




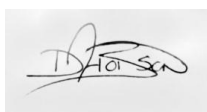
Kidgate Primary Academy

Safeguarding Children

'Behaviour and Expectations' Policy

Date Approved: 5.10.23

Signed:  _____ (Headteacher) Date: __5.10.23__

Signed:  _____ (Chair of Governors) Date: __5.10.23__

Next Review Date: __5.10.24__

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1. Overview

Good behaviour is central to all we do in this school. High standards of behaviour are expected and promoted at all times in lessons and throughout every aspect of the school's life. All members of staff set high standards, wherever they are in school, and learners are given clear guidance on what is expected of them. The school expectations are learned and followed by all and reward and consequences are used to underpin and reinforce good behaviour. Rewards are focused more intrinsically to help foster and develop an ethos where children do things for themselves and a sense of pride, rather than for any extrinsic gain. However, the value of personal achievement and praise is celebrated at both at an individual and collective level. We work in partnership with parents to ensure that the school's values become central to the lives of learners.

At Kidgate, we use the language of 'choice', recognising that behaviours can be the result of both conscious or unconscious decisions. In using the language of choice we enable children to become more aware of the choices they can make.

All of our choices lead to consequences. These can be positive or negative. Individuals must know the consequences of an action if they are to make an informed choice. To emphasise a given behaviour or expectation promotes it further – so to emphasise positive behaviours/expectations is better than highlighting the negative. With this in mind, we:

Praise Positivity Publicly

And

Discuss Disappointment Discretely

This underpins our philosophy that highlighting positive behaviour will lead to the 'ripple effect' or self-fulfilling prophecy being used in a way that promotes self-regulation. In conjunction with this, we promote the required behaviour through the use of the term '**expectations**'- as this promotes a more intrinsic, achievable and expected standard of behaviour, which we expect to be internalised thus promoting self-regulation and owned standards.

Our common language always refers back to these expectations.

2. Objectives

- To create an ethos of good behaviour in school. This will ensure that children are happy, secure and safe.
- To ensure that all are treated fairly, shown respect and to promote good relationships.
- To help children be self-disciplined and to understand that good citizenship is based upon good behaviour, tolerance and a respect for others.
- To build a school community that values kindness, care, good humour, making positive choices, & demonstrating understanding and empathy for others.
- To use good behaviour to promote community harmony, with children showing consideration to their peers, adults in school and others.

3. Strategies

- Our 5 **EXPECTATIONS** are promoted at all times by staff and learners which are summarised within the statement that 'We treat others as we expect to be treated ourselves'.

KS2
P We will play with care, consideration and inclusion A We will act with thought, respect and understanding L We will listen with attention, courtesy and follow instructions L We will learn with pride, passion and perseverance S We will speak with kindness, compassion and honesty
KS1
P We will play with care A We will act with thought L We will listen with attention L We will learn with pride S We will speak with kindness

- All children are taught the meaning and principles of the expectations during the day-to-day life of the school, as well as in assemblies and through our curriculum & PSHE curriculum.
- All staff set and expect high standards of behaviour both in lessons, around the school, and at all other times they are with children. Each member of staff is responsible for the good behaviour of all children within all environments.
- The children are corrected in a firm but fair and discrete manner when expectations are not met. Each member of staff is to always and consistently make sure the child knows that their inappropriate behaviour is a choice and they are making the wrong choice. They may need support understanding why their choice is wrong. However, the language used by the adult must reflect disappointment as opposed to frustration. Positive language, statements and encouragement should be used at every opportunity.

