

# KEW WOODS PRIMARY SCHOOL



## BEHAVIOUR POLICY

## **ETHOS AND RELATIONSHIPS**

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.

## **AIMS**

1. To clarify to all members of the school community what is meant by good behaviour.
2. To maximise the impact which the school can make to encourage good behaviour.
3. To minimise misbehaviour and reduce the possibility of confrontation by creating a consistent, positive structure.
4. To ensure that all staff use a suitable rewards to motivate pupils.
5. To encourage a positive learning environment where effort, hard work and good behaviour are recognised and rewarded.
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 good behaviour.
8. To encourage pupils to co-operate with one another and enjoy a friendly relationship with all school staff.

## **CURRICULUM**

It is appreciated that a broad and balanced curriculum, which is differentiated and therefore matched to individual needs, is a means of stimulating pupils and thus reducing frustration, which leads to inappropriate behaviour. At the planning stage, individual differences are taken into account.

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.

## **TEACHERS 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 marking 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.

## **CODE OF CONDUCT**

The following Code of Conduct was written after initial staff training and then staff and pupil consultation.

*Always do my best  
Imagine, Creative, Achieve  
Be kind and respectful to others  
Connect, Listen, Appreciate  
Care for one another and our environment  
Forgive, Laugh, Share  
Everyone's voice should be heard and valued  
Believe, Hope, Pride  
Working together to become responsible citizens*

The Code of Conduct has been shared with parents and is included on the school website. The code is referred to when addressing behaviour issues and in expectations for the pupils. Pupils are rewarded for following the code of conduct.

## **REWARDS**

At all times we aim to use positive reinforcement and praise as an effective means of:-

teaching and reinforcing appropriate patterns of behaviour

nurturing harmonious classroom relationships

boosting self-confidence and as a consequence promoting effective learning.

Wherever possible descriptive praise is used to recognise desired behaviour. This ensures the pupil understands why they are being praised and indicates the desired behaviour for the rest of the class.

### Daily Rewards

Verbal praise, stickers, stars, stamps or certificates may be used to reward appropriate behaviour and work.

Class dojos are used to reward pupils. They may be awarded to individuals, groups or whole classes on a daily basis. They are recorded on class ipads / computers for each class.

Any member of staff may issue a You've Been Spotted ticket. Lunchtime Supervisors issue them for manners and good behaviour. The pupil's name is recorded on the ticket and placed in a class box. In assembly each week, a ticket is drawn from each class box and a prize given.

### Weekly Rewards

Thirty minutes "Golden Time" is awarded to pupils on Friday afternoons in recognition of their behaviour. At this time the children may choose from a selection of activities organised by year groups (sports, art activities, music, construction etc).

A Hogwarts Book is used in assemblies each week to acknowledge participation and good behaviour. 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. Pupils may be given a sticker or a prize 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 (eg, pyjama party, cinema afternoon, sports session, ipad afternoon etc).

### 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). 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.

## **PLAYTIMES**

Teaching assistants supervise children over lunchtimes and are required to follow the same guidelines when employing rewards and sanctions in order 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.

Regular meetings are held with members of the Leadership Group and the Senior Lunchtime Supervisor to allow any ideas or issues to be discussed.

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.

## **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.

## **SANCTIONS**

Different systems are used for managing behaviour dependant upon the age of the pupils. The following guidance is deployed by staff:

- be firm not aggressive
- criticise behaviour not the person
- use private rather than public reprimands
- be fair and consistent

Inappropriate behaviour may be ignored when it is considered to be the best option, e.g. cases of persistent attention seeking.

Sanctions used include:

- The look!
- Verbal warning
- Red dojos issued
- "Time out" away from the group, but in classroom working alone to prevent disruption.
- Loss of privileges e.g. playtime minutes, golden time minutes etc
- Loss of playtime in class.
- Sent to Think Tank at breaktimes.
- Visit to Deputy Head / Head
- Letter home
- Parents in to discuss behaviour.

"Golden Time" minutes may be lost for any inappropriate behaviour during the week. Any child who has lost time must sit quietly while the others are doing their activities and then join in after the allotted minutes have been completed. All children receive a minimum of five minutes "Golden Time".

Where possible any withdrawal of privilege should be related to the misdemeanour and should not involve withdrawal from any aspect of the curriculum unless on grounds of safety, e.g. dangerous behaviour at the swimming baths.

When imposing a sanction it is important to deal with the individuals or groups of children as opposed to the whole class. If it is necessary to withdraw a privilege from a large group of children or whole class, it is important to make it clear to children who are manifesting appropriate standards of behaviour that they are not to blame for the inappropriate actions of others.

Pupils may be sent to Think Tank. Think Tank is available each break time in the Head / SLT Office under the supervision of the SLT. Pupil names and the reason for them attending Think Tank is recorded. Pupils are expected to reflect upon their behaviour.

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 incidents and outcomes are recorded within the school incident file. Any racist incidents are logged and reported to the LA on a termly basis.

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

The following sanctions are in order of implementation:

Red dojos issued

If unacceptable behaviour continues the child loses 'Golden Time' (never more than 25 minutes per week lost).

Think Tank (loss of breaktime with member of Senior Leadership Team)

Referral to senior staff

Involvement of parents

Use of I.B.P. (Individual Behaviour Plan) with specific behavioural targets

Referral to outside agencies in particular the Behaviour Support Team

Positive handling plan children with SEN

Internal exclusion (educated on site but with a member of senior leadership, away from class)

Fixed term exclusion

Permanent exclusion

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

## **REVIEW**

The policy is monitored and reviewed by staff and governors annually.