



Kennet Valley CofE VA School

The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" Matthew 13: 31-32

Behaviour Policy

This is a statutory policy. It is intended for all staff, pupils, parents/carers, and governors of Kennet Valley CofE VA Primary School. The policy is published on the school website and is available in the staff handbook. Copies are available on request from the school office.

Policy agreed (date):	February 2026
Policy published (including on website) (date):	March 2026
Next review (date):	September 2026

At Kennet Valley our vision is:

"Small beginnings, Endless Possibilities. Growing together with Compassion, Curiosity and Courage."

This policy is rooted in our commitment to nurturing every child's potential, fostering a community where all can flourish. The values of Compassion, Curiosity, and Courage underpin every aspect of our approach to behaviour. We believe that every member of our school community deserves to be treated with dignity, respect, and understanding.

Our ethos is inspired by the Parable of the Mustard Seed (Matthew 13:31-32), which teaches that even the smallest beginnings can grow into something great when nurtured with care and faith. We see every child as possessing unique potential, and we are committed to cultivating an environment where growth, possibility, and hope are central.

1 Timothy 4:12

12 set the believers an example in speech and conduct, in love, in faith, in purity

This policy reflects a culture of compassion, repair, and relational inclusion. We accept all emotions, while guiding children to express them appropriately. We focus on understanding and addressing the causes of behaviour, not just the symptoms, and we are committed to restorative and relational approaches that repair harm and rebuild trust.

AIMS OF OUR POLICY

The aims of this policy are to:

- Use our Christian Values to underpin our nurturing and relational approach
- Promote good behaviour, self-discipline, and respect for all.
- Prevent all forms of bullying and child-on-child abuse.
- Create a safe, inclusive, and nurturing environment where everyone can learn and grow.
- Ensure consistency, fairness, and transparency in the management of behaviour and exclusions.
- Support pupils to develop the skills and dispositions needed for lifelong learning and positive relationships.
- Guide and support staff.

This policy applies to all pupils, staff, parents/carers, governors, and visitors to Kennet Valley CofE VA Primary School. It covers behaviour on school premises, during off-site activities, and when representing the school in any capacity.

Statutory and Regulatory Framework

Legislative Context

This policy is informed by and complies with the following legislation:

- **Education Act 2002** (Sections 175 and 157): Requires governing bodies to safeguard and promote the welfare of pupils.
- **Education and Inspections Act 2006** (Sections 88-94): Governs school discipline, behaviour policies, and exclusions.
- **Equality Act 2010**: Prohibits discrimination, harassment, and victimisation; requires reasonable adjustments for pupils with protected characteristics.
- **School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012** (as amended): Sets out procedures for exclusions and reviews.
- **Keeping Children Safe in Education (KCSIE) 2025**: Statutory safeguarding guidance.
- **Other relevant legislation and regulations** as referenced in the References section.

Statutory Guidance and Compliance

This policy reflects the following statutory guidance and inspection frameworks:

- DfE "Behaviour in Schools: Advice for Headteachers and School Staff" (2022, updated 2024)
- DfE "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (2023)
- DfE "Searching, Screening and Confiscation" (2022, updated 2024)
- DfE "Use of Reasonable Force" (2013, under review)
- DfE "Mental Health and Behaviour in Schools" (2018, under review)
- Ofsted Education Inspection Framework (EIF) 2019, updated 2023
- Ofsted Inspection Toolkits 2025

Legal obligations include:

- Having a written behaviour policy, published on the school website and available to all stakeholders.
- Ensuring the policy does not discriminate against pupils with protected characteristics and makes reasonable adjustments for SEND.
- Recording and reporting all suspensions and permanent exclusions to the Local Authority ([Local Authority Name]) and the Governing Body.
- Managing behaviour incidents with safeguarding implications in line with KCSIE.

Roles and Responsibilities

Governing Body:

The Governing Body is responsible for approving the policy, monitoring its effectiveness, and ensuring compliance with statutory requirements. Governors review data on behaviour and exclusions. They support and hold the Headteacher to account for the implementation of the policy.

Headteacher:

The Headteacher is responsible for the day-to-day implementation of the policy, ensuring staff are trained and supported, and that procedures are followed consistently. The Headteacher makes decisions on suspensions and permanent exclusions, ensuring all statutory processes are followed.

Staff:

All staff are responsible for modelling positive behaviour, implementing the policy consistently, and building positive relationships with pupils. Staff are expected to use preventative, relational, and restorative approaches, and to record and report incidents as required.

