



# King Athelstan Primary School

## Behaviour Policy Update

September 2024

Over the summer term of last academic year we have been working on a review of our behaviour policy. The draft revised policy was launched with staff during the recent INSET days and, although we will continue to make adjustments across this term as needed, we wanted to share some key points with you. We encourage you to read the draft policy in full [here](#).



Our school **PRIDE** values continue to be at the heart of the policy. These are:

- **P**erseverance
- **R**espect
- **I**magination
- **D**iving Deeper
- **E**xcellence

The values and animals that represent them were originally chosen by the children. The children can receive **PRIDE Postcards** and **Excellence Awards** across the year for showing these values and are encouraged to try and collect the whole set!

### Promoting positive behaviour

Children need to learn these skills, just like any others. Some of the ways we proactively teach positive behaviour include:

- Using the Zones of Regulation to teach self-regulation skills
- Having secure routines, relationships and high expectations
- Ensuring a productive learning environment and promoting purposeful play
- Through our assemblies and PSHE curriculum
- Through additional support or intervention where needed

### Zones of Regulation

We have used this curriculum, designed to foster self-regulation, for several years.

It teaches children that there are no 'bad' feelings, just 'expected' or 'unexpected' behaviours according to the context. This is the language we use in school.

**The Zones divide feelings into four colours:**

**Blue:** the low, slow feelings (e.g. sad, shy, sick, tired, bored)

**Green:** feeling 'good to go' (e.g. happy, proud, focussed, calm)

**Yellow:** the 'fizzy' feelings (e.g. excited, nervous, frustrated)

**Red:** feeling out of control (e.g. angry, aggressive, elated, terrified)

### The 'Big 5' Rules

We have five main school rules:



Although there are many more specific rules in school, we explain to the children that these all link to the 'Big 5', like branches from a tree. For example, branching from the 'we are kind' rule might be...



### NEW! Weekly whole-school focus

This year we will be having a weekly 'spotlight' on a particular school rule, value or behaviour. This will be explored in class and in assembly and adults will be on particular lookout for children showing the focus behaviour for praise and rewards.



## Roles and responsibilities

A vital part of any policy is ensuring everyone knows and upholds their responsibilities within it. We can only succeed as a team. This section of the policy is now much more detailed so you can see who is responsible for what in school. Parent/carers responsibilities within the policy are outlined below:

### Parents/Carers will:

- Be made aware of this policy and the responsibilities they and their children have under it, at the point of admission and at subsequent policy review points;
- Ensure they engage with information regarding the behaviour policy so that they are aware of the systems in place to reward positive behaviours and provide consequences for unexpected behaviours;
- Support the school to create and maintain a positive and welcoming environment for all;
- Speak responsibly and respectfully to and about staff, children and other families/members of the school community;
- Be contactable and engage in discussion regarding their child's behaviour;
- Inform the school of any information which may impact on their child's wellbeing or ability to behave in the expected manner;
- Acknowledge that all children behave unexpectedly at times and trust that the school, like them, wants the best for their child;
- Engage with support offered to improve ongoing challenges;
- Regularly check and read school communications, including emails and Google Classroom, to ensure their child is well-prepared for learning (proactively seeking support to address barriers to this);
- Ensure that their child:
  - attends school,
  - arrives punctually,
  - adheres to the school's uniform policy (including rules around items that must and must not be brought into school)
  - and homework policy.

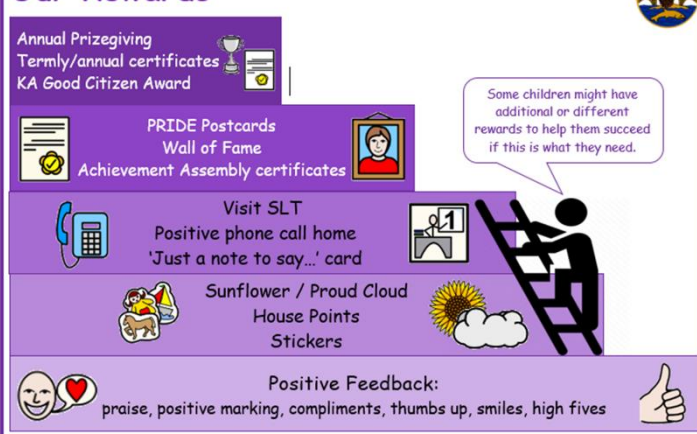
We believe that, at primary age, these responsibilities lie primarily with parents/carers, with developing independence as the child progresses through the school;

- Speak to staff if they are experiencing challenges with these requirements so we can support you.

