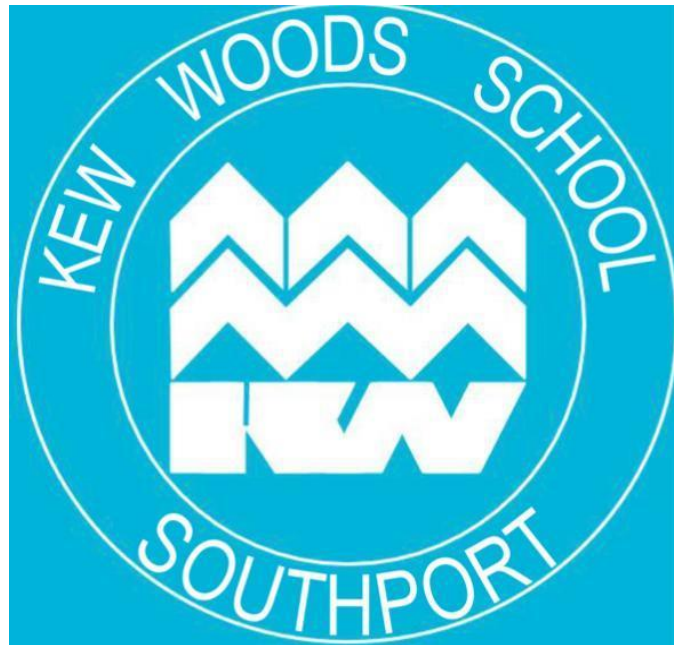


KEW WOODS PRIMARY SCHOOL



BEHAVIOUR AND RELATIONSHIP POLICY

Ethos and relationship

At Kew Woods Primary School we endeavour, at all times, to provide the most effective and efficient education that we can in a warm, respectful and caring atmosphere within a quality-learning environment. It is our aim to develop in all pupils the desire to learn and the ability to apply their knowledge. At the same time, we want to help each pupil to attain the self-esteem and confidence necessary for a full and happy life. Through active learning experiences and subsequent understanding, we wish to cultivate in all children not only an appreciation of the need to learn, but also a pride in their work, respect for their surroundings and good relationships with others at home and at school. We have a restorative practice approach and teach oracy explicitly. This enables our pupils to understand and develop the skills needed to be great communicators. Having proficiency in oracy supports children and young people in building and sustaining relationships.

AIMS

1. To clarify to all members of the school community what is meant by our expectations of the code of conduct.
2. To maximise the impact which the school can make to encourage positive relations between all stakeholders.
3. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
4. To ensure that all staff follow the agreed code of conduct.
5. To encourage a positive learning environment where effort, hard work and appropriate behaviour is recognised.
6. To ensure that pupils, teachers and parents have a clear understanding of the consequences of misbehaviour.
7. To ensure that all non-teaching staff feel that they have an important part to play in encouraging the expectations of our school code of conduct.
8. To encourage pupils to co-operate with one another and to be able to build and sustain relationships.

Curriculum

We have a broad and balanced curriculum, which is matched to individual needs. This is a means of stimulating pupils and thus reducing frustration, which leads to inappropriate behaviour. At the planning stage, individual differences are considered.

Lively and interesting teaching, coupled with the promotion of independent learning are also means by which we strive to enhance pupils' learning and develop acceptable behaviour.

The combination of learning to talk, learning through talk and learning about talk helps pupils develop and deepen their subject knowledge and critical thinking skills in all areas of the curriculum. We teach oracy skills explicitly using a four-strand framework: linguistic, physical, cognitive, social and emotional. This enables all children to understand and develop the skills needed to be great communicators.

Teacher expectations

The school appreciates that behaviour matches expectation: when expectations are positive, pupils perceive them as such and respond to them. Good behaviour becomes intrinsic and is reinforced.

Assessment

The school believes that assessment has an important role in promoting good behaviour. The feedback policy stresses the need for careful and supportive marking of children's work, to provide feedback to the children and to promote reinforcement of learning ideas.



Kew Woods School Behaviour and Relationship Policy

#Empowering our communities to positively impact the world



Visible Adult Consistencies:

1. All adults at Kew Woods are calm, considered and controlled at all times
2. We are relentlessly positive (with high expectations of all)
3. We build trusting relationships by catching the children being the best they can be
4. We have clear routines to ensure that our children feel safe. These include:
 - Greeting the children at the door when they enter the classroom for each lesson
 - We have clear expectations for entering and exiting transitions including staff supporting all movement around the school

Our Code of Conduct:

The 'Kew Woods Way' means that every pupil is expected:-

- To do my best
- To be caring, kind and respectful
- To listen and work together

Stepped Sanctions:

Redirection - this can be delivered to the whole class, re-focus, a look, proximity praise

Reminder - focus on the Code of Conduct and expectations

Verbal warning to 'Turn it around' (delivered privately wherever possible, making children aware of their behaviour and consequences (red dojo) if they continue. Staff to use the 30 second intervention. Talk to child, privately where possible and give opportunities to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class

Red dojo – issued to the child

Loss of break – pay back loss of learning time at break / start of lunch

Phase Leader – phase leader sought to come and speak to the child / implement sanctions

Think Tank – loss of whole break for serious behavioural issues

Recording – all incidents recorded on cpoms and tag phase leader / head and deputy

Restorative follow up meeting should happen at the end of the session and reflect on what happened (see below)

Report if improvements aren't seen, a child may need an individual plan. Phase Leader should be informed of concerns and collectively decide on next steps such as a behaviour plan / referral to SLT

Exclusions- short periods of internal exclusions or external exclusions may be issued by the head

Our Values:

CONNECT
KINDNESS BELIEVE

30 second intervention

We can use a 30 second intervention to support good behaviour choices that may include the following :

"I have noticed that you are not being... (refer to Code of Conduct and child's behaviour) right now.

