



BPET Behaviour Policy

Signed:	
Chair of Trust Board:	Claire Delaney
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Bellevue Place Education Trust – Our commitment

Learn. Enjoy. Succeed.

Every BPET child and staff member enjoys a broad (LEARN) and enriched (ENJOY) learning experience, enabling them to achieve far greater individual success (SUCCEED) than they might previously have thought possible.

Our Mission

To grow hubs of like-minded, autonomous schools with a strong support network, all of which combine academic rigour with highly enriched opportunities that deliver a personalised approach to education and exceptional outcomes for all.

Our Difference

We are leading the way in delivering high quality education through skills-based and knowledge rich curricula, applying the best of the independent and state sectors to deliver breadth of opportunity and pupil enrichment. We empower all our schools as individual entities that best meet the needs of the communities they serve and have a strong relationship with families, who are our key partners in delivering the vision.

Our Promise

Every child is an individual. Our role is to nurture pupils' potential through a personalised approach to learning. BPET children are happy, independent, confident all-rounders. Our focus is ensuring an exceptional provision for all our children with supportive, accessible learning that enables every child to make progress, including high quality inclusion for children with Special Educational Needs. We encourage a 'be interested and be interesting' attitude in children and staff alike. We don't just teach; we want our pupils to have a passion to learn.

1 Introduction

1.1 BPET's behaviour strategy is aimed at creating a culture with high expectations of behaviour and establishing calm, safe and supportive environments conducive to learning across its schools. Good behaviour and self-discipline leads to effective learning and helps prepare children and young people for life beyond the academy gate.

1.2 This policy outlines the high behavioural standards BPET expects from all our pupils, the support and interventions used to address poor behaviour and sets out the sanctions that will follow if this policy is not adhered to. This policy should be read in conjunction with BPET's exclusions policy, anti-bullying policy, SEND, searching, screening and confiscation policy, and safeguarding and child protection policy, all of which can be found on the school's websites.

2 Aims and Objectives

By setting high standards of expected behaviour, BPET and its schools aim[s] to:

- promote positive relationships that safeguard and promote the welfare of pupils, creating an effective learning environment;

- maximise the quality of the learning experience for all pupils enabling everyone to learn effectively;
- enable pupils to understand the implications of their behaviour, to control their own behaviour and most importantly to take responsibility for their behaviour;
- ensure every member of the Trust community feels valued, respected and treated fairly;
- provide an ethos and environment within which everyone feels safe;
- foster discipline and mutual respect between pupils and their peers, and between staff and pupils;
- raise awareness amongst pupils to ensure that their behaviour does not put their peers or staff at an increased risk in respect of health and safety;
- raise awareness amongst pupils for the need to recognise and manage their emotions and reactions; and
- support pupils whose behaviour within the academy environment is challenging or who may find friendship and co-operation difficult.

3 Application of Policy

3.1 This policy applies to all members of the BPET community. BPET uses CPOMs or Arbor to track and monitor pupil behaviour and how parents will be kept updated about pupil behaviour. Each school within BPET will apply sanctions within this policy for behaviour that takes place outside of school premises where it is reasonable to do so, for example if allegations of bullying or inappropriate online activity taking place outside of school hours are reported to the school.

3.2 When deciding whether it would be reasonable to impose a sanction for poor behaviour outside of the school, staff will consider:

3.21 whether the pupil is taking part in any school-organised or school-related activity, travelling to or from the school, wearing school uniform or is in some other way identifiable as a pupil at the school at the time of the poor behaviour; and/or

3.22 the severity of the misbehaviour, whether the pupil's behaviour could have repercussions for the orderly running of the school, whether the behaviour poses a threat to another pupil or member of the public or could adversely affect the reputation of the school and/or BPET.

4 Roles and Responsibilities

All members of the BPET community are expected to follow this policy and treat one another with dignity, kindness and respect. Roles, responsibilities and expectations of each section of the BPET community are set out in detail below.

4.1 Board of Trustees

The Trustees will work with the Central Team to set the ethos and a set of core values that promote high standards of expected behaviour from pupils attending its schools. Trustees will monitor and evaluate the impact of the policy and will hold the CEO and Director of Education to account for its implementation.

4.2 The Chief Executive /Director of Education

The CEO/Director of Education will ensure that this Behaviour Policy is applied consistently across the schools within BPET and will report back to the Trustees on educational outcomes, behaviour management, support strategies and early intervention for pupils requiring additional support. They will ensure that senior staff receive regular continued professional development and receive regular training on behaviour management.

4.3 Headteacher

Each school's Headteacher, with support from their Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that lessons are well led, effectively managed and that staff regularly and effectively self-evaluate their behaviour management strategies. The Headteacher will monitor how staff implement this policy to ensure rewards and sanctions are applied fairly and consistently, searches are carried out lawfully and the use of removal from the classroom is used appropriately and not having a disproportionate effect on pupils sharing particular protected characteristics. The Headteacher will act as a source of support and guidance for staff on behaviour management strategies and discipline. The Headteacher will monitor and evaluate behaviour information, including information about bullying to identify trends in behaviour. This information will be used to agree appropriate actions so that excellent behaviour is maintained.

4.4 Staff

All staff will:

- communicate the contents of this policy to all pupils and parents to ensure that BPET's expectations are transparent to all pupils and parents, and that expectations of, and responses to, behaviour are consistent, fair, proportionate, and predictable. Staff will do this by for example within assemblies, part of PSHE and discussed as part of pupil induction.
- apply this policy fairly, consistently, proportionately, and without discrimination, taking into account SEND as well as the additional challenges that some vulnerable pupils may face;
- make reasonable adjustments for disabled pupils as required;
- promote a teaching and learning ethos which encourages all pupils to attend and participate in lessons whatever their level of ability or need;
- model positive behaviour;
- not tolerate disruption to teaching, learning or school routines and take proportionate action to restore acceptable standards of behaviour;
- challenge pupils to meet the school expectations and maintain the boundaries of acceptable conduct;
- record incidents of poor behaviour and any given sanctions in the pupil's behavioural log;
- provide praise, rewards and reinforce positive behaviour;
- deal with incidents of bullying, discrimination, aggression and derogatory language quickly and effectively;
- focus on de-escalation and preventative strategies rather than being solely reactive;

