GREENWOOD ACADEMIES TRUST

KINGSWOOD PRIMARY ACADEMY

Behaviour Protocol

Promoting Positive Behaviour Rewards and Consequences

Kingswood Primary Academy

Reviewed: November 2026

Next review: September 2027

Statement of Principles

At Kingswood Primary Academy, we aim to create a welcoming, safe and caring environment, where all relationships are based on fairness and consistency. We aim for children to have respect for themselves, other people and the Academy environment. All members of the Academy model a positive attitude and mutual respect, in order to promote children's positive self-esteem and self-discipline, whilst modelling and maintaining high expectations of good behaviour. We believe by working together we can achieve behaviour which impacts positively on every child's learning experience, happiness and well-being.

Aims:

To inform pupils, teachers, support staff, governors and parents of the expectations behaviour. These are:

- To create a safe and secure learning environment.
- To reward positive behaviours.
- To ensure a consistent, fair approach in managing behaviour.
- To encourage high expectations of behaviour and conduct.
- To ensure that all know and understand the reason for academy and class rules and the consequences of not adhering to them.

Academy Rules



Respect each other

Treat others as you would expect to be treated yourself. Ensure you are polite, sensitive, thoughtful and caring. Communicate in a positive way: in person and in the digital world. Work with others to support their learning and make a positive contribution to our Academy and community.

Respect our environment and community

Value our academy community by respecting our learning environment and property. Keep Kingswood Primary Academy a safe, welcoming and inspirational place to work and learn.

Respect yourself

Take pride in being a responsible, aspirational and ambitious person. Demonstrate honesty and integrity in all aspects of your life. Make a positive contribution to your own learning, our Academy and our community.

We expect staff and children to uphold these rules. All adults in the Academy community must lead by example. The qualities of courtesy and respect are paramount. The importance of good relationships between all members underpins all that we are trying to achieve at the Kingswood Primary Academy. In addition, we expect all children to attend the academy, arrive and leave on time, behave well on the way to and from the academy and to try hard and aim high in all work and behaviour.

Equality

Equality In accordance with the Equality Act 2010, Kingswood Primary Academy will make reasonable adjustments to the application of this protocol where the behaviour is due to a reason related to a child's special educational needs or disability, thereby ensuring that children with SEND are not placed at a disadvantage or unlawfully discriminated against. Staff will seek to identify the underlying cause of any unacceptable behaviour, for example an unmet special educational need, and to put in place measures to address the cause, ensuring that the pupil receives appropriate support and prevent the behaviour re-occurring. We are mindful that all behaviour is a communication (whether conscious or unconscious). Staff will also seek to identify any 'triggers' for any pupils displaying challenging behaviours to prevent the challenging behaviour persisting or worsening. Kingswood Primary Academy will work closely with all parents/carers of children with behaviour difficulties. If necessary, with parental consent we will engage with external agencies such as North Northants local authority Behaviour Panel, Special Educational Needs and Inclusion Services etc.

Roles and Responsibilities

The Senior Leadership Team will support colleagues in the implementation of the policy. Responsibility for behaviour belongs to all staff.

All staff: teaching (including supply), support and volunteers have responsibility for ensuring policy and procedures are followed and applied consistently by all pupils (not just those within their class). Annual behaviour management training updates are given to all staff. This policy is also part of the staff Induction pack for all new/temporary staff.

All staff should be aware of and maintain a sphere of influence at all times. All staff have a duty to praise and give recognition for good behaviours. Staff will intervene to address and support pupils demonstrating unwanted behaviour. Liaison with parents is an integral part of the role particularly for teaching staff.

Pupils are responsible for their actions and children's voice is recognised. In the rare incidents of bullying or aggression these must always be immediately reported to an adult.

Parents who have chosen to send their child to our Academy have agreed to support the policy and to make sure that they are developing and promoting good behaviour. High standards are the norm and parents are instrumental in encouraging this through working in partnership with the Academy.

Strategies for promoting positive behaviour:

Recognition of good behaviour through both public and private acknowledgement is a positive and powerful strategy to help children learn acceptable behaviours.