Pupils:

Pupils are expected to follow the school's behaviour expectations, treat others with respect, and contribute to a positive school culture. Pupils are encouraged to take responsibility for their actions and to participate in restorative processes where appropriate.

Parents/Carers:

Parents and carers are expected to support the school's behaviour policy, work in partnership with staff, and reinforce expectations at home. This includes attending meetings related to their child's behaviour. The school values open communication and encourages parents/carers to raise concerns or seek support as needed.

External Agencies:

Where behaviour is of significant concern, the school will engage with the Local Authority, educational psychologists, and other external agencies to secure additional support and guidance.

School Rules, Behaviour Expectations, and Teaching

School Rules

Our school rules are simple, clear, and apply to all members of our community:

- **Be ready**
- **Be safe**
- **Be the best you can be**

These rules underpin our expectations for behaviour in all settings, including classrooms, corridors, playgrounds, and off-site activities. They are regularly taught, modelled, and reinforced by all staff.

Relational Inclusion and PACE Approach

We understand that behaviour is a form of communication and that all behaviour has meaning. Our approach is trauma-informed and attachment-aware, recognising that some pupils may have unmet needs or adverse experiences that impact their behaviour.

We embed the PACE approach in all our interactions:

- **Playfulness:** Creating a warm, engaging atmosphere that reduces anxiety.
- **Acceptance:** Accepting all emotions, even when we cannot accept all behaviours.
- **Curiosity:** Seeking to understand the reasons behind behaviour without judgement.
- **Empathy:** Responding with compassion and understanding.

Staff are trained to support emotional regulation, using co-regulation strategies and providing safe spaces for pupils to calm and reflect. We do not tolerate harmful behaviour, but we always seek to understand and address its root causes.

Preventative Strategies: Routines, Relationships, Responses, Responsibilities

At Kennet Valley we believe that positive behaviour is best promoted through preventative strategies that address the needs of the whole child. We establish clear routines and expectations in every classroom and throughout the school day, ensuring that all pupils understand what is expected of them. Staff build strong, trusting relationships with pupils, recognising that connection is the foundation for learning and growth.

Our approach to behaviour management is structured around:

- **Routines:** Consistent, predictable routines that provide security and clarity for all pupils.
- **Relationships:** Building positive, respectful relationships between staff and pupils, and among pupils themselves.
- **Responses:** Calm, consistent, and proportionate responses to behaviour, focusing on de-escalation and support.
- **Responsibilities:** Encouraging all members of the school community to take responsibility for their actions and to contribute positively to the school environment.

We teach and model routines for transitions, lining up, movement around school, and classroom activities. Staff use consistent language and signals to reinforce expectations and support pupils in meeting them.

Recognition, Rewards, and Celebration

We believe that recognising and celebrating positive behaviour is essential for building self-esteem and motivation. Our systems for recognition and rewards include:

- Visual praise e.g. thumbs up, smile
- Verbal praise and specific feedback.
- Dojo points and stickers.
- Certificates and awards in Collective Worship.
- Communication with parents/carers to share successes.
- Inclusion at special events.

Rewards are fair, inclusive, and aligned with our school values. We ensure that all pupils have opportunities to be recognised for their efforts and improvements, not just for high achievement. Senior Leaders monitor the use of rewards to ensure they operate with regard to equal opportunities and anti-discrimination.

Unacceptable Behaviour and Sanctions

Children have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate consequence is one that encourages prosocial behaviour in the future and rectifies any harm done where possible.

Behaviours That Are Unacceptable

The following behaviours are considered unacceptable and may result in sanctions:

- Physical aggression or violence towards other children or adults.
- Verbal abuse, including swearing, racist, sexist, homophobic, or discriminatory language
- Bullying (including online/cyberbullying) or child-on-child abuse
- Deliberate damage to property
- Theft
- Persistent defiance or refusal to follow instructions
- Bringing prohibited items into school (e.g. weapons, drugs, alcohol)
- Leaving the school site without permission
- Repeated disruption to learning
- Any behaviour which puts self or others at risk

All incidents are investigated, recorded and responded to in line with this policy, taking into account the context and needs of the pupil.

Hierarchy of Responses and Certainty of Sanctions

Our response to behaviour concerns follows a graduated approach, ensuring that interventions are proportionate and consistent. We prioritise certainty and predictability of sanctions over severity, so that pupils understand the consequences of their actions and can learn from their mistakes.

