Keyingham Primary Behaviour Local Procedures

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Date of Latest Review	01.09.25
Next Review Date	01.09.26

Introduction

This document outlines the local procedures for Keyingham Primary School to implement The Consortium Academy Trust's Behaviour Policy in daily operations. These procedures clarify the practical application of the Trust Behaviour Policy within the school environment and are not intended to duplicate, alter, or adapt any part of the Trust's policy. The Trust Behaviour Policy remains the definitive reference for all matters relating to behaviour management, and compliance with it is mandatory. A copy of the Trust Behaviour Policy is available on the Trust's website The Consortium Academy Trust - Statutory Policies

Purpose of Local Procedures

The purpose of these local procedures is to provide clear guidance on how staff, learners, and the wider school community operate within the framework of the Trust's Behaviour Policy. They clarify specific routines, roles, and responsibilities unique to Keyingham Primary, ensuring consistency and alignment with the overarching policy.

Scope

These procedures apply to all staff, learners, and stakeholders of Keyingham Primary. They must be used alongside the Trust Behaviour Policy. All staff are required to familiarise themselves with both the Trust Behaviour Policy and these local procedures.

Core Principles

Adherence: All local procedures strictly align with the Trust Behaviour Policy.

Clarity: Local procedures describe specific operational routines, roles, and responsibilities.

Consistency: Practices promote uniform application of the policy across all stakeholders.

Local Procedures

1. Communication of Behaviour Expectations

At Keyingham, we expect the highest standards of behaviour and make a point of acknowledging, praising, and rewarding positive behaviours. We recognise that our learners are unique and individual and that some may require additional support to achieve the high expectations we have for all. We believe that every learner has the right to learn in a safe, respectful, and inclusive environment.

The procedures set out clear expectations and consequences for behaviour which are designed to: encourage learners to 'Work Hard, Be Kind and Aim High'

- minimise disruption
- improve attendance and punctuality
- promote respect and equality of opportunity

- foster a positive school culture

All learners, staff, and parents share responsibility for promoting good behaviour. Year 6 Head Learners, Deputy Head Learners, and House Captains are chosen to model exemplary standards across the school.

Learner Induction: All learners new to the school are given a tour of the building before they start. The behaviour systems are discussed in this opportunity and with parents. Questions are welcomed by the learner and their family.

Parental Engagement: The school uses newsletters, our school website and face to face conversations to ensure expectations are clear.

Our school's commitment to fostering positive behaviour is reinforced through ongoing professional development opportunities for our staff. This professional development includes the refinement of effective behaviour management techniques, tailored teaching approaches, and strategies for delivering high quality education to every learner, including those with special educational needs and disabilities. We are committed to the development and implementation of the Thrive® approach and in doing so we focus on:

- Social and emotional development and well-being.
- The understanding of emotions and their impact on behaviour.
- Building positive relationships and connections.
- Providing tailored support to help learners regulate their emotions and behaviour.
- The development of resilience and self-esteem.
- Close collaboration closely with parents/carers, teachers, and other professionals to create a supportive environment.
- A whole-school approach to foster a culture of empathy and understanding.

2. Daily Operational Routines

Keyingham Primary maintains consistent routines to support high standards of behaviour and learning.

Morning Arrival and Punctuality

- Upon arrival, learners go straight to class and are greeted by their class teacher.
- Parents of learners who persistently arrive late without valid reason will be contacted via Arbor and may be asked to attend a meeting with the Headteacher and Attendance Leader.

Classroom Conduct: Staying On-Task and Respectful

- Learners are expected to remain on-task, work hard, and participate fully in lessons.
- Learners who call out, interrupt, distract others or disrupt learning will receive a staged response: reminder, warning, reflection time, and if necessary, removal from class.
- If a removal occurs 3 or more times in a half term, a phone or meeting would be arranged with parents and a possible behaviour plan put in place for a 4-week period.

Break and Lunchtimes

- Learners will have access to OPAL play and supervised by staff to ensure play is safe and respectful.
- Rough play, unsafe or unkind behaviour will result in corrective action in line with the choices and consequences route.

End of Day Dismissal

- At the end of the day, learners are brought to the playground and handed over to their parents/carers.

