



Diocese of Norwich  
Education and  
Academies Trust

# **Kessingland Church of England Primary Academy Behaviour Policy**

<b>Policy Type:</b>	<b>Academy Policy</b>
<b>Approved By:</b>	<b>Local Governing Body</b>
<b>Date Approved by LGB:</b>	<b>October 2018</b>
<b>Review Date:</b>	<b>October 2019</b>
<b>Person Responsible:</b>	<b>Head Teacher</b>



## **General Policy Roles and Accountabilities**

The Diocese of Norwich Education and Academies Trust (DNEAT) is accountable for all policies across its Academies. All policies, whether relating to an individual Academy or the whole Trust, will be written and implemented in line with our ethos and values as articulated in our prospectus. We are committed to the provision of high-quality education in the context of the Christian values of service, thankfulness and humility where individuals are valued, aspirations are high, hope is nurtured, and talents released.

A Scheme of Delegation for each Academy sets out the responsibilities of the Local Governing Body and Head Teacher. The Head Teacher of each Academy is responsible for the implementation of all policies of the Academy Trust.

All employees of the Academy Trust are subject to the Trust's policies.

## Mission Statement

### Aspire Believe Challenge:

At Kessingland Church of England Primary Academy, everything we do is based on **Respect** and Love for all members of our school family. We put our **Trust** in each other which enables us to form meaningful, long lasting **Friendships** within our learning community. We Value diversity and provide an environment where everyone has the opportunity to achieve and work towards their **Aspiration** for the future. Our aim is to provide a creative curriculum where everyone is curious and passionate about learning. We value having the courage to try new challenges and the **Perseverance** to keep going. We celebrate the successes and achievements of everyone in our school and we all share a **Responsibility** to make it the best place it can be. We are committed to restorative practice in implementation of this policy.

### General Principles

- The governing body is responsible for setting general principles that inform the behaviour policy. The governing body will consult with the Head teacher, school staff, parents and pupils when developing these principles.

### Our Principles

- The welfare, well-being and development of children and staff is paramount in our academy.
- All members of our academy will show respect and courtesy towards each other.
- The academy and parent/carers will work together to encourage and support children to be responsible positive citizens.
- Parent/Carers will support the academy's aim to develop positive social behaviour through expectation, recognition, rewards and sanctions.
- The Head teacher creates a culture of respect by supporting the staff's authority to respond to misbehaviour using fair and appropriate sanctions, ensuring that this happens consistently across the academy.
- The governing body and Head teacher will deal with allegations against academy staff quickly to protect and support those involved. (See Safeguarding Policy). Disciplinary action will be taken against pupils who are found to have made false/malicious accusations against school staff.
- All staff will look to enable children to improve their behaviour whilst promoting a positive learning environment.

## **Aims**

The aims of the behaviour policy are to:

- set the standards for a positive learning environment.
- create a safe environment based on mutual respect for all, free from disruption, bullying, violence or harassment.
- promote positive attitudes; self-esteem, self-discipline, self-regulation and achievement.
- set clear boundaries and ensure fair, consistent and predictable responses.
- promote a restorative approach
- develop a partnership approach with parents and carers

## **Roles and Responsibilities**

In line with the Education and Inspections Act the governing body, in consultation with the Head teacher, staff and parents/carers, has established the behaviour policy. The governing body will review the policy annually with attention to government guidance. The Head teacher must publicise the behaviour policy, in writing, to staff, parent/carers and pupils once a year (see the academy's website: [www.kessingland.dneat.org](http://www.kessingland.dneat.org)).

The governing body must provide clear advice and guidance to the Head teacher on which they can base the school behaviour policy. The following should be covered in the behaviour policy:

- Screening and searching pupils (including identifying in the school rules items which are banned and may be searched for)
- The power to use reasonable force or make other physical contact
- The power to discipline beyond the school gate
- Pastoral care for school staff accused of misconduct; and
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.

The Head teacher will be responsible for the academy's policies and procedures and may delegate aspects of its day to day implementation and management to a designated member of the academy's leadership team. There will be support for staff faced with challenging behaviours.

