



Behaviour Regulation Policy

Implemented: September 2025

Review: July 2026

Keelby Vision

At Keelby relationships are central to all we do. At Keelby we aim to:

- Inspire and nurture a love of lifelong learning.
- Promote respect and teamwork to build relationships in academy, with families and the community.
- Challenge learners to have the will and skill to exceed both our and their own expectations.
- Enable the development of fantastic learning behaviours that are transferable to life beyond our academy.
- Equip our pupils with the skills and confidence to express opinions, listen to others, reason and debate.
- Develop pupils that reflect upon their learning in order to celebrate achievements and continually grow.
- Encourage risk-taking in learning, value and learn from our mistakes.

Policy Statement

This policy was based on Guidance provided by Brighton & Hove Local Authority and training from Applied Psychologies.

Policy Scope

This policy is for all staff, pupils, parents and carers, lunch time staff, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

Policy Aims and Objectives

Our school is committed to the emotional mental health and well-being of its pupils, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community. Our school treats all children with unconditional respect and has high expectations for both adults' and children's learning and social behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving

We hope to achieve these aims through a school behaviour policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-discipline and the capacity to make positive choices.

Policy Links

This Behaviour Policy links to the following other policies we hold in school:

- Anti-bullying Policy
- Health and Safety Policy
- Safeguarding Policy
- Positive Handling Policy
- E-safety policy

Key Principals of our Approach

Supporting behaviour at Keelby Primary Academy is a whole school approach. Everyone is responsible and **building relationships is everybody's business!** At Keelby Primary Academy we:

- Build positive authentic relationships with all children.
- Promote a positive approach and offer specific and descriptive praise when children are behaving well.
- Recognise behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly. Not all behaviours are a matter of 'choice' and not all factors linked to the behaviour of pupils are within their control.
- Differentiate expectations and responses depending on the child. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
- Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment.
- Encourage parental engagement and believe involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs.
- Use the principles of a Restorative Approach.

Roles and Responsibilities

Maintaining good behaviour is the responsibility of **all** staff and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life.

Responsibilities of the Principal and SLT

- To build positive relationships with all stakeholders.
- To ensure the health, safety and welfare of all the children in the school.
- To support staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- To enforce fixed-term or permanent exclusions if needed.

Responsibilities of staff

- Develop empathic relationships with pupils and ensure that school expectations are applied fairly.
- Establish and maintain high expectations of behaviour and strive to ensure that all children's work is to the best of their ability.
- Encourage children to follow school rules
- Act as a social, emotional, and learning role model for pupils.
- Support children to co-regulate to achieve high expectations when necessary.
- Treat all pupils in their classes with respect and understanding.
- Record significant incidents of inappropriate behaviour on CPOMs.

Responsibilities of parents:

- Work with the school to achieve a shared approach and consistent messages between home and school and support their child's emotional and behaviour development
- Support the actions of the school.
- Raise concerns with the class teacher initially and then to a member of the Senior Leadership Team.

Responsibilities of children

- Uphold the school values
- To follow instructions promptly
- Talk to a grown up if I am worried or unsure

School Expectations

Our school rules centre around our school values of kindness, responsibility, and pride.

Our School Building Blocks

Our building blocks are what we believe to be important values for our children. They are the firm foundations we build upon at Keelby Academy!



Respect

What this means to us...

We expect everyone at Keelby Academy to be respectful to each other. We care about each other, look after the environment and always use good manners. There is no excuse for rudeness! We respect that we are all different and have different opinions, we listen, share support and show understanding towards everyone!

To get respect
we must give
respect



Empowerment

What this means to us...

We expect everyone at Keelby Academy to make their own choices. We encourage individualism, knowing ourselves as learners and responding to situations in a carefully thought out manner. We aim to develop confident, articulate pupils who have the skills that will help them to succeed in life. We are all responsible for our own actions!

We can be anything
and everything we
want to be

Belief

What this means to us...

We expect everyone at Keelby Academy to believe in themselves and each other. We share a 'can do' attitude, we support one another and work as part of a team and a wider community. We believe we can achieve anything if we work together!