The hierarchy of responses includes:

- Preventative strategies and subtle cues.
- Explicit reminders and clear instructions.
- Time away from the group to regulate and reflect.
- Restorative conversations and repair.
- Internal suspension
- Significant consequences for serious, or repeated behaviours, include (external) suspension

Staff are trained to use professional judgement, taking into account the individual needs and circumstances of each pupil.

Sanctions and Consequences

Sanctions are used to help pupils understand the impact of their behaviour and to encourage reflection and repair. All sanctions are proportionate, predictable, and restorative, and are applied consistently across the school. Examples include:

- Completing missed work or making amends.
- Restorative tasks (e.g., helping to tidy up, writing an apology).

- Time away from the classroom or group.
- Meetings with parents/carers to discuss concerns and agree support.
- Internal suspension (removal from class for a fixed period with supervised work and support).
- External suspension

For repeated low-level disruption, staff follow a stepped approach, with clear communication to pupils and parents/carers.

The final sanction will be exclusion, as laid out in the LEA's agreed procedure and fully involving the Governing Body. (Full details of this procedure can be seen in school.)

Restorative Practice and Repair

Restorative practice is central to our approach. When harm has occurred, we facilitate restorative conversations to help those involved express their feelings, understand the impact of their actions, and agree steps to repair relationships. The structure for restorative conversations includes:

1. What happened?
2. What were you thinking and feeling at the time?
3. Who has been affected and how?
4. What do you need in order to feel better or to move forward?
5. What needs to happen next to repair the harm?

Staff receive training and support to facilitate restorative meetings, ensuring that all voices are heard and that outcomes are fair and meaningful.

Reactive Strategies: Regulate, Relate, Reason, Repair

When responding to challenging behaviour, staff follow the four Rs:

- **Regulate:** Support the pupil to calm and regain control, using co-regulation strategies if needed.
- **Relate:** Reconnect with the pupil, showing understanding and empathy.
- **Reason:** Discuss the incident, exploring what happened and why.
- **Repair:** Agree steps to make amends and move forward.

This approach is intended to ensure that immediate safety and emotional needs are met, while also addressing the behaviour and its impact.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the [Use of reasonable force in schools \(effective until 31 March 2026\)](#) and [Restrictive interventions, including the use of reasonable force, in schools \(effective from 1 April 2026\)](#). Physical intervention is only used when all other options for de-escalating a conflict situation have failed. Staff try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to be held, before intervention wherever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the child) will only be used as part of a support plan set up incorporating the views of the parents and the child. A written report is made after any physical intervention and parents are informed on the same day.

Training is arranged for staff who are most likely to be working with children who have a support plan that includes physical intervention. This training includes both de-escalation strategies and physical intervention.

Staff have a duty to protect all children. All physical intervention is to be carried out in such a way as to safeguard the child and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

Support for Vulnerable Pupils and SEND

We recognise that some pupils may have additional needs that impact their behaviour. We make reasonable adjustments and provide graduated support, which may include:

- Individual behaviour support plans.

- Regular check-ins with a trusted adult.
- Planned "Time Out"
- Access to pastoral support, mentoring, or counselling.
- Adaptations to routines or expectations.
- Involvement of the SENDCo and external agencies (e.g., educational psychologists, behaviour support services).

We regularly review the support available to those individual children identified as being at risk of disengagement and work closely with parents/carers and the Local Authority to ensure that all pupils receive the support they need.

Anti-Bullying and Child-on-Child Abuse

Preventative Education and Culture

We are committed to creating a culture where bullying and child-on-child abuse are never tolerated. Preventative education is delivered through the curriculum (e.g., PSHE, RSE), assemblies, and themed weeks. Pupils are taught about:

- Respect for diversity and difference.
- The impact of bullying and abuse.
- How to recognise and report concerns.
- Strategies for building positive relationships and resolving conflict.

Staff model respectful behaviour and challenge all forms of prejudice, discrimination, and harassment.

Reporting and Recording Procedures

All pupils, staff, and parents/carers are encouraged to report any concerns about bullying or child-on-child abuse promptly. Reports can be made to any trusted adult, the class teacher, or the Designated Safeguarding Lead (Katie Mallinson or Jacqy McQue).

Parents/carers can report concerns to the class teacher via the school office email address (office@kennetvalley.wilts.sch.uk) using 'For the Attention of' and the class teacher's name in the subject line.

