

Behaviour Policy



Date Approved	14th November 2022
Signed	K. Umande (Chair of Governors)
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Date of Next Review	Autumn 2024

Aims and Expectations

At Kedington Primary Academy, we believe that good behaviour in school is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they are in is vital for all pupils to succeed personally.

We pride ourselves on providing a centre of learning excellence that is based on positive relationships and a culture where pupils and staff flourish in safety and dignity. This policy is therefore intended to support the way in which all people in our school can live and work together.

This policy sets out our school culture, the boundaries of acceptable behaviour and the likely consequences of misbehaviour. It also outlines how we actively promote a culture of positive behaviour, including through purposefully teaching children how to behave and to understand their feelings and self-regulate. We have a trauma informed approach and acknowledge that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will address these needs via an individualised graduated response. This policy should be viewed alongside the school's **Relationships Policy**.

School Rules

Our rules are encompassed by the following three over-arching rules:

- Be kind**
- Work hard**
- Be safe**

At the beginning of each school year, children are reminded of these three rules and teachers discuss what these will look like in the classroom.

These rules apply to all circumstances in and out of the school, including break times and when out in the wider community.

Zones of Regulation (From Spring 2023)

Using 'Zones of Regulation', we support children to be aware of their emotions and to develop and to develop and use their 'toolkit' to self-regulate.

Positive Relationships and Interactions

We have a trauma informed approach to understanding and supporting behaviour. Within this, positive staff-pupil relationships are a fundamental part of our school. We believe that 'every interaction is an intervention'. The school focusses heavily on forming these relationships. This allows teachers to understand their pupils and create a strong foundation which supports all children to feel safe and valued and from which behaviour change can take place.

Teachers enforce a number of strategies to establish positive relationships with their pupils and between pupils. The school actively promotes mental wellbeing and resilience as part of a whole-school approach. More detail can be found in the school's **Relationships Policy** that should be viewed alongside this policy.

Manners and Conduct

The school has an agreed list of expectations for manner and conduct that has been produced in consultation with stakeholders (Appendix B). This is displayed around the school and referred to by staff, both praising children who follow them, and reminding those who do not.

Strong Routines and Clear Expectations

At Kedington Primary, we believe strong routines and clear expectations are essential to maintaining a calm, safe school and teaching and reinforcing the behaviours expected of all children. Clear routines are in place for all aspects of school life, from entering classrooms to coming into assembly and the end of break times. These are set out on 'one-pagers' for staff and actively taught and practiced with children, especially at the beginning of each school year. All staff understand the importance of these expecting '100% compliance, 100% of the time'. (See the section 'Adjustments' below).

Jobs and Responsibilities

Central to our school culture is promoting a sense of belonging and responsibility. We expect children to take on a range of roles and responsibilities across the school. Each class has a whole class responsibility (e.g. distributing the fruit) and it is expected that at least half of children will have a class responsibility at any time. Our oldest children have a wide range of responsibilities, including being a 'buddy' to a named child in Reception.

Rewards

Alongside positive relationships and a trauma informed approach, we believe that positive reinforcement is more likely to change behaviour than sanctions. This includes the use of rewards and praise.

Dojo points are used across the school to acknowledge and reward positive behaviour. Other individual and whole class reward systems may be established in each class. These could include rewards such as raffle tickets, 'Star in a Jar', a class marble jar etc. and giving out stickers.

Each week two children are nominated from each class to be in the 'Gold Book'. Entire classes can be awarded a Gold Book certificate, for such things as exemplary behaviour during a school trip. Certificates are awarded during 'Family Assembly', held each Friday morning.

We also understand the importance of specific, verbal praise as a motivating factor for good behaviour. Therefore, the overwhelming majority of comments should be specific, praise eg 'It was very helpful when you picked up that skipping rope and put it away', 'You have worked really hard on that problem'.

Sanctions

Sometimes a pupil's behaviour will be unacceptable, and pupils need to understand that there are consequences for their behaviour. Often this will involve the use of reasonable and proportionate sanctions.

