



## 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.

### Zones of Regulation:

***Emotional Awareness:*** We recognise the importance of emotional awareness and self-regulation. The Zones of Regulation framework is 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.

***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.

### Restorative Justice Approach:

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

***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.

### Consequences:

***Progressive Approach:*** Our approach to discipline focuses on restorative measures and learning opportunities. However, consequences will be implemented when necessary.

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



# KENSINGTON JUNIOR ACADEMY



## BEHAVIOUR FOR LEARNING & BEHAVIOUR POLICY

***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 work collaboratively with parents to address behavioural concerns and find appropriate solutions.

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

### **Ways to promote excellent behaviour:**

We promote excellent behaviour across school in the following ways:

- fostering a sense of pride in ourselves and others;
- staff acting as positive role models;
- provision of a stimulating and challenging curriculum;
- regular reinforcement of our school values (the 5 Cs): collaboration, curiosity, creativity, conduct, and care;
- students are taught to understand the importance of rules, their rights and their responsibilities (through PSHE/British Values/Protected Characteristics);
- effective school routines;
- equality, diversity and inclusion themed assemblies;
- an effective system of rewards and sanctions;
- regular communication with parents and carers via newsletters/Class Dojo/face-to-face conversations/SLT presence at the school gates
- Junior Leadership teams

### **Rewards for good social/learning behaviour:**

- children will be praised for their achievements where appropriate, both verbally and in a written form;
- Class Dojo points;
- prizes for reaching milestones with dojo points;
- end-of-term reward afternoons for the team with the most dojo points
- certificates awarded during celebration assemblies
- class-agreed systems

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**Behaviour management (sanctions for unacceptable behaviour):**

All adults in school follow the same approach to behaviour management. This provides continuity and consistency for everyone:



**BEHAVIOUR FLOWCHART**



**REMINDER**

The adult gives a calm and clear reminder of the expected behaviours.

**VERBAL WARNING**

The pupil is given a verbal warning, and their name is written on the board as a visual prompt.

**PARTNER CLASS**

The pupil is told to go to their partner class for a short time to regain composure and observe good behaviour.

**REFLECTION TIME**

If poor behaviour choices continue to be made, the pupil will go to the Reflection Room at lunchtime. Here, they will reflect on and discuss their choices with a teacher.



# KENSINGTON JUNIOR ACADEMY



## BEHAVIOUR FOR LEARNING & BEHAVIOUR POLICY

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. Suspension or 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 Concern.

### **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). Midday supervisors report instances of unacceptable behaviour at lunchtime. They will discuss these with class teachers at the end of lunchtime. All serious incidents will be reported to a member of SLT. They will discuss the behaviour with those involved and depending on the severity of the incident, parents may be informed.

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.