All academy staff will be responsible for ensuring that the policy and procedures are followed. Staff have a responsibility to inform and advise the Principal/Head teacher of the effectiveness of these. The governing body, Head teacher and staff will ensure that the policy and procedures are applied consistently with respect for all. They will also ensure that there are procedures in place to listen to the concerns of pupils and parent/carers and that these are appropriately addressed.

Parents and carers will be expected to take responsibility for the behaviour of their child/ren both inside and outside of the academy. All parent/carers will be encouraged to work in partnership with the academy in maintaining high standards of behaviour, to join with their child/ren, academy and agencies to seek solutions to any difficulties incurred. School staff will always aim to work closely with parents/carers to keep them informed of their child's attainment, progress and behaviour. To this end, if a member of staff has any concerns relating to a child's behaviour, they will liaise with parents and carers at the earliest opportunity.

Pupils will be expected to take responsibility for their own behaviour to maintain a culture of mutual respect and consideration.

## **Powers to Discipline**

Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. Decisions to discipline children for behaviours outside of school will be considered carefully and in liaison with parents/carers, and if relevant, the police.

Teachers, teaching assistants and all other paid staff with responsibility for pupils will model positive behaviour. All paid staff (unless the Head teacher says otherwise) have the authority to discipline pupils whose behaviour is unacceptable, who break the academy rules or fail to follow a reasonable instruction.

In our academy, staff will follow agreed procedures and strive to use restorative practice to build relationships, promote discipline and prevent further harm and conflict occurring.

## **Classroom Rules**

**R**eady to listen

**A**llow others to learn

**C**ontribute to the lesson

**E**nthusiastic about learning

## **Lunchtime/ Playtime Rules**

**S**peak kind words

**A**lways treat others with respect

**F**ollow your adult's instructions

**E**njoy spending time with your friends

**T**alk to an adult if you are sad or worried

**Y**ou are responsible for your own actions

Academy rules will be discussed at the beginning of each year and displayed in each classroom along with our Core Values of: Trust, Friendship, Aspiration, Perseverance, Respect and Responsibility. The class rules should be displayed noticeably in every classroom alongside the Learning Roads; teachers should regularly go over the rules to make sure the children understand them.

## **Rewards**

- 1) Non-verbal acknowledgement; smiles, thumbs up, clapping etc
- 2) Verbal praise e.g. well done for finishing work in time, showing kindness to another child/adult
- 3) House Points/ Dojo Points for care given completing work and good learning behaviours shown
- 4) Stickers and badges

- 5) Phone calls home
- 6) Pupil of the Week Worship time on Friday. Teachers choose one child from their class for a reward for their learning throughout the week. The children receive a certificate.

Our school behaviour policy is a positive approach to behaviour and encourages the children to be in the **driving seat of their own learning**. Our whole school approach is based on the idea of five roads and encourages the children to stay on the **'Right Track'**.

### Consequences

If children break any of the class rules the following steps are taken. It is important to note that teachers should use a range of Assertive Discipline strategies prior to implementing negative consequences. Of course, in the case of a child hurting another child or adult an immediate consequence is required and the child must be taken to a safe place to ensure the safety of others.

It is vital the child understands what it is they have done to break a school rule. The adult must discuss/share what has happened with the child and explain why the behaviour is unacceptable. It is important to ensure the children are clear as to the next stage of reward or consequence, if the behaviour improves/does not improve.

- **Rule reminder**

The instruction is repeated and the meaning clarified the teacher will exemplify by use of modelling or identifying a pupil or group of pupils who are following the positive behaviour pathway.

- **'Off Track'**

As above plus the staff member ensures the child knows what will happen at the following stages and moves their name between the green and orange road.

- **Orange Road**

The child will be asked to reflect on their behaviour outside the room with an adult. This will be recorded on a behaviour form. They will be expected to give 'Time for Time' and miss 3 minutes of their own time.

- **Off Track**

The child will be given a final warning and have the chance to get back to orange.

- **Red Road**

The child will be sent to a member of SLT and the class teacher will contact the parents to share why their child was moved to the Red Road. The child will miss 20 minutes of their own time, reflecting on their behaviour and the class teacher will complete a behaviour form. The child may also receive a Consequence Letter and a further consequence depending on how many times they have previously been on the Red Road.