- consider the welfare of the whole BPET community and ensure that the majority of pupils' education is not jeopardised by the disruptive behaviour of a minority of pupils;
- contribute to the development of systems which support and reinforce positive behaviour;
- recognise that there may be contributory factors which affect pupil's behaviour and respond according to individual need;
- identify pupils who are experiencing difficulties in developing or sustaining appropriate behaviour and put in place general and targeted interventions to improve pupil behaviour and provide support. This could include:
 - more frequent engagement with parents;
 - home visits;
 - mentoring and coaching;
 - report cards;
 - time in a pupil support unit;
 - engaging with local partners and agencies to address specific challenges;
 - consideration of whether a multi-agency assessment referral is required e.g. Early Help or an Education Health and Care Plan; and/or]
 - designing an Individual Behaviour Plan with set targets and support strategies embedded within;
- contact parents if there is a problem with attendance, punctuality or equipment and about any concerns or problems that affect their child's work or behaviour;
- set, mark and monitor homework and provide facilities for children to do homework in the school if required;
- send parents an annual written report on their child's progress and arrange Parents' Evenings during which progress will be discussed; and
- engage with and attend all training and development sessions to continually improve behaviour management and learn from best practice.

4.5 Parents

Parents play an important role in ensuring good behaviour from their children. Parents are expected to:

- support the school in the application and enforcement of this policy;
- inform the school of any challenging behaviour exhibited at home, special education needs or changes in circumstances that may account for changes in their child's behaviour;
- ensure their child attends the school on time, appropriately dressed, fed, rested, and equipped;
- work with the school in support of their child's learning;
- attend virtual or in person meetings at the school with staff to discuss their child's behaviour and adhere to any parenting contracts put in place;
- inform the school in writing of any medication their child needs to take (see the "Supporting children with medical needs" policy);
- support their child in homework and other opportunities for home learning;
- attend Parents' Consultations and discussions about their child's progress, if reasonably possible; and

- in the case of suspension, provide appropriate supervision for their child during the first 5 days of suspension, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, attend a reintegration interview at the school with their child.

4.6 Pupils

The rights and responsibilities of pupils are set out at the Annex to this policy along with a list of the school rules to which all pupils must adhere. Reminders of the school rules and expected standards of behaviour are up on walls in classrooms and situated around the school. Pupils are expected to have a positive attitude and maintain high expectations for themselves.

5 Rewards

BPET believes that it is important to encourage good conduct throughout the schools by celebrating and rewarding good behaviour.

6 Sanctions

6.1 Where a pupil's conduct falls below the standard which could reasonably be expected of them the first priority will be to ensure the safety of pupils and staff and to restore a calm environment. De-escalation techniques may be used to help prevent further behaviour issues arising. The school will impose sanctions (also known as 'disciplinary penalties') in response to pupil misconduct. All sanctions will be reasonable and proportionate to the circumstances of the incident and due consideration will be given to the pupil's age, any special educational needs or disability and any religious requirements.

6.2 The particular level of sanction will depend on the severity and regularity of the behaviour and will be proportionate in the circumstances. A response to behaviour may have various purposes including deterrence, protection and/or improvement. The school uses a range of sanctions in response to incidents of poor behaviour. These sanctions could include:

- verbal reprimand;
- requiring a written apology;
- confiscation of a pupil's property;
- missing break time;
- extra work or repeating unsatisfactory work until it meets the required standard;
- the setting of written tasks as punishments, such as writing lines or an essay;
- school-based community service or imposition of a task – such as picking up litter, weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti;
- loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day or other extra-curricular school events such as sports day or prom;
- internal exclusion/isolation/removal from classroom;
- regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring;
- removal from a class or groups;
- education off-site for a designated period;

- suspension or permanent exclusion.

6.3 School staff aim to work in cooperation with parents to understand the reasons behind their child's behaviour and put in place a clear support strategy for modifying and addressing that behaviour. This might include the designated safeguarding lead making enquiries into circumstances outside of the school and/or having a targeted discussion with the pupil, including explaining what they did wrong, the impact of their actions, how they can do better in the future and what will happen if their behaviour fails to improve. BPET recognises the importance of effective home-school communication and will endeavour to communicate with parents, and the Virtual School Head for looked after children, regarding students' behaviour when necessary. When a sanction is imposed, parents will be informed in writing.

6.4 BPET encourages restorative justice and pupils are encouraged to apologise to their peer group and/or to staff for rudeness or a lack of respect.

6.5 The school will also consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, staff will follow BPET's safeguarding policy. They will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. If staff reasonably believe this to be the case they will consider whether a multi-agency assessment is necessary.

6.6 Under no circumstances will illegal or inappropriate items be tolerated in the school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions and possibly in suspension or exclusion, depending on the circumstances:

- verbal abuse to staff and others;
- verbal abuse to pupils;
- physical abuse to/attack on staff;
- physical abuse to/attack on pupils;
- any form of bullying (to the extent not covered above);
- indecent behaviour;
- damage to property;
- gambling on **school** property;
- recording or taking images of pupils or staff without their express consent;
- consuming, carrying, supplying or misusing of illegal drugs and alcohol and other substances including "legal highs";
- carrying, supplying or taking prescription drugs or non-prescription drugs without lawful reason;
- theft;
- serious actual or threatened violence against another pupil or a member of staff;
- sexual abuse or assault;
- carrying an offensive weapon;
- arson;
- unacceptable behaviour which has previously been reported and for which the school sanctions and other interventions have not been successful in modifying the pupil's behaviour;
- malicious allegations against staff;
- racist, sexist, homophobic or other forms of discriminatory behaviour;
- persistent truancy/lateness;

- possession of items prohibited under the school rules

6.7 Removal from the classroom for more than a short period will occur in response to serious misbehaviour, only when necessary and for as long as is necessary, and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Reasons for removal are:

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

During the period of removal the pupil will receive continual, supervised education in a suitable environment. Staff will consider whether any assessment of underlying factors of disruptive behaviour is needed. Parents should be informed on the same day if their child has been removed from the classroom and a reintegration strategy will be discussed with the pupil and parents which facilitates reflection by the pupil, sets out any support to be put in place for the pupil to avoid such behaviour in the future, sets out clear behavioural expectations and the consequences of failing to comply.