Any behaviour that breaches the school's rules and expectations are addressed in the following way:

- Be calm- children should be dealt with calmly, firmly but fairly, referring to what behaviour was appropriate and why as consequence is being applied
- Address the behaviour not the child – it must be clear that it is the child's behaviour that is inappropriate, not them as individuals
- Learning from mistakes – it must be made clear what changes in behaviour are required to avoid future consequences

The school has robust procedures for recording and monitoring behaviour infringements and our response, using CPOMs.

When children break the school rules, the standard sanction is the loss of time out of the next break time. If more appropriate to the needs of the child, in Early Years, the child may be given an immediate 'time out' for 3-5 minutes.

A stepped approach is in place, according to the seriousness and frequency of negative behaviour. This is outlined in the Behaviour Ladder in Appendix A. This is not an exhaustive list, but gives an indication of the type of sanction that will be put in place for different behaviour.

We believe that for low level behaviour infringements it is important to give children an opportunity to change their behaviour. Therefore, some behaviours (see Appendix A) a warning will be given before a sanction is put in place.

A class behaviour display with each child's name is used in every class. At the beginning of each session, all names are on 'ready to learn'. Children's names will be moved up or down to reflect their behaviour. For positive behaviour, they may be moved up to 'great day' or 'star student'. For negative behaviour, they will be moved to 'warning' or 'consequence'. Repeated misdemeanours once on 'consequence' will result in cumulative or escalated sanctions.

We expect children to try their best in all activities. If they do not do so, waste learning time or refuse to complete the task, we may ask them to do or redo it in their own time, either at home or in a break time.

Restorative Approach

Staff use restorative approaches to support children to understand the impact of their behaviour, take responsibility for it, and play an active role in putting things right.

During lost break time, children go into the area outside KS1 and are supervised by a member of SLT. They complete a reflection form (Appendix B). Children are supported to reflect on what they did, what they were thinking and feeling at the time, who it affected and why and what they need to do now. Often, the 'harmed' as well as the 'harmer' will be involved in these discussions. In most circumstances, if another member of the school community has been negatively impacted by the behaviour, the perpetrator will apologise to them. If appropriate, a 'Certificate of Agreement' will be agreed between children to help them manage similar situations in the future.

Removal from classrooms

Children may be removed from class to work in another classroom or the head or deputy teacher's office when this is necessary to:

- maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption;
- enable disruptive pupils to be taken to a place where education can be continued in a managed environment; and
- allow the child to regain calm in a safe space.

This should be a response to serious misbehaviour and only used once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. This will usually be for the remainder of the session. Children will be supported to complete work by a trained member of staff during this time. Any incidents where a child has been directed to leave the classroom in this way will be recorded on CPOMs and parents will be informed. The child will be supported to be reintegrated into the classroom.

Incidents requiring immediate intervention

Should there be an incident or escalation which requires a greater response, the adult should call on a member of SLT by radio for support.

The safety of children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and will continue the lesson elsewhere, leaving the child in the classroom with another adult close by.

If a child is having a stress response and is struggling to self-regulate, it is important that adults follow a **co-regulate, relate, reason** response process.

When an incident needs to be referred to the headteacher or deputy headteacher, this is recorded on CPOMs, identifying the antecedent, behaviour and consequence. Staff will reflect on the incident, for example, if there was an identifiable trigger, whether a different response is needed or whether there is evidence of an unmet need.

Parents are informed and a behaviour support plan and risk assessment are written if they are not already in place.

Reasonable force may be used to control or restrain children if needed in line with [DFE guidance](#). See **Use of Reasonable Force (Including Restraint) Policy**. The over-arching principle is that this should be the minimum amount of force for the minimum time.

Adjustments

For the vast majority of children these strategies are successful in ensuring appropriate behaviours. However, from time to time, there may be children who will require adjustments that are additional to and different from these strategies. Factors where this may be the case include when:

- a child has a special need that impacts on their behaviour
- a specific behaviour incident causes concern e.g. injury or there is perceived to be risk of injury
- an emerging pattern of behaviour causes concern

When this is the case, a behaviour support plan and risk assessment will be drawn up in consultation with the SENCO and shared with all relevant adults in school. Parents will be made aware of concerns and BSP shared with them. Help may be sought from outside agencies such as SES or the Mental Health Team where

appropriate. More detailed records (e.g. more regular use of incident forms or bespoke forms) will be kept to support the analysis of patterns of behaviour.