Staff develop positive relationships and know their children, they know how well they respond to thumbs up, stickers, smiles or positive body language and dojo points

Staff will be sensitive to individual children and their response to praise. When giving praise staff will describe what they have seen 'Well done for walking quietly', 'I like the way that xxx is sitting with eyes on me and ready to learn.' Praise might be shared in an indirect route – 'let me tell you about how well xxx completed their writing this morning'. Let children overhear you being positive.

Usually, criticism should be as private as possible; lowering a child's self-esteem is likely to increase misbehaviour, if not now, later. Avoid standing on one side of the classroom and telling someone off on the other side. The audience provided by the rest of the class can prove rewarding for the child, as well as making the rest of the class feel 'told off' too.

Three positives before a negative
This can apply to individuals as well as to classes. Before making a suggestion about a child's work or behaviour, aim to have made three positive contacts with them beforehand. They will usually be more receptive to what you have to say. Within the class, aim to appreciate three children before criticising one. The lesson children will learn is that they are more likely to get attention when they behave or work well, than when they behave badly.

At KPA, we use restorative practice questions to help children reflect on their behaviour.

Acknowledge feelings
Children often misbehave because they feel upset. One reason for this can be to attract adult attention to their bad feelings in the hope that they will get some help with them. Acknowledging the child's feelings can pre-empt them resorting to other ways to get your attention.

Give them a choice
Give children a choice as often as possible. This can be as simple as deciding which piece of work they want to do first. Being given choices increases a child's sense of independence, which in turn contributes to the development of their self-esteem. Always aim for a win-win outcome.

Being consistent
Children have a need for the world to be as reliable as possible. When staff act consistently and reliably, they make the child feel safer and therefore less anxious. This in turn will promote the behaviours you want.

Model desired behaviour
It is important for adults within the Academy to model the kinds of behaviour that they expect from children in terms of respect, concern, fairness, how to apologise, how to resolve difficulties fairly and amicably. Dealing with difficult behaviour can trigger feelings of anger, irritation, disappointment or even despair. It is better to avoid communicating these feelings. Responses should be low key and matter of fact.

Scan the classroom
Know your class's or individual's triggers.

Teachers who seem to know what is going on even before it has started and seem to have eyes in the back of their head impress children. Put yourself in a position where you can see what is going on and scan for children who are off task. Re-direct children before behaviour has become disruptive.
Listen for changes in patterns of conversation, which might indicate off-task behaviour. Make your presence felt by a look or by repositioning yourself.

Listen to children
Listen to children and make them feel significant. It is important to make children feel aware that you recognise their feelings … "You seem cross, did something happen?"
Follow up concerns raised and complaints made, even if you need to say that you will deal with it later. Children need to feel able to share things with us and for issues not to be driven 'underground'. In each classroom, children can also write to their teacher in the class worry box, this will be looked at by each child's class teacher and a written or verbal response will be given.

Maintain frequent contact
Aim to make frequent task-centred contact with all children. This will communicate that attention is predominately given for behaving well and meeting the needs of the situation appropriately. For children who have difficulty maintaining concentration on their work, ensure you make very frequent contact with them. Notice what they have already achieved, ask what they have to do next and remind them that you will be back to check on them. This concentrates on communication about the task and gives the child teacher contact.

If a child is off-task, act swiftly - notice, redirect their attention to the task.

Be aware of yourself
When dealing with disruptive incidents, consider the following:

- Your position in class
- Your proximity to disruptive children
- Your facial expression
- Your tone of voice
- Your posture
- Your choice of words
- The use of eye contact
- Do they show that you are in control and that you are remaining calm?

Catch them being good
This can be hard with some children, but it is usually more important for them than for many others. Noticing and acknowledging anything that is in the direction the adult wants the child to take, will encourage and reinforce that movement.

Whole School Approach to Positive Behaviour

At each stage the reinforcement of positive behaviour, praise and rewards will play a key role in behaviour management. Praise can be given formally or informally, in public or in private, to individuals or to groups. Every opportunity should be taken to recognise, praise and promote positive behaviour and achievements.