### **Consequence Letters**

If a pupil is causing concern and the School Policy is not impacting positively, then a personalised Behaviour Support Plan is drawn up with a member of the Student and Family Support Team, a member of SLT, parents, child, SENDCo and class teacher where possible.

After this meeting, the parents will receive a consequence letter every time their child is moved to the red road. Parents will also be notified of future consequences and action that the school is taking to support their child.

### **Internal Exclusion**

If children receive a Consequence Letter on 3 or more occasions they will receive an internal exclusion. Parents will also be asked to attend a supportive pastoral meeting with the class teacher.

### **External Exclusion**

If further Consequence Letters are received then Behaviour Support Plans will be put in place with SLT. At this point, clear targets will be put in place and reviewed with parents. Further consequence letters will be issued if the SMART supportive behaviour targets that have been put in place are not met resulting in fixed term exclusions.

### **Directly to Head teacher**

In extreme cases, for example physical violence- where a child has been hurt or theft has occurred these procedures will be accelerated. Pupil safety is paramount and any pupil who has injured another with intent, will be withdrawn from the class for the remainder of the day. In addition, parents are contacted immediately in the event of injury to pupils or staff. A pupil leaving the classroom/school premises without permission is also a very serious incident and will be reported to headteacher and family. This may result in fixed term exclusion. **EYFS**

In EYFS, we recognise that children need time and lots of modelling in order to understand how to take turns, share resources and follow the expectations and rules of the school day. The children respond well to visual aids and the reward or consequence needs to be instant. It also needs to be made explicit to the children so they understand the behaviour. With this in mind, the whole school behaviour policy is differentiated to meet the needs of pupils in EYFS. If a child is reaching the 'Red Road' and displaying the same behaviour on numerous occasions in a half-term then a supportive behaviour meeting will be held with the class teacher and parents. The right behaviour will be modelled with the child and opportunities to apply this in a small group. If there are further incidents of 'Red Behaviour' then Consequence Letters will be issued in line with the rest of the school.

### **Differentiated Behaviour Policy**

The school Behaviour Policy supports up to 97% of children into good learning behaviours, by which we mean following the school rules and demonstrating our school values alongside their peers and



in their learning. Some children require a differentiated policy. This should be decided in discussion with SENCO/ parent/ pupil.

### **How are pupils identified for differentiated support?**

- Attainment of pupil dramatically drops. Class teacher voices her concern at Achievement Team/ Pupil progress meetings. SENCO brings case to Pastoral Support Team.
- Student and Family Support Team raise a child through conversations with parents and class teachers
- Alternative strategies have been identified by external agencies
- A number of Consequence Letters have been issued

Good learning behaviour enhances effective teaching and encourages meaningful learning.

### **In the classroom children should be praised if they:**

- Take turns in talking
- Wait until asked to speak;
- Follow instructions the first time they are given;
- Listen to each other;
- Move quietly and carefully about the room and corridors;
- Enter and leave the room in an orderly and sensible manner; (tables must be left tidy and a few children chosen at a time to move around the room.);
- Respect the carpeted areas as they would other "work" areas;
- Do their best to complete work in a given time.

### **Good learning behaviours are taught by ensuring that:**

- All written work is performed sitting correctly at a table;
- Children are working with the appropriate materials for specific tasks;
- Children have adequate space in which to work.
- SEND children have the opportunity to work on their identified targets and to understand what they are working towards so they know what is expected of them.

### **Use of equipment**

Great emphasis is placed in training children how to care for and use all classroom equipment.

Children are taught to:

- Handle books and equipment and each others' work with care and respect;
- Return all books and equipment to their correct place after use;
- Clear and tidy surfaces and floors of learning materials at the end of each session.

### **Attracting children's attention**

Children are expected to work and talk quietly (unless the task specifically requires otherwise). Good behaviour is identified and praised. However, if the noise has risen beyond an acceptable level, staff will need to use certain methods to control this:

- Body signals that children follow with the adult;
- Emphasise the first word of an instruction e.g. "I WOULD LIKE everyone to look at me..."
- Praise children who are working quietly. "I like the way....."
- Visual signals, audit signals e.g. bells

- Songs

**We avoid shouting, shushing and nagging.**

### **Corridors**

Children are expected to WALK quietly when making transitions between lessons and moving around the building.

