



KENSINGTON JUNIOR ACADEMY



BEHAVIOUR FOR LEARNING & BEHAVIOUR POLICY

At Kensington Junior Academy, we believe in creating a safe, inclusive, and supportive learning environment for all our pupils. Our behaviour policy is designed to foster positive behaviour, personal growth, and accountability, while also promoting restorative justice principles and incorporating the Zones of Regulation framework. We aim to empower pupils to make responsible choices, develop self-regulation skills, and maintain harmonious relationships within the school community.

Positive Behaviour Expectations:

Respect: Pupils are expected to treat others with kindness, courtesy, and respect, including peers, teachers, staff, and school property.

Responsibility: Pupils should take responsibility for their actions and behaviour both inside and outside the classroom.

Safety: Pupils must prioritize their own safety as well as the safety of others, following all safety rules and guidelines.

Integrity: Honesty, integrity, and ethical behaviour are expected from all pupils at all times.

Cooperation: Pupils should actively participate, collaborate, and cooperate with peers and teachers to create a positive learning environment.

Restorative Justice Approach:

Restorative Practices: We believe in resolving conflicts and repairing harm through restorative practices. This approach emphasises dialogue, understanding, and healing rather than punishment.

Conflict Resolution: When conflicts arise, pupils will be encouraged to engage in restorative conversations and find mutually agreeable solutions. Mediation or conferencing may be used to facilitate dialogue and promote understanding.

Restitution and Repair: Pupils may be involved in making amends and taking actions to repair the harm caused by their behaviour. This may include apologies, a period of reflection, or other appropriate actions.

Zones of Regulation:

Emotional Awareness: We recognise the importance of emotional awareness and self-regulation. The Zones of Regulation framework will be integrated into our curriculum to help pupils identify and manage their emotions effectively.

Self-Regulation Strategies: Pupils will be taught various self-regulation strategies within each zone (Green, Blue, Yellow, Red) to help them cope with and manage their emotions appropriately.

Supportive Environment: Teachers and staff will provide a supportive environment where pupils feel comfortable expressing their emotions, seeking help when needed, and utilising self-regulation strategies.



KENSINGTON JUNIOR ACADEMY



BEHAVIOUR FOR LEARNING & BEHAVIOUR POLICY

Consequences:

Progressive Approach: Our approach to discipline focuses on restorative measures and learning opportunities. However, consequences will be implemented when necessary, taking into account the severity and frequency of the behaviour.

Logical Consequences: Consequences will be logical, fair, and designed to encourage reflection and growth. They may include verbal warnings, loss of privileges, restorative actions, parental involvement, or temporary removal from the classroom as a last resort.

Individualised Approach: Consequences will be tailored to each student's age, maturity, and individual circumstances, ensuring fairness and promoting personal responsibility.

Parental Involvement:

Collaboration: We value open communication and encourage parents/carers to be actively involved in their child's education. We will work collaboratively with parents to address behavioural concerns and find appropriate solutions.

Parental Support: Parents/carers will be provided with resources, workshops, and strategies to support their child's behaviour management and emotional well-being.

Our beliefs:

- All adults in school follow the same approach to behaviour management. This provides continuity and consistency for everyone.
- We believe that positive relationships are the foundation stone of success. To support this, we focus on developing character strengths through all aspects of school life.
- Everyone in our school is expected to show highly effective learning behaviour in all areas of the curriculum. Therefore, classroom routines support a hardworking ethos, ensuring that all children have the very best opportunities to learn.
- We believe that it is important to teach children how to manage their emotions. We use Zones of Regulation to help us to do this and to allow us to change the way we react in different situations.
- Our staff understand that children cannot be defined by their behaviour.
- Adults in school strive to understand the children for who they are and respect their individual needs.
- All children are taught to develop tolerance, empathy and understanding towards others.
- We encourage all children to think about and understand the consequences of their behaviour.
- Everyone is entitled to enjoy coming to school.
- Every child has a positive relationship with at least one adult in school.
- Everyone is expected to show respect to everyone else.
- There are firm boundaries in place, which everyone is expected to adhere to. We recognise that some children may need the support of an adult to do this.
- We recognise that good behaviour deserves positive recognition.
- We believe that parents should be involved when there is an issue with a child's behaviour so that we can work together to support that child.



KENSINGTON JUNIOR ACADEMY



BEHAVIOUR FOR LEARNING & BEHAVIOUR POLICY

Our school rules:

We expect everyone in our school community (parents/visitors/staff and pupils) to use these 4 simple rules:

- We care for everyone and everything.
- We follow instructions to help us to make the right choices.
- We always use good manners.
- We take responsibility for our own learning and behaviour.