The behaviour is always labelled and NOT the child. Eg 'You are a very silly boy' should be 'That is very silly behaviour.'
Use 'I' statements and not 'you' statements. Eg. You are making me very disappointed should be ' I am disappointed by your behaviour '. Also explain why you are disappointed. I am disappointed because you are talking when I am talking ' followed by stating the desired expectation.
Use PPP – Praise Positivity Publicly. When a child has shown positive behaviour, praise in front of other children to create the 'ripple effect'.
Use DDD – Discuss Disappointment Discretely. If a child has made the wrong choice, the disappointing behaviour should be discussed with the child privately and discretely to avoid humiliation.
PPP/DDD enforces expectations in terms of 'What we pay attention to, we get more of.'
Regularly state the school's expectations and examples using phrases such as ' At Kidgate we learn with perseverance and Fred has shown this by trying to work out that answer for himself rather than leaving it out. '

- To encourage and promote good behaviour, all staff use the rewards and consequences sensitively and consistently.
- Restorative Questions are used to reinforce expectations and to support understanding of how their choice could be improved. See Appendix for Restorative Questions.
- Where a member of staff needs additional support with a behaviour issue or problem they will discuss it with the Phase Leader, who may decide to involve the Pastoral Care Lead or a member of the SLT who will agree an appropriate strategy of help and support.
- The class teacher/ Pastoral Care Lead / Phase Leader/ member of SLT involves parents at an early stage where a child is experiencing problems with behaviour.
- When there is a serious problem with a child's behaviour, the Pastoral Care Lead /member of SLT will, where appropriate, involve outside agencies.
- In extreme cases, a child's behaviour or failure to respond to help, support and other consequences may result in the child being excluded from school by the Headteacher in accordance with the Local Authority Children's Service Exclusion and Suspension Guidelines.

In order to give children the skills they need to deal with any form of conflict, or uncomfortable situation, they are taught to warn the perpetrator that what they are doing or saying is not liked, and the child should ask the perpetrator to 'STOP' and place their hand out gesturing a flat palm. The phrase 'STOP, I don't like it when...' is used. This way we are promoting the act of self-regulation on both levels - which we consider to be life skills.



4. Outcomes

- This policy promotes the ethos of the school.
- The Social, Emotional and Mental Health of children and staff is nurtured, fostered and developed through the use of the embedded strategies, approaches and philosophy.
- It ensures that children and staff feel safe and secure as well as happy and that they enjoy coming to school.
- It underpins excellent teaching, learning and progress.
- It promotes the high standards and high expectations set out in the Academy's Aims and Anti Bullying Policy, and ensure consistency in application
- It is used to promote community harmony and inclusion.
- Staff are clear with regard to the systems and strategies.

5. Monitoring System

Recognising and Promoting Positive Behaviours during the day
House Point System Terrific Tickets Celebration Assembly Monitors & Responsibilities
Supporting Positive Behaviour
Cards System – Years 1-6

5.1 Recognising and Promoting Positive Behaviours during the day

5.1.1 House Point System

- **Four houses:** The four houses are used across each stage including Foundation Stage.

House name	House colour
Empire	Green
Pippin	Red
Spartan	Yellow
Discovery	Blue

- **Awarding House points:** A house point can be awarded at any time when a child/group/class has demonstrated one of the 15 qualities reinforced in the 5 Academy Expectations. Children add their house point token to a class container, as well as receiving a stamp on their individual expectation charts. House point tallies are collated and collected on a weekly basis.

Summary of Expectations

PLAY	Care	Any behaviour in the playground that shows care in terms of safety and the comfort of others sharing the playground.
	Consideration	Any behaviour within the playground which shows consideration for the environment and the people within it
	Inclusion	Any behaviour within the Academy that demonstrates the inclusion of another child. This is by either including the child within their existing group or leaving their group to play with the child.
ACT	Thought	Any behaviour within the Academy that shows a conscious act of thought or desire to improve a situation.
	Respect	Any behaviour within the Academy that demonstrates politeness, manners and tolerance of another's point of view. Also includes respect of environment and belongings.
	Understanding	Any behaviour that shows understanding of the Academy's expectations and the need to behave in an appropriate manner.
LISTEN	Attention	Any behaviour within the Academy that shows the child is alert and ready to engage and contributes when requested to.
	Courtesy	Any behaviour within the Academy where the act of listening is clearly shown by eye contact, engagement and without interruption.
	Follow Instructions	Any behaviour within the Academy where it is evident that instructions have been followed accurately with the desired outcome.
LEARN	Pride	Any learning behaviour that demonstrates an intention to complete work to the required standard and beyond.
	Passion	Any learning behaviour that demonstrates enthusiasm, eagerness and a desire to gain knowledge.
	Perseverance	Any learning behaviour that demonstrates a consistent and concerted effort despite the subject being difficult for the individual.
SPEAK	Kindness	Any behaviour within the academy that is an act of genuine kindness.
	Compassion	Any behaviour within the Academy environment which shows compassion/empathy for another person's feelings
	Honesty	Any behaviour where admitting to a mistake or owning up to a poor choice voluntarily or when it could be easier to deny or lie about a specific act.