6.8 Permanent exclusion will only be used as a sanction of last resort, in response to a serious breach, or persistent breaches, of this behaviour policy and where allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school. The school will follow the BPET Exclusions Policy and the DfE statutory guidance on suspensions and exclusions when taking a decision to suspend or exclude.

7 Pupils with Special Educational Needs and/or Disabilities

7.1 In the context of this policy, a child is considered to have SEND if he or she:

- has difficulties in learning which are significantly greater than the majority of other pupils of the same age; or
- has a disability which prevents or limits them from accessing the curriculum; or
- has behavioural, emotional or social difficulties which impact adversely on their learning and progress.

7.2 BPET is aware that continuous disruptive behaviour can be a result of unmet needs. If such needs are identified, the respective school will do all it can to ensure that the pupil receives appropriate support. BPET is conscious of its legal duties under the Equality Act 2010 in respect of pupils with disabilities and will make reasonable adjustments to this policy to avoid any substantial disadvantage that a pupil may face as a consequence of their disability compared to their non-disabled peers. A reasonable adjustment that may be made would be to impose a more lenient sanction for a pupil whose behaviour is in consequence of their disability than would be imposed for a pupil exhibiting the same behaviour who does not have that disability. BPET will not assume that because a pupil has SEND, it must have affected their behaviour on a particular occasion - this is a question of judgement for the respective school on the facts of the situation.

7.3 For some pupils with a special educational need, an Individual Behaviour Plan will be developed by the school outlining strategies and interventions to ensure that a pupil with SEND understands the school's expectations in relation to behaviour, and reaches those expectations. An Individual Behaviour Plan will be used for children with SEND whose condition causes them to display challenging behaviour and advice will be sought from external agencies where necessary

to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read BPET's special educational needs policy/ SEN Information Report for more information.

7.4 The respective school will as far as possible, anticipate likely triggers of misbehaviour for pupils identified as having SEND and will put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

7.5 Staff training will include matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

8 Investigating Incidents

8.1 Initial investigations of minor infractions of the policy may be carried out by a member of staff/teacher on their own. Further investigations or initial investigations of more serious offences may be carried out by two staff together. Any questions raised by staff will be open and non-leading. If the police wish to question the pupil, the school will ensure that a responsible adult is present at all times and will inform the pupil's parents of what has happened as soon as possible.

8.2 BPET uses Close Circuit Television ("CCTV") within the majority of its premises. One reason why BPET uses CCTV is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV the footage may be viewed as part of the investigation and the content considered before imposing a sanction. Please see BPET's CCTV policy and privacy notices for more information.

8.3 When more than one pupil is involved in an incident and the interpretations of an event differ, then every effort will be made to try to find the truth. If this still remains unclear, then the staff members involved will use their professional judgement to come to a conclusion on the balance of probabilities.

8.4 In exceptional circumstances, pupils may receive a suspension pending an investigation, as a neutral act, if there is a possibility that the welfare of other pupils may be compromised by that pupil remaining in the school.

9 Search, seizure and confiscation

If an investigation or an allegation leads to reasonable suspicion and the search of a pupil's clothes, bags and lockers is deemed appropriate, a search may be carried out by the Headteacher or staff authorised by them. Staff will follow the BPET Searching, Screening and Confiscation Policy when conducting a search. Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

10 Use of reasonable force

10.1 BPET strives to provide a safe learning environment for all pupils. All members of staff (and anyone whom the Headteacher has given the responsibility to be in charge or in control of the pupils) are lawfully permitted to use reasonable force to prevent pupils committing an offence, injuring themselves or others, damaging property, and to maintain good order and discipline in the classroom.

10.2 This power extends to times when staff are lawfully in charge of pupils but are off the school premises i.e. on a school trip. There is no definition of when it is reasonable to use force and every situation will have to be judged by the person in charge at that time. The degree of force used should be the minimum needed to achieve the desired result.

10.3 Sometimes, pupils may get anxious or agitated and strategies used to help pupils calm down such as using communication skills, distraction techniques and removing triggers may not yield results. On rare occasions staff may have to use physical interventions to ensure the pupil's own safety, the safety of other pupils and staff, or to ensure that property is not seriously damaged.

10.4 All incidents of physical intervention, not just those relation to helping a pupils calm down, must be reported to parents "on the same day or as soon as is reasonably practicable.

11 Bullying

11.1 BPET will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying, in line with the BPET Anti-Bullying Policy. Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. This can include emotional, physical, racial, sexual, verbal (direct or indirect) and cyber-bullying.

11.2 BPET wants to make sure that all pupils feel safe in the school and are accepted into the BPET community. BPET's ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of this behaviour policy and will not be tolerated.

11.3 Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. BPET practices a preventative strategy to reduce the chances of bullying. It is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

11.4 If an allegation of bullying does come up, the respective school will:

- take it seriously;
- investigate as quickly as possible to establish the facts;
- record and report the incident; depending on how serious the case is, it may be reported to the Headteacher;
- provide support and reassurance to the victim;
- make it clear to the 'bully' that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and staff will make sure that they understand what they have done and the impact of their actions;

- discuss the matter with both parties, bring them together and insist on the perpetrator seeing the other person's point of view; sometimes the no blame approach is used, sometimes negotiation and sometimes sanctions;
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the 'bully' will be told why it is being used;
- consider whether suspension or exclusion is appropriate in light of the circumstances.
- Where necessary and appropriate, provide support to pupils through external agencies

11.6 BPET believes pupils should be able to enjoy using social media in a safe environment but recognises that there are inherent threats in using social media which could harm the welfare of pupils and staff at its schools. Where a member of staff has reasonable grounds to suspect that a pupil is using social media in an inappropriate way, which could cause harm to another person in the BPET community, the member of staff should report this to a member of the school's Senior Leadership Team. Following any such report an investigation will follow during which an authorised member of staff may ask that the pupil gives them access to their social media account. In the event that the pupil refuses to cooperate and will not give access to an authorised member of staff during an investigation this could lead to an adverse decision taken against the pupil.