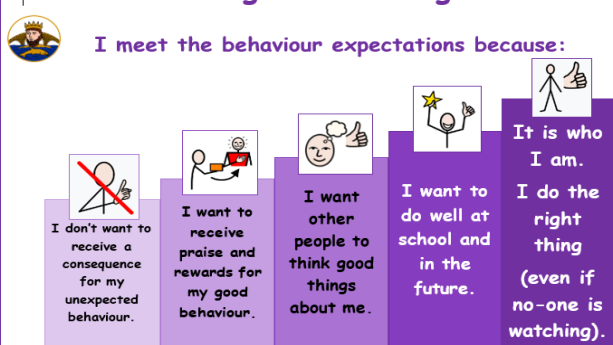
## Rewards

The draft policy contains a comprehensive list of our rewards in school. There are too many to list here. In fact, there are so many that we are reviewing whether to keep them all! Staff and children will be asked for their feedback on this over the autumn term. For now, there will still be chance to earn house points, stickers, PRIDE postcards, Excellence Awards, subject-specific awards/prizes as well as positive feedback. In EYFS, behaviour is celebrated on the class 'sunflower' and in KS1&2 on their 'proud cloud'.

## Our Rewards



## We are learning to become good citizens.



As we support the children on their journey towards being good local, national and global citizens, we will be having a new focus this year on being a 'KA good citizen'. This is awarded to one child in each class per half term who consistently meets the expectations. The aim is to encourage children, over time, to 'do the right thing, even when no-one is watching', developing their moral compass. The poster to the left outlines these stages.

## Responding to an incident

Inevitably, as the children learn and mature, they will make mistakes along the way. Staff will use our '3Rs' when responding to any behaviour incidents:

- **Responsibility:** acknowledging what happened and taking responsibility for your actions
- **Reflect:** considering who was affected, how everyone felt and what could be done differently next time
- **Repair:** working out how to make things better

This might be in conversation or in writing (as our Reflection Sheets follow this same framework).

We have a focus on natural consequences and reparation so the link is made directly with the behaviour.

## Levels of response

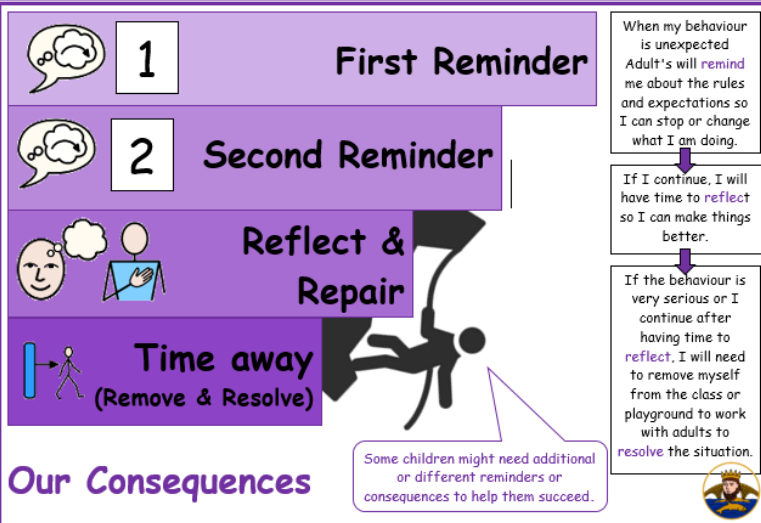
- Children will be reminded of the rules/expectations at least twice (unless the matter is very serious and requires more urgent escalation).
- If the behaviour continues after these reminders they will have time to reflect and make reparations. This might include, for example: having time at the classroom regulation station, changing seats, reflecting during break/lunch with an adult, etc.
- For more serious or persistent behaviours the child will have time away from their class/year group/playground to resolve the situation with an adult. This might include, for example: time out of class or off the playground to make a plan or complete learning around the incident and, more seriously internal exclusion or suspension from school for a fixed period.

A more comprehensive overview can be found in the policy. Please work in partnership with us to ensure incidents are not repeated.

## Reasonable Adjustments

As with all aspects of school life, some children will require adaptations to this policy as a result of their developmental stage or Special Educational Need. This does not mean that the expectations are lowered, but that the process make look different. For example,

- Having an alternative reminder system or greater 'take-up time'
- Drawing instead of writing a reflection
- Adult support to complete reparations
- Having individually tailored rewards and/or consequences



## Approach for individuals

For a small number of children with social, emotional and mental health needs or other developmental conditions, the behaviour policy will not be appropriate - even with reasonable adjustments. In these instances, class teachers will draw up a 'Plan of Action' with the child and share this with you. This will outline what the child can do at different stages of dysregulation as well as what adults can do to support.

If this proves insufficient, a more detailed Behaviour Support Plan will be drawn up by a team of staff members alongside an individual risk assessment if necessary. This will always be in conjunction with additional support for the child, e.g. referrals to outside agencies.

X's Plan of Action			
	I am	I can	You can
5			
4			
3			
2			
1			

## Who can I talk to about my child's behaviour?

Your first point of contact for any concerns about your child is their class teacher. Teachers can then access support and advice from the relevant teams in school. The Inclusion Team are also here to support. For example, if you have concerns about your child's mental health or a neurodevelopmental difference (e.g. autism) you may be put in contact with Mrs Ramkissoo. If there is a concern around SEND, you may be in contact with Mrs Bennett. Please ensure you have spoken with your child's class teacher before requesting support from this team directly.