### **Collective Worship**

Children are expected to:

- Enter and leave the hall respectfully and reverently
- Listen unless chosen to contribute to the assembly by the teacher.
- Contribute to the quality of reflection and worship.

### **Recognition of Good Behaviour**

It is vital that we use good role models regularly. The class can be stopped to watch a group of children demonstrate particular behaviour.

e.g. "I would like everyone to stop now. A's group are going to show us all how they can talk together quietly while they play their reading game."

Children and staff are helped to identify good behaviour and to praise each other for their efforts.

e.g. "I am very pleased that you have all remembered to walk quietly down the corridors having respect for learners in other classrooms"

We recognise that praise and encouragement are more effective in encouraging good behaviour than nagging and reprimands.

### **Rewards**

If rewards are given for the broadest achievements then all children receive praise.

Be specific about the behaviour you are praising, as this will also make it clear to others.

Suggested rewards include:

- "Special mention" during a Collective Worship or Celebration Assembly
- Visiting another adult in the school for praise;
- Sharing work with other children;
- Positive marking of children's work (see Marking and Feedback Policy)
- Telling parents about children's successes;
- Community Successes - pupils who have gained achievements outside school need to feel the school community recognises these achievements too.

Praise must always be about 'LEARNING' and 'RESPECT for others/the environment' and should recognise the effort the pupil has made in line with our School Values.

### **Unacceptable behaviour by pupils - Red Road Behaviours**

#### **Constant interruption**

This behaviour can cause much disruption and disturbance to children's learning. It is often an attention seeking behaviour.

Children are taught not to interrupt when undisturbed periods of concentration are needed.

A child who constantly interrupts needs to be in an environment where positive behaviour is encouraged and reinforced.

We consider the following behaviour to be unacceptable:

- **Bullying**
- **Physical abuse** - Hitting, pinching, punching, kicking, biting, scratching, pulling hair etc.
- **Verbal abuse** - Name calling, mimicking, teasing, swearing, insulting another person or their family. Gestures, "looks", staring, isolating another person from a group, refusal to sit next to or hold hands with another child, over forceful persuasion.
- **Onlookers** – people who do nothing to help. They are condoning bullying by watching and are themselves in the wrong by not reporting this behaviour. If onlookers are not firmly spoken to, then a bullying culture may develop.
- **Racism** - If racist terms or gestures are used we must be consistent with our approach. Our aim is to inform the children why these terms or gestures unacceptable. We hope to eradicate all racist comments and prejudices. We also need to support and protect any victims of racism. The victims must be listened to and taken seriously. They must feel secure in the knowledge that they will be supported.
- **Sexism** - Sexism is unfair or unreasonable discrimination between the sexes. Comments or insults based on a person's gender or exclusion of others on the grounds of their gender are unacceptable. Staff and pupils must also be aware of stereotyping comments or unreasonable maintenance of traditional sexual roles.  
Staff need to explain to children why equal opportunities are necessary. They need to use positive models to avoid sexism, and positive reinforcement should be employed.

It is important that staff employ similar strategies for dealing with both racism and sexism. These are discussed further in our Equal Opportunities Policy but some are briefly listed here.

Ensure that:

- Children work regularly in mixed ethnic groups of boys and girls;
  - We are consistent in our behaviour towards boys and girls;
  - Resources are monitored to avoid stereotypical role models.
- 
- **Theft** - Pupils should be discouraged from bringing unnecessary items to school. The naming of all possessions will help to avoid arguments about ownership.  
There are a few children who feel compelled to take other people's property. These children may need special support and guidance. Close links between home and school are needed to discourage theft. Parents are asked to return any objects that do not belong to them, however small or trivial, back to school.

When a child behaves in an unacceptable way it is the behaviour that is anti-social and not the child. Staff must phrase reprimands in a way that shows this.

### **Setting Individual Behaviour Targets**

If a pupil is causing concern and the School Policy is not impacting positively then a personalised Behaviour Support Plan is drawn up with a member of the Student and Family Support Team, a

member of SLT, parents, child, SENDCo and class teacher where possible. It is vital that the child understands that the school and family want them to be happy and learn and that all children have a right to feel safe in school and it is the schools responsibility to ensure it. The use of consequence letters will be introduced and the criteria will be shared during the meeting.