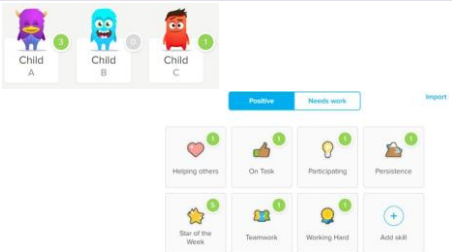
Typical rewards are:

- Verbal Praise
- Stickers, shout out slips etc.
- Positive communication with parents
- Star of the Week
- Dojo Points

Also, the showing of good work to members of the senior leadership team and other staff, displays of work around the academy are used to raise pupil self-esteem which will help to promote positive behaviour.

Dojo Points

Children at Kingswood Primary Academy are taught to be respectfully competitive and work hard both academically and socially to achieve Dojo Points.



Class Dojo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom; it helps teachers focus on positive feedback.

Dojo Points can be awarded for extremely high-quality pieces of work or tasks above and beyond and are recorded on the online app. Impeccable behaviour and significant acts of kindness can also earn Dojo points.

Teachers can customise the behaviours or skills, such as “Good effort” and “Resilience”, and instantly award students in class Dojo points for doing the right thing.

Each class will have their page up on the electronic whiteboard in the classroom or on the class i-Pad so

that they can reward the children immediately.

Children will see how many Dojo Points they have accumulated over the lessons and canchoose to “cash in” these points for prizes. Once a child ‘cashes in’ their points they will return to zero: this reward system teaches the children the value of saving, encouraging them to wait and continue to collect points to receive a prize of greater significance.

Star of the Week

Each class teacher will nominate a Star of the Week (SOW) by Wednesday each week. The nomination should relate to values and Growth Mindset. This should then be sent to Family Support Worker who will then issue an invite to the parents/carers (text and/or letter) for Achievement Assembly on Friday and record the award on SIMS.

Posters will be displayed on the Stars of the Week board. The Star of the Week is awarded a certificate and a badge in Celebration Assembly.

Zones of Regulation

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Children are taught about the Zones of Regulation through PSHE and there is a display in every classroom. Children are encouraged to recognise their feelings and move their name to the appropriate zone.

Classroom Behaviour Management System



Examples of what we want to see
Good manners, please, thank you, holding doors, polite speech
Independence and initiative
Care and pride over people, belongings and work (respect)
Sitting and listening appropriately in lessons, assemblies and lunchtimes
Following instructions

Sharing/ working together / team work / taking turns
Being kind
High levels of presentation
Having positive attitudes to work and behaviour
Resilience - willingness to have a go and try when things get tricky

Showing empathy
Making positive choices
Understanding of the expectations
(This not an exhaustive list)

Every class has a wall hanging pupil behaviour chart with a complete set of behaviour cards.

Children start every day at 'Good to be Green'.
If behaviour and effort are exemplary, the 'shooting star' card can be brought to the front of the wall hanger pocket.

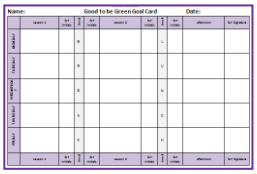




Pupils who earn a 'Shooting Star' will be rewarded with a purple wristband at the end of the day and a praise pad certificate to let parents know what it was for.



In addition for some pupils, with specific behaviour issues, it may be necessary for them to have a 'goal card' (lesson by lesson feedback and checked in with a member of SLT) or catch me being good stamps, earn Dojo Points or receive stickers. These are designed to focus on positive behaviours and allow pupils to have instant feedback.



If behaviour falls below our high expectations, we follow a very simple four step system:

Stage 1 - Reminder - *Good to be Green card turned over in the pupil's wall hanger pocket*

Reminders are reminders. They are part of learning. **Reminders** are given to bring about a change in behaviour.



Stage 2 –Warning - *Warning card brought to the front of pupil's wall hanger pocket*

If the behaviour is repeated or a new "unwanted" behaviour occurs a **warning** is given. Again, a warning is a warning. It is part of learning. We will not tell parents about reminders or warnings.