Children who join the school Reception may still be learning to mix, share and co-operate. For some, their first few terms at school are preparation for accepting and complying with the school rules and staff will need to use their professional judgement about implementing the sanctions outlined in this policy with these children.

Bullying

The school does not tolerate bullying of any kind and when managing behaviour, all staff are vigilant for incidents or patterns of behaviour that could be indicative of bullying behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. **See Anti-bullying Policy**

Health and Safety

A risk assessment is written for all children who may display dangerous behaviours and shared with staff. This enables triggers to be identified and preventative measures to be in place. The Headteacher or SENCO will support the writing of these assessments with key staff.

A behaviour support plan is put in place to share information with staff and parents about the behaviour that may be exhibited and the appropriate response. Specific behaviour targets are put in place. This is regularly reviewed including after any significant behaviour incidents.

All of the above are completed in partnership with home and school and communicated to all involved.

Child on Child Abuse

Child on child abuse includes but is not limited to:

- physical and sexual abuse
- sexual harassment and violence
- emotional harm
- on and offline bullying

We have a zero-tolerance approach to child on child abuse. Any incidents which could be child on child abuse are taken very seriously and not, for example, dismissed as banter or 'children being children'. However, we understand that some behaviours that fall into this category may be a result of young children not understanding the seriousness of their actions, so they are addressed in a sensitive, age appropriate way that supports the child to understand this. See also the relevant section of the school's Safeguarding Policy.

Off-Site Behaviour

In line with [Behaviour and Discipline in Schools - A guide for headteachers and school staff \(DfE 2016\)](#), the school may apply the sanctions outlined in this policy and the school's Anti-Bullying Policy to behaviour and bullying which occurs off the school premises and which is witnessed by a staff member or reported to the school. This includes peer on peer abuse that is online or in person.

This could include behaviour when the child is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or
- wearing school uniform or
- in some other way identifiable as a pupil at the school.

or misbehaviour at any time, whether or not the conditions above apply, that:

- could have repercussions for the orderly running of the school or
- poses a threat to another pupil or member of the public or
- could adversely affect the reputation of the school.

In all cases, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.

Detention

Keeping children in at break times as a sanction is a form of detention. If the whole break time is lost, children will be offered a comfort break (opportunity to go to the toilet) and at lunchtimes, a reasonable amount of time will be given for children to eat and drink.

Confiscation of Property and Searches

Staff have the right to confiscate property that is not considered conducive to good behaviour in class or pose a threat to health and safety. When property is confiscated it will be returned to the family at the end of the school day. Items are put on the teacher's desk (or other appropriate place if not in the classroom). If the item is deemed to be valuable, it is put in the office safe as soon as is reasonably practical and certainly at the end of that session.

Pupils are not allowed to bring in toys or other items from home (such as latest crazes) unless asked to by their teacher (e.g. for Show and Tell). These may be confiscated by a member of staff. Mobile phones, tablets or other electrical communication equipment are not allowed to be kept by children once on the school premises. Once children are permitted to walk to and from school independently (summer term year 5 onwards), they may bring a mobile phone to school. These are handed in at the beginning of the school day and kept in a box in the classroom cupboard. Other pupils should not bring these into school except in agreed exceptional circumstances. If they do, for example by accident, they must leave them in the school office for safe-keeping at the beginning of the school day. It is the responsibility of the child to collect their property.

The guidance in [Searching, screening and confiscation at school](#) is followed. Staff can search for any item with the child's agreement. The headteacher (and any other member of staff authorised by the headteacher) has a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are: knives or weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic images; any article that the member of staff reasonably suspects has been, or is likely to be, used: to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil).

Expectations of all Staff

All staff should communicate the school expectations, routines, values and standards. This is done explicitly through teaching children what good behaviour is and how to self-regulate, as well as implicitly within every interaction. Trauma informed practice with strong relationships at their core along with quality-first teaching means staff provide a safe, secure environment. Quality-first teaching includes providing lessons with appropriate challenge, establishing and maintaining classroom routines, and being skilled in using a range of strategies to manage behaviour.