All incidents are recorded using the school's behaviour and safeguarding systems, in line with KCSIE. Records are monitored by the Headteacher and Designated Safeguarding Lead to identify patterns and inform preventative work. These patterns are discussed with the link governor for safeguarding.

Response Protocols

Every report of bullying or child-on-child abuse is taken seriously and investigated promptly. The response includes:

- Listening to all parties and gathering information.
- Providing support to those affected.
- Taking appropriate action to address the behaviour and prevent recurrence.
- Facilitating restorative meetings where appropriate.
- Informing parents/carers and, where necessary, the Local Authority.

Follow-up support is offered to all involved, and the effectiveness of interventions is reviewed regularly.

Exclusions: Suspension, Internal Suspension, and Permanent Exclusion

Principles and Legal Framework

Exclusion, including internal suspension, is always a last resort at Kennet Valley. We are committed to early intervention, support, and inclusive practice. All decisions to use internal suspension, suspend, or permanently exclude a pupil are made in accordance with DfE statutory guidance and the law, ensuring fairness, transparency, and the right to representation and appeal.

Internal Suspension

Internal suspension is used as an alternative or in addition to external (fixed-term) suspension, where appropriate. It involves removing a pupil from their usual class or social group for a fixed period, with supervised work and support provided. Internal suspension is used to:

- Provide a clear consequence for significant or repeated breaches of the behaviour policy.
- Enable reflection and restorative work in a supportive setting.
- Minimise disruption to learning and maintain links with school routines.

Parents/carers are informed of all internal suspensions. The process includes a review of the behaviour, a restorative conversation, and agreement of support strategies before reintegration to class. Where appropriate, the school may consult with Social Care in making a decision as to whether internal or external suspension is used.

Suspension

External suspension may be considered for serious breaches of the behaviour policy or where other strategies, including internal suspension, have not been effective.

Repeated breaches of the behaviour policy in a short period of time, for example 6 times in a rolling 5-day period, may also result in suspension.

At every stage, the school seeks to understand the underlying causes of behaviour and to provide additional support, including referral to external agencies if needed.

Reintegration and Support

Following any internal suspension or suspension, we prioritise successful reintegration. This will include the offer of a Positive Return meeting with parents and pupils. This meeting focuses on welcoming the child back into school and considers the actions the school will take to reduce the likelihood of further suspension. Support may include:

- Individual support plans and regular reviews.
- Additional pastoral support or mentoring.
- Adaptations to routines or curriculum.
- Multi-agency involvement where appropriate.

The aim is to support the pupil to re-engage with learning and to prevent recurrence of the behaviour. Where there is recurrence, despite this additional support, further suspensions may be for a longer period.

Permanent Exclusion

Permanent exclusion is only considered for the most serious breaches of the behaviour policy or where allowing the pupil to remain in school would seriously harm the education or welfare of others. In such cases we will work closely with parents and any relevant outside agency e.g. Wiltshire SEND and pupil support services, police and social care to ensure that the child is kept safe when excluded from school and that appropriate support is provided. The headteacher will follow government guidance about suspension and permanent exclusion to ensure that any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

Parents/carers are informed in writing and have the right to make representations to the Governing Body and to appeal to an independent review panel.

Documentation and Reporting

All internal suspensions, suspensions, and permanent exclusions are formally documented and reported to parents/carers, the Governing Body, and the Local Authority (Wiltshire) as required. Records are maintained securely and analysed regularly to monitor trends and inform school improvement.

Safeguarding, Equality, and Inclusion

Safeguarding Integration

Safeguarding is at the heart of our behaviour and exclusions policy. All behaviour incidents with safeguarding implications are managed in line with KCSIE and the school's safeguarding policy. Staff are trained to recognise signs of abuse, neglect, or exploitation, and to respond appropriately.

Where behaviour raises concerns about a pupil's welfare, the Designated Safeguarding Lead (Katie Mallinson) or Deputy Safeguarding Lead (Jacqy McQue) is informed and appropriate action is taken, including referral to children's social care if necessary.

Equality, Diversity, and Non-Discrimination

We are committed to the principles of the Equality Act 2010. We do not discriminate against any pupil on the grounds of race, gender, disability, religion or belief, sexual orientation, or any other protected characteristic.