- **Expectation Charts:**

Children are issued with their own Expectations Chart, a personalised record of their own house point tally. Each time a house point is awarded, as well as placing a token in the respective class jar, they will also receive an 'apple stamp' on their chart.

Each chart has 25 spaces to receive a stamp and is also numbered so that staff and children can keep track of how many are completed during the academic year.

Teachers decide exactly how they manage the logistics of stamping charts.

Reward charts are colour-coded with a small sticker, for quick reference by class-based staff.

Once a chart is completed, children receive recognition during their weekly Phase Assemblies. Each teacher will provide the Phase Leader with a list of children's names who have completed a chart during that week. These names are announced during the assembly so that each child is recognised by their peers.

A completed chart is kept by children and taken home as a keepsake. The next chart is issued with an increasing number written in the top corner each time.

- **Phase Assembly:** Class results are combined in Phases and results announced to the children every two weeks during Phase Leader Assemblies.
- **Whole School:** Each half-term the results from the Phases are combined to announce a whole school total. The whole school results are announced during whole school assemblies at the end of the half-term. The system starts fresh for the next half-term. The winners of each of the half-terms are added to a display in the Hall. The display shows the leaders for each of the six half-terms in the year. The display also builds up results each year (showing the current year and the previous 6 years).

5.1.2 Terrific Tickets

- Terrific Tickets are awarded to children to acknowledge and reward consistently meeting all five expectations or who demonstrate an expectation that they ordinarily find difficult to achieve.
- At least **1** ticket is awarded on a **daily** basis and distributed at home-time, with a verbal reason for issue being explained by the class teacher. (See Appendix for Terrific Tickets.)
- The child takes the ticket home to explain to their parents themselves as to why it has been awarded (to support this staff write on the back of the ticket why it has been given).
- Teachers track which children have received them so that Annual reports can reflect this accordingly (see Appendix for tracker to be used by Teachers).



5.1.3 Celebration Assemblies

Whole School

- A fortnightly assembly is held to acknowledge and reward positive behaviour (alternating between Years 1-3 and Years 4-6 due to capacity constraints within the hall).
- EYFS hold weekly celebration assemblies in their classroom.
- Teacher's Workers of the Week – two children are selected, from each class, who have reached or exceeded at least one of the Academy's 5 Expectations on more than one occasion during the week. The certificates indicate which of the Kidgate Expectations the child has achieved.
- EYFS join Celebration Assembly by the summer term in preparation for Year 1.

Class Assemblies

- 'I am proud' – During the year, each child is given the opportunity to talk about something they feel is an achievement for them. The child should be able to explain briefly why they are proud of the achievement. This can be an achievement within or outside of the Academy.

5.1.4 Monitors and Responsibilities

- In Years 3-6 the children have the opportunity to apply for jobs and responsibilities. The children explain their skills in relation to the expectations of the jobs and are then awarded areas of responsibility or monitor jobs, to act as good role models around school for peers. The jobs are rotated on a half-termly basis. (See Appendix for details of Years 3-6 jobs/roles and an application form.) Teachers keep a log of jobs awarded to children in their class, in their record books, to inform Annual Reports.
- In Years 1-2 the children are asked if they would like to have jobs/areas of responsibility. The children chosen are those who are good role models for their peers. The jobs are rotated as required, as the children are learning what it is like to have an area of responsibility. (See Appendix for a list of Years 1-2 jobs/roles.) Teachers keep a log of jobs awarded to children in their class, in their record books, to inform Annual Reports.
- In EYFS the teachers select a Helping Hand daily which introduces the principles of taking responsibility and being rewarded as a role model. Teachers keep a record of these children to ensure that all children who are good role models for their peers have the opportunity to be picked.

