



Behaviour Policy

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APPROVED	Date	Name	Signature
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CHANGE HISTORY

Issue Number	Issued On	Next Review Due	List of Changes
2	27 June 2013	June 2016	Updated and now includes content from policies POL-MAN-004 Physical Intervention and POL-MAN-009 Anti-Bullying. These two policies have been removed.
3	1 July 2016	July 2019	Updated and now includes revised rewards, golden rules, parent responsibilities, bullying section, reporting of incidents and safeguarding statement.
4	4 th January 2019	July 2021	Updated and now includes definitions of different stages of behaviour and strategies and sanctions.
5	11 th September 2020	September 2022	Incorporations of STEPs training ideas. Removal of traffic lights.
6	September 2022	September 2024	Update to incorporate My Concern and positive handling
7	Sept 2024	Sept 2025	Change from STEPS to CTT and PPP to Therapeutic Support plans



**Every child deserves the best possible start in
life and the support that enables them to fulfil
their potential.**

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2. Behaviour Management

At Kettlefields we aim to:

1. provide a calm and safe environment in which all children can realise their full potential;
2. respect, and be kind and thoughtful toward one another;
3. encourage everyone to realise the importance of rules at school and understand that throughout their lives there will be codes of conduct that will need to be adhered to;
4. employ a consistent approach to behaviour throughout the school with parental co-operation and involvement. It is important that there is a uniformity of approach in maintaining good behaviour in school and also at home;
5. encourage independence and self-discipline, and teach children to accept responsibility for their own behaviour;
6. give the children the skills, attitudes and self-understanding to achieve and maintain positive behaviour;
7. raise awareness of the importance of behaving well;
8. help pupils, staff and parents to have a sense of direction and a feeling of common purpose;
9. encourage everyone to contribute towards and feel involved in the smooth running of the school - everyone has an important role to play;

There are nine basic principles for positive behaviour management. These principles are interrelated and their impact comes from the way in which we cohesively operate from them.

2.1 Plan for good behaviour

Make rewards and consequences clear, consistent and fair (see appendix for whole school reward system) Use of positive and motivational language by all staff (e.g. "this new work will be difficult at first – however I know we can do it together")

2.2 The 4R's framework

Rights, rules, routines and responsibilities – a framework that makes it easier for children to see fairness and logic in the behaviour management approaches of adults. It also allows adults to correct behaviour from the perspective of protecting rights rather than criticising the child personally.

Children need to be taught the connection between the different Rs. Enjoying the right to feel safe needs to be coupled with the responsibility to behave in a way that lets other children feel safe. Each individual is responsible for their own behaviour, each individual has a choice about how they conduct themselves.

Each class will, at the beginning of the year, negotiate class rules. The children with the help of their teacher will decide what rules are needed in the class to make a happy and hardworking classroom. Class rules should, as far as possible be positive and not a list of don'ts. Once these rules have been agreed each child will be expected to abide by them and they will be displayed in the classroom and referred to regularly. When a child breaks the class rules they will be reminded of the agreement they made.

Class rules are agreed:

- to establish a code of behaviour
- to help children to take responsibility for their own behaviour
- to help create a secure environment where children can learn and be happy

2.3 Separate the (inappropriate) behaviour from the child

Make the behaviour unacceptable and unwanted, not the child. Keeping the focus on the behaviour shows acceptance that people get things wrong and make a mistake...that's how we learn. Linking good behaviour to a child's identity builds self-esteem.

2.4 Use the language of choice and consequences

Using the language of choice enables children to take responsibility for their behaviour and move in the direction of self-directed behaviour management. Poor behaviour has resulted from a bad choice – it will be possible to make a better choice next time. Giving feedback on the appropriate choices made will help to forge positive relationships and build self-esteem.

2.5 Keep the focus on the primary behaviours

Primary or initial behaviours are low intensity, but high frequency and impact on the pupils' and adults' rights. Examples include talking out of turn, being out of their seat and hindering other children. All behaviour has a reason and does not happen in a vacuum -for children who repeatedly misbehave we need to try and find out what it is that is making them uncomfortable in the school environment.