Reasonable adjustments are made for pupils with SEND or other needs. We monitor the impact of our behaviour and exclusions policy to ensure it is fair, inclusive, and does not disadvantage any group.

Equality impact assessments are conducted as part of policy review.

Staff Training and Wellbeing

All staff receive regular training which includes:

- Positive behaviour management and restorative practice,
- Relational and trauma-informed approaches,
- Special educational needs and disabilities associated with challenging or withdrawn behaviour e.g. autism or ADHD,
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child-on-child abuse.
- Positive handling and de-escalation techniques. This training takes place when required as part of a response to a risk-assessment and needs analysis of children.

Training is reviewed annually to ensure that it is responsive to the needs of our staff and children or in light of new guidance.

Staff wellbeing is a priority. Governors hold regular Wellbeing Meetings and support is also available through external services if required. The school recognises the emotional demands of behaviour management and values the professionalism and care of all staff.

Communication, Consultation, and Review

Parental and Pupil Engagement

We believe that effective behaviour management is a partnership between school, pupils, and parents/carers. We engage parents/carers through:

- Providing specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.
- Focusing on examples of pro-social, positive behaviour.
- Regular communication about behaviour expectations and successes.
- Involvement in the development and review of this policy.
- Collaborative problem-solving meetings when concerns arise.
- Support and signposting to external agencies where needed.

Parents/carers who have concerns about a behaviour incident involving their child should contact, in the first instance, the class teacher. This can be done via the school office email address (office@kennetvalley.wilts.sch.uk) using 'For the Attention of' and the class teacher's name in the subject line. Where there are safeguarding concerns, parents should email the DSL (head@kennetvalley.wilts.sch.uk directly).

Pupils are involved in shaping the school's behaviour culture through pupil voice surveys, and restorative processes.

Policy Review and Monitoring

The nominated governor for safeguarding meets with the headteacher every term to monitor the effectiveness of this policy. Pupil wellbeing is an agenda item for every full governing body meeting.

This policy is reviewed annually or earlier as required by changes in legislation or statutory guidance.

Complaints and Appeals

Parents/carers and pupils have the right to raise concerns or appeal decisions related to behaviour management or exclusions.

Complaints should be made in accordance with the school's Complaints Policy. Appeals against exclusions are managed in line with statutory guidance, with information provided to parents/carers at the time of exclusion.

References

- Education Act 2002
- Education and Inspections Act 2006
- Equality Act 2010
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- DfE "Behaviour in Schools: Advice for Headteachers and School Staff" (2022, updated 2024)
- DfE "Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement" (2023)
- DfE "Searching, Screening and Confiscation" (2022, updated 2024)
- DfE "Use of Reasonable Force" (2013, under review)
- DfE "Restrictive interventions, including the use of reasonable force, in schools." (from April 2026)
- DfE "Mental Health and Behaviour in Schools" (2018, under review)
- Keeping Children Safe in Education (KCSIE) 2025
- Ofsted Education Inspection Framework (EIF) 2019, updated 2023
- Ofsted Inspection Toolkits 2025
- School's own policies (e.g., Safeguarding, SEND, Anti-Bullying)
- National Association of Head Teachers (NAHT) guidance
- Chartered College of Teaching guidance
- Education Endowment Foundation (EEF) Guidance Report: Improving Behaviour in Schools
- Anna Freud Centre recommendations on trauma-informed and attachment-aware practice
- Wiltshire Council guidance and protocols

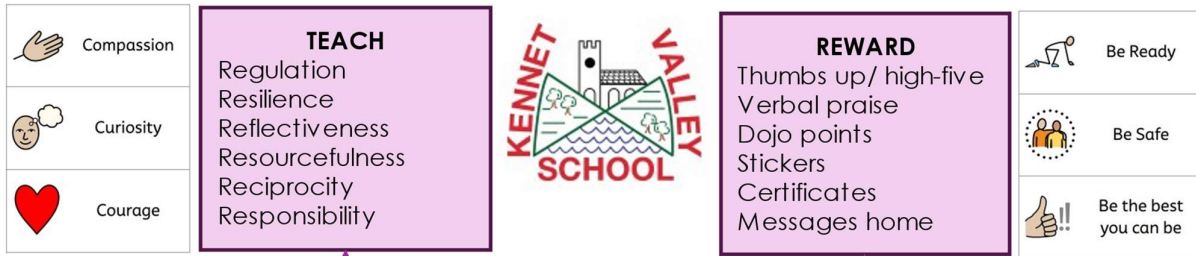
Appendices

1. Summary Poster
2. Classroom Posters
3. template EYFS/KS1 Repair Form
4. template Repair Form
5. template Individual Behaviour Chart
6. template Playground Incident log
7. template Class Behaviour Monitoring
8. template Behaviour log for children on a Behaviour Chart
9. template Individual tracker