5.2 Supporting Positive Behaviours

5.2.1 Consequence Steps – If staff encounter any child displaying behaviours which do not meet the school expectations the process below is followed. However, staff exercise discretion when implementing the Steps, dependent upon context of the situation or needs of the child.

	Consequences of negative choices (Y1-Y6)	Consequences of positive choices
STEP 1 Warning	VERBAL WARNING This states the behaviour you need to see for the child to turn things around. Wherever possible, this should apply the principle of Discuss Disappointment Discretely.	Praise for displaying corrected behaviour. This behaviour must be explicitly stated.

	Consequences of negative choices (Y1-Y6)	Consequences of positive choices
STEP 2 Visual Warning (Yellow Card)	YELLOW CARD WITH SUPPORTING VISUALS Should a child persist with the same behaviour, they are shown the yellow card on the lanyard of the adult addressing the behaviour. Wherever possible, this should apply the principle of Discuss Disappointment Discretely. They will then be directed to look at the 'Think' visual, either displayed within the classroom/hall, or on the lanyard.	Praise for displaying corrected behaviour. This behaviour must be explicitly stated.

	Consequences of negative choices (Y1-Y6)	Consequences of positive choices
STEP 3 Time Out (Orange Card)	ORANGE CARD Should a child persist with the same behaviour, they are shown the orange card on the lanyard of the adult addressing the behaviour. Wherever possible, this should apply the principle of Discuss Disappointment Discretely. The child will then spend 5/10 minutes of the next break discussing what has happened, what choices they could have made instead, and /or completing missed work. Visuals may be used to support this. Staff will apply discretion and carefully manage their decisions about children needing to complete missed work as a result of negative choices. They will take into account context and additional needs of the child concerned. If the behaviour occurs at playtime, the child will have this discussion, stood next to the adult who is addressing the behaviour. If appropriate, these discussions could take place whilst walking around the playground.	When child is observed 'making the right choice' it is stated.

If negative choices persist on the same day after being shown a yellow and orange card, **the child automatically moves to Step 4**

	Consequences of negative choices	Consequences of positive choices
STEP 4 Location Change (Blue Card)	Stage 1 - Move within classroom	Work is completed (child returns to class if out of class). Praise given and reminder of positive choices.
	Stage 2 - Involve partner teacher in order to reinforce expectation message	
	Stage 3 - Involve Phase Leader to speak to child and reinforce expectation message. This discussion does not take place in front of the Phase Leader's class of children.	
	Stage 4 – Refer to the Pastoral Care Leader	
Time to Reflect	Years 4-6 (if appropriate) child to use a Reflection Sheet to guide them through the impact of their behaviour choices. Years 1-3 child to have time to reflect and discuss (with CT, Phase Leader, Pastoral Care Leader or SLT) the impact of their behaviour choices. See Appendix for Reflection Sheet.	

Staff will apply discretion and carefully manage their decisions about children needing to complete missed work as a result of negative choices. They will take into account context and additional needs of the child concerned.

	Consequences of negative choices	Consequences of positive choices
Step 5 SLT /PCL involved (Purple Card)	PCL/SLT involved and will decide where child works and for what duration.	Work is completed, attitude is much improved - Praise given and reminder of positive choices.
	CT to inform parents	
	PCL takes action or monitors child closely during this phase.	Child returns to class Child to show CT their work and improved attitude.

NB: If steps 1 to 3 are deemed inappropriate by the CT, the child will be sent straight to the PCL or SLT who will then take appropriate action.

If a child makes the wrong choice at the end of a session such as home time, and it comes to light after school, the system starts for the child at the beginning of the next school day, if appropriate.

Reasonable adjustments will be made for those children on the SEND register, or with a known specific circumstance.