2.6 Build trust and rapport

Positive relationships are at the heart of everything we do here at Kettlefields with and for children. All members of our school community will achieve more when able to feel confident and trusting of each other. Positive relationships are built through being predictable, consistent, recognising any improvement however small, showing an interest in the children as people – in and out of the class.

2.7 Model the behaviour you want to see

Calmness, predictability and certainty are skills that need to be modelled; as are being a good listener, giving the right to reply and apologising if an error has been made. School staff are models of appropriate behaviour.

2.8 Always follow up on issues that count

In the interests of consistency and integrity children's choices will always be followed up with the consequence. Following up shows that we care about the choice made and that boundaries are there to help children take responsibility for their choices.

2.9 Work to repair and restore relationships

Catching a child being good after a reprimand allows the child a 'way back'.

2.10 Establishment of Therapeutic Support Plans

Identified children with specific SEND may have Therapeutic Support Plans (Risk Reduction Plan) to support their behaviour.

2.11 Staff Responsibilities are:

- to treat all children fairly and with respect
- to raise children's self-esteem and develop their true potential
- to provide a challenging, interesting and relevant curriculum
- to create a safe and pleasant environment, physically and emotionally
- to use rules and sanctions clearly and consistently
- to be a good role model
- to form good relationships with parents, so that all children can see that the key adults in their lives share a common aim
- to recognise that each is an individual
- to be aware of their (special) needs
- to offer a frame work for social education through the PSHE and Citizenship curriculum
- each staff member will negotiate and establish classroom rules which will be linked to a whole class behaviour management plan

By staff we mean all adults who work in school, both those employed and those who come in on a voluntary basis. We also expect the children to treat all adults with respect whether they are teachers, support staff or volunteers.

What we do to encourage Good Behaviour

- We listen attentively to children
- We make clear our expectations of good behaviour
- We praise good behaviour both privately and publicly
- We encourage children to take responsibility for their own actions and behaviour
- We set, through example, high standards of behaviour
- We discourage unsociable behaviour by promoting mutual respect

2.12 The Parents' / Carers' Responsibilities are:

- To ensure that your child attends school regularly and on time, and inform the school about absences.
- To encourage your child to develop high standards of self-control.

- To support the school's policies and guidelines for behaviour, and let the school know about any concerns or problems that might affect your child's learning or behaviour.
- To take an interest in the work of your child, offering praise, and encouraging your child to do his/her best.
- To support my child in homework activities and other opportunities for home learning.
- To attend parent's evenings and discussions about your child's progress.
- To get to know about your child's life in school.
- To set a good example by demonstrating appropriate use of language and behaviour on school premises.

2.13 Governor Responsibilities

Governors have an overview of all aspects of behaviour and delegate management of these responsibilities to the class teacher/head teacher. There is a legal duty for the head teacher to report at every governor's meeting whether there have been any pupil exclusions. In cases of exclusion, governors have an appeal panel that will sit if required.

2.14 Monitoring

Class teachers, support staff and midday supervisors log incidents which they deal with on My Concern. The Headteacher and Deputy Headteacher monitor these regularly and analyse half termly. Behaviour analysis is shared with staff and governors at least termly. In cases where a pupil displays persistent inappropriate behaviour, the Headteacher or Deputy Headteacher will meet the parents of the child.

2.15 Rewards

All pupils are rewarded in class. This may be through stickers, house points, verbal praise etc. We aim to promote the child's own sense of pride in what they have achieved. The best way to do this is through verbal praise and modelling that sense of pride. We want our children to say 'I'm proud of what I have done today.' We don't believe in giving prizes or certificates singling out one child in the class to the detriment of others.

2.16 Kettlefields Our Golden Rules:

- We listen to others
- We are kind with our words and actions.
- We are polite and show respect to everyone
- We always work hard

These were the statements that the children came up with as being important to them and their happiness in school. We discussed them and agreed what it would look like if pupils were doing these things.

We have revised aspects of this code of conduct in assemblies.

