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# **Kingsbrook School**

*'A unique service for unique young people'*

## **Behaviour Procedure**

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### **Kingsbrook School**

Southburgh  
Thetford

Norfolk IP25 7TJ

**30<sup>th</sup> August 2025**  
**Review: 30<sup>th</sup> August 2026**

# Behaviour Procedure

## **AIMS**

The purpose of this procedure is to create an atmosphere that is conducive for effective teaching so that learning can take place. A whole school approach to upholding fair and consistent rules, boundaries and expectations play a vital part in aiding the educational, social, emotional, mental and physical development of young people.

At Kingsbrook School we believe in an ethos that creates a positive learning culture through encouragement, praise and consistent behaviour structure. This procedure reflects that we believe in fairness, consistency and for students to have direct involvement in the development of their own behaviour.

## **STAFF EXPECTATIONS**

### **The basic principles that all staff will:**

- Be clear and consistent with their expectations throughout a lesson/session. Referring to the ladder of support (Appendix 1), where necessary and reminding students of the expectations (Appendix 2).
- Be clear and consistent with the behavioural expectations throughout the school and support each other to ensure a whole school approach.
- Use rewards and praise.
- Speak to all students in a positive way in every lesson.
- To remain calm and not display behaviours that would indicate anger towards a student such as shouting and aggressive gesticulating.
- Always address the behaviour of the student rather than the student
- Always keep things in perspective and ensure that consequences implemented reflect the nature of the incident and the understanding of each student.
- Inform parents/carers of behaviour incidents that have occurred during the school day, on the day.
- Enter incident onto the MIS, Engage, on the day.
- Use the strategies as outlined in a student's one page profile and zones of regulation support plan to effectively support a student to achieve positive behaviour.
- Support students to engage in restorative conversations (Appendix 2)

## **Role-Modelling**

Staff members at Kingsbrook School are expected to be effective role models for the students. School Staff members are with the students for over 5 hours a day for 5 days a week during term time. It is vital that adults always conduct themselves in a professional manner as they play a pivotal role in the personal and social development of the students. All students at Kingsbrook School deserve to experience positive role-models in the form of predictable, reliable, consistent and caring adults, especially as this is something that many of the students may not have previously experienced.

Staff members will:

- Model to students, encouraging them to make appropriate choices.

- Put positive choices into action so that the students can see that doing the right thing has positive outcomes.
- Apologise when they have made a mistake and rectify it in an assertive, but sensitive manner.
- Make sure that they honour commitments and are reliable to demonstrate that self-discipline is an important facet in life. Students expect staff to do what they say.
- Be respectful to property and to others.
- Be polite and always use appropriate language, listen intently, dress appropriately and arrive to lessons at the correct times.
- Treat each student as an individual and compensate for students' inflexibility whilst they are learning.

## **Rewards**

Kingsbrook School believes that all students can achieve. Their positive behaviour, efforts and achievements will be recognised, celebrated and rewarded. Reward activities and trips are open to all and are not exclusive, however, they must be earned and not used to appease students or situations. Kingsbrook School uses rewards to encourage the frequency of positive behaviours and lesson engagement in order to increase self-esteem. Teachers are expected to congratulate and praise students as required and follow the whole school rewards system.

## **Consequences**

Consequences are deployed to help the student change their behaviour and for the good of the Kingsbrook School Community, preparing them for living within the community. Students are encouraged to reflect upon their actions and resolve their issues with their peers during their weekly review. The weekly review is a conversation between staff and students that facilitates reflection and restoration.

The behaviour system and consequences are in place to instil within students the recognition that in all areas of society there is a requirement for boundaries and acceptable behaviours. However, the ethos at Kingsbrook School is to promote achievement and good behaviour by a combination of incentives and positive reinforcement. Given the students and the complexity of their needs, suspensions are not given 'easily'. The ethos is that each young person is welcome to attend school and if undesirable behaviours are displayed, they will be fully supported through this. With the degree of attachment difficulties, the majority of our students would easily misinterpret a suspension as a 'rejection' and would therefore reinforce their feelings of being 'unwanted'. This is why suspensions are not considered lightly.

Please see Kingsbrook School's Suspension and Ending Placement Procedure for further information.

Behaviour incidents are entered onto Kingsbrook School's MIS called Engage. These incidents are reviewed by a member of the Senior Leadership Team and an analysis of the incident and behaviours exhibited are undertaken. This will result in any further action being taken and decisions made as to how best support a student to develop positive behaviour strategies and thus inform a student's behaviour scale and individual risk assessment.

## **Report Cards**

For certain behaviours where our usual reward incentives are not impacting positively, and it is not deemed appropriate to suspend; the use of a report card may be utilised.

Examples, but not exclusive to, the types of behaviours that may warrant a report card being issued are as follows:

- Persistent use of inappropriate language/ swearing.
- Persistent refusal to engage in lessons.
- Persistently choosing not to return to class after breaktimes.
- Persistent disrespectful behaviours towards members of staff.