- 2 minutes are removed from the next play for a warning

Stage 3 - Stop and Think Time (Thinking Mat/ Thinking Table) – *Stop 'n' Think card brought to front of*

pupil's wall hanger pocket

If the behaviour continues, a **Stop and Think Time** is needed. At this point the child could go to speak to member of SLT to reflect on their behaviour. The intention is that the child can think about what they have done; re-focus on their work on a different table and get their behaviour back on track. We may tell parents if **Stop and Think Time** become a regular occurrence.



- 5 minutes are removed from the next play for a Time Out and the restorative questions are used for reflection.

Examples of unwanted behaviours that <u>may</u> result in a Reminder, Warning or Stop and Think Time
Shouting / calling out/ talking when not supposed to
Not looking after resources
Answering back to an adult
Snatching / not sharing
Telling tales
Name calling
Spoiling work/Time wasting
Pulling faces at others/inappropriate hand gestures
(This not an exhaustive list)



<u>Stage 4 - Consequence</u> – *consequence card brought to front of pupil's wall hanger pocket*

A **consequence** is given if the low-level behaviour continues, or an instant **consequence** may be given for the following types of behaviour:

Examples of behaviours that may result in instant consequence:
Damaging property/belongings on purpose
Physically or verbally violent
Significant lying/defiance
(This not an exhaustive list)
*In line with our Safeguarding policy, all incidents of racism, bullying and child on child abuse will be recorded on CPOMs and be dealt with by a member of the senior leadership team. The consequence(s) will be determined by the Executive Principal or Head of Academy depending on the severity of the incident and a pupil's behaviour record. Referral to and adherence to the GAT 'Pupil Behaviour and Exclusions Policy for Primary Academies' may also be necessary.

Pupils with who receive a **consequence** will:

- Have a whole lunchtime and break removed (KS2) and stay in for reflection time at break and lunch time.
- In KS1, pupils will miss 10 minutes of break time and be allowed out to play for the last 15 minutes of lunchtime.

Pupils should not be removed from class for refusing to complete work unless they are disrupting others.

Children should not complete any incomplete work during the consequence time. Work should be completed at a separate time.
The system is reset at the end of the morning session each day.

It is the teacher's responsibility to ensure that any consequences earned in the previous session are served. If they are not going to be in class the next day that the teacher covering is aware of children who have a **consequence** to fulfil. When a consequence has been given, staff should inform parents.

In a term:

- 3 consequences = Letter 1 to Parent /Carer.
- 6 consequences = Letter 2 to Parent/Carer and meeting with class teacher
- 9 consequences = Letter 3 to Parent/Carer and meeting with a member of the senior leadership team

Staff Responsibilities when dealing with Serious Behaviour and Applying Sanctions in the Academy:

Where a pupil's behaviour falls short of those expectations we will do our very best to help them to improve and we will explore a wide range of avenues if we feel that a pupil's behaviour is becoming an ongoing problem.
We recognise that there are times when individual pupils behave in a way which will need a more severe consequence. This may result in; an internal seclusion (a period of time to work in another classroom or space away from their class) or a suspension from school.
These consequences need to be administered fairly after:

- A full investigation of the incident has taken place.
- The pupil(s) have been given the chance to express their perception of the incident(s).
- Witnesses (where appropriate) have been spoken to and if appropriate notes taken.
- Consequences for unacceptable behaviour will be recorded on the school system

The academy will ensure that all relevant staff receive appropriate training and time to investigate and to record evidence and witness statements. The academy will notify the police where it is appropriate to do so e.g. weapons, drugs or cyber bullying. Staff members also have a duty of care to the victims of incidents, and they must be given a high priority.

In line with GAT policy the decision to suspend or exclude a pupil will meet the four criteria that this decision is lawful, reasonable, fair and proportionate. To fulfil our obligations under the DfE guidance we will ensure that we communicate our decision with parents and adhere to set timescales. The school will provide resources and ongoing education at home during this period. Following a suspension the pupil and their parent/carer will have a reintegration meeting with a member of the senior leadership team to discuss expectations and make a plan going forward. A personalised graduated approach to reintegration may be appropriate, a bespoke timetable will be considered in context with each individual pupils' situation. Repetition of fixed term suspensions or if the child is guilty of extremely serious misconduct, then the Executive Principal or their representative could impose a permanent exclusion.