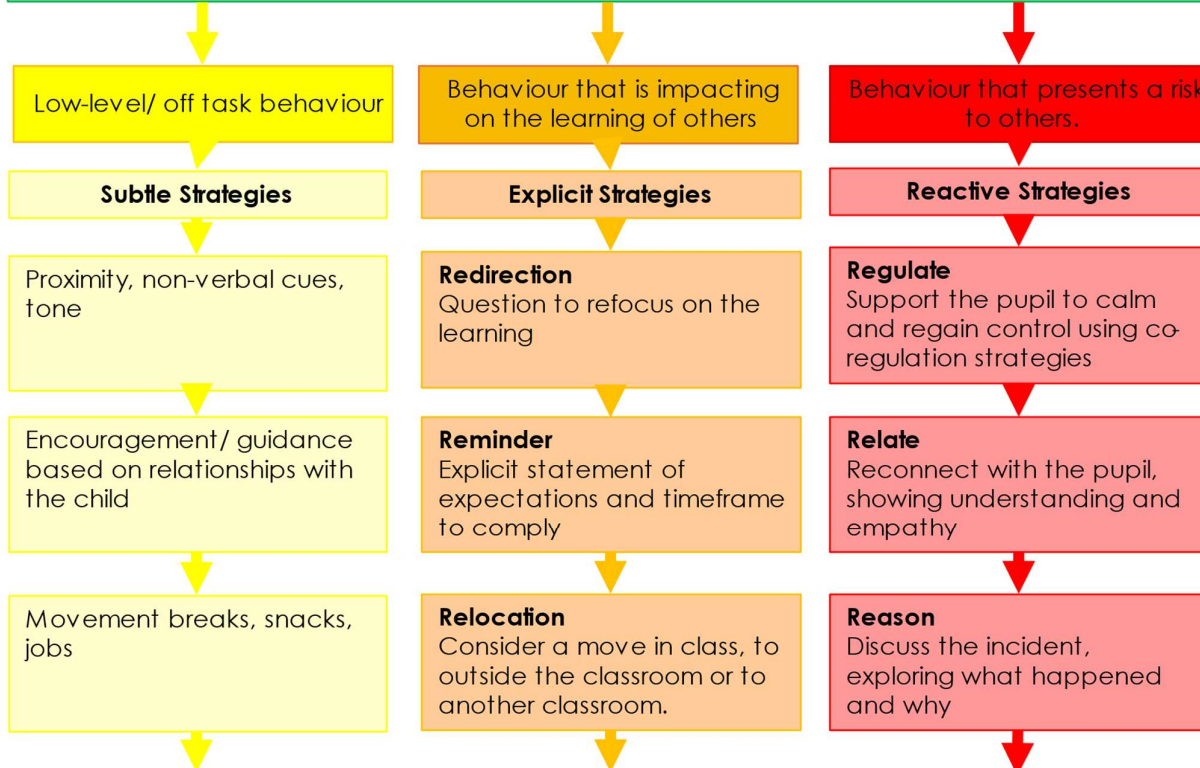
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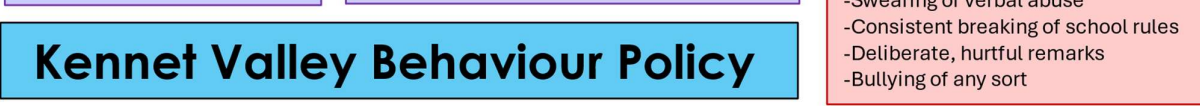
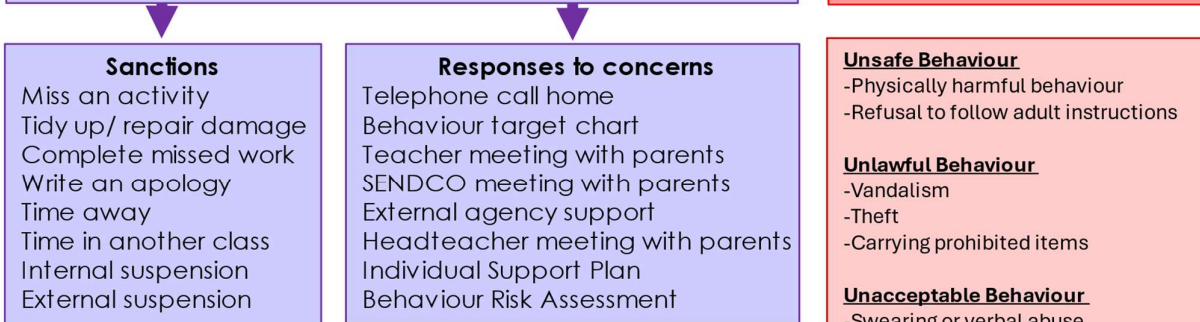