To succeed we
must first believe
that we can

Positive teacher-pupil relationships are key to combatting challenging behaviour. All staff will use a number of strategies to establish positive relationships with their pupils – these may include:

- Welcoming pupils as they enter the classroom.
- Ensuring pupils understand what is expected of them.
- Showing an interest in each pupil's interests, talents, goals, likes and dislikes, and their family.
- Engaging with pupils during lunchtime and break time.
- Focussing on using positive language when interacting with pupils to guide them towards positive outcomes rather than highlighting their mistakes.

Rewards

At all times we encourage and reward positive behaviour, effort, perseverance and good learning behaviours. We value the importance of our children seeing themselves as part of a community whether that is their group, class, key stage or whole school. Some of our rewards accumulate to a group, class, key stage or whole school reward. Our rewards include:

- Verbal praise
- Non-verbal praise (thumbs up, smile etc.)
- Individual class specific rewards chosen by the class or teacher (VIP table, special seat, choose the end of the day story, first in the lunch queue, standing ovation etc.)
- Sharing work with another member of staff (office staff, TA, teacher, Head of School, Executive Principal)
- Stickers
- Dojo points
- Keelby Principal's Award certificate presented in our celebration assembly linked to our values
- Above and beyond recognition notes/messages home
- Citizenship award badges- Collaboration, Inspiration, Resilience, Independence, Motivation and Connections.
- Trophy assemblies to celebrate children who go over and above

Sanctions

We always aim to encourage positive learning behaviours, however if a child's behaviour is not conducive to good learning, is not in line with a class or academy rules or disrupts the general running of the academy then a structured approach to consequences is followed.

The structured approach to consequences is as follows:



At each stage of the consequences system, staff should make every endeavour to apply strategies of behaviour management that will enable a child to modify their behaviour and return to making positive choices.

Restorative Approach

We use 'The Restorative Five' to support children to understand, regulate and reflect on their behaviour. This can only be done when the child is in a calm state.

- Question 1: **What Happened?-**
It is important to listen carefully without interrupting, then give your account without judgement.
- Question 2: **Who has been affected?**
Teaching children to think about others and how our actions have positive and negative affect on other people. Teaching them to use their conscience. List together the people affected by their behaviour.
- Question 3 **How have they been affected?**
Teaching them to think of their impact on others- decreasing selfishness over time, playing to their conscience.
- Question 4: **What should we do to put things right?**
This should come from the child. Try not to demand an apology and resist the temptation to guide the conversation that way. Is there something else they can suggest to help put things right?
- Question 5: **How can we do things differently in the future?**
Forward thinking is required here. Some prior planning will help them to recognise when their behaviour pattern begins and how to change their choices.

Intervention Techniques

The following intervention techniques can be used in the development of individual programmes for specific children with behaviour problems after consultation with a Senior Leader and Inclusion Lead.

- Ignoring or planned ignorall i.e. where practical ignore inappropriate behaviour, praise appropriate behaviour (role models).
- Positive Questioning e.g. what are you doing? What should you be doing? Good you know what to do so can you do it,
- Positive Choices- If you do this, then this will happen (positive outcome). If you choose to do this, then this will happen (negative outcome). Now you choose what you are going to do
- Modelling i.e. indicate role models displaying appropriate behaviour. Adults to be good role models.
- Distraction i.e. if a difficult situation is likely to develop distracting the child's attention, e.g. give a specific task, send a message, etc.

- Time Out Support i.e. pupils given 'time out' – an opportunity to work under supervision but away from the classroom situation or a period of reflection, standing alone on the playground during playtime within sight of the teacher or supervisor.
- Use of a behaviour contract or plan Setting targets with the pupil in consultation with parents and reporting weekly.

In line with the school's Positive Handling Policy, all members of staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. Physical restraint will only be used as a last resort and as a method of restraint. All staff will attempt to use the de-escalation strategies before the use of physical intervention; however, the school understands that intervention may be the only resolution in some severe incidents, such as violence or where there is an immediate risk of injury. Where positive handling has been used a record of the incident always needs to be kept using Appendix 1 of the Positive Handling Policy and CPOMs.