Our learning behaviours:

- Collaboration
- Curiosity
- Discipline
- Imagination
- Resilience

Ways to promote excellent behaviour:

As a staff, we recognise that we must promote excellent behaviour across school in the following ways:

- Fostering a sense of pride in ourselves and others;
- Staff acting as positive role models, providing support and guidance and offering praise for achievements;
- Provision of a stimulating and challenging curriculum including in-school experiences and off-site visits;
- Daily use of the learning behaviours to promote outstanding learning habits;
- Creation of a class behaviour charter and regular discussions between class staff and children about expectations for everyone's behaviour to enable everyone to get the most from their time in school;
- Children are taught to understand the importance of rules, their rights and their responsibilities (PSHE/British values/ Protected characteristics curriculum);
- Effective school routines;
- Themed assemblies – whole school and class;
- An elected school council;
- An effective system of rewards (learning behaviour certificates, sports awards, citizenship awards, house points) and sanctions;
- Regular communication with parents and carers via newsletters/Class Dojo/face to face conversations/SLT presence at the school gates am and pm;
- Providing regular opportunities to represent our school. For example, as a member of a school team;
- Work with parents and carers;
- Use of Collaborative proactive Solutions and R2i;
- Encouraging children to share their ideas and acting upon them.



KENSINGTON JUNIOR ACADEMY



BEHAVIOUR FOR LEARNING & BEHAVIOUR POLICY

Rewards for good social/learning behaviour:

Our ultimate aim is for children to gain satisfaction and pride in their own achievements. We believe that 'trying our best' all of the time is a life skill and as such should not always require a material reward. However, we recognise that material rewards are appropriate for certain achievements.

- All children will be praised for their achievements where appropriate, both
- verbally and in a written form on their work etc;
- Special achievements, in all areas, will be recorded on the school learning behaviour certificates.
- Each class has a system of rewards, resulting in a prize when the appropriate limit has been reached;
- Post cards sent home to inform parents and carers about good social/learning behaviour;
- Tea and cakes celebrations with the HT;
- End of year awards for each year group;
- Certificates and prizes for attendance;
- In school reward afternoons;
- Class agreed systems.

Sanctions for unacceptable behaviour:

- A system of warnings operates in each class, whereby the individual is given a clear indication of why their behaviour is unacceptable and what sanctions will be applied should it continue. The child will then be offered support and encouragement to make the correct choice;
- If poor behavioural choices continue, the child will be asked to go to a delegated classroom for 10 minutes to allow them 'thinking time' and to give the teacher and the remaining members of the class a period of respite so that learning can continue;
- If no improvement is seen after this time, a senior member of staff will either be called to escort the child from the classroom, or the child will be asked to leave and go to a senior member of staff's classroom/office.
- Children will be required to discuss their behaviour at an appropriate time with the senior member of staff and to complete any work they have missed. Parents may be informed at any stage of this process and will be informed if persistent poor behaviour occurs;
- For children who struggle to manage their own behaviour, we will involve the Behaviour Support Team and other professionals as required such as Emotional Literacy Support Assistant (ELSA)/ LSMs.
- Exclusion may be used as a last resort if poor behaviour continues to disrupt learning, or a child shows repeated disrespect for others or presents a danger to others.
- All serious incidents of poor behaviour will be recorded on My Concerns.

Break and lunchtime

- Unacceptable behaviour at break and lunch times will result in a period of time out, away from play;
- Persistent poor behaviour will result in removal from the playground and time spent with a member of the senior leadership team (SLT). If support is required for this, staff inside will be alerted. Subsequent playtimes may be missed, and the child will be required to do 'community service';
- Midday supervisors report instances of unacceptable behaviour at lunchtime. They will discuss these with class teachers at the end of lunchtime or with the senior midday supervisor;
- All serious incidents will be reported to the DHT or HT. They will discuss the behaviour with those involved and depending on the severity of the incident, parents may be informed;



KENSINGTON JUNIOR ACADEMY



BEHAVIOUR FOR LEARNING & BEHAVIOUR POLICY

- Children may be removed from the playground for a specified amount of time;
- Persistent poor behaviour at lunchtime will be discussed with parents and further incidents could result in a lunchtime exclusion.
- This behaviour policy is a collaborative effort between the school, pupils, parents/carers, and the wider community. By promoting positive behaviour, restorative justice, and the Zones of Regulation framework, we aim to create a safe, nurturing, and inclusive environment where students can thrive academically, socially, and emotionally.

Behaviour leads:

Becky Turner (Headteacher (HT)),

Carl Oakland (Depty Headteacher (DHT))

Vicky Powlson (SENCO)

Laura Bailey (Learning Support Mentor (LSM))

Related policy and strategy documents:

- Safeguarding and Child Protection
- Anti-bullying Policy
- The KJA Way- Behaviour management at Kensington Junior Academy

July 2023

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