5.2.2 Steps to ensure whole school consistency of approach and application

- The teacher will record on CPOMs any incidents from Step 4 (Blue) onwards, and bring any immediate concerns to the attention of Phase Lead/ PCL and SLT.
- SLT will monitor behaviour data and track occurrence of incidents.
- This data will also be used to define the content of lessons for PSHE, where appropriate, ensuring the school is addressing relevant issues as they arise in order to achieve the Academy's five expectations.
- If a child is withdrawn from class they must always have work provided as their education must continue. Supervision of the child should be maintained, either by a member of staff or in the line of vision of a member of staff.
- If work is to be caught up at break or lunch time – the teacher must ensure adequate supervision and/or support is in place from within their year group or age phase.

6. Management of More Challenging Behaviour

For some children who exhibit more challenging behaviour, a more appropriate strategy will be developed in line with the behaviour policy and using the advice of the Pastoral Care Lead and SLT. This process will involve CT's, support staff, PCL, Phase Lead and/or SLT. On occasion, it will involve the support and guidance of outside agencies.

It is the CT's responsibility to highlight these children to the Pastoral Care Lead and SLT.

This enables more appropriate support strategies to be developed and put in place. It is also a requirement that these children are identified and supported with an internal Pastoral Support Plan (PSP) created by CT/PCL/SENDCo/SLT. In some circumstances external agency support may be accessed and the Lincolnshire Ladder of Behavioural Intervention will be followed.

For any behaviour which gives cause for immediate concern the SLT will be involved and the parents informed immediately by phone, letter or both. More often than not, parents will be required to come immediately into school. Appropriate consequences will be discussed and imposed with relevant staff and parents. The child will become involved so that the support/sanctions are explained.

For some children, as a last resort, the option of suspension and exclusion may be a necessary course of action, which will be the Headteacher's decision. It will be based on the severity of the behaviour and the most appropriate action to affect a change in behaviour as well as the Health and Safety of adults and children within the Academy. The governor responsible for Safeguarding will be notified.

Types of exclusions include:

- Removal – child is removed from class, for a set period of time
- Suspension – child is suspended from the Academy for a set period of time
- Permanent exclusion – child is excluded from the Academy permanently.

The most serious penalty of permanent exclusion is only used by the Headteacher under the most extreme circumstances, where all other sanctions have failed to have a lasting effect on the behaviour of a pupil, **or where to do otherwise would seriously affect the health and safety of the child themselves, other pupils or members of staff.**

There are also situations where a suspension may not be a suitable option in terms of relevance and effectiveness. In this instance, a Removal may apply.

In the instance of behaviour warranting an exclusion, the Pupil Re-integration Team, Lincolnshire Ladder of Behavioural Intervention, LCC Inclusion Toolkit and/or the statutory guidance from the Department for Safeguarding/Behaviour and Expectations

Education 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – from September 2023' will be used for guidance.

As such, the following will be adhered to:

“When headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative dictates that if a pupil has a social worker, or if a pupil is looked-after, the headteacher must now, also without delay after their decision, notify the social worker.”

“When headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay.”

7. Consequences for Actions Not Meeting the Academy's Expectations

Incident/Action		Consequences
Uniform Inappropriate dress, footwear, jewellery, hair styles and nail varnish		<ul style="list-style-type: none"> Discuss with child (this may not be appropriate for EYFS and Year 1) Discuss with parent – explaining why the item is not acceptable. Reinforce expectations and agree action. Refer to the Uniform Guidance.
Chewing Gum Chewing Gum is not permitted in school		<ul style="list-style-type: none"> Verbal Warning (STEP 1) Gum placed in the bin
Lying or misrepresentation of the truth This applies to when the investigations are linked to an event of a serious nature.		<ul style="list-style-type: none"> Moved straight to STEP 2 on the Barometer/Card System Verbal (KS1) or Written (KS2) apologies given to children or adults affected by the lies.
Inappropriate use of Technology		<ul style="list-style-type: none"> First time, a STEP 1 warning is given and referred to E-Safety Policy. Use of technology is monitored. Subsequent times, moved through STEPS process, as appropriate. Technology is removed with the possibility to disallow use in the future. If required, discuss with parents.
Bullying Includes: physical, verbal, social and cyber bullying. Bullying = several times on purpose.		See Anti-Bullying Policy
Racist or Homophobic incidents		See Racists Incidents Policy and Inclusion Policy
Theft/Damage to property of the Academy, the staff or pupils		<ul style="list-style-type: none"> Littering – Education by picking up litter and placing it in the bin. Misuse of Property – Consider moving through STEPS process. Graffiti or damage to property – Consider moving to STEP 2. Theft – First time, moved to STEP 2. CT Discuss incident with parent/carer. Subsequent time, further STEPS considered/actioned and SLT/PCL to decide what further consequences are required.
Prohibited/Restricted items	The following items are not generally allowed in school, unless the teacher has given permission - Electronic games, laptops , Small/large toys (Mobile phones are allowed for some children in KS2. They are handed in to the CT and returned at the end of the school day).	<ul style="list-style-type: none"> Remove item from child, explain why it has been removed. Discuss with the parent at home time.