1. Teacher to meet with child and establish and agree the behaviour which is inappropriate.
2. Ask the child what he/she intends to do about it.
3. Ask the child how we can help.
4. Negotiate with the child the area of behaviour which they need to change in order to improve in class. Set one or two SMART (specific, measurable, achievable, realistic and timely) targets are drawn up and agree how it will be monitored.

**Before a consequence is given adults need to ensure they have:**

- Highlighted and named children who are following instructions.
- Reminded the child of behaviour expectation in the classroom and the rules that they are in danger of breaking. NB the flow of your teaching must not be disturbed by poor pupil behaviour.
- Followed the 'Road' system in each classroom.

**If a child is given time out they must be:**

- Accompanied by an adult
- Given a specified amount of time they should be away from class and time to complete their behaviour form and discuss the behaviour that has taken place.

**IMPORTANT- THE CHILD MUST RETURN TO A FRESH START**

**Behaviour at Playtime**

This is the best part of the day. Pupils love playing with their friends, however sharing friends and equipment can be challenging. All staff on playground duty should try to remember that children come from all different types of families. This means children will respond to the challenges of 'playtime' very differently.

**Staff on duty must:**

- Arrive on time in the playground
- Be clear with other staff on duty who is responsible for each area and first aid.
- Ensure good sight lines across the playground.
- Smile and be positive with children.
- Model 'good listening' when a child is speaking to you about their play or an issue they are worried about.
- Always value the pupils views and show concern if they are worried or upset
- Ensure play equipment is out and put away.
- Ensure all children are back in class before the last adult leaves the playground.
- Ensure you pass on behavioural/medical information to the class teacher.
- Never take drinks onto the playground.
- Report any health and safety concerns regarding fencing/boundaries to the office manager or caretaker.

## **Behaviour at lunchtime in addition to break time guidance above**

The school appreciates the challenges faced by Midday Supervisors and works to support members of this team in their workload.

### **Staff Should:**

- Arrive promptly ready to start work
- Ensure all first aid, behaviour, play equipment is fit for purpose and ready for play.
- Ensure the playground is safe and boundaries are secure.
- Rota for location of staff is in place and rotas and area are understood by all new members of the team.
- Encourage pupils to use cutlery correctly, try new foods and eat healthily
- Inform class teacher if the child has not eaten enough lunch.

Children are expected to play sensibly in the playground. Fighting, fighting back and play-fighting will result in consequences.

Children must do as the support staff ask, if there are small disputes, children may be asked to take time out and wait beside the wall with a sand timer for 3 or 5 minutes to cool off. Any rudeness to staff should be recorded on a behaviour form along with any other inappropriate behaviours.

Children are asked to resolve problems/conflict in a non-aggressive way, if they have difficulties strategies will be modelled to them. For example children will review the incident and identify where better choices could have been made. References to school values and the language of rules must be used.

If parents feel that there are ongoing concerns that they feel are not being dealt with they should contact the school immediately, all staff should build a culture of care and partnership around the children.

At playtime all pupils are still expected to adhere to the school rules and demonstrate the School Values.

### **Rewards**

Pupils should be praised and exemplary behaviour should be shared with class teacher so that House Points/ Dojo points can be given.

### **Consequences**

Warnings are given as in classroom including missing 3 minutes of their own time and completing behaviour forms. All consequences and behaviour incidents should be recorded and shared with class teacher. Class teachers will support the MDSA team in ensuring pupils in their care behave well in all areas of the school.

Repeated incidents at lunchtime may result in exclusion at lunchtime, red letters and possible exclusions in line with the behaviour pathway.

### **Use of reasonable force**

All members of school staff have a legal power to use reasonable force. In our Academy staff are trained with Norfolk Steps and the Head teacher holds a list of trained and authorised staff. Reasonable force can be used to prevent pupils from hurting themselves or others, damaging property or from causing disorder and will always be recorded appropriately.

### **Pupils Conduct Outside the School Gate**

If a child's conduct outside of the school gate is witnessed by a member of staff, reported to the school by a member of the public and the child is identifiable as a pupil of the school, teachers have a statutory power to discipline the pupils in line with the school sanctions and consequences.