- We are honest and fair
- We work as a team

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- We look after things
 - We walk sensibly around the school
 - We are happy to be who we are and get along with everyone.
 - Together we all make Kettlefields Primary School a great place to learn.

3. Anti-Bullying

We regard bullying as particularly serious and always take firm action against it. We encourage children to work against it and to report any incidents of bullying.

3.1 Definition of Bullying

Bullying takes many forms. It can be short-term or can continue over years. It can be physical, mental and/or verbal. It can include cyber bullying. It can take the form of deliberate, purposeful, systematic action by an individual group against another individual or group. It can be overt or subtle intimidation. It does not include occasional fighting or falling out between friends or equals.

Bullying can include:

- Name calling
- Malicious gossip
- Damaging or stealing
- Coercion into acts others do not want to do
- Violence and assault
- Pinching, punching and kicking
- Jostling
- Teasing
- Intimidation
- Extortion
- Ostracising
- Damaging school work and equipment
- Racial taunts

The victim may:

- Have poor self esteem
- Lack co-ordination
- Be anxious and fearful
- Have few friends and often be on the outside of a group
- Be unlikely to fight back
- Display submissive body language
- Have not developed ways of asserting themselves
- Be different from the others in any way
- Not conform
- Be a newcomer to a group
- Be physically weaker and/or younger than the persecutor

The bully may be:

- Aggressive towards parents, teachers, support staff and siblings
- Anti-social, displaying rule breaking behaviour in school and in the community
- Impulsive, with a strong need to dominate
- Older than the victim

- Bigger and stronger than average
- Subject to bullying themselves – the bully/victim
- Strong and confident

Early signs of distress:

- Becoming withdrawn
- Deterioration of work
- Spurious illness
- Erratic attendance
- Desire to remain with an adult
- Isolation
- Late arrivals

Recognising the difference between Bullying and Bossiness and Bullying and Boisterous behaviour

<p>Bullying Focused on younger, smaller and timid children, increasingly relying on threats and force.</p> <p>Wilful conscious desire to hurt, threaten and frighten.</p>	<p>Bossiness Bossing whoever is around at the time.</p> <p>Usually grow out of this as they mature and learn social skills.</p>
<p>Bullying Spoiling other children's activities, showing violence and hostility. Rough intimidating behaviour.</p>	<p>Boisterous behaviour Not vindictive – high spirits, not unfriendly.</p>

3.2 Main Aims: Whole school strategies to tackle bullying

As part of their Personal, Social, Citizenship and Health Education (PSCHE), RE and Collective Worship, children will be encouraged to take responsibility for their own behaviour, and to gain an understanding and tolerance of the needs of others. Children will be given help in developing assertive behaviour strategies. The curriculum offers an ideal vehicle for conveying to pupils the school's attitude to bullying. The PSCHE programme can tackle the issue of bullying through circle time and other related activities. These activities also help to give children the confidence to "speak out" against bullying. Drama and role play activities are a very powerful way of exploring the issue while themes for assemblies/collective worship can serve to reinforce the message. The computing curriculum is carefully planned to ensure that all pupils learn about internet safety and cyberbullying. This includes information evenings for parents.

Although this is not exclusively the case, it is considered that the times during the school day when the children have less structured time, for example; before school, play times, lunch times and immediately after school, are times when bullying is more likely to occur. All supervising adults during these times are fully aware of this policy and are expected to follow it.

Adults will:

- Reward good behaviour in school
- Make it clear to everyone within our school community that no form of bullying is acceptable.
- Encourage everyone, including pupils, to report all incidents of bullying.
- Stress that watching and doing nothing is condoning
- Be aware of, and tackle, any prejudice related incident
- Show tolerance and understanding of different religions, cultures and beliefs
- Make clear to children that retaliation, "hitting back", is not acceptable
- Offer comfort and support to victims

- Confront bullies with the seriousness of the offence and offer support to them to help them to manage their behaviour. Make it clear that the behaviour is unacceptable, pointing out the hurtful consequences of the behaviour. Staff will bear in mind the need to distinguish between the child and his/her behaviour – “we like you, but not what you have done”.