Prohibited/Restricted items continued	<p>The following items are prohibited –</p> <p>Fireworks, matches, dangerous toys, imitation knives or firearms.</p>	<ul style="list-style-type: none"> • Remove item from child, explain why it has been removed. • Staff consult with member of SLT/PCL to decide which STEP to initiate. • Involvement of parents, SLT and/or PCL. • Contact Social Services if appropriate.
	<p>The following items are strictly prohibited and may incur police/legal intervention – razor blades, knives, guns, other weapons (as per Offensive Weapons Act 1996 & The Knives Act 1997) & pornographic images.</p>	<ul style="list-style-type: none"> • Remove item from child if safe to do so, explain why it has been removed. • Involvement of parents, SLT, Child Protection Lead and PCL. • Contact the police, if appropriate to do so. • Contact Social Services, if appropriate to do so. • Inclusions/Suspensions/Permanent Exclusions
<p>Illegal Substances</p> <p>This includes – Alcohol, Recreational drugs, Prescribed medication for any person other than the child.</p>		<ul style="list-style-type: none"> • Confiscate immediately • Involvement of parents, SLT, Child Protection Lead and PCL. • Contact the police • Contact Social Services • Inclusions/Suspensions/Permanent Exclusions
<p>Banned Items</p> <p>This list is not exhaustive, but relates to any item of clothing, jewellery or hair accessory that is not in keeping with the school uniform policy and/or items in addition to those prohibited that have been brought in from home and cause harm or are detrimental to school discipline.</p>		<ul style="list-style-type: none"> • Request removal and handing over of item to adult for safe keeping. • Adult returns the item to parent/carer at the end of the day if collecting child. Adult returns the item to the child if walking home and logs a call with parent/carer to request that the item is not bought back into school. • Confiscate the item, if it continues to be brought into school/worn. • Items confiscated will be returned after a period of time which is at the discretion of the Senior Leadership Team. This period of time will be commensurate with the value and use of the item and will be judged on a case by case basis. • Items can be confiscated without consent if a child refuses to hand it to an adult and it is detrimental to school discipline. • If items are repeatedly brought in/worn and it is deemed to be intentional to defy school expectations, policy or procedure, the STEPS process will be initiated.
<p>Disrepute</p> <p>This concerns any behaviour out of school, including outings and residential visits that reflects adversely on the academy or brings it into disrepute.</p>		<ul style="list-style-type: none"> • Consequences will include some or all listed below, dependent upon the severity of the behaviour choices. • Explanation of the severity and the consequences • STEPS process • Parents informed • Subsequent visits disallowed

	<ul style="list-style-type: none"> • Written apologies to members of the public, if required • Loss of privileges • Loss of playtimes • Removals/Suspensions/Permanent Exclusions
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8.Additional Reading List

Advisory Documents:

[DfE Searching, Screening, Confiscation 2022](#)

[DfE Behaviour in Schools 2022](#)

[KCSIE 2023](#)

[UK Council for Child Internet Safety](#)

[DfE Use of Reasonable Force](#)

Legislative Documents:

- The Education Act 1996
- Education and Inspections Act 2006
- Education (Independent School Standards) (England) Regulations 2010
- The Schools (Specification and Disposal of Articles) Regulations 2012
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012
- Health and Safety at Work etc. Act 1974