Additional needs

We acknowledge that some pupils' behaviour may reflect social, emotional and mental health needs which may require additional provision to what is outlined in this policy. The SEND policy should be read for how additional needs are supported in the school.

Exclusion

In our school it is rare that school support will not have a positive impact upon pupil behaviour development and regulation. However, the school does and will exclude pupils for persistent abusive or violent behaviour or repeated and escalating low level disruptive behaviour. It is our ethos that we will make every provision for a child to achieve socially and emotionally but if, in spite of this, behaviours are risky, unsafe, violent and prevent the efficient education of others, fixed term or permanent exclusion may be applied. We abide by the DfE guidance on this and report any exclusions routinely to North East Lincolnshire Local Authority following local and national guidance.

Appendices:

- 1. Our School Building Blocks**
- 2. Behaviour Curriculum @KPA**
- 3. Rewards @KPA**
- 4. Learning Behaviours @KPA**

Appendix 1

Our School Building Blocks

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Appendix 2

Behaviour Curriculum@ KPA

Positive Relationships are central to all we do!



At Keelby we aim to: maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members; help children develop a sense of worth, identity and achievement; help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices; develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving.

Values and Learning Behaviours

Our Core values (Respect, Empowerment and Belief) underpin everything we do. Specific learning behaviours (Collaboration, Motivation, independence, Connections, Inspiration and Resilience) are taught progressively across all key stages. The **shared language** has a direct impact on outcomes and helps children understand our expectations.

Modelling and direct teaching of behaviour expectations

- Developing **RELATEDNESS**: We recognise the role relationships have on motivation to demonstrate good behaviour – both relationships with the adults in a child's life but also their peers. We promote being a **team**.
- Developing **COMPETENCE**: We recognise the importance of modelling and teaching children how to behave. This starts with **staff being role models** for the behaviour they wish to see, with clearly defined school and class rules that are explained and revisited with children.
- We use **Restorative Five** approach to support children to understand, regulate and reflect on their behaviour. This can only be done when the child is in a calm state: 1) what happened? 2) Who has been affected? 3) How have they been affected? 4) What should we do to put things right? 5) How can we do things differently in the future?

Classroom based practice

- ✓ Children remain seated while teachers are directly teaching or there is a whole class discussion.
- ✓ Children ask to leave the classroom either to gather things from their bags or to visit the bathroom.
- ✓ Children listen to each other and adults, and adults will wait for all children to be listening before addressing them.
- ✓ Children sit on their chairs correctly, with their feet flat on the floor and all four legs of their chair on the ground.
- ✓ Children look after their equipment and gather something off the floor if dropped.

Use and analysis of CPOMs

All adults use CPOMs to record behaviour concerns in a timely manner. CPOMs are regularly reviewed by SLT for patterns and solutions are discussed and implemented.

School-wide expectations

- ✓ Adults speak to children in a calm polite manner.
- ✓ Adults spot children making great choices and will reward them accordingly. We **spot the good and ignore the bad**.
- ✓ Children walk through school, allowing other children or adults to pass them in the corridors.
- ✓ Children greet and be greeted by each other and adults as they pass each other in corridors.
- ✓ Children and adults hold the doors open for the next person and be considerate to the situation (e.g. one person vs 5 people, one person coming down the corridor with an arm full of books).
- ✓ Children actively engage in all aspects of the school day including assembly.
- ✓ Children line up quietly for assembly and walk to the hall in silence. They remain quiet until they get to their classrooms.
- ✓ Children line up at the end of playtimes and lunchtimes in a calm and orderly fashion so they re-enter the building ready for learning.
- ✓ Lunchtime expectations mirror the high standards of classroom practice: using indoor voices to talk to friends on their table; using great table manners; being kind and respectful to each other; picking up anything dropped.
- ✓ Children start and leave the school in a calm manner.
- ✓ **All staff** engage children in conversations or games at playtimes and lunchtimes to directly teach them how to have a successful break.
- ✓ Children take responsibility for shared areas including cloakrooms and lockers. Fallen coats and bags are picked up. Locker doors are closed (including at the end of the day)

Appendix 3

At Keelby Primary Academy we recognise the importance of providing children with encouragement and rewards for positive behaviour, effort, perseverance and exceptional learning behaviours.