3. Roles and Responsibilities

Keyingham Primary promotes a shared responsibility for maintaining high standards of behaviour. Each group within the school community has a distinct role:

- **Teachers:** Lead classroom management, using proactive, low-arousal strategies to maintain a positive learning environment. They follow the staged choices and consequences route consistently and reinforce expectations through praise and encouragement.
- **Support Staff:** Provide targeted support and interventions for learners who require additional guidance. This includes restorative conversations, emotional support, and the implementation of the Thrive® approach to help learners regulate behaviour.
- **Leadership Team:** Ensure whole-school consistency in behaviour management. They monitor incident patterns, support staff in applying procedures, and engage directly with families when escalation is required.
- **Parents and Learners:** Work in partnership with the school to uphold behaviour expectations. Parents reinforce the school's values at home, maintain regular communication with staff, and support attendance, punctuality, and homework routines. Learners are expected to take responsibility for their choices, show respect to others, and strive to demonstrate Keyingham's core values in all aspects of school life.
- **Leaders:** Head Learners, Deputy Head Learners, and House Captains act as role models. They are chosen for their ability to embody the school values and set positive examples for peers across the school.

4. Behaviour Monitoring and Reporting

Behaviour is monitored closely at Keyingham to ensure fairness, consistency, and accountability:

- **Recording:** Positive behaviour points and behaviour incidents from Stage C1 onwards points are logged on Arbor to maintain accurate records.
- **Communication with Parents:** Parents are informed promptly of positive points, removals or exclusions, ensuring they remain active partners in supporting behaviour improvement.
- **Analysis:** The Leadership Team reviews patterns and trends in all behaviours regularly, using this information to identify support needs, address recurring issues, and celebrate achievements and improvements.

5. Rewards and Recognition

At Keyingham, we believe that recognising and celebrating positive behaviour fosters a strong, inclusive culture.

Approach to Recognition

- Keyingham uses a low-arousal approach to inspire positive behaviour, encouraging learners to make good choices in line with our school values: Curiosity, Courage, Kindness
- Staff reward learners through enthusiasm, encouragement, humour, time, and attention, reinforcing positive choices.

Reinforcements and Rewards

- **Keyingham Keys**: Awarded for good behaviours for learning, academic progress and attainment and showing our school values. The Keys will be recorded using Arbor which parents can view using the Arbor app.
- **House Points**: Awarded for demonstrating school values and following the rules. When learners have earnt 100 house points, they will trade them in for one K-Pound to spend in the Keyingham Book Shop.
- **Precise Praise:** Sincere, specific feedback outlining the positive behaviour observed.
- **Celebration Assemblies:** Regular assemblies highlight and reward positive contributions across the school.
- **Postcards:** Awarded throughout the year congratulating learners on positive behaviours and behaviours for learning.
- **Graduate Award:** Learners can achieve a weekly *Graduate Award* for independent self-study on a variety of topics, celebrating curiosity and commitment to lifelong learning.

6. Managing Consequences and Responding to Incidents

At Keyingham Primary, we have a clear and consistent approach to consequences when behaviour does not meet expectations. Consequences are most effective when applied immediately and completed on the same day. This certainty supports learners in recognising the impact of their behaviour and encourages them to make better choices in the future.

The Consequences Matrix in the Trust Behaviour Policy and Appendix A, sets out the responses learners can expect if their behaviour falls below expectations. All incidents are recorded on Arbor, and parents are notified of behaviours from stage C3 as appropriate.

Consequences Route

- Quick correction – teacher reminds learner of the expected behaviour.
- Formal Warning (C1) – clear direction of the behaviour required, and a visual behaviour card given to the learner.
- 5-minute time-out (C2) – a move within the class, or by the teacher if outside, for reflection.
- Removal to another class (C3)– loss of break or lunch, parents informed and logged on Arbor.

- Parental meeting – if behaviours persist, a meeting is held, and a behaviour chart is used.
- Serious Incidents (C4)– such as physical harm, verbal abuse, racism, homophobic language, vandalism, or theft may result in removal, suspension, or exclusion in line with Trust policy.

Learners are supported with a learner-friendly version of the sanction route to help them understand the process (Appendix A).