A report card could be issued for up to five days and the expectation is that the teacher or LSA leading the class will comment at the end of each lesson as to the student's attitude towards their learning and behaviour. At the end of each day the student meets with their teacher to reflect upon the day and there is an opportunity for the student to write a comment.

The expectation is that once the report card has been issued and completed for the set time period; an improvement upon the student's attitude towards their learning and behaviour will have improved. If no improvement has been made, then parents/carers will be invited into school for a meeting to discuss further support measures.

### **The Zones of Regulation Support Plans**

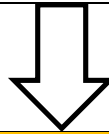
The Zones of Regulation are used to support students to identify their feelings, that of others and how their behaviours can impact. The Zones of Regulation enables students to identify strategies to support their emotional well-being when in their coloured zone. The Zones of Regulation Support plans are created with the student so they can identify what they are feeling in the red, green, blue and yellow zones with listed strategies to implement to enable emotional regulation.

### **Kingsbrook's Ethos**

Our overall aim for each student is to provide a reward based, not punitive approach to developing positive behaviour choices. This ensures students can experience recognition for their positive behaviours and less desirable behaviours are reflected upon with the student to enable them to learn how to manage their negative feelings and as a result, negative behaviours, in a more socially appropriate and positive way. With social skills and personal development lessons incorporated into the curriculum for every student; this is further reinforced as a whole school approach, not just when negative behaviours are exhibited.

## Ladder of Supportive Response

| <b>Stage 1 Response</b>                    |  |
|--|--|
| Behaviours of Concern Presented by Student | Refusal to engage/lesson disruption/verbal abuse/swearing/low level property damage/leaving class without permission/failing to attend lessons on time.                                  |
| Who is Responsible for Managing This?      | Class Teacher/Learning Support Assistant<br>Staff can mitigate these behaviours by following strategies as outlined in the student One Page Profile and Zones of Regulation Support Plan |
| Actions                                    | Use of reminders (Appendix 2)<br>Reward points not earned<br>Parent/carer informed as per preferred communication method.<br>Reflective discussion.                                      |



| <b>Stage 2 Response</b>                |  |
|--|--|
| What Additional Support May Be Needed? | Escalation of behaviours presented at stage 1 where de-escalation techniques have failed.<br>Absconding from site/risk to staff or student safety.   |
| Additional Support Available           | Change of face initiated to facilitate further attempts at de-escalation.<br>Advice sought from SLT.<br>Staff can mitigate these behaviours by following strategies as outlined in the student One Page Profile and Zones of Regulation Support Plan |
| Actions                                | Reward points not earned<br>Reflective discussion including implementation of appropriate sanction.<br>Parent/carer informed as per preferred communication method.  |



| <b>Stage 3 Response</b>                |  |
|--|--|
| What Additional Support May Be Needed? | Escalation of behaviours presented at stage 2 where de-escalation techniques have failed.<br>Significant property damage/credible risk of harm to self, staff or peers/significant safeguarding concern. |
| Additional Support Available           | 3.1: Advice sought from SLT<br>3.2: SLT intervention   |
| Actions                                | Reward points not earned<br>Reflective discussion including implementation of appropriate sanction.<br>Parent/carer informed via telephone.  |

Whole School Approach to Communicating Expectations

All staff will use the red statement alongside a short statement and name to remind students of expectations.

E.g.

“This is a friendly reminder to follow the classroom rules, Jack”

“This is a final reminder to try and follow the classroom rules, Jack”

|                          |   |
|--------------------------|---|
| <b>Friendly Reminder</b> | Friendly reminders should be given for disengaging with work if not dysregulated. Leaving or moving around the classroom without permission. Being disrespectful to staff and/or students (swearing, not following instructions, rude comments.) Unsafe behaviour within the classroom. |
| <b>Further Reminder</b>  | Further reminders should be given if there is a continuation of the above behaviours  |
| <b>Final Reminder</b>    | Final reminders should be given if there is additional continuation of the above behaviours.<br><i>When a final reminder is given, students should be offered 5 minutes out of the classroom to re-set.</i>   |
| <b>Action</b>            | Students should now be explicitly told a consequence will be put into action. The student will be told that due to their behaviours they will need to complete restoration.   |

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|--|---|
| <b>Friendly Reminder</b><br><b>Further Reminder</b><br><b>Final Reminder</b> | All staff are responsible for providing reminders to all students.  |
| <b>Action</b>  | The classroom lead during the lesson is responsible for a student a consequence is being actioned.  |
| <b>Further Escalation</b>  | If there is a continuation of behaviours over multiple lessons, then form tutor will consult with SLT for possible escalation to a school report. |

Restorative conversations are offered during the last 15 minutes of the school day

On a Friday, restorative conversations will be offered during the first part of reward activity time.

If a student disengages with a restorative conversation, then the conversation will be rescheduled during Friday afternoon reward time.