



Kiwi Primary School

At Kiwi we SOAR

Clarifying behaviour expectations at Kiwi

Parent Stay and Play

11th February 2026

We recognised that to support children to meet our high expectations we needed to make the behaviours we expect more specific and to make explicit the pathway that is followed when a child does not meet those expectations.

Meeting with six pupils (5xY5 and 1x Y6 pupil). The pupils were enthusiastic about the new behaviour system. They reported that the behaviour in school has continued to improve over time and "this makes it even better". We discussed the lessons

We want a calm, orderly, respectful, supportive and positive environment in which pupils can thrive.

This does not mean that we have unrealistic expectations of children but that we are setting a benchmark that we believe can be met by the majority of children. **Children need to be allowed to be children and to learn from mistakes.** We are not expecting the behaviour we would of older children or adults but how we expect primary aged children to behave in order to allow teachers to teach, children to learn and everyone to feel safe.

Our clearer, more explicit expectations.

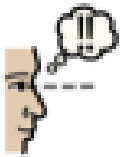
Kiwi Learning Behaviours.



We listen
silently.



We speak
appropriately.



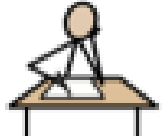
We watch
actively.



We sit
strongly.



We use
carefully.



We work
steadily.

These are applied consistently in all classrooms and around school.

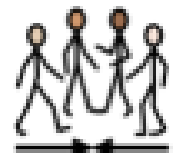
This language is used to remind children of our expectations.

Everyone is expected to meet these expectations at relevant times.

Kiwi Social Behaviours.



We respond
immediately.



We gather
quickly.



We interact
safely.



We
communicate
respectfully.



We wait
patiently.



We move
sensibly.






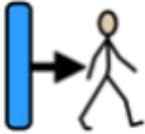

Learning behaviours – in the classroom

The learning behaviours	This looks like	We do this because
We watch actively.	When someone is talking or presenting information, we focus on them and where they are sharing the information for example a board or a visualiser.	This means that we can focus on the information that is being presented to us and follow gestural cues for behaviour and learning.
We sit strongly.	When we sit on the floor, we sit in 'strong gorilla'. When we sit on a chair or a bench, we sit upright with our feet on the floor.	This means we can build core strength which helps us to control our writing present our work the best way possible.
We speak appropriately.	When we are talking there is only one voice. When we have a conversation, we take turns to speak.	This means that only one person is speaking at a time unless we have a choral response when we all speak together.
We use carefully.	When we are given resources and equipment, we avoid being wasteful and keep our environment tidy.	This means that we have everything we need to focus on our learning without disruption. It also means that our resources do not get lost or need replacing too often.
We work steadily.	When we start our learning tasks, we keep going until it is finished. When we have finished our learning tasks, we practice our skills.	This means that we can make best use of the learning time that we have. We avoid wasting time on activities that do not help us learn or distract us from our learning.
We listen silently.	When there is someone or something presenting to us, we remain silent with without speaking, making noises or fidgeting.	This means we can focus on everything that is being said without distraction. It is also respectful to the person who is talking.

Social behaviours – everywhere

The social behaviours	This looks like	We do this because
We communicate respectfully.	When we are speaking to other people or about them, we use words which are polite and avoid gestures and words which might offend or hurt.	This means that we remain respectful to other people, which helps to keep everyone safe.
We interact safely.	When we are annoyed or cross at someone, we keep our hands and feet to ourselves.	This means that we can still express our emotions but without hurting anyone else. This helps us to avoid having to own actions which have hurt people unnecessarily.
We move sensibly.	When we move around the school, we 'penguin walk' with our arms by our sides and in a straight line on the left-hand side.	This means that no one bumps into other people or objects. It also means that nothing gets damaged as people walk by.
We gather quickly.	When a signal is given, we stop what we are doing and gather in the appropriate way.	This means that adults can get our attention quickly which can help to keep us safe, to avoid being unsafe and to move our learning on quickly.
We respond immediately.	When we are given an adult instruction, we follow these quickly, sensibly and without fuss or disruption.	This means that we avoid wasting time or appearing disrespectful. When an adult gives an instruction, we need to follow it.
We wait patiently.	When there is a delay, we remain calm, peaceful and avoid becoming distracted.	This means that we are ready to make a start again quickly when whatever has happened has stopped.

How we manage children not meeting expectations.