General Rewards

- **Verbal & non-verbal praise** (thumbs up, smile etc.)
- **Learning Behaviour display** with named post-its attached, linked to weekly certificates.
- **Individual class specific rewards chosen by the class or teacher** (e.g. choose the end of the day story, first in the lunch line, standing ovation, acknowledgement of feelings of pride and achievement etc.)
- **Sharing remarkable work with a member of SLT** (Head of School, Executive Principal) having their work photocopied for the 'Remarkable Work' books in the SLT office)
- **Stickers & Dojo points**
- **Positive Marking Feedback**
- **Feedback to Families** via Dojo, telephone or in person.
- **This list is not exhaustive**

REWARDS AT KEELBY



Class Dojo

Children earn Dojo points for following the school values (**Respect, Empowerment and Belief**) as well as using their learning behaviours (**Collaboration, Motivation, Independence, Connections, Inspiration and Resilience**).

These Dojos are shared with families via a Dojo alert. Dojo points can also be used as currency to be spent or saved. Each half term, each child chooses whether to spend their points on a prize from the Dojo Menu, or to save their points to build up to a more substantial prize. Dojo points are also collected as house points with the house cup being presented each term.

Reading and Sports

- **Reading Certificates** are issued as the children reach each of their milestone reads, based upon **5 reads** per week. When children reach 100 reads, they can choose a book from our reward collection. For our Early Readers at least three of these reads should be their Little Wandle book. When children have achieved their '5 reads per week' across the year – they receive a honorary membership to the Reading Committee who meet fortnightly to generate ideas to spread the Love of Reading around KPA. Such as selecting new books for school and running reading clubs.
- **Sports participation certificates** are issued and celebrated during assemblies for representing KPA at various sporting events.

Weekly Principal Award Certificates

One or Two children from each class are chosen for showing remarkable levels of Respect, Empowerment or Belief that week. Teachers write on these certificates, which is read out by the member of SLT who leads the Celebration Assembly. These assemblies are open to all families, with an invitation being sent to the chosen child on the Wednesday before. These Friday assemblies are held at the start of the day, to make it easier for family or friends of KPA to attend.

Attendance Award

KPA encourages exceptional attendance. Each week we reward the classes that have achieved 99% and 100% attendance. These classes receive a certificate to display in their classrooms as well as an extra five or ten minutes respectively.

At the end of each full term, individual children receive a standing ovation, an attendance certificate and a small prize for 99% and 100% attendance.

Superstar Postcard

One child is chosen from each class three times per year at the end of Autumn 1 term, Spring 1 term and Summer 1 Term. The teacher posts a postcard which the Superstar child then brings into school to exchange for a golden superstar badge. A photograph of this child that includes the reasons for choosing this child is displayed outside the Principal's Office. This remarkable reward is usually only ever received once during school life at KPA.

'Cup Cake Kid' Assembly

Each half term, one child from each class will be chosen for being an **exemplary** example of our values and learning behaviours at KPA.

During these assemblies class teachers will join the Head of School or Executive Principal at the front of the hall to explain why these children were chosen. The children will also receive a special certificate and a delicious boxed **cup cake**.

These assemblies are open to all our families and attended by the family or friends of the chosen child, a text is sent out at the beginning of that week to invite the chosen child's family.

Our School Learning Behaviours

Our learning behaviours are linked to our core values. They are the firm foundations we build upon at Keelby Academy!

Respect



Collaboration

- I respect and value everyone's ideas
- I listen to other people opinions
- I am happy to share my knowledge thoughts and opinions with others



Inspiration

- I think deeply about things so that my ideas are different to others
- I use my imagination
- I like to find different ways of doing things



Empowerment

Belief

Resilience

- I stick at something even when it gets hard
- I make good choices so that I can concentrate
- I try my hardest from the beginning to the end of a task



Independence

- I take responsibility for my learning
- I listen to instructions so I am ready to learn
- I try to organise myself and my resources



Motivation

- I challenge myself
- I try to be the best I can be
- I always look at how to improve



Connections

- I try to work things out for myself
- I ask questions to find out more
- I link what I know to what I am learning