Values, Rules, Classroom Norms

Preventative Strategies: Routines, Relationships, Responsibilities, Responses



Restorative Conversation





Kennet Valley CofE VA School

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Classroom Posters

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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 - Consistent breaking of school rules
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| Behaviour that causes harm

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| Behaviour that impacts learning

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| Calling out / talking over others

 | Not listening | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Wandering in the classroom

 | Distracting others | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Reminder
Explicit statement of expectations and timeframe to comply

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| - Swearing or verbal abuse
- Consistent breaking of school rules
- Persistent disruption
- Deliberately hurtful remarks
- Bullying of any sort.

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| Unlawful

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| - Vandalism
- Theft
- Carrying prohibited items

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| Unsafe

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| - Physically harmful behaviour
- Refusal to follow adult instructions

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| Certificates

 | Messages home | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Values, Rules and Classroom Norms

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Be Ready

 | Be Safe | Be the best you can be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Behaviour that stops learning

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| Calling out

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| Not sharing

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| Not listening

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| Behaviour that causes harm

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| Hurting people

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| Breaking things

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Be Ready

 | Be Safe | Be the best you can be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Be Ready

 | Be Safe | Be the best you can be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Behaviour that stops learning

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Be Ready

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| Behaviour that stops learning

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| Breaking things

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Be Ready

 | Be Safe | Be the best you can be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Be Ready

 | Be Safe | Be the best you can be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Be Ready

 | Be Safe | Be the best you can be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Values, Rules and Classroom Norms

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| Breaking things

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| Values, Rules and Classroom Norms

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| Breaking things

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| Kennet Valley Behaviour Policy

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| Values, Rules and Classroom Norms

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| Breaking things

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| Values, Rules and Classroom Norms

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| <table border="1"> <tr> <td> Compassion</td> <td> Curiosity</td> <td> Courage</td> </tr> <tr> <td> Be Ready</td> <td> Be Safe</td> <td> Be the best you can be</td> </tr> <tr> <td> Regulation</td> <td> Resilience</td> <td> Responsibility</td> </tr> <tr> <td> Reflectiveness</td> <td> Resourcefulness</td> <td> Reciprocity</td> </tr> </table>

 | Compassion | Curiosity | Courage | Be Ready | Be Safe | Be the best you can be | Regulation | Resilience | Responsibility | Reflectiveness | Resourcefulness | Reciprocity | | | | | | | | | | | | | | | | | | | | | | | | |

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| Compassion

 | Curiosity | Courage | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Be Ready

 | Be Safe | Be the best you can be | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Regulation

 | Resilience | Responsibility | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| Reflectiveness

 | Resourcefulness | Reciprocity | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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Kennet Valley CofE VA School

The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" Matthew 13: 31-32

EYFS and KS1 Repair Form

Date/Time: Adult:


At Kennet Valley School we expect you to **Be ready, Be kind** and **Be the Best you can be** through showing our **Core Values** and modelling our **Key Behaviours**. When this does not happen, it can damage relationships between members of our school community.

This repair form is for you to reflect on what has gone wrong, what needs to happen to put it right and how we can avoid it happening again.

Your name:	Names of other people involved:
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What happened? (scribe if necessary- this should be the child's account)

What were you feeling then?



Scribe the word used for the icon chosen:

How do you think the other person/people felt?



Scribe the word used for the icon chosen:

Which of our Core Values (Compassion, Curiosity, Courage) or Key Behaviours (Ready, Respectful, Safe) have you not shown?