Responses to a Bullying allegation:

- Sympathise with the victim
- Take the incident or allegation seriously
- Find all the children involved and calmly listen to all sides, with all children present (if appropriate)
- Establish exactly what happened
- Make an initial judgement about the seriousness of the incident
- Make it clear that the bullying behaviour is unacceptable, pointing out the hurtful consequences of the behaviour. Staff will bear in mind the need to distinguish between the child and his/her behaviour – “we like you, but not what you have done”.
- Inform colleagues if the incident arose in a situation where everyone should be vigilant e.g. an unsupervised toilet area. Never keep the whole incident a secret because you believe that you have dealt with it. Parent helpers should inform the class teacher and Midday supervisors should inform the class teacher.
- Details of behaviour incidents will be recorded on My Concern. The details recorded will include the name of the child/children, where and when the incident happened, what happened to trigger the incident (the antecedent), the behaviour and the consequences and who completed the log. This is kept so that if subsequent incidents occur then parents can be informed and behaviour patterns can be monitored.

At this stage, it may be possible to close the matter (perhaps with an apology or a handshake) and in more serious cases, the children will be referred to the Deputy Headteacher or Headteacher, who will repeat the above procedures.

Following clarification and substantiation of the facts, the Deputy Headteacher or Headteacher will then inform the parents of both bully and victim calmly, clearly and precisely, reassuring both sets of parents that the matter will not linger on or be held against anyone. Both sets of parents will also be given the opportunity to discuss the incident further with the Headteacher.

If appropriate a meeting can be held where the incident is discussed openly with everyone given the opportunity to state their point of view and how it makes them feel. Strategies are discussed as to how this can be prevented from happening again and what is needed to move forward.

Sanctions may be applied as appropriate and in accordance with this policy.

3.3 Reporting Bullying incidents:

The Headteacher will report any incidents of bullying both physical and emotional to the governors termly. In addition to this, prejudice related incidents will be reported to the Headteacher who will log the incidents on the PRfE L.A. website. Nil returns are also completed on the PRfE website termly.

4. How we deal with unacceptable behaviour in general

- We model respect by talking calmly to the child who misbehaves, insisting that good behaviour is expected at all times. We reason with them and remind them of the school or class code of conduct;
- In the case of aggressive behaviour, we make it clear that behaviour that hurts, either physically or mentally, or behaviour that irritates or offends to a marked degree is not acceptable;
- We reassure the other child or children by making it clear to them that action is being taken to stop the inappropriate behaviour.

- Depending on the severity of the inappropriate behaviour, differing courses of action or consequences may be applied.
- Staff may use reasonable force (positively handle a child) in any situation where a child may be at risk of harm to themselves, others or property. * As defined in the DfE "Use of reasonable Force" advice for headteachers, staff and governing bodies".

4.1 The 5 stages of unacceptable behaviour with aligned possible strategies and consequences

Unacceptable behaviour can be divided into five progressive stages as follows:

