



Behaviour Policy

King David Primary School

Approved by:

Date of approval: January 2025

Date of review: January 2026

Behaviour Policy

Introduction

At King David Primary we want all of our children to feel safe and happy and we expect our children to conduct themselves in a respectful and courteous way.

The majority of our children give 100% effort and commitment to everything they do resulting in high standards of work and very positive outcomes as they want to succeed. However, sometimes children feel frustrated when their learning is disrupted by their peers which the teachers then have to spend time dealing with.

Aim and Objectives

Our behaviour policy aim and objectives are:

- To ensure a safe environment for both the teachers and students
- To have policy which all teachers, students and parents fully support and understand
- To make sure that if/when a child behaviour is less than expected the correct consequence is followed.

School Dairies

The school diaries have been tailored to aid and follow alongside the current behaviour management policy. Within the diaries we have our new school strategy Ready, Respectful and Safe policy explained in full detail, stars and smiley pages and the new uniform policy.

Zones of Regulations

The idea behind Zones of Regulation is teaching a child to be able to recognize their emotions and to be able to use the taught tools to enable them to move from one Zone to another in a positive way. These tools are calming resources that historically have been used with children presenting with ADHD ASD and pupils with heightened levels of anxiety.

Zones

Blue Zone –Represents low level state of alertness –boredom

Green Zone–Regulated state of alertness –we need this

Yellow Zone –Heightened state but still having some control my exhibit as excited, silly behavior –the start of losing control

Red Zone –Really heightened state elation, very excitable, terror, fear –loss of control

Staff must use the zone terminology when speaking to children who need a calming influence and struggle with different levels of anxiety.

Ready Respectful Safe

An additional whole school behaviour strategy in place revolves around your children being ready, being respectful and being safe. Children will be encouraged by all staff members to exhibit these attributes.

Ready - All children in school should be ready, arriving on time, fully equipped and eager to learn.

Respectful - All children in school should be respectful in the way they behave and talk to others.

Safe - All children should work as a team to create and maintain a safe learning environment.

Smileys

Children will continue to earn Smileys throughout the year for hard work and for showing positive attitudes towards school life. After earning ten smileys, the children will earn one house point which will count towards their house total. Smiley bronze, silver, gold, platinum and diamond milestones will be awarded and celebrated in key stage assemblies soon after your child has achieved them.

Stars

In both KS1 and KS2 children will start each day with five stars and the daily consequences for losing those stars will be:

- One star lost is a warning
- Two stars lost means losing 5 minutes of break
- Three stars lost means losing all of break
- Four stars lost means losing all of break and 15 minutes of lunchtime
- Five stars lost means losing a full break and lunchtime, eating away from friends and a phone call home.

When taking a star teacher must input a key to explain the reasoning for the loss of a star, which can be found in the children's homework diaries.

Five stars lost in total from Monday to Friday of the same week will result in getting a Negative.

Negatives

This will mean a negative letter (*please see appendix 1*) would be sent home on Friday with a slip that needs to be signed by a parent or guardian and returned to the behaviour coordinators by Monday. Negatives are collected throughout the year and are not reset each term.

- **3 Negatives** = Meeting with parents/guardians in school with class teacher and behaviour co-ordinator. Child given a make the right choice chart. (*Please see appendix 2*)
- **5 Negatives** = Meeting with parents/guardians in school with class teacher, behaviour co-ordinator and SLT. Loss of opportunities, privileges, or experiences. Review of right choice chart.
- **10 Negatives** = Meeting with parents/guardians in school with class teacher, behaviour co-ordinator and Head Teacher. Loss of opportunities, privileges, or experiences. Review of right choice chart.

Severe Misbehaviour:

This means when a child:

- Blatantly refuses to do what an adult has asked them to do
- Destroying or defacing property with intent
- Using violence
- Using unacceptable language including swearing, racist comments or unacceptable homophobic, biphobic and transphobic language
- Bullying others (see Anti-Bullying policy)

If children do any of the above, they will be sent directly to the Headteacher, Behaviour Lead (or a member of SLT in their absence) who will inform the parents of the child and issue any consequences needed. Children who display persistent severe misbehaviour who may be excluded if all other strategies have failed.

School Script for Tackling Homophobic, Biphobic and Transphobic (HBT) Language, Racist Language and Unacceptable Language

- Ask the pupil 'What do you mean by that? 'Do you know what that word means?
- Explain to the child what the word means in an age-appropriate way.
- Put it in a personal context to the child. 'How would you feel if.....?'

THE KING DAVID PRIMARY SCHOOL

Wilton Polygon, Bury Old Road, Manchester, M8 5DJ

Tel; 0161 741 5090 Fax: 0161 720 9499

Headteacher Mrs Stacey Rosenberg BEd (Hons) NPQH



Dear Parents/Guardians

This week your child, _____, has lost five or more stars in total which means they have gained a 'Negative'. As a school it is imperative that all children have an equal opportunity to access their learning which means repetitive disruption will not be accepted.

We ask our children to be Ready, Respectful and Safe. If their behaviour and attitude fall short of these expectations then they will lose a star. Five stars lost in total from Monday to Friday of the same week results in getting a Negative. **Negatives are collected throughout the year and are not reset each term.**

If your child continues as they have this week then more negatives will be gained. If they reach five negatives there will a meeting in school with you, the class teacher and the Behaviour Coordinators and a behaviour plan will be put in place. If your child then reaches ten negatives that will mean that they will lose certain opportunities and/or privileges that other children are afforded. More details of what happens thereafter can be found in your child's homework diary.

We ask that you discuss your child's behaviour with them. On the star page in their homework diary there are codes next to each star loss that should give you an indication of what caused it to be lost. There is a key for these codes on page five of the homework diaries.

Stars lost this week: _____

Negatives gained this week: _____

Total Negatives gained to date: _____

Please sign the attached slip and return to the Behaviour Co-ordinators (Mrs Byrne or Miss Pryor) on Monday_____.

Yours sincerely,

Mrs Rosenberg

Mrs Byrne

Headteacher

Behaviour Co-ordinator

Date_____

To return by_____

Name _____

Stars lost this week: _____

Negatives gained this week: _____

Total Negatives gained to date: _____

Signed_____ Parent/Guardian

Make the Right Choice



Name:

Class:

Expectations:

Negative Consequence

Positive Consequence

	Registration	A	Lesson 1	Lesson 2	Break	Lesson 3	Lunch	B	Lesson 4	Lesson 5	Lesson 6	PARENT/ GUARDIAN
Monday		Assembly						Benching				
Tuesday		Assembly						Benching				
Wednesday		Assembly						Benching				
Thursday		Assembly						Benching				
Friday		Assembly						Benching				

Signed = Good choices

Unsigned = Poor choices

Comments on choices:

Head Teacher/SLT/Behaviour Coordinator sign off (if enough targets are met each day)		Comments
Mon		
Tues		
Wed		
Thurs		
Fri		