### **Training**

Whole staff and individual training needs will be identified through the Academy's self-evaluation process and staff appraisal.

### **Monitoring**

The impact of the policy will be reviewed regularly through careful monitoring of incidents. Termly reports will be made to Governors.

### **Review**

The policy will be reviewed every year, depending on changes in circumstance or legislation.

### **Links to Other Policies**

- Anti-Bullying Policy
- Safeguarding Policy
- Harassment & Discrimination Policy including Racial Abuse
- Exclusion Policy
- Restrictive Intervention Policy

## Appendix A – Behaviour Summary

### Behaviour Policy - Consequences

Rule Reminder	The instruction is repeated and exemplified using modelling.
Off Track	The child is told what will happen next if their behaviour doesn't change
Orange Road	The child will be asked to reflect on their behaviour outside the room with an adult. This will be recorded on a behaviour form. They will be expected to give 'Time for Time' and miss 3 minutes of their own time.
Off Track	The child will be given a final warning and have the chance to get back to orange.
Red Road	A phone call will be made to parents. The child will receive a Consequence Letter and consequence depending on how many times they have previously been on the Red Road. The child will be sent to a member of SLT and lose 20 minutes of their own time .

### Consequence Letters

Consequence Letters will only be issued by SLT. Separate Consequence Letters will be issued for lunchtime/playtime incidents and incidents in class. Parents will be expected to collect Consequence Letters from the School Office.

<u>Letter Number</u>	<u>Consequence</u>	<u>Supportive Measure</u>
1	Loss of Lunchtime	Opportunity to reflect on the behaviour with an adult, vocalise the behaviour and talk about what might change next time.
2	Loss of Lunchtime	
3	½ day internal exclusion	Supportive Pastoral Meeting with Class Teacher
4	½ day internal exclusion	
5	Full day internal exclusion 8:30am – 3pm	Behaviour Support Plan meeting with SLT Clear targets to put in place and reviewed weekly with parents.
6	Full day internal exclusion 8:30am – 3pm	

At this point, clear targets will be put in place and reviewed with parents. Further consequence letters will be issued if the SMART supportive behaviour targets that have been put in place are not met.

7	1 day exclusion	Consider the following support:  CISS core offer Success based Part-Time Timetable (if appropriate) IYFAP referral Referral to external agencies for support
8	2 day exclusion	
9	3 day exclusion	
10	4 day exclusion	

**Behaviour Policy - Consequences**

	<b>EYFS</b>
Rule Reminder	The instruction is repeated and exemplified using modelling.
Off Track	Time to think
Orange Road	The child will be given 2 for 2 using the visual timer. The child will talk about their behaviour and be expected to vocalise. I have had 2 for 2 because...
Off Track	Time to think
Red Road	A phonecall/ conversation with parents.  If a child has been on red 3 or more times for the same behaviour a consequence letter or parent meeting will be put in place.

In EYFS, we recognise that children need time and lots of modelling in order to understand how to take turns, share resources and follow the expectations and rules of the school day. The children respond well to visual aids and the reward or consequence needs to be instant. It also needs to be made explicit to the children so they understand the behaviour. With this in mind, the whole school behaviour policy is differentiated to meet the needs of pupils in EYFS. If a child is reaching red and displaying the same behaviour more than 3 times in a half-term then a supportive behaviour meeting will be held with the class teacher and parents. The right behaviour will be modelled with the child and opportunities to apply this in a small group. If there are further incidents of ‘red behaviour’ then consequence letters will be issued in line with the rest of the school.

When a child is on the ‘Red Road’, the following resources and strategies will be used to help children understand the right behaviour.

- Thinking Books
- Social Stories
- Small group work
- Additional Home/School actions
- Small group activities modelling the right behaviour

**All children will have the opportunity to move back up the roads. Children will all return to the ‘Green Road’ at the start of lunch to give them success unless they are on Silver or Gold.**

**If a child hurts others they will go straight to orange.**

**If a child is physical towards others or presents a danger to themselves, staff or property the child will move straight to ‘Red’.**



## Appendix C – Classroom Rules



At Kessingland Church of England Primary Academy  
we **CARE** about learning.