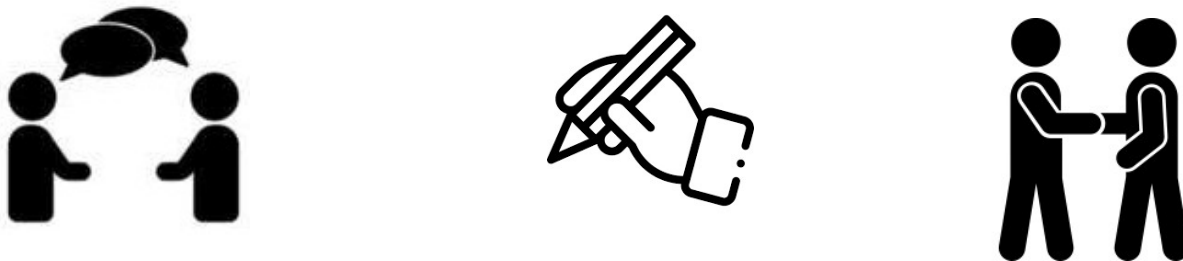
Scribe the word used for the icon chosen:

What are you feeling now?



Scribe the word used for the icon chosen:

What could you do now to put the situation right?



Scribe other ideas:

What will you do another time to prevent this happening again?



Scribe other ideas:

Has a restorative conversation taken place?



Kennet Valley CofE VA School

The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" Matthew 13: 31-32

Repair Form

Date/Time:

Adult:

At Kennet Valley School we expect you to **be the best that you can be** for yourself and other through showing our **Core Values** and modelling our **Key Behaviours**. When this does not happen, it can damage relationships between members of our school community.

This repair form is for you to reflect on what has gone wrong, what needs to happen to put it right and how we can avoid it happening again.

Your name:	Names of other people involved:
What happened?	
What were you feeling then?	

How do you think the other person/people felt?

Which of our Core Values (Compassion, Curiosity, Courage) or Key Behaviours (Be Ready, Be Safe, Be the Best you can be) have you not shown?

What could you have done differently?

What are you feeling now?

What could you do now to put the situation right?

What will you do another time to prevent this happening again?

Has a restorative conversation taken place?



Kennet Valley CofE VA School

The Kingdom of Heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of seeds, yet when it grows it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches" Matthew 13: 31-32

Name:

Week Beginning:

At Kennet Valley School we expect everyone to be the best that they can be at all times. Our school rules and values help us all with this.

At the moment, we have noticed that you need a bit of help with these rules so we are going to focus on one behaviour that we agree will help you to learn better.

Every session, one of the adults in your classroom will agree a score out of 5 with you. This score is to show how well you have demonstrated this behaviour. They may write a comment. You will then take the sheet to Mrs Mallinson, Mrs Morgan or Mrs Hues to show them how you are doing.

Monday	Session	Score	Teacher Comment	SLT Comment	SLT sign
	8.45-9.30				
	9.30-10.30				
	10.45-12.00				
	1.00-2.00				
	2.00-3.15				

Tuesday	Session	Score	Teacher Comment	SLT Comment	SLT sign
	8.45-9.30				
	9.30-10.30				
	10.45-12.00				
	1.00-2.00				
	2.00-3.15				

Wednesday	Session	Score	Teacher Comment	SLT Comment	SLT sign
	8.45-9.30				
	9.30-10.30				
	10.45-12.00				
	1.00-2.00				
	2.00-3.15				

Thursday	Session	Score	Teacher Comment	SLT Comment	SLT sign
	8.45-9.30				
	9.30-10.30				
	10.45-12.00				
	1.00-2.00				
	2.00-3.15				

Friday	Session	Score	Teacher Comment	SLT Comment	SLT sign
	8.45-9.30				
	9.30-10.30				
	10.45-12.00				
	1.00-2.00				
	2.00-3.15				

Behaviour Log for children on a chart

Class:

Term:

Name	Concerning Behaviour	Behaviour Chart daily totals Week 1					Behaviour Chart daily totals Week 2					Behaviour Chart daily totals Week 3					Patterns/ observations	Next steps	Date discussed with parent/ carer

COMPASSION CURIOSITY COURAGE

Individual Behaviour Tracking

Name _____ Year _____

	Term 1								Term 2							Term 3						Term 4						Term 5						Term 6							
	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	1	2	3	4	5	6	7	8
Unsafe Behaviour																																									
Unlawful Behaviour																																									
Unkind Behaviour																																									
Repeated low-level behaviour																																									
Behaviour chart scores																																									

Date	Observations	Actions	Review	Next Steps