All staff working with children actively teach children how to behave, including how to manage feeling and to understand, respect and value differences. This is done through:

- the school's carefully planned taught curriculum, especially PSHE

- all staff using ongoing opportunities to use our 'zones of regulation' and restorative approaches to talk to children about how they are feeling and how they can self-regulate and the impact of their actions on others
- implementing the school's wider 'behaviour curriculum' which defines the expected behaviours in school including manners and conduct and routines and expectations (as above)

Staff consistently maintain high expectations for behaviour and follow the procedures outlined in this policy when children break the rules, including careful record keeping and following the procedures for communicating and acting on concerns. The consistent and fair implementation of the measures outlined in this behaviour policy is central to an effective whole-school approach to behaviour. Consistent implementation helps to create a predictable environment. Some children may require additional support to meet a school's behaviour expectations. This support should be given consistently and predictably, applied fairly and only where necessary (see the section - Adjustments).

We expect all staff to act as role models in their attitudes and relationships and meet the expectations outlined in the Staff Code of Conduct, the Home School Agreement and the Acceptable Use Agreements.

Class teachers liaise with external agencies as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the child's social worker or the county inclusive service.

Class teachers will also contact a parent/carer without delay if there are concerns about the behaviour or welfare of a child. The class teacher is responsible for the writing, implementation and monitoring behaviour support plans and risk assessments, in consultation with the SENDCO.

Expectations of parents and carers

The role of parents is crucial in helping schools develop and maintain good behaviour. We work in close partnership with parents and expect them to

- praise and encourage their child's achievements and positive behaviour
- cooperate with the school and support the actions of the school (particularly in front of their child)
- inform the school of any change of circumstances at home or otherwise, which may affect their children in school
- model acceptable behaviour on the school site
- meet the expectations outlined in the Home School Agreement

If parents have any concerns about the way that their child has been treated, in line with the school Complaints Policy, they should initially contact the class teacher. If the concern remains, parents should contact the headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented in line with the policy.

Expectations of the headteacher

The headteacher plays a central role in creating, articulating and promoting the shared values and culture of the school, including what good behaviour looks like and how the school promotes this.

It is also the responsibility of the headteacher to:

- ensure that the school's behaviour policy meets statutory requirements and is understood and implemented consistently throughout the school
- report to governors, when requested, on the effectiveness of the policy
- ensure the health, safety and welfare of all children at the school

- ensures records are kept of behaviour incidents and the school's response and that Trust incident forms are completed when necessary
- ensure appropriate training, development and support is in place for staff including induction for all new staff

The headteacher has responsibility for giving suspensions and exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child (See Suspensions and Exclusions below).

Expectations of governors

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school behaviour policy

Suspensions and exclusions

Only the headteacher (or the acting headteacher) has the power to suspend or exclude a pupil from the school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one academic year. The headteacher may also exclude a pupil permanently.

Process

Before a decision to exclude is made, there will be a careful investigation of the facts, including information from any witnesses and the pupil. Reference will be made to the school's behaviour policy, equal opportunities policy, and other relevant policies and legislation.

Consideration will be given to the school's duties under the Equality Act and SEN Code of Practice when deciding whether to exclude a pupil and the school will ensure that its policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. If the child has Special Educational Needs or Disability the school will take this into account and reasonable adjustments will be made.

The school will work hard to avoid permanently excluding looked after children or children with a statement of SEN/EHCP, pro-actively working with carers and outside agencies and giving consideration what additional support or alternative placement may be required if there are concerns about behaviour.

The headteacher will, without delay, notify the local authority, chair of governors and Trust of any suspensions or exclusions. The governing body will be informed of:

- A permanent exclusion (including where a suspension is made permanent),
- Suspensions which would result in the pupil being suspended for more than five school days (or more than ten lunchtimes) in a term; and
- Suspensions which would result in the pupil missing a national curriculum test.

The headteacher has the right to withdraw a suspension or exclusion that has not been reviewed by the governing body.

The headteacher will take account of their legal duty of care when sending a pupil home following a suspension or exclusion.

Any decision of the school, including suspension and exclusion, will be made in line with the principles of administrative law, ie that it is lawful (with respect to the legislation relating directly to suspensions and exclusions and a school's wider legal duties, including the European Convention of Human Rights), rational, reasonable, fair, and proportionate). The DfE [Statutory Guidance](#) and Unity Schools Partnership protocols will be followed.