**C**ontribute to all lessons

**A**llow others to learn

**R**eady to listen

**E**nthusiastic about learning



## Appendix D – Playtime/ Lunchtime Rules

At Kessingland Church of England Primary Academy, we  
have Playtime '**SAFETY**' Rules

**S**peak kind words

**A**lways treat others with respect |

**F**ollow your adult's instructions

**E**njoy spending time with your friends

**T**alk to an adult if you are sad or worried

**Y**ou are responsible for your own actions





Kessingland Church of England Primary Academy

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Email: office@kessingland.dneat.org Web: www.kessingland.dneat.org



Diocese of Norwich  
Education and  
Academies Trust

**Full Date**

**Consequence Letter (Number)**

**Dear Parent/Guardian Name.**

I am very disappointed to have to write to you regarding **child's name** behaviour.

Our classroom rules are:

1. Contribute to the lesson
2. Allow others to learn
3. Ready to listen
4. Enthusiastic about learning

Unfortunately, on **insert date**, **child's name** chose to **child's action**. Our policy is to ensure all children are heard before we decide a consequence takes place. As a result, **child's name** has agreed the following consequences: **(Insert consequences AGREED with child)**. In addition, it is important to note **child's name was/was not honest and did/did not show real remorse when he/she apologised to the other child/ren/adult concerned.**

Please support the school, by talking to **child's name** about our school rules and the behaviour shown today.

Thank you for your continued support.

Yours sincerely,

Mr Adrian Crossland  
Head Teacher



Kessingland Church of England Primary Academy

Head teacher: Mr Adrian Crossland

Field Lane, Kessingland, Lowestoft, Suffolk, NR33 7QA Tel: 01502 740223

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Diocese of Norwich  
Education and  
Academies Trust

Consequence Letter (Number)

Full Date

Dear Parent/Guardian Name,

I am very disappointed to have to write to you regarding **child's name** behaviour.

Our playtime/lunchtime rules are:

1. Speak kind words
2. Always treat others with respect
3. Follow adult's instructions
4. Enjoy spending time with your friends
5. Talk to an adult if you are sad or worried
6. You are responsible for your own actions

Unfortunately, on **insert date**, **child's name** chose to **child's action**. Our policy is to ensure all children are heard before we decide a consequence takes place. As a result, **child's name** has agreed the following consequences; (**Insert consequences AGREED with child**). In addition, it is important to note **child's name was/was not honest** and **did/did not show real remorse** when **he/she** apologised to the other **child/ren/adult** concerned.

Please support the school, by talking to **child's name** about our school rules and their behaviour shown today.

Thank you for your continued support.