You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)

Can you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...

Thank you for listening

Then give the child some 'take up' time.

Our Vision:

Empowering our communities to positively impact the world.

Restorative Follow up:

Discuss the issue with the child at the end of the session / day without the other children being present if possible

What happened?

What were you thinking at the time?

What have you thought since?

How did this make people feel?

Who has been affected?

How have they been affected?

What should we do to put things right?

How can we do things differently in the future?

These questions can be used with children involved in any incident.

Over and Above Behaviours:

When children go over and above our expectations for behaviour they are rewarded with:

- Verbal praise and recognition
- Green Dojos
- Stickers / certificates
- Positive comments to parents (verbally, in reading diaries, in homework books, call home)
- Celebration Assembly nomination
- Name in Hogwarts Book
- Recognition as sent to Head / deputy to share good news / work

Weekly rewards

A Hogwarts Book is used in assemblies each week to acknowledge participation and pupils demonstrating the code of conduct and school values. Names are logged in the book and head teacher stickers awarded.

Good attendance is encouraged by the presentation of Class of the Week Attendance certificates in Celebration Assemblies.

At the end of each week the pupil in each class with the highest number of class dojos is recognised. Their name is included in a list of the school's weekly newsletter and assembly. Pupils may be given a sticker or a certificate by their class teacher.

In addition, each class is trying to achieve 95% on the class dojo system. If they obtain this level or above a star is completed on the class dojo chart. Classes in the Foundation Stage and Key Stage One are aiming for five completed stars, whilst Key Stage 2 classes are aiming for ten completed stars. Each class is working towards an agreed reward (e.g., pyjama party, cinema afternoon, sports session, ipad afternoon etc).

All staff use oracy specific praise for each of the four strands: Physical, Linguistic, Cognitive, Social and Emotional. This ensures that pupils know why they are being praised and encourages appropriate communication skills which is part of our restorative practice approach.

House systems

Upon starting school, pupils are allocated into a 'house team'. The house teams are: Dyson (green), Berners-Lee (yellow), Rowling (red) and Farah (blue). Pupils wear PE tops of the colour of the team. Staff wear lanyards showing the team they belong to. House Captains from Year 6 are elected annually to lead the house. Each team has key values associated to it, which the children are encouraged to demonstrate. Children take part in a range of events and competitions each year in their teams. This helps foster team spirit and spotting behaviour, with collective achievement strived for.

Other rewards

Children's achievements in a wide variety of areas are celebrated in Celebration Assemblies when certificates are awarded (every two weeks). Pupils also are praised for the oracy skills with oracy certificates. Parents of the pupils being recognised are invited to this assembly. Pupils are also recognised for being Good Citizens and a certificate is presented in a Celebration Assembly.

Classes are recognised for excellent standards of behaviour, attitude to learning and attendance and can win a reward to attend Hickory's restaurant for brunch.

The school have a multiplication table reward system. When a pupil knows their X2, X3, X5 and X10 tables fluently they are rewarded a bronze star badge. They receive a silver star badge when they know their X4 and x8 tables. A gold star badge is achieved when they know their X6, X7, X9, X11 and X12 tables.

Break times

Teaching assistants supervise children over lunchtimes and are required to follow the same guidelines when employing rewards and sanctions to promote appropriate standards of behaviour. To assist in this process, a member of the Leadership Group is on duty each lunch time to oversee behaviour management and safety.

A playground rota is used for the Sports Zone area of the playground. Hard balls can only be used on the Sports Zone on each year groups designated day. Other playground equipment is available to be used on the rest of the playground.

Year 6 pupils (Year 5 from the summer term) are trained as 'Structured Lunchtime PlayLeaders'. They lead younger children from our foundation stage and Key Stage One in structured play during lunchtimes and then set up activity areas for Key Stage 2 pupils. We have a restorative practice approach and teach oracy explicitly. This enables our pupils to understand and develop the skills needed to be great communicators. Having proficiency in oracy supports children and young people in building and sustaining relationships. Our PlayLeaders are CRESST trained and use their oracy skills to support younger pupils resolve any conflicts at break times.

Managing challenging behaviour

The above guidelines and procedures are satisfactory for dealing with the majority of children in the majority of cases. However, for a small number of children, or on specific occasions, further strategies may be required.

Problematical or unacceptable behaviour can lead to drastically reduced learning circumstances, which in turn can lead to frustration and disappointment and subsequently a far less positive climate. Unrealistic or inconsistent expectations of behaviour will give rise to problems, it is therefore important that staff maintain some consistency in their approach, establishing a positive and encouraging climate so that unacceptable and unreasonable behaviour is prevented whenever possible.

Cases of bullying and the use of racist language are treated very seriously. Any children concerned will be provided with opportunities to discuss the incident and appropriate strategies to support will be provided. Wherever necessary parents will be involved. All bullying or racist incidents and outcomes are recorded within the school CPOMS system with follow up actions and monitoring recorded. We have pupil trained Anti-Bullying Ambassadors and well-being leads in school.

For pupils whose behaviour cannot be managed by the class system they will require a behaviour support plan.

The following sanctions are in order of implementation:

Red dojos issued
Think Tank (loss of breacktime with member of Senior Leadership Team)
Loss of extra-curricular activities and visits.
Referral to senior staff Involvement of parents
Use of I.B.P. (Individual Behaviour Plan) with specific behavioural targets
Referral to outside agencies e.g. school counsellor
Positive handling plan children with SEND
Internal exclusion (educated on site but with a member of senior leadership, away from class)
Suspension
Permanent exclusion

Pupils with Special Educational Needs may require an individual plan and strategies.