When the decision to suspend has been made, the parent/carer will be notified immediately by telephone. This will be followed by a suspension letter be sent to the parent/carer within one school day of the decision to suspend. This letter will include:

- the precise period of the suspension
- the reason(s) for the suspension
- the parents' right to state their case to the governors and how pupils may be involved in the process.
- how any representations should be made.
- Where there is a legal requirement for the governing body to consider a suspension, parents have a right to attend a meeting, be represented at the meeting (at their own expense) and to bring a friend.
- Reference to relevant sources of free and impartial advice.

Where the pupil is suspended at the end of the afternoon session and the suspension takes effect from the next school day, notice must be given before the start of that day. Where the pupil is suspended in the morning session and the suspension takes effect from that afternoon, notice must be given before the start of the afternoon session. Where the pupil is suspension in the afternoon session and the suspension takes effect that afternoon, the notice must be given by the end of the afternoon session.

Suspensions

The headteacher may make the decision to suspend a child for a fixed number of school days. By law, this cannot be more than 45 school days in any one year. The limit of 45 days applies to the pupil and not the institution, therefore if a pupil moves to a new school, suspensions in the previous setting must be taken into account.

Suspensions will be for the shortest time necessary, usually 1-3 days.

Suspension cannot be extended or converted to permanent exclusions. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

When a decision to suspend a pupil is taken, the headteacher must apply the civil standard of proof, i.e. 'on the balance on probabilities' it is more likely than not that a fact is true, i.e. the head teacher should accept that something happened if it is more likely that it happened than that it did not happen. The suspension can only be in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate.

The behaviour of a pupil outside school can be considered as grounds for suspension. This will be a matter of judgement for the head teacher in accordance with the school's published behaviour policy.

The school will set and mark accessible and appropriate work for excluded pupils for the first 5 days and alternative provision will be arranged from the sixth day.

For exclusions of less than 5 days in any school year, parents have a right to ask for a meeting of the school governors' Pupil Disciplinary Committee where they can give their views. The governing body must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

For suspension over 5 days but no more than 15 days in any school year, if parents request a meeting of the school governors' Pupil Discipline Committee, the committee must convene a meeting to consider reinstatement within 50 days of receiving notice of the suspension.

For Suspensions over 15 days, the clerk to the Pupil Discipline Committee will inform parents that a meeting will be held. This will be held within 15 days. The parents and the child will be invited. Parents will be sent the school's report about the suspension before the meeting takes place. The school will inform parents about their right to see their child's school record.

The school will have a strategy for reintegrating pupils that return to school following a suspension and for managing their future behaviour.

Other Suspensions

Suspensions can also be for a set number of days that are not continuous.

Lunchtime suspensions may be imposed and count for half a day each for statistical purposes in determining whether a meeting of the governing body is triggered.

Permanent exclusion

Permanent exclusion will only be used as a last resort. The decision to permanently exclude a pupil will be taken in the following circumstance: -

- In response to serious or persistent breaches of the school's Behaviour Policy
- **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

The standard of proof is the civil standard – 'on the balance of probabilities' (see above) and not the criminal standard which is beyond reasonable doubt. Before making the decision to exclude, either permanently or for a fixed term, where possible, the headteacher will give pupil the opportunity to present their case.

Whilst an exclusion may still be deemed appropriate, the headteacher will take account of any contributing factors that are identified following an incident of poor behaviour. These might include bereavement, mental health issues or where the pupil has been subject to bullying.

The school's governing body is required to review the headteacher's decision and parents will be invited to explain their views on the exclusion.

If the governing body confirms the exclusion, parents can appeal to an independent appeal panel organised by the Local Authority. The school will explain in a letter how to make an appeal.

The school will set and mark work for the first five days of a permanent exclusion. From the sixth day it is the responsibility of the local authority to make a full-time provision.