Linked Documents

- Anti-Bullying Policy
- Racial Incidents Policy
- Inclusion Policy
- Safeguarding Policy

9. Appendices

- **Expectation Charts**
- **Terrific Tickets**
- **Class House Point Sheet**
- **Termly Terrific Ticket Tracker**
- **Jobs/Monitors List Years 3-6**
- **Jobs/Monitors Application Years 3-6**
- **Jobs/Monitors List Years 1-2**
- **Time to Reflect**
- **Restorative Questions/Non Aggressive Statements**
- **Behaviour Steps Display Years 1-6**

Name: _____

Expectation Chart EYFS



Name: _____

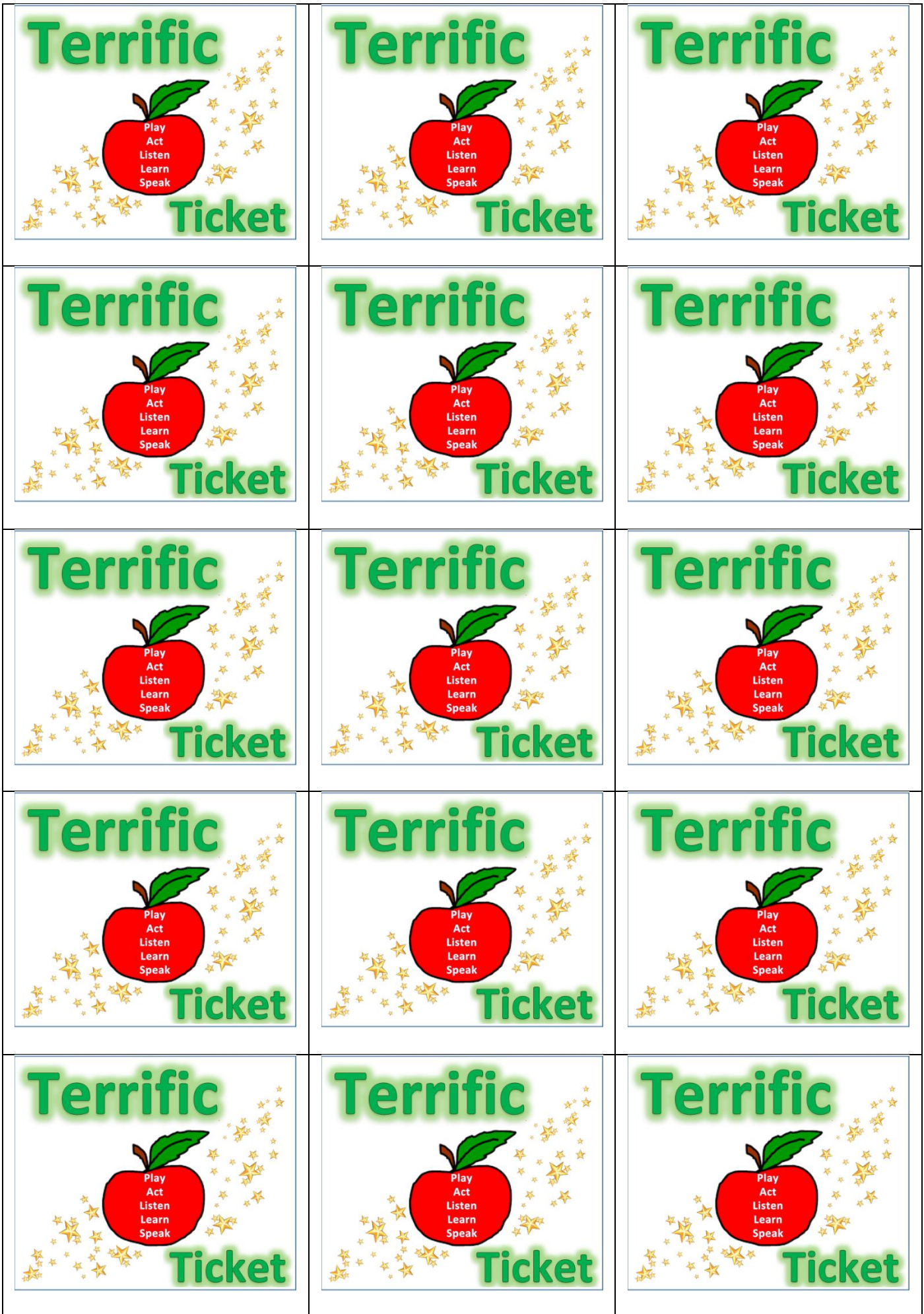
Expectation Chart KS1



Name: _____

Expectation Chart KS2





Empire	Discovery	Spartan	Pippin
Names of children here	Names of children here	Names of children here	Names of children here
House point tallies here	House point tallies here	House point tallies here	House point tallies here
Polite points tallies here	Polite points tallies here	Polite points tallies here	Polite points tallies here

[illegible]

Years 3-6 Jobs/Monitors

[illegible]

Name _____

Job position applied for

Why would you be good for the job?

Years 1-2 Jobs/Monitors

[illegible]

Time to Reflect

Name: _____ Class: _____ Date: _____

What was my behaviour?

What were the reasons for me behaving like this?










How did my behaviour affect others?

What is my plan to improve my behaviour choices?

Is there anything else I need to do?

Signed: _____

<p style="text-align: center;"><u>Non-aggressive Statements</u></p> <p>FACT (Example - The work is not finished.)</p> <p>NEED (Example - I need two more sentences to be written by the end of the lesson.)</p> <p>FEEL (Example - I feel disappointed because I want everyone to have completed the work.)</p> <p>PLAN (Example - If it is not completed break time will be missed.)</p>	<p style="text-align: center;"><u>Restorative Questions</u></p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have your thoughts been since it happened? • Who was affected by what happened? • How have they been affected? • What needs to happen to put things right?
