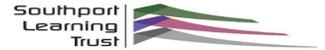




# Kew Woods School Behaviour and Relationship Policy



<p><b>Visible Adult Consistencies:</b></p> <ol style="list-style-type: none"> <li>All adults at Kew Woods are calm, considered and controlled at all times</li> <li>We are relentlessly positive (with high expectations of all)</li> <li>We build trusting relationships by catching the children being the best they can be</li> <li>We have clear routines to ensure that our children feel safe. These include:             <ul style="list-style-type: none"> <li>Greeting the children at the door when they enter the classroom for each lesson</li> <li>We have clear expectations for entering and exiting transitions including staff supporting all movement around the school</li> </ul> </li> </ol>	<p><b>Our Code of Conduct:</b>  <b>The 'Kew Woods Way' means that I am expected:-</b></p> <ul style="list-style-type: none"> <li>To do my best</li> <li>To be caring, kind and respectful</li> <li>To listen and work together</li> </ul>
<p><b>Stepped Sanctions:</b></p> <p><b>Redirection</b> - this can be delivered to the whole class, re-focus, a look, proximity praise</p> <p><b>Reminder</b> - focus on the Code of Conduct and expectations</p> <p><b>Verbal warning</b> 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 opportunity to engage. Supportive actions to support behaviour may be put into place e.g. child moved within class</p> <p><b>Red dojo</b> – issued to the child</p> <p><b>Loss of break</b> – pay back loss of learning time at break / start of lunch</p> <p><b>Phase Leader</b> – phase leader sought to come and speak to the child / implement sanctions</p> <p><b>Think Tank</b> – loss of whole break for serious behavioural issues</p> <p><b>Recording</b> – all incidents recorded on cpoms and tag phase leader / head and deputy</p> <p><b>Restorative follow up meeting</b> should happen at the end of the session and reflect on what happened (see below)</p> <p><b>Report</b> 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</p> <p><b>Exclusions-</b> short periods of internal exclusions or external exclusions may be issued by the head</p>	<p><b>Our Values:</b>  <b>To encourage and inspire every child to believe that all of their aspirations can be achieved through</b></p> <p style="text-align: center;"><b>Learning, Imagination and Effort</b></p> <p style="text-align: center;"><b>The possibilities are limitless</b></p> <p style="text-align: center;"><b>CONNECT KINDNESS BELIEVE</b></p>
<p><b>30 second intervention</b></p> <p>We can use a 30 second intervention to support good behaviour choices that may include the following :</p> <p><i>"I have noticed that you are not being... (refer to Code of Conduct and child's behaviour) right now.</i></p> <p><i>You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)</i></p> <p><i>Can you remember yesterday/last week when you... (refer to previous positive behaviour)? That is who I need to see today...</i></p> <p><i>Thank you for listening</i></p> <p>Then give the child some 'take up' time.</p>	<p><b>Our Vision:</b>  <b>To ensure that we are #improvinglifechances of all learners no matter what their background or circumstance.</b></p>
<p><b>Restorative Follow up:</b></p> <p>Discuss the issue with the child at the end of the session / day without the other children being present if possible</p> <p><b>What happened?</b></p> <p><b>What were you thinking at the time?</b></p> <p><b>What have you thought since?</b></p> <p><b>How did this make people feel?</b></p> <p><b>Who has been affected?</b></p> <p><b>How have they been affected?</b></p> <p><b>What should we do to put things right?</b></p> <p><b>How can we do things differently in the future?</b></p> <p><i>These questions can be used with children involved in any incident.</i></p>	<p><b>Over and Above Behaviours:</b></p> <p>When children go over and above our expectations for behaviour they are rewarded with:</p> <ul style="list-style-type: none"> <li>Verbal praise and recognition</li> <li>Green Dojos</li> <li>Stickers / certificates</li> <li>Positive comments to parents (verbally, in reading diaries, in homework books, call home)</li> <li>Celebration Assembly nomination</li> <li>Name in Hogwarts Book</li> <li>Recognition as sent to Head / deputy to share good news / work</li> </ul>

*"I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life .....joyous." Ginnott, Between Teacher and Child, 1972*