anything is possible. Support children in recognising and pursuing their dreams and ambitions and reinforce that overcoming setbacks are a part of following this journey.


Resilience: Praise effort, perseverance and problem solving as well as results. Explain to children that mistakes are learning opportunities and make this a normal part of the children's learning journey. Teach children how to navigate everyday problems and/or conflict and encourage them to solve issues independently where possible.

Equal: Make every pupil feel valued regardless of background, gender, religion and ethnicity. Use diverse teaching materials that celebrate and reflect on differences across Singlewell. Challenge stereotypes, address any form of discrimination and treat all pupils fairly and consistently.

Safe: Create a classroom environment where children feel safe and valued. Set clear expectations of behaviour and safety to prevent accidents and conflicts and to follow Singlewell's behavioural traffic light system consistently. Educate children about safer internet use and encourage them to report inappropriate content/ bullying online. Teach children how to respond to emergencies (fire drills, first aid, lockdown procedures).

Appendix 2

Behaviour	Examples	Response and consequence
 <p>Positive</p>	<p>Demonstrating expected behaviours Showing respect and manners towards each other and adults eg. polite language and holding the door open for adults Modelling the school values: Curious Ambitious Resilience Equal Safe</p>	<ul style="list-style-type: none"> • Verbal or non-verbal praise • House points • Stickers/stamps • Star of the day, class or individual reward, dojo points • CARES assembly certificate, Reading award • Sharing achievement with another adult • CARES champions • Adults informing parents of achievements
 <p>Minor</p>	<p>Distracting others Off-task Unsafe classroom behaviours eg. Swinging on chair, running indoors Calling out Not following instructions Refusal or defiance Play fighting Swearing – one-off Inappropriate or disrespectful language – one-off (NOT discriminative language)</p>	<p><u>Record on CPOMs as Minor- only if behaviour is persistent and alert SLT</u></p> <ul style="list-style-type: none"> • Teachers will focus on the positive behaviour of others in the class to encourage those that are displaying the correct behaviour to follow suit • Non-verbal or verbal reminder- explain the positive behaviour you wish to see, reminder of rewards and goals • Changing seat • Restorative conversation and apology • Warning of consequence if behaviour persists • Review QFT classroom strategies
 <p>Moderate</p>	<p>Low level damage to property Repeated inappropriate or disrespectful language (NOT discriminative language) Repeated refusal Repeated swearing or directed at adults An isolated physical incident with intent Repeated minor behaviours</p>	<p><u>Record on CPOMs as Moderate – Alert SLT and record action taken</u> As teacher determines appropriate:</p> <ul style="list-style-type: none"> • Loss of playtime or golden time • Time out in year group partner class • Discussion with parents – face to face or over the phone, not via email • Restorative conversation and apology • Reflection time and supported return to class <p>Seek advice from SLT if moderate behaviours persist</p>

 <p>Serious</p>	<p>Racism, Homophobia or other discrimination Bullying Persistent disruptive behaviour Damage to property Prohibited items eg. Weapons and harmful substances Causing significant harm or injury eg. Fighting, biting, throwing objects with intent to cause injury Inappropriate touch, sexual comments or behaviour – refer to Brook traffic light tool and NSPCC guidance Unsafe behaviour with furniture or school site Attempting to leave school building or site</p>	<p>Record on CPOMS as Serious – Alert SLT Seek advice from SLT to discuss. Response and consequence to be decided by SLT appropriate to the individual situation.</p> <ul style="list-style-type: none"> • Face to face meeting with parents (and child if appropriate) • Restorative conversation and apology • Time out of class and/or playtime with SLT and supported return to class • Risk Assessment to manage future risk and shared with parents • Pupil Support Plan to be formed with child and shared with parents • Adaptions to provision and/or timetable • Regular communication with parents to follow • PSHE adapted to meet the needs of the class • Support sought from external agencies
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Adaptions

We have a legal requirement to adjust our expectations and consequences to support children with additional needs, and encourage positive outcomes and achievements. We would not expect the same level of quietness/stillness for a child with developmental and/or neurological difference, and we should expect times of heightened stress and anxiety from children with neurodiversity. It is our responsibility to put adapted strategies in place to support them with achieving behavioural goals, with expectations remaining clear and boundaries consistent.

Bullying

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include physical assault, teasing, making threats, name calling and cyberbullying.

Discrimination

Pupils are legally protected from discrimination when in education by the Equality Act 2010. These are the '**protected characteristics**':

- age
- sex and gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sexual orientation

Pupils are also protected from discrimination if they are associated with someone who has a protected characteristic, for example a family member or friend and also if they are believed to be one of the protected characteristics, even if not founded.

Intent

When exploring incidents of discrimination it is important to investigate the intent behind the incident so as to decide upon the appropriate response and to ensure the incident is not repeated. '**Intent**' in this sense is the purpose, aim and understanding behind the use of **discriminatory language or behaviour**. It is our responsibility to ensure pupils understand the meaning and use of language which is discriminatory and thus harmful and the implications of its use.

Appendix 3

An Introduction to Restorative Practice skills

Here are a few key skills, by way of introduction to restorative practice:



Active listening

Fully concentrating on what is being said rather than passively 'hearing' the message of the speaker.



Restorative questions

Explore everyone's thoughts and feelings and take an incident from the past/present towards a future solution.



Behaviour as communication

What is a pupil's behaviour telling us about their thoughts and feelings at any given time?

How can a better understanding of a pupil's thoughts and feelings change/influence my response to their behaviour?



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Restorative Questions

The following questions are asked to each person in turn, usually starting with the harmer...

- What happened?
- What were you thinking/feeling at the time?
- What are you thinking/feeling now?
- Who's been affected by what happened and how?
- What do you/they need?
- What needs to happen to make things right?



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