It should also be made clear what changes in behaviour are required to avoid future punishment. There should be a clear distinction between minor and major offences. Group consequences must be avoided unless it can be clearly proven that each individual member isresponsible for the misdemeanour. Behavioural issues and expectations will also be addressed in circle time, classroom sessions and assemblies.

Staff are responsible for:

- Implementing the behaviour policy consistently

- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Sharing the incidents with parents via a phone call home or a meeting in school
- Ensuring that the pupils, support staff and themselves are safe.

The senior leadership team will support staff in responding to serious behaviour incidents.
If a serious incident occurs, where possible, remove the disruptive child from the classroom (if they will leave willingly) and refer to a member of SLT.
However, if removing the child would cause harm to the child (requires force), other pupils or staff, then the rest of the class should leave the room (each class has two exit doors) and reconvene in a suitable area (e.g. The Library or KS2 area). A member of staff should remain to observe the pupil and a member of the senior leadership team should be called for.

Child on child sexual violence and or harassment

Following any reports of child-on-child sexual violence or sexual harassment offline or online, all staff should follow the general safeguarding principles set out in Keeping children safe in education (KCSIE). As per our Site Specific Safeguarding policy, the designated safeguarding lead or deputy DSLs should be informed without delay. At Kingswood Primary Academy we are clear that in every aspect of our school culture that sexual violence and sexual harassment is not acceptable, will not be tolerated and that pupils whose behaviour falls below expectations will be sanctioned. We expect all staff to challenge and report any inappropriate language and behaviour between pupils. Staff must ensure sexually abusive language or behaviour is not normalised by treating it as 'banter', an inevitable fact of life or an expected part of growing up. Staff should demonstrate and model manners, courtesy and dignified/respectful relationships at all times. Pupils who do not adhere to these behaviour expectations will be sanctioned in line with the steps above.

Pupils with specific needs

Pupils with identified behaviour needs may be invited to Games Club or Social Club in the Library at lunchtime as a pro- active measure to support them to regulate their behaviour. A timetable for this is shared with staff.

Children who have an EHCP, or identified special needs in terms of behaviour, may need the whole Academy behaviour management systems to be modified to manage their behaviour. Some children may not comprehend the rules and structures of the Academy and are unable to meet expectations without additional support. For these children there will be an EHCP/IEP, Risk Assessment and/or a Behaviour Support Plan written by the SENDCo in consultation with teachers and support staff and reviewed regularly. Changes to Behaviour Support Plans must not be made without consultation with the SENDCo.

If progress on the behaviour targets is unsatisfactory and further advice is required, the academy may, at this point seek parents' permission to involve outside agencies to recommend further strategies and arrangements.

Communication with parents

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parents are invited to come into the academy to discuss issues concerning their child at a convenient time to both them and the member of staff.

Parental support at an early stage is encouraged in devising a plan of action to support their child. It is also useful if the parent informs the Academy of any home circumstances that might affect their child's behaviour and attitude at the academy.

Teachers should speak to the parent if their child receives a red card. If they do not collect their child

from school, then the teacher will ring the parent the same day.

In every instance where a pupil is sent home for disciplinary reasons, the Executive Principal will formally record and specify the length of the suspension (for reporting purposes this should be recorded as half day,whole day or lunchtime). They will ensure that:

- They are meeting their legal duty of care towards pupils, providing appropriate supervision whilst on site, and ensuring parents are formally notified if a pupil needs to be removed from site.
- Child protection issues are taken into account; and
- Pupils' human right to education is not contravened.

If efforts to resolve the issue with the parents are unsuccessful the academy will consider whether to contact the Education Welfare Service and seek the advice of the LA about available remedies.

Sanctions at Playtime and Lunchtime

The coloured card system is not intended to support behaviour outside of the classroom and a separate set of sanctions exists for lunchtimes and playtimes. This is to ensure sanctions are immediate and related to the actions of the child. A child may have had an incident in the playground, and they will be sanctioned for this, but it hasn't affected their positive class behaviour. Again, the following examples of behaviour can act as a guide to teachers and lunchtime supervisors but is not intended to be a definitive list.