Yours sincerely,

Mr Adrian Crossland  
Head Teacher

## Appendix G – Behaviour Modification Pathway

Kessingland Church of England Primary Academy Behaviour Modification Pathway				
Positive Behaviour Path	<b>Stage 1</b> <ul style="list-style-type: none"> <li>Focus on learning</li> <li>Demonstrates the school values; respect, responsibility perseverance, trust, friendship and aspiration</li> <li>Pupils are fully aware of different forms of bullying including cyber bullying through PSHE lessons</li> <li>Pupils know how to keep themselves and others safe including e safety</li> <li>Honesty</li> <li>Respect towards others</li> </ul>	<b>Stage 2</b> <ul style="list-style-type: none"> <li>Levels of attainment raised</li> <li>Produce work of a higher standard</li> <li>Support learning of others</li> <li>Work/behaviour used as a model</li> <li>Pupils actively prevent bullying from occurring</li> <li>Shows respect and tolerance for others when things go wrong</li> </ul>	<b>Stage3</b> <ul style="list-style-type: none"> <li>Assessment scores improve-making progress</li> <li>Confidence and self-esteem increased</li> <li>Taking risks with learning</li> <li>Ability to listen and empathise with others</li> <li>Pupils consistently make better choices and support improved relationships</li> </ul>	<b>Stage4</b> <ul style="list-style-type: none"> <li>Confident in taking new challenges</li> <li>Learning behaviour is the only behaviour</li> <li>Learning and play is enhanced by relationships</li> <li>Able to mentor others</li> </ul>
Action	<ul style="list-style-type: none"> <li>Praise</li> <li>Dojo Points/ House Points</li> <li>Visit or trips out</li> <li>PSHE curriculum</li> </ul>	<ul style="list-style-type: none"> <li>Head/ Class Teacher Awards</li> <li>Dojo Points/ House Points linked to the Silver and Gold Road</li> <li>Positive letters, text messages, phone calls home</li> <li>Feedback to parents at meetings and Termly Learning Conferences</li> </ul>	<ul style="list-style-type: none"> <li>Pupil of the Week certificates during Collective Worship</li> <li>Dojo Points/ House Points linked to the Silver and Gold Road</li> <li>Positive letters, text messages, phone calls home</li> </ul>	<ul style="list-style-type: none"> <li>Improved end of year outcomes/ test scores</li> <li>Excellent outcomes to learning</li> <li>Head/class teacher awards</li> <li>House Captains</li> </ul>
Behaviour Modification Path	<b>Stage 1</b> <ul style="list-style-type: none"> <li>Talking in lessons</li> <li>Lack of attention</li> <li>Lack of work</li> <li>Disinterest</li> <li>Lack of productivity in lessons</li> <li>Poor attendance and punctuality</li> <li>Disruption of teaching and learning</li> <li>Poor home support for learning and behaviour</li> </ul>	<b>Stage 2</b> <ul style="list-style-type: none"> <li>Disruption of teaching and learning</li> <li>Persistent lateness</li> <li>Shouting/arguing</li> <li>Refusal to settle</li> <li>Disturbing others</li> <li>Swearing</li> <li>Inciting others to hurt children/break rules</li> <li>Intimidation</li> <li>Hurting others physically, emotionally or verbally</li> <li>Disrespect to adults</li> <li>Disrespect to pupils</li> <li>Failure to follow instructions</li> </ul>	<b>Stage 3</b> <ul style="list-style-type: none"> <li>Fighting</li> <li>Bullying/cyber bullying</li> <li>Persistent disruption</li> <li>Damage to property</li> <li>Persistent refusal to follow instructions</li> <li>Racist remarks</li> <li>Repeatedly hurting emotionally or physically</li> <li>Unsatisfactory attendance and punctuality is affecting learning negatively</li> <li>Behaviour that presents a danger to themselves or others.</li> </ul>	<b>Stage 4</b> <ul style="list-style-type: none"> <li>Persistent and serious behaviour problems</li> <li>Violence, assault, threatening behaviour</li> <li>Illegal behaviour</li> <li>Breakdown in relationship with parents/families and school impacts negatively on learning and wellbeing of child</li> </ul>
Action	<ul style="list-style-type: none"> <li>Lesson planning-varying learning activities</li> <li>Seating plans</li> <li>Advice given to Teacher/ LSA</li> <li>Class Behaviour Roads</li> <li>Time out of class</li> <li>Reduction in play time</li> <li>Differentiated Class Consequences</li> <li>Initial conversations with parents</li> </ul>	<ul style="list-style-type: none"> <li>Referral to Student and Family Support Team</li> <li>Letters/ phone calls home</li> <li>Loss of playtime /lunchtime</li> <li>Supportive Pastoral meetings with Class Teacher and <del>SAFS</del> team</li> <li>Prevention meeting with Education Welfare Officer</li> <li>Parent Support from Pastoral Lead</li> <li>Loss of playtimes</li> </ul>	<ul style="list-style-type: none"> <li>1:1 or small group THRIVE support</li> <li>Behaviour Support Plan with SLT</li> <li>Support from CISS Package</li> <li>School Nurse Referral</li> <li>Offer parents a CAF if appropriate</li> <li>Fast Track meeting with Education Welfare Officer</li> <li>1-2 consequence letters (Loss of lunchtime)</li> <li>3-4 consequence letters (1/2 day internal exclusion)</li> </ul>	<ul style="list-style-type: none"> <li>Clear Targets reviewed regularly</li> <li>On-going Parent Partnership</li> <li>Success- Based Timetables</li> <li>Referral to IYFAP</li> <li>Referral to CISS Core Package</li> <li>Professionals Meeting</li> <li>5-6 consequence letters (full day internal exclusions)</li> <li>7-10 consequence letters (external exclusions)</li> </ul>