



KEYINGHAM PRIMARY

Behaviour Policy

Status:	
Policy Owner (Position)	Mike Copley (Deputy Headteacher)
Statutory / Recommended	Recommended
Date Adopted	
Review Period	2 years
Latest Review Date	
Revision	
Next Review Date	
Advisory Committee	
Linked Documents and Policies	

Statement of intent

At Keyingham Primary, we believe that children learn best when they have clear rewards and sanctions for their day to day conduct in and around school. If children feel safe and can enjoy their lessons then they will engage and learn well, develop as respectful young people and become valuable members of our community.

At Keyingham Primary we:

1. Respect everyone and show good manners.
2. Respect our own, other people's and school's property.
3. Listen to others, join in appropriately and put our hands up when we want to share with the class.
4. Take responsibility for our own learning and produce work we are proud of.
5. Keep our hands and feet to ourselves and respect the personal space of others.
6. Move sensibly and safely around the classroom.

Rewards System

Our reward system recognises individual achievement and build community providing an opportunity for child leadership.

- Keyingham Keys 'Unlocking potential'. will be handed out for good behaviour for learning, academic progress and attainment and going above and beyond.
- Children will put their Keyingham Keys into the house baskets in classrooms.
- Each week, the Keyingham Keys will be counted up and for every ten keys, pupils will earn a house point. This is recorded on classroom charts.
- When pupils have earned ten house points, they will trade them in for one K-Pound to spend in the Keyingham Corner Shop.
- At the end of each week, the House Captains will collect and count up the house points from each class and collate them.
- Postcards will be sent home congratulating children on positive behaviours and behaviours for learning.

Sanction Route

Keyingham Primary believes that if negative behaviour is presented, then the pupil should 'fix' their behaviour and any hurt they have caused to other pupils or staff.

All staff and pupils use a simple Venn Diagram (Appendix 1) to decide on the level of 'fix it' which is appropriate to the behaviour and then discussions, as appropriate, are held about the best way to solve the problem and move forward. The 3 areas of behaviour for

the Venn Diagram are: Behaviour for Learning, Respectful Behaviour and Safe Behaviour.

Pupils and Staff use the 'Fix It' pyramid (Appendix 2) to provide them with ideas of what can be done to resolve the problem. If pupils display negative behaviour that affects one of the areas, they will receive a Level 1. If they display negative behaviour that affects two of the areas, they will receive a Level 2 and if they display negative behaviour that affects all three areas, they will receive a Level 3. If the children receive a Level 1 and do not show the desired behaviour for the remainder of a lesson/breaktime, a Level 2 will be implemented.

For extreme behaviours (Level 3), SLT will consult with all parties involved, including parents when necessary to decide on the most appropriate sanction route.

Appendix 1