The school reserves the right to also use any of the following consequences in response to a learners's behaviour:

- Limiting access to extra-curricular activities. This includes the right to remove a learners from representing the school in sporting fixtures or school productions etc.
- Removal of IT rights (e.g. access to email, online learning platforms, internet activity, etc.)
- Removal of social times, including break and lunchtime.
- Removal and confiscation of devices brought in from home.
- Extended consequences, e.g., extended detentions for persistent non-compliance.
- Working with the local safer schools policing team and other outside agencies. If a learners persists with unacceptable behaviours and does not respond to the consequences outlined in the Trust Consequences Matrix, we will work in collaboration with families to seek out the most appropriate support and try to identify individualised strategies that will help the learner to get back on track. We recognise the value of restorative processes when dealing with unacceptable behaviour and whilst these are not outlined in our Consequences Matrix, they are an integral part of our behaviour management processes.

7. Other Local Practices

Keyingham Primary embeds additional practices that strengthen the school's culture and ensure that behaviour expectations are consistently met:

- **Thrive® Approach**: Supports learners' social and emotional development, builds resilience, and promotes self-esteem. Staff use Thrive strategies to help learners understand emotions and develop positive ways to regulate their behaviour.
- **Restorative Practice**: Encourages learners to take responsibility for their actions, develop empathy, and repair relationships when conflict or harm has occurred.
- **Team Teach:** Provides staff with de-escalation and positive handling strategies to manage challenging situations safely and respectfully. The approach focuses on understanding behaviour, reducing risk, and maintaining the dignity and well-being of all learners.
- **Punctuality and Attendance**: Strongly prioritised to maximise learning time and instil habits of reliability and respect. Persistent concerns are addressed swiftly with both learners and parents.
- **Homework and Uniform**: Reinforced as essential habits for responsibility, organisation, and preparation for later life. Learners are expected to complete homework on time and wear the correct uniform, with support offered where needed.

Monitoring and Review

These local procedures are reviewed annually, or sooner, if necessary, to ensure they remain aligned with The Consortium Academy Trust Behaviour Policy. The Leadership Team monitors their effectiveness in practice and makes reasonable adjustments where required.

Feedback from staff, learners, and parents is welcomed as part of this process, supporting continuous improvement and ensuring that Keyingham Primary continues to provide a safe, respectful, and aspirational learning environment for all.

Conclusion

By embedding these local procedures into daily practice, Keyingham Primary ensures the consistent and effective implementation of The Consortium Academy Trust Behaviour Policy. Through clear expectations, positive recognition, restorative approaches, and strong partnerships with families, we nurture a safe, respectful, and inclusive environment where every learner is valued. Our commitment is to help learners **work hard, be kind, and aim high**, equipping them with the skills, resilience, and confidence they need to thrive both within school and beyond.

Appendix A – Learner Choices and Consequences

Stages	What has happened:	Because of this:
Quick correction	Behaviour choices that do not meet the expected standard. E.g. o Swinging on a chair o Interrupting/calling out o Talking when should be listening o Running inside o Making silly noises o Distracting others o Intentionally slow to complete work o Ignoring instructions o Refusal to complete work o Sight of mobile phone or smart watch o Answering back o Leaving the classroom o Unsafe play o Unsafe use of equipment o Unkind behaviour	Consequence A quick reminder of the standard we expect to see.
C1	Choosing to continue with any behaviours from above within the same lesson.	Consequence A formal warning will be given.
C2	Choosing to continue with any behaviours from above within the same lesson whilst still on a warning.	Consequences A move either within the class or 5-minute time out in your own class. At breaks this would be to either stand with a member of staff or in a designated area for 5 minutes.
C3	Choosing to continue with any behaviours from above after a move or a 5-minute time out. A learner can move straight to a remove if their behaviour matches the policy matrix for example: swearing	Consequences A remove to work in another classroom - miss your next break time. - parents will be informed through the Arbor App A remove at break would lead to being sent to the duty leader inside. - miss your next break time. - parents will be informed through the Arbor App
C4	Any unacceptable behaviour choices such as: o Leaving the academy site o Threatening behaviour o Bullying o Intentional physical harm/verbal abuse towards staff or learners o Extreme dangerous behaviour o Swearing at someone o Racism o Homophobic language o Vandalism o Destruction of property o Stealing o Fighting o Refusal to accept consequences	Consequences - move straight to C4: - work out of your own class for the day. - lose privileges such as play break and lunch time. - parents will be informed through the Arbor App This stage could also result in a fixed term exclusion.