12 Child-on-Child Abuse

Sexual violence and sexual harassment are never acceptable and will not be tolerated. BPET will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy, Keeping Children Safe statutory guidance and the DfE guidance on sexual violence and harassment between children. Risk assessments will be carried out and measures put in place while investigations into any reports continue. Support will be provided to the reported victim and abuser. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

13 Trips and residentials

If a pupil is suspended or excluded during a time when a school trip or residential is due to take place, no refunds for these trips or residentials will be issued to the family of the pupil.

14 Complaints

If parents have any concerns or complaints over the application or implementation of this policy they should raise their concerns with a staff member or the Headteacher in accordance with BPET's complaints policy. If the concern relates to a suspension or exclusion, the statutory procedure set out in the exclusions guidance will be followed.

15 Approval by the Bellevue Place Education Trust Board

The Headteacher and BPET will review this policy statement annually and update it in consultation with key staff, in line with current best practice as s/he considers necessary.

Annex - Rights and Responsibilities of Pupils, School Rules and Behaviour System at Kilburn Grange School

1.0 Good Relationships

Research suggests that teachers knowing their students well can have a positive impact on classroom behaviour. After all, no significant learning occurs without a significant relationship. Where multiple adults frequently work with individual children, effective communication between those key adults is vital. It is important to remember:

- Pupil behaviour has multiple influences, some of which teachers can manage directly
- Understanding a pupil's context will inform effective responses to misbehaviour
- Every pupil should have a supportive relationship with a member of school staff

Here are some top tips to show you CARE about your pupils:

15 Ways to show W.E. C.A.R.E



1. Smile!
2. Get to know pupils interests and talk to them about those.
3. When a pupil struggles with something, comfort pupil by sharing examples of your struggles.
4. Use caring words like please and thank you.
5. Remind your pupils that you care by telling them, "I care about you, your learning etc."
6. Give opportunities for pupils to share their input and listen to their thoughts and feelings.
7. Display and discuss kindness quotes/stories in your classroom.
8. Share how much you love being a teacher. Tell your pupils why you love your job and them.
9. Writing affirmations/caring messages to pupils during registration.
10. Give daily shout outs (and class dojo points) to pupils that show they care.
11. Admit (and apologise if necessary) if you made a mistake.
12. Talk to parents in the mornings or after school to share caring anecdotes about their children.
13. Use pupils names in learning or stories you create in school.
14. Have fun together, play games and laugh!
15. Be patient!



2.0 Curriculum

At Kilburn Grange School, we have devised a curriculum that is engaging and underpinned by the National Curriculum or the EYFS framework. We believe that an engaging curriculum helps to foster a 'love of learning' that will support a child's development and inquisitive thinking. Having such a broad, rich and balanced curriculum ensures that all learner have opportunities to excel in subject area that they are good at.




Kilburn Grange School will promote positive behaviour through the curriculum integrating the following elements into the taught and co-curriculum, as well as assemblies

- good behaviour
- self-discipline
- respect
- Fundamental British Values

3.0 Values

Kilburn Grange School has a set of six values that are deeply embedded within all areas of school life, including our curriculum and behaviour for learning. The values are part of our school community, a part of who we are but most importantly what we will strive to be. The school values help to develop a pupil's character, self-discipline and learning habits and enable them to grow into well-rounded individuals and successful learners.

W.E. C.A.R.E. is the acronym that spells out our school values. The letters stand for: Wonder, Enjoy, Collaborate, Aspire, Reflect and Endeavour. All our teaching and learning is underpinned by our core values that show W.E. C.A.R.E. for ourselves, each other, our community and beyond.

Kilburn Grange School Values	
<i>At Kilburn Grange School, W.E. C.A.R.E. so we can learn, enjoy and succeed.</i>	
Wonder	
<ul style="list-style-type: none"> We are curious, use our imagination and try new things. We think carefully and form ideas and questions. 	
Enjoy	
<ul style="list-style-type: none"> We love learning and take pride in everything we do. We celebrate our successes and are proud of our achievements. 	
Collaborate	
<ul style="list-style-type: none"> We include everyone in our learning and work as a team to support and learn from each other. We respect and treat everyone fairly and with kindness and care. 	
Aspire	
<ul style="list-style-type: none"> We always try our best to achieve our goal. We always strive to improve in everything we do. 	
Reflect	
<ul style="list-style-type: none"> We review our learning and seek feedback. We learn from our feedback and mistakes. 	
Endeavour	
<ul style="list-style-type: none"> We work hard, try our best to embrace challenges and never give up. We are brave enough to make mistakes because we know lots of practise helps our brain to grow. 	

4.0 Rewards and Sanctions

The principles on which Kilburn Grange School has developed its rewards and sanctions strategy are as follows:

- Expectations are reasonable for pupils of all ages and needs
- The priority is the promotion of positive behaviour
- Support the teaching of good behaviour, self-discipline and respect
- Designed through pupil discussion

- Enable independent pupil action and reflection
- Support positive relationships in school
- Reinforce and reward appropriate behaviour
- Enable staff to develop classroom management strategies, including the organisation of facilities and resources

Kilburn Grange School acknowledges that children require a range of approaches for successful behaviour management and therefore reasonable adjustments will be made where appropriate. For example, the policy and procedures may be amended where necessary for EYFS or children with SEND.

In doing so, we are helping children to develop life skills and in doing so empowering them to recognise the importance of:

- Understanding that it is normal to make mistakes;
- Being sensible, thoughtful and kind to others;
- Think before we speak or act;
- Making judgements about how to keep myself safe;
- Helping each other and getting on with everyone;
- Being respectful to others;
- Being tolerant and reasonable to difference and celebrate diversity.

In Kilburn Grange School, if a child successfully applies these conventions, this should be acknowledged. In our school we believe the ideal incentives are the intrinsic rewards offered by:

- (i) Warm relationships;
- (ii) A stimulating and tolerant social environment;
- (iii) Positive role modelling;
- (iv) Doing what is right.

However, it is also important to have a reward system in place which recognises all forms of social and academic achievement and effort. To ensure every child has the opportunity to experience success we use the following as rewards and embed them in our practice: non-verbal praise, verbal praise (including descriptive praise), privileges/jobs, sharing learning with their/other class or another teacher and other forms such as stickers, certificates, points.