Stages	Examples of behaviour	Possible Strategies	Possible consequence
Stage 1	<ul style="list-style-type: none"> • Wandering about • Calling out • Interrupting the teacher • Talking at inappropriate times • Pushing and shoving in the line • Deliberately Irritating other children • Interrupting other children 	<ul style="list-style-type: none"> • Speak to the child • Eye contact (a "look") • Reminders and visual clues • Give child choices e.g. either stop talking or sit somewhere else 	<ul style="list-style-type: none"> • None • Minimal e.g. change seating arrangements • sent to play elsewhere or with someone else • asked to apologise and/or put it right
Stage 2	<ul style="list-style-type: none"> • Not responding to teacher • Disruptive behaviour • Deliberately causing a disturbance • General refusal to do anything • Accidental damage through carelessness • Dawdling • Cheeky, off-hand comments • Minor challenges to authority • Annoying other children • Silly or irritating name calling • Mild, one-off swearing 	<ul style="list-style-type: none"> • Talk to child • Discuss consequences of behaviour • Separate child from scene or other children involved 	<ul style="list-style-type: none"> • Separate from class or group for a while • Send to another classroom • Child to write a letter of apology or apologise verbally • Complete unfinished work in own time e.g. Playtime
Stage 3	<ul style="list-style-type: none"> • Deliberately throwing objects with the intention of breaking them • Harming someone • Deliberately damaging school or personal property • Leaving class without permission • Repeated refusal to do set tasks • Continued and serious cheeky responses • Serious or repeated challenges to authority • Harmful or offensive name calling, including racial remarks • More serious or repeated swearing • Verbal abuse of a child 	<ul style="list-style-type: none"> • Referral to Deputy Headteacher or Headteacher • Formal letter to or contact with parents • possible involvement of STT (Behaviour Support) • In the case of a racial incident, the appropriate racial incident form will be completed and submitted to the LA 	<ul style="list-style-type: none"> • Possible exclusion from classroom for a period of time • Possibility of parent involvement in school e.g. working with their child • Possible lunchtime exclusion for a specified period of time • Possible placing on SEN register for emotional and behavioural difficulties • Consider putting in place an Individual Behaviour Plan
Stage 4	<ul style="list-style-type: none"> • Repeatedly leaving the classroom without permission • Fighting and intentional physical harm to other children 	<ul style="list-style-type: none"> • Immediate removal of offender from scene • Immediate 	<ul style="list-style-type: none"> • Telephone parents and meet with them as soon as possible • Possible lunchtime

	<ul style="list-style-type: none"> • Throwing large, dangerous objects • Serious or repeated challenges to authority • Leaving school grounds (or attempting to) without permission • Verbal abuse of any staff • Vandalism • Stealing • Persistent bullying, including racial harassment • Persistent classroom disruption 	<ul style="list-style-type: none"> • involvement of Headteacher (or Deputy Headteacher if Head is not available) • Headteacher keeps a record of incidents • Involvement of Specialist teaching team • Put in place an Individual behaviour plan 	<ul style="list-style-type: none"> • exclusion for behaviour during lunch break • Possible fixed term exclusion • Pastoral support programme considered • Involvement of Parent Support Advisor, who will liaise with parents
Stage 5	<ul style="list-style-type: none"> • Extremely dangerous or violent behaviour • Very serious challenges to authority • Repeatedly leaving school grounds (or attempting to) without permission • Physical abuse of any staff member • Behaviour that is judged to be extremely unsuitable, unsafe or threatening to the good of the school community 	<ul style="list-style-type: none"> • Immediate removal of offender from scene • Immediate involvement of Headteacher (or Deputy Headteacher if Head is not available) • Headteacher keeps a record of incidents • Involvement of STT (Behaviour Support) 	<ul style="list-style-type: none"> • Fixed-term exclusion in line with LEA guidelines • Repeated stage 5 behaviour: permanent exclusion may be considered in line with LEA guidelines • Pastoral support programme set up after several fixed-term exclusions or rapidly deteriorating behaviour and where there is a risk of permanent exclusion
Parallel procedures to the above apply for official out of school activities			

All staff members have a communal responsibility for behaviour and discipline within the school and are expected to help and support each other when needed. We try to ensure that no member of staff is, or feels, isolated at any time and we encourage all staff to take responsibility for safeguarding themselves. If a child's behaviour in class is such that the teacher wishes them to be excluded from the classroom for a time, another teacher may receive the child in the first instance. If the behaviour is repeated, then help from the Headteacher will be sought. In the cases of continued or extreme behaviour external advice may be sought.

4.2 Classroom Behaviour Management Strategies

Rules are displayed in all classrooms and are referred to regularly. These are the agreed steps to go through in managing behaviour in the classroom:

1. Non-verbal management – e.g. eye contact, pausing, moving a child to a different seat etc.
2. General reminders and comments – either individual or to a group (trying to focus on the positive behaviour).
3. If a child display unacceptable behaviour the class teacher will speak to the child giving the child the opportunity to reflect on their behaviour. Refer to 4.5 STEPs section for more information.