						
1	2	3	4	5	6	7
Notice	Remind	Acknowledge	Choose	Decide	Sanction	Escalate
"....."	"Remember that in our class/school we <u>STATE EXPECTATION.</u> "	"You are <u>STATE BEHAVIOUR.</u> In our class we <u>STATE EXPECTATION</u> Do you need help to do this?"	"You need to stop <u>DESCRIBE BEHAVIOUR.</u> You can choose to stop disrupting the class or to continue. If you continue there will be negative consequences. Make your choice."	"I can see you have decided to continue disrupting the class. That means that you will need to leave the class unless you stop now. You decide."	"I can see that you have chosen this outcome so please take this card to The Aviary. I will see you later."	"You are refusing to follow my instructions. I will ask <u>XXX</u> to come and get you. I will see you later."
Proximity and non-verbal cues	Point to relevant rule	Point to relevant rule	Place choice card	Place decision card	Hand annotated sanction card	Cease engaging



Persistent low-level disruption



calling out



making noises



banging or tapping



wandering around



refusing or ignoring instructions



fiddling noisily



answering back



interrupting teaching



physical disruptions



defiant arguing



distracting others



off-task chatting



Threatening or aggressive behaviour



physical intimidation



screaming at



ganging up



chasing after



aggressive threats



snatching or taking



rude gestures



damaging property



flipping tables or chairs



ripping up work



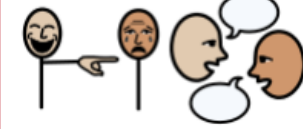
intimidating facial gestures



intimidating body language



Offensive or abusive behaviour



teasing or gossiping



ignoring or isolating



swearing or giving attitude



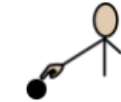
making up stories about someone/lying



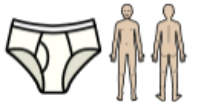
provoking



controlling or coercive behaviour



touching without consent



sexualised behaviours



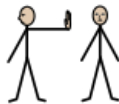
racist discrimination



homophobic discrimination



misogynistic discrimination



other forms of discrimination



Causing physical harm



punching



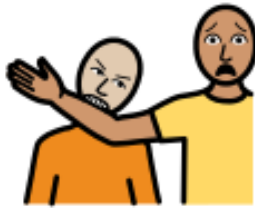
scratching



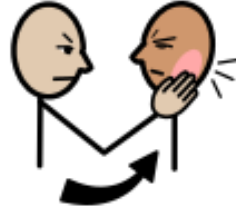
pinching



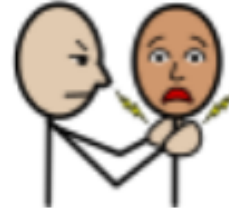
kicking



biting



slapping



strangling



grabbing



throwing at



hitting with



pushing over



wrestling or
grappling

How can you help?

Encourage your child to seek help and let adults help them to resolve issues rather than taking their own action which can get them into trouble.

Encourage your child to take responsibility for what they have done (owning their actions) rather than focusing on what other children did.

Encourage your child to have a respectful relationship with teachers – accepting what they have done rather than questioning the teachers decision; following instructions rather than pushing back without trying.

We have 'upped' the positive!

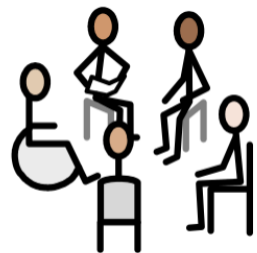
Celebration Assemblies have been BUZZING!

Children gain individual VIP points and 'level up' with a certificate.

Classes gain Kiwi Points in a weekly and termly competition.

Individual children who show our SOAR values gain recognition through a special certificate.

At KIWI we are soaring...
Striving for success
Owning our actions
Ambitious
Respectful, reflective, resilient



Big Class Meeting

One of the ways we talk with children about all things behaviour



agenda



one person talk
at a time



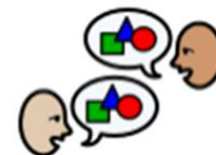
speak in full
sentences



listen to what
is being said



answer the
question

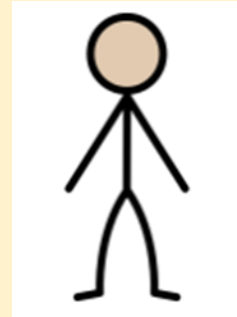
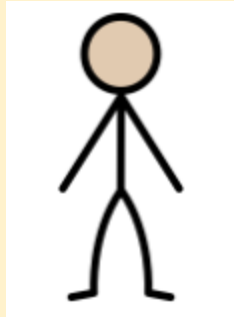


stick to the topic
of conversation

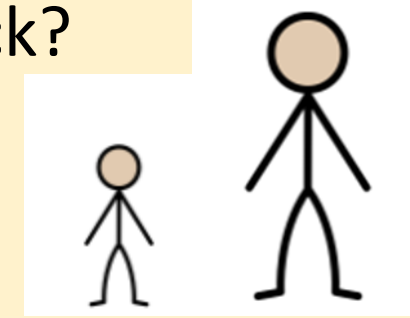


think about what
you want to say

Jack and Jill went up a hill.
Jill pushed Jack.
Jack hit Jill back.



What if Jill was much smaller than Jack?



Ron told Hermione to grab Harry.
Hermione grabbed Harry.
Harry kicked Hermione.