Class Dojo and CPOMS

At Kilburn Grange School we use Class Dojo to distribute points. Class Dojo is a digital behaviour system which can be operated online or via an App. Each child collects points individually (positive or needs work) which are collected throughout the day. Throughout the day the children can see the points next to their name on the homepage of Class Dojo. This is usually displayed on the interactive white board in the class room and is also available on the teacher's iPad. Parents also can have access to Class Dojo, however they can only see their own child's achievements. Parents will be asked to sign a code of conduct if they wish to have access and they will then be asked to register. At the start of each day the children will begin on zero positive and needs work points, however the points are stored historically on Class Dojo so that the school can track trends in behaviour. The positive and needs work points may be tweaked to include behaviours, as necessary.

We also use CPOMS, a leading software solution for monitoring safeguarding, wellbeing and all pastoral issues.

Positive points

Children are given positive points for showing the following school values in their learning and behaviour, throughout all aspects of the school day, both inside and outside the classroom.

One point is awarded for demonstrating the following:

- Wonder
- Enjoy
- Collaborate
- Aspire
- Reflect
- Endeavour
- Whole body listening
- Showing caring/kind behavior
- Lining up
- On task
- Tidying up
- ZOR – worked towards green zone

Two points are awarded for demonstrating the following:

- Home learning award
- Best attendance
- Best punctuality
- Spelling award
- Smart uniform
- Completing a challenge
- Wow slip
- Caring certificate winner of the week (recorded on CPOMS)
- Athlete of the month (recorded on CPOMS)
- Artist of the month (recorded on CPOMS)
- Musician of the month (recorded on CPOMS)

Three points are awarded for a Headteacher's award, exceptional one-off learning, as well as for the star of the week winner. An email will be sent to parents when a pupil receives a head teacher's award. This is also logged on CPOMS.

These are the steps that are taken before or when a child receives a positive Dojo point:

1. A child will receive praise and positive points on Class Dojo from their teachers when they follow the school rule and exhibits the school values. Sometimes this will be +2 positive Dojo points behavior such as wow slip sent home or a spelling award.

2. A child demonstrates some exceptional learning, they will be sent to a member of the senior leadership team to present/discuss their learning. This is celebrated by your child receiving a 'Headteacher's award' on Class Dojo, a sticker and a raffle ticket with their name written on it to go into the class box. An email is sent to parent(s) and this is recorded on CPOMS.
3. Each day that a child earns at least 5 positive Dojo points and does not receive any needs work Dojo, a raffle ticket will be entered into the class raffle box.
4. Every Friday, the class teacher will choose two raffle tickets from the class raffle box and children's names that are drawn choose a prize from the 'Box of Delights' in Ms Khinich's or Miss Storey's office. The more raffle tickets a child earns, the greater the chance they have to win.
5. Every week, each class teacher selects a child that will receive the 'Star of the Week' award linked to their behaviour or learning during that week. The winners receive a star badge during celebration assembly. All the 'Star of the Week' winners will also be invited to the 'Headteacher's Tea Party' with Ms Khinich. This will be recorded on CPOMS and published in the school newsletter.
6. Each week, the class teacher will also select a 'Caring certificate winner of the week' for a child who has shown caring behaviour. The child will receive a certificate during celebration assembly. This will be recorded on CPOMS and published in the school newsletter.
7. Each month, the sports coach, the art teacher and the music teacher will choose an athlete/artist/musician of the month for each key stage. These children will be awarded a certificate to recognise their contribution and skills in these subjects. This will be recorded on CPOMS and published in the school newsletter.

In addition to the positive and needs work categories below, teachers and classes may have additional Dojo points that will support the learning and needs for that particular year group and/or key stage.

You can also find a list of rules, expectations and routines that underpin good behaviour for learning across the school at different times of the school day. This can be found in Appendix A.

Once a child accumulates 100 positive points they will receive a certificate during the celebration assembly. Each time thereafter that a child accumulates 150 positive points they will receive another certificate. The admin team keep a record of all children that receive such awards.

5.0 Sanctions to Poor Conduct

If a child breaks any of the social conventions there will be a sanction. It is our belief that sanctions consistently and firmly applied will result in boundaries being clearly drawn and therefore good behaviour promoted. We consider it vitally important to remember at all times to identify early and target the behaviour, and not the child. As with the incentives, there will be different levels that are embedded in our practice such as: non-verbal signal, verbal signal, verbal warning, prompting and pre-empting, restorative justice and reflection time.

Needs Work Points

Each child can also accumulate needs work points for not showing the values in their learning and behaviour. These points do not get deducted, however both positive and needs work points are shown on the child's profile.

Needs work points are given for the following (the value of each point is -1), up to three warnings will be given to pre-empt this behaviour before the needs work point is given.

- Off task
- Not lining up
- Shouting out
- Uncaring language/behaviour
- Telling lies
- Snatching
- Disrupting others learning
- Refusing to tidy up/throwing litter on the floor
- Refusing to share / take turns
- Invading personal space
- Unhygienic behaviour (spitting)

On some occasions the value of each point is -2 due to the seriousness of the child's behaviour, this may include the following, a warning will not be given for this behaviour.

- Cheating
- Destroying learning of others
- Hurting others
- Stealing
- Fighting (including wrestling or 'play fighting')
- Destroying property
- Making fun or teasing others
- Unsafe behaviour (throwing things /climbing on things)
- Leaving class without permission
- Threatening others
- Swearing

On very rare occasions the pupils will be awarded -3 points for very serious behavior incidents.