4. Those children whose behaviour consistently exceeds our high expectations will be rewarded appropriately.
5. If a serious incident has been perpetrated against another child, staff are expected to contact that child's parents to ensure they are aware that issues have been addressed and resolved.
6. If a child persistently breaks the class rules or schools golden rules, the parent is informed informally by the class teacher. If this continues the Head teacher (or Deputy Headteacher) will see the child and will send a formal letter to the parents informing them of the situation. A copy of the letter will be kept on file in class.
7. If the cycle is repeated, there will be a meeting between the Head teacher (or Deputy Headteacher) and the child's parents to discuss the situation and develop a plan going forward together to result in improved behaviour.
8. The cycle begins anew each half term.

4.3 Playground Behaviour Management Strategies

These will reflect those in the classroom. Teachers, Teaching Assistants and Midday supervisors will:

1. Talk to child and remind them of our Golden Rules
2. Give child a verbal warning, to be reported to the Class Teacher.
3. If a second warning is needed, the child may need a short 'time out' to cool down and reflect. The midday supervisors will ensure that details of the behaviours are shared with the class teacher and the class teacher will then record details in the class behaviour book.
4. If the unacceptable behaviour continues after a period of reflection the Head teacher (or Deputy Headteacher) will see the child and will speak to the parents informing them of the situation. A record of the incident will be kept on file in class.
5. If the cycle is repeated, there will be a meeting between the Head teacher (or Deputy Headteacher) and the child's parents to discuss the situation.
6. The cycle begins anew each half term.

4.4 The "Children Beyond"

Some children's behaviour is beyond normal incentives and consequences. They tend to be "Children Beyond" and often they believe they do not have a chance of behaving well and so they do not bother to try.

As a school we aspire to help these children to break out of their negative pattern of behaviour. Like adults, children will sometimes be unhappy and suffer bad moods, and they must understand that this is normal and that they can talk about it.

It may sometimes be necessary to devise a 'special contract' tailor- made for the Child Beyond which includes achievable targets and consequent rewards.

However, all children are entitled to learn and if learning is being compromised by the behaviours of a “Child Beyond” the school will create a special timetable for the child presenting challenging behaviours which may include a mix of time in and outside of class as appropriate. For these children we will identify the areas of behaviour that need improvement and target them. If the contracts which are drawn up with the child fail to work then we may include the parents, Deputy Headteacher, outside agencies and Governors, particularly - when their inclusion is at risk. Should an incident necessitate extreme or urgent action, the parents will be called into school that day and the child will be excluded there and then, to await further action.

4.5 Cambridgeshire Therapeutic Thinking

Staff have all been trained using Cambridgeshire Therapeutic Thinking (CTT). We refer to difficult and dangerous behaviours and use the CTTs flow chart to help us understand children’s behaviour and how we can help unlucky children to make the correct behaviour choices. We use tools such as Roots and Fruits to analyse children’s behaviour, feelings and experiences. We promote prosocial experiences, feelings and behaviour in school. We may use anxiety mapping to help us to plot anxiety and dependency over the course of a week to identify triggers that lead to antisocial behaviour. We try to deescalate behaviour by:

- Using a de-escalation script such as
 - Child’s name
 - I can see something has happened
 - I am here to help
 - Talk and I will listen
 - Come with me and.....
- Positive phasing
 - Stand next to me
 - Put the pen on the table
 - Walk in the corridor
 - Switch the computer screen off
 - Walk with me to the library
 - Stay seated in your chair
- Limited choice
 - Where shall we talk, here or in the library?
 - Put the pen on the table or in the box
 - I am making a drink, orange or lemon?
 - Are you going to sit on your own or with the group?
 - Are you starting your work with the words or a picture?
- Disempowering the behaviour
 - You can listen from there
 - Come and find me when you come back
 - Come back into the room when you are ready.
 - We will carry on when you are ready.

4.6 Equity not equality

At Kettlefields we believe in equity not equality. This means giving everyone what they need to help them succeed rather than giving everyone the same. All children are different and they will need different experiences to help them reach their potential. Some children have had an unlucky start to life and may require more help to exhibit prosocial behaviours.



Safeguarding Statement

At Kettlefields Primary School the welfare of staff and children is paramount. Everyone in our school, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual