

Kiwi Primary School



Behaviour Policy

September 2018

Policy Statement

Kiwi School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. This will ensure that Kiwi school is a safe place to work and learn. Our behaviour policy guides staff to teach self-discipline and not blind compliance. It echoes our BEST values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life and that this is a minimum expectation for all
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their own behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper and an empathy for others

Purpose of the policy

- Recognise behavioural norms and positively reinforce them
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

Rights and responsibilities

Governors

Governors will support the school in maintaining high standards of behaviour. Governors will ensure that the policy is applied fairly throughout the school and ensure that there is no discrimination against pupils in respect of ethnicity, cultural, origin, religion, gender or disability.

Senior Leaders

The Headteacher will ensure that the policy is adhered to and monitor the day to day management of the policy. Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. They will meet and greet learners at the beginning of the school day, be a visible presence around the school during the day and often say farewell as learners leave. They will also support other staff in managing learners with more complex behavioural needs and ensure that staff training needs are identified and targeted. Senior leaders will use behaviour data to target and assess school wide behaviour policy and practice. They will encourage use of positive emails and positive phone calls.

All Staff

All staff will be responsible for ensuring that the policy and BEST values are consistently applied and will support the school in creating a high quality learning environment with high expectations. They will never ignore or walk past learners who are behaving badly and will model positive behaviour and build relationships. Staff will be calm and give 'take up time' when going through the flow chart.

Teachers

Staff will meet and greet children at the door/playground. Teachers will plan lessons that engage, challenge and meet the needs of all learners whilst using a visible mechanism in the class room throughout every lesson. Teachers will follow up every time, retain ownership and engage in reflective dialogue with children.

Parents/Carers

Parents and carers will take responsibility for their children/s behaviour both inside and outside of school. They will be encouraged to work in partnership with the school to assist in maintaining high standards of behaviour.