- Bullying (Ageism, Cyber-bullying, Homophobia, Physical bullying, Racism, Religious Discriminatory bullying, Sexism, Verbal bullying)
- Inappropriate looking/touching/behavior (Sexual-related Behaviour Incidents)
- Leaving school grounds without permission or leaving school group during a trip without permission

For more serious or repeated misbehaviour, the pupil will be referred to a member of the senior leadership team who has oversight of the school pastoral care framework and who will decide on an appropriate course of action bearing in mind any investigation into events that may be needed and the particular context of each individual incident. This may include putting children on behavior report or

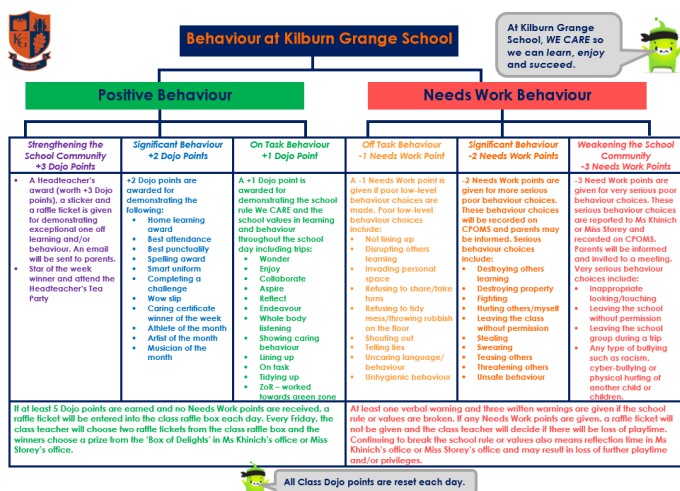
introducing a behavior chart. From this stage onwards information about the incident(s) will be recorded on the child's file via CPOMS.

These are the steps that are taken before or when a child receives a need work Dojo point:

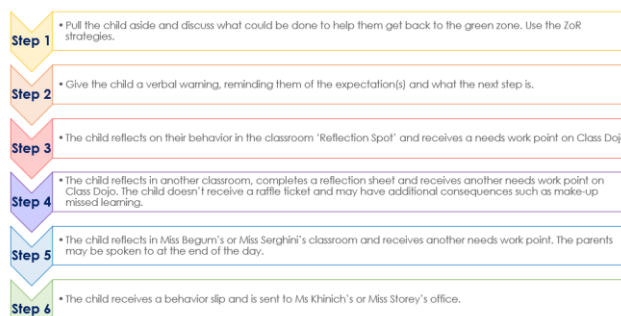
1. If a child is not following the school rule or values, a staff member will pull them aside to have a conversation to discuss what we could do to help them get back to the green zone.
2. If the child's behaviour doesn't improve, they get a warning for breaking the school rule or values.
3. If a child continues to break the school rule or values, they will need to reflect on the behaviour in the 'Reflection Spot' in their classroom and will also get a needs work point.
4. If a child continues on breaking the school rule or values, they will need to reflect in another classroom. They will also have to complete a reflection sheet and get a needs work point on Class Dojo. They will not get a raffle ticket and their teacher may also give them other consequences such as making up their missed learning.
5. If the child continues to break the school rule or values, they will go to reflect in Miss Begum's or Miss Serghini's classroom. They will get another needs work point and the class teacher may speak to parent(s) at the end of the day.
6. If a child's behaviour still doesn't improve, the child will receive a behaviour slip and have to go to Ms Khinich's or Miss Storey's office for reflection time. This is recorded on CPOMS.
7. Any -2 needs work points on Class Dojo will also mean your child's behaviour will be recorded on CPOMS. Teachers/Senior Leadership Team will use their discretion to decide what will need to be reported to parents linked to the behaviour incident. For repeated incidents, parents will be notified and involved in further actions and meetings.
8. Any -3 needs work points on Class Dojo for bullying, sexual-related behavior incidents, leaving the school grounds without permission or leaving the school group during a trip without permission will mean that a member of the senior leadership team will be involved and decisions will be made about consequences and parents will be notified and involved in further actions and meetings. This is recorded on CPOMS.

In all the above strategies once the child has successfully completed their sanction, their modification of their own behaviour will always be acknowledged positively by school staff.

The thinking frame below outlines the positive and needs work behaviours (behaviours that need to improve) in a poster displayed around the school. The Behaviour Steps follows the steps we take if a child is struggling to make the right behaviour choices.



Behaviour Steps (Consequences)



Here are some questions/phrases you may use when having restorative conversations to help pupils reflect on their behaviour:




- What do you think is a suitable consequence?
- How can I help you not to make this behaviour choice again?
- So what would you do if you were the teacher?
- I am sorry that you don't like my decision but I think deep down you understand why. Let's talk about it...

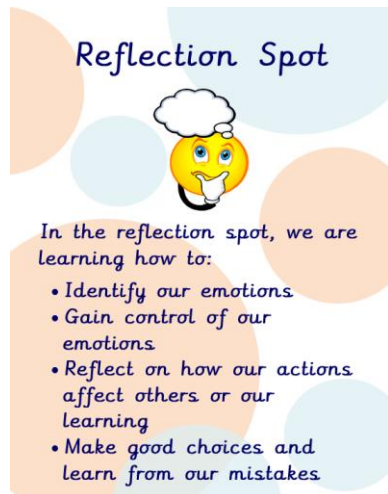
*Any pupil who exhibits the following behaviour is sent to SLT right away: Physical fights, physical aggression towards other pupils/staff, inappropriate sexual behaviour, severe/repeated destruction of property, prejudiced/discriminatory behaviour including racism and homophobia, leaving school grounds/trip and suspected bullying.

All classrooms and the SLT offices have a designated reflection spot (see below) where children are able to reflect and talk through an incident in a calm and nurturing way. This is clearly labelled with a Reflection Spot poster and will also include a 'Zones of Regulation' poster. It also contains a behavior reflection flow chart for children to use as a strategy to enable them to discuss their emotions/incident that they may be finding difficult to articulate.

An outline of further strategies to deal with inappropriate behaviour can be found in Appendix B.

The ZONES of Regulation®

Blue Zone	Green Zone	Yellow Zone	Red Zone		
					
sad tired bored hungry hurt	joy calm comfortable proud	excited shocked worried confused embarrassed jealous	cross furious terrified aggressive wild		
lonely disappointed shy thirsty sick	happy relaxed thankful focussed	silly restless nervous frustrated scared annoyed	out of control panicked		
When you find yourself in a zone, here are some tools you can use from the toolbox:					
					
A is for ask for a break or a rest 	B is for big breaths 	C is for count 	D is for drink some water 	E is for explain your feelings 	F is for find a friend to help you 
G is for get a hug 	H is ask for help 	I is for illustrate 	J is for a joke to cheer you up 	K is for kick a ball 	L is for listen to music 
M is for make something 	N is for note it down 	O is for go outside for fresh air 	P is for pat something soft 	Q is for quietly read a book 	R is for reflect and find a solution 
S is for squeeze something 	T is for talk to someone 	U is for use a soft toy to hold 	V is for visit another classroom or teacher 	W is for walk away or walk around 	X is for exercise 
Y is for your choice 	Z is for zap the bad thoughts and think happy thoughts 				



Name _____ Class _____ Date _____

	1. What happened?	2. During this time, I was in the...			
		<table border="1"> <tr> <td>Blue Zone</td> <td>Green Zone</td> </tr> <tr> <td>Yellow Zone</td> <td>Red Zone</td> </tr> </table> <p>(Tick the zone you were in)</p>	Blue Zone	Green Zone	Yellow Zone
Blue Zone	Green Zone				
Yellow Zone	Red Zone				
5. What would I do differently next time?	4. How did my actions make others feel?	3. Why did I act this way?			