Related policies and documents

This policy should be read in conjunction with these documents:

- Anti-Bullying
- Child Protection (Safeguarding Children)
- Complaints
- Use of Reasonable Force
- Home / School Agreement
- Relationships Policy
- [Behaviour in schools – advice for headteachers and school staff](#) (DfE September 2022)
- [Suspensions and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - Guidance for maintained schools, academies, and pupil referral units in England](#) (DfE September 2022)

Our School Rules: Be kind - Work hard - Be safe				
Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
Actions	Actions	Actions	Actions	Actions
<ul style="list-style-type: none"> • Interrupting the lesson • Not on task and wasting time • Talking while the teacher is talking or in assembly • Distracting other children • Dropping litter/food • Not lining up appropriately • Being in school at break times without permission • No using 'positive touch only' e.g. pulling friend around • General silliness in inappropriate place eg in class or assembly • Continuing to tease or follow people when they have been asked not to • Calling out • Not stopping immediately on a universal signal • 'Fibbing' – e.g. not immediately being honest • Not lining up correctly 	<ul style="list-style-type: none"> • Persistent stage 1 behaviour • Minor deliberate damage to another child's or school property • Disrespectful dialogue • Misuse of school property • Purposefully throwing a ball onto the roof or over a wall • Misuse of toilets or wash areas • Lying • Play fighting • Name-calling • Throwing objects inappropriately, including soft objects at others • Inappropriate language • Deliberately not being where should be e.g. going to toilet without permission 	<ul style="list-style-type: none"> • Persistent or extreme stage 2 behaviour • Stealing • Lying to get another person in trouble • Making fun of another child/deliberately winding them up • Pushing another child • Hurting others through being rough eg pinching, pushing etc. • Inappropriate language to another child • Deliberate damage to property • Lack of respect to adults eg rolling eyes, walking off, muttering under breath 	<ul style="list-style-type: none"> • Persistent or extreme stage 3 behaviour • Refusal to follow instructions • Serious inappropriate physical or verbal behaviour including sexual harassment – eg lifting up skirts, inappropriate comments • Inappropriate touching • Serious purposeful destruction of property • Racist, homophobic, or other prejudice comments or behaviour • Swearing or rudeness to adult • Physical aggression - any hitting, kicking etc • Throwing dangerous objects • Spitting • Deliberately coughing or sneezing in someone's face • Bullying 	<ul style="list-style-type: none"> • Persistent ore extreme stage 4 Behaviour • Serious physical violence • Vandalism • Throwing furniture • Leaving school premises without consent • Aggressively swearing • Serious discriminatory remarks or behaviour
Consequences	Consequences	Consequences	Consequences	Consequences
<ul style="list-style-type: none"> • Warning (if behaviour does not change, moves to Stage 2) 	<ul style="list-style-type: none"> • 5 minutes loss of break & 3W form completed 	<ul style="list-style-type: none"> • Between 5 and 15 minutes loss of break & 3W form completed 	<ul style="list-style-type: none"> • Between 15 and 1hr loss of break time/s & 3W form Completed • Removal of other privileges • SLT intervention 	<ul style="list-style-type: none"> • Regular meetings with headteacher and parents • Exclusion (internal, fixed-term or permanent, dependant on circumstances)





The Kedington Way

Manners & Conduct

At Kedington Primary Academy, we:

1. Say "hello" or "good morning/good afternoon" if someone greets us
2. Say "good morning" to the adult when we come through the gate in the morning and "goodbye" when we leave
3. Acknowledge any adult when walking around the school
4. Stand aside if an adult is coming through a door
5. Check when we open a door if someone else is coming through and hold it open for them
6. Say "please" and "thank you" when requesting/receiving something
7. Always knock on a door before entering, even if it is open
8. Say "sorry" if we bump into someone, even if it is by accident
9. Cover our mouths if we cough or sneeze and use a tissue if we need one
10. Follow instructions without grumbling if an adult tells us to do something
11. Ask people if they need help if they look like they are struggling
12. Eat with a knife and fork, cutting up food
13. Tidy things away if we have got them out
14. Walk sensibly and quietly through the building
15. Keep our school site litter free, picking litter up even if we didn't drop it

Take Time to Think (KS1)



Draw, write (or both) what happened

THINK! What were you thinking and feeling?



Who did it affect? How did it make them feel?



What do you need to do to make things right?



To be completed by adult:

Name of child:

Date:

Time:

Any other useful info:

Reflection Form (KS2)

Name:

Date:

Time:

What did you do?

What were you thinking and feeling at the time?

Who else did it affect?

How were they affected?

What do you think or feel about what happened now?

What do you need to do to make things right?