All Lunchtime Supervisors support Kingswood Primary Academy's view of positive and negative behaviour and apply the following consistent procedures to promote positive play at lunchtime and ensure that high expectations are continually maintained.

- Adults will actively engage with children's play
- Use of stickers to reward sensible behaviour in the dining hall and whilst playing outside is encouraged
- Ensure children use play equipment safely and purposefully through effective modelling
- Lunchtime Supervisors communicate effectively with class teachers to ensure concerns are fed back at the end of lunchtime.

Should an incident occur, Lunchtime Supervisors follow an agreed procedure of consequences:

1. Reminder about positive play
2. Verbal warning
3. 5 minutes time-out with the member of the senior leadership team on duty.
4. More serious incident are referred to the member of the senior leadership team on duty.

Alternative Lunchtime Arrangements

To support our children over lunchtime, it may be necessary for parents to make alternative arrangementsfor a short-term period. We provide support to those children who need more structured play through the use of lunch club, social club and colouring club.

Trips or visits outside the Academy building

Whilst the Academy recognise all children have a right to a broad and balanced curriculum, at times it may be necessary to stop a child from going on a trip for personal safety reasons or to be accompanied by their parent/carer.

These behaviours and sanctions are sufficiently serious to warrant withdrawal from an Academy trip,including sporting events:

- Academy suspensions for violence - both physical and verbal.
- Pupils who are on part-time timetables due to their behaviour in Academy.
- Pupils who have been restrained or removed from class due to their behaviour.

- Children who are flight risks – those who have run away from Academy.
- Consistently refusing adult instructions.

Pupils and parents should be aware of these guidelines and all decisions should be clear, fair and transparent.

The Executive Principal has ultimate discretion in these matters and will always take a decision that ensures the safety of all those involved.

Children who have a full Statement of Special Educational Needs, or identified special needs in terms of behaviour, may need this system to be modified to fairly meet their needs.

Use of Physical Intervention

Occasionally it is necessary to use physical intervention if a child is posing a risk to themselves or others. This will always be a last resort when all other de-escalating strategies have been exhausted. The Academy follows the principles outlined by the Restraint Reduction Network and the DfE.

Schools can use reasonable force to:

- 'Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- Restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- Use force as a punishment – it is always unlawful to use force as a punishment.'

Training

Kingswood Primary Academy ensures that all relevant staff receive the necessary training so that they are able to act safely when a pupil needs to be restrained. They are also taught the need where possible for de-escalation and to carefully assess the need for restraint or reasonable force. Records of all training are held by the Academy office.

Kingswood Primary Academy acknowledges ***our legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEND).***'

Power to search pupils without consent

In addition to the general power to use reasonable force described above, Executive Principals and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following "prohibited items":

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- e-cigarettes
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

Force cannot be used to search for items banned under the Academy rules. Separate guidance is available on the power to search without consent.

Older pupils are allowed to bring a mobile phone into the academy, but this must be switched off and handed to the class teacher at the beginning of the day and collected at the end.

Behaviour outside the Academy

Pupils' behaviour outside the academy, on academy business (e.g. trips, sports fixtures) is subject to the academy's behaviour policy and will be dealt with as if it had taken place in the academy.

Monitoring and evaluation

All staff will be responsible for implementation of the behaviour policy. Children's voices and feedback will be captured via class representatives and pupil surveys. Senior leaders are responsible for the monitoring of behaviour at Kingswood Primary Academy and identifying areas for improvement through analysis of behaviour data. The senior leadership team and Designated Safeguarding Leads will also use contextual information (e.g. age, gender, SEN, ethnicity, etc.) when monitoring and evaluating behaviour. Senior leaders meet to discuss where key children are persistently misbehaving or where there are sudden changes in behaviour and they need further support. They make plans with the pastoral team to ensure they are supported appropriately.
This protocol is reviewed annually to ensure effectiveness, identify inconsistencies in implementation and ensure no discrimination is occurring, particularly for those with protected characteristics.