Reflection sheet: take a moment to reflect!

Zones of Regulation

Zones of Regulation is an internationally-renowned intervention which helps children to manage difficult emotions, known as 'self-regulation'. Self-regulation can go by many names such as 'self-control', 'impulse management' and 'self-management'. Self-regulation is best described as the best state of alertness for a situation. For example, when your child takes part in a sports game, they would need to have a higher state of alertness than when, for example, they were working in a library.

From time to time, all of us (including adults) find it hard to manage strong feelings such as worry, anger, restlessness, fear or tiredness, and this stops us from getting on with our day effectively. Children who feel these emotions often find it hard to learn and concentrate in school. The Zones of Regulation aims to teach children strategies to help them cope with these feelings so they can get back to feeling calm and ready to learn. These coping strategies are called 'self-regulation'.

At Kilburn Grange School, we are launching the Zones of Regulation throughout the whole school. We want to teach all of our children good coping and regulation strategies so they can help themselves when they experience anxiety and stress. In the classroom, sometimes children panic when faced with tricky learning, a problem or a challenge. By teaching them how to cope with these feelings, we might make them better at tackling learning challenges and build better resilience so they don't give up so easily when faced with difficulty.

We want children at Kilburn Grange School to grow into successful teenagers then adults. Teaching the children at a young age about managing their feelings will support them in later life so that they don't turn to negative coping strategies which affect their mental and physical wellbeing.

Peace Pathway

At Kilburn Grange School, we use the Peace Pathway as a strategy of supporting pupils to adopt a Restorative Justice Approach, when navigating and resolving conflict with others. Through this unique approach, staff empower children to discuss issues/situations in a calm, reflective and empathic manner.

Pupils are encouraged to explain and listen to the perspectives of all parties involved in the conflict so that they can develop understanding of each other's views, opinions and feelings. They are supported to

find a suitable resolution and a discussion is always held about how that can approach a similar situation in a more positive manner.

We find this system crucial to the pupils' social, emotional and mental health needs as it develops their ability to problem solve and provide lifelong skills that they can use to become caring and responsible members of society. We hope that such an approach empowers our pupils to become resilient, diplomatic and calm when faced with a difficulty that requires negotiation.



The Peace Pathway

Step 1:
Stay calm. Take big breaths and count to 5. "1, 2, 3, 4, 5"
Go to Reflection Spot if you need to calm down first.

Step 2:
Listen to each other's point of view.
"I did not like it when..."
"I felt..."

Step 3:
Think of solutions together.
"Let's solve the problem by..."
"Next time, I will..."
Agree on a solution and practise it.

Step 4:
"Would you like a high five or a handshake?"

Can you find a solution to the problem?

Say, "Stop it. I don't like it!"

Tell a teacher or an adult.

Use a sand timer to take turns.


Play rock-paper-scissors to decide whose turn it will be first.

Apologise. Say why you are sorry or make a card.

Talk it out.

Make a deal.

Join a different group or do something else.



Kilburn Grange School
LEARN ENJOY SUCCEED

How big is my problem?

5 Emergency
I need an adult to fix the problem.

4 Gigantic problem
I need a lot of adult help to fix the problem.

3 Medium problem
I need some help to fix the problem.

2 Little problem
I might need a little help to fix the problem.

1 Glitch
I can fix the problem by myself.

Withdrawal from Educational Visits

If it is deemed that a child poses a risk to the safety to themselves or others and there is a history of this in school, on some occasions, subject to availability, a trained member of staff may be allocated 1:1 to a pupil to accompany the pupil on an educational visit. If there is not capacity for this the school may request that a parent or relative accompanies the child. If there is no member of staff to accompany the child and the school believes that the child poses a risk to the safety of themselves or others, the senior leadership reserves the right to withdraw the child from the educational visit and provide them with a suitable, alternative activity at the school.

7.0 Roles and Responsibilities

To help develop leadership skills, we are in the process of introducing additional roles for pupils across the school and particular in Year 6. This promotes good behavior for learning and provides the children with a sense of responsibility that children can develop skills for life. Some of the examples of the responsibilities we are introducing includes: Head Boy/Head Girl, scooter monitors and playground friends.

8.0 Monitoring

All behaviour is monitored for patterns and trends by the senior leadership team. The senior leadership team will review and analyse log entries on a weekly and half-termly basis for patterns. The analysis will inform next steps for assemblies, circle times and any meetings for individual children. If a concern arises from the behaviour analysis, we will arrange a meeting with the child's parent/carer to discuss.

9.0 External Support

When the whole school behaviour approach and a more tailored behaviour strategy lacks impact or fails to work, it may be necessary to elicit the support of external expertise. For example, the inclusion

support team from either Brent or Camden (depending on the child's residence) may be used for children that are at risk of being excluded. The Inclusion Support Team is a multidisciplinary team that provides a range of core services supporting children, schools and families to reduce exclusions, improve mental health, attendance, engagement in education and attainment. The team is able to offer a range of clinical expertise and support with:



The inclusion team have a range of professional expertise that can offer support. These include: Clinical Psychologists, SEBD Caseworkers, Family Support Advisor, Inclusion Support Officer, Psychotherapist, Child Adolescent Therapists, Family Therapist, Alternative Provision & School Engagement Coordinator and Behaviour Specialists.

Annex A - Kilburn Grange Rules, Expectations and Routines

Coming to School

- Children should arrive to school calmly and promptly between 8:35-45. They should greet their peers, teachers and members of the community in a friendly and welcoming manner .e.g. by saying “good morning, hello or how are you.”
- Children will travel to their classroom using the appropriate route for their class in a swift and quiet manner.
- Children should follow the morning routine that is embedded in their class, for example, putting away their book bag, hanging their belongings up or handing in home learning.