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<p>STEP 1</p> <p>1</p>	<p>YELLOW CARD</p> <p>Your behaviour doesn't match our Kidgate Expectations.</p>	<p>When we can see that you are making good choices the YELLOW CARD will be removed.</p>												
<p>STEP 2</p> <p>2</p>	<p>ORANGE CARD</p> <p>Your behaviour choices have continued. You now have 3 choices. you will catch up with work during break times.</p> <table border="1" data-bbox="302 691 1458 1070"> <thead> <tr> <th colspan="3">Three Choices</th></tr> <tr> <th>Solve it yourself</th><th>Time to Talk</th><th>Move to improve</th></tr> </thead> <tbody> <tr> <td data-bbox="302 770 705 930">  </td><td data-bbox="712 770 1081 930">  </td><td data-bbox="1088 770 1458 930">  </td></tr> <tr> <td data-bbox="302 935 705 1070"> <p>If the child chooses this option, they will use ideas from PSHE and Assemblies about how to use self-regulation (ideas might need to be given to support this).</p> </td><td data-bbox="712 935 1081 1070"> <p>If the child chooses this option, they will continue with their work and when there is an appropriate time, they will speak to the teacher.</p> </td><td data-bbox="1088 935 1458 1070"> <p>If the child chooses this option, they will be moved to a different place in the classroom, that the teacher chooses.</p> </td></tr> </tbody> </table>	Three Choices			Solve it yourself	Time to Talk	Move to improve				<p>If the child chooses this option, they will use ideas from PSHE and Assemblies about how to use self-regulation (ideas might need to be given to support this).</p>	<p>If the child chooses this option, they will continue with their work and when there is an appropriate time, they will speak to the teacher.</p>	<p>If the child chooses this option, they will be moved to a different place in the classroom, that the teacher chooses.</p>	<p>When we can see that you are making good choices the ORANGE CARD will be removed.</p>
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<p>STEP 3</p> <p>3</p>	<p>BLUE CARD</p> <p>Your behaviour choices have continued so you will be moved. You will reflect on your behaviour choices. You will catch up with work during break times.</p>	<p>When we can see that you are making good choices you can return to the classroom.</p>												