Lunchtime

- Children travel to the lunch hall with their class adhering to their class' line order.
- The children will line up during the lunch hall and await to be served their lunch. All pupils are encouraged to alert the serving staff to the meal of their choice. All children are expected to be polite, patient and use their manners to show gratitude.
- Children are allowed to talk in the lunch hall, however they must use their indoor voice and this must be encouraged by staff supporting the lunchtime.

- Children will sit in an area indicated by an adult with their peers during lunchtime.
- All children are required to scrape their own lunch plates once an adult have indicated that enough food has been eaten.
- Children must leave the hall and walk to their destination in a quiet and calm manner.

Break time

- All pupils will be led into the playground by an adult.
- All pupils should ensure that they use the toilet if needed during their break time.
- All pupils should get a drink of water and have a piece of fruit. Whilst eating they are required to stand in the designated area (by the fence).
- All children must inform an adult if they are entering the building during playtimes for example, when using the classroom or collecting something for the classroom.
- All playground incidents need and should be dealt with during playtime. This only exception is if the incident is a serious issue that requires SLT involvement.
- Children must tidy any playground equipment sensibly so that it is ready for use during the next playtime.

Assemblies

- Children should enter and leave the assembly hall in silence. All teachers, support staff and members of SLT should support children to do so.
- Children will sit in horizontal rows with the youngest children at the front of the hall and the eldest at the back.
- Year 6 are allowed to sit on benches/chairs as they are expected to exemplify the behaviour for the rest of the school.
- Children will need to raise their hand to share ideas. Cold calling can also been used to elicit the children's views and opinions. During these times, the children must show respect to each other and listen with interest.
- The children will be expected to show 'whole body listening' during the assembly.

Toilets

- All children should seek permission to use the toilet from an adult.
- All children must use the toilets that are designated to their gender.
- All children must show respect for each other privacy when using the toileting facilities.
- Only one child is permitted in each toilet cubicle and children must lock the door when inside the cubicle.
- Children should always use the toilets that are nearest to them.
- Children should always flush the toilet after they have used it.
- Children should always wash their hands after using the toilet and throw the used paper towel in the bin.

Doors and Corridors

- Children should always hold doors open for each other and for adults as they move around the school.
- The children should travel around the school calmly and quietly.
- Children should always move up and down the staircase using the banister that is closest to the wall.
- Children should always walk around the school.
- No running, pushing, shouting or shoving when travelling around the school.

End of Day

- Children should remember to collect all their belongings before dismissal.
- All children should arrive for dismissal with their teacher/support staff promptly to the playground.
- Children should not re-enter the building without an adult's permission.

- All children should be calm and attentive during dismissal time. This is to ensure a smooth end of day.
- Children must wait for their name to be called before going to their parent.

Annex B - Strategies for Dealing with Inappropriate Behaviour

Dealing with Inappropriate Behaviour

Ensure that parents / carers / SENDCo are involved at an early stage when there is growing concern about a child's social, emotional or behavioural needs.

The following is a hierarchy of responses to inappropriate behaviour:

Proximity Control

- Staff moving nearer to the child.
- Child being moved nearer to member of staff.

Non-Verbal Signals

- Looking in the direction of the noise.
- Making eye contact with the child whose behaviour is causing concern.
- Shaking head.
- Light touch on shoulder to show awareness
- Facial expressions, frowns etc.

Planned Ignoring

- Praising adjacent children who are making good choices, whilst tactically ignoring those pupils behaving inappropriately.
- Avoiding eye contact, talking to those who are behaving appropriately - proximal praise.
- Restating the rule / reminding all about the choices available and their ownership of their behaviour.

De-escalation

The following strategies should be used to encourage a pupil to change their behaviour so that it does not escalate to more serious behaviour. These strategies are particularly effectively when a pupil has a positive handling plan, please refer to the physical restraint / positive handling policy (which is within the safeguarding policy) for more details.

- Verbal advice and support
- Planned ignoring
- Withdrawal directed
- Choices offered
- Reminders of success
- Distraction
- Giving take-up time
- Flexible negotiation
- Limits set
- Reassurance
- Withdrawal offered
- Involve new person
- Humour

Verbal reprimand

- Encourage the child to take responsibility for their actions and make the right choice.
- Deliver reprimands calmly, firmly and with confidence.
- Avoid getting into arguments.

- Ensure that a reprimand makes it clear that it is the *inappropriate behaviour* that is not acceptable not *the child*.
- Explain clearly that the child has made the wrong choice and what behaviour would have been appropriate.
- Ensure that reprimands are never used to intentionally humiliate a child.
- Keep the reprimand appropriate to the age, character and understanding of the child.
- Avoid the use of emotive language which labels a child as “silly”, “thoughtless”, “not you again.”
- When possible, avoid giving blanket whole class reprimands.
- Give the child an opportunity to discuss what went wrong and describe the behaviour that would have been appropriate, when convenient.


First Warning

- Remind the child of the behaviour he/she is displaying and what behaviour you would like to see instead.
- Use clearly displayed good choice pictures or use proximal praise (*“Well done Finn, I can see you are showing whole body listening”*) to encourage the child to change his / her behaviour.
- Emphasise that the child needs to make the right ‘choice’.
- Redirect the child to their learning.

Second and Third Warnings

- Tell the child they have had first warning and now this is their second.
- Warn them that they will receive a “needs work” point and state the reason (*“You will receive a needs work point for showing an uncaring heart because you are not listening”*) if they continue to make poor choices.
- State clearly what you expect what you expect child to be doing and offer support to get started if appropriate.

As a school, we recognise that despite following the de-escalation strategies, sometimes a child may still find it hard to self-regulate their emotions and will experience an outburst. We use consistent key phrases across the school to support a child if they are in the crisis stage to help them calm down and self-regulate before discussing their behaviour with them.



How To Walk With Someone Through A Crisis

Key phrases to say when a child hits the **crisis** stage:

- I care too much to allow you to behave in that way.
- I can see that you are upset. What can I do to help?
- Tell me what you need right now.
- Take your time to reflect and come and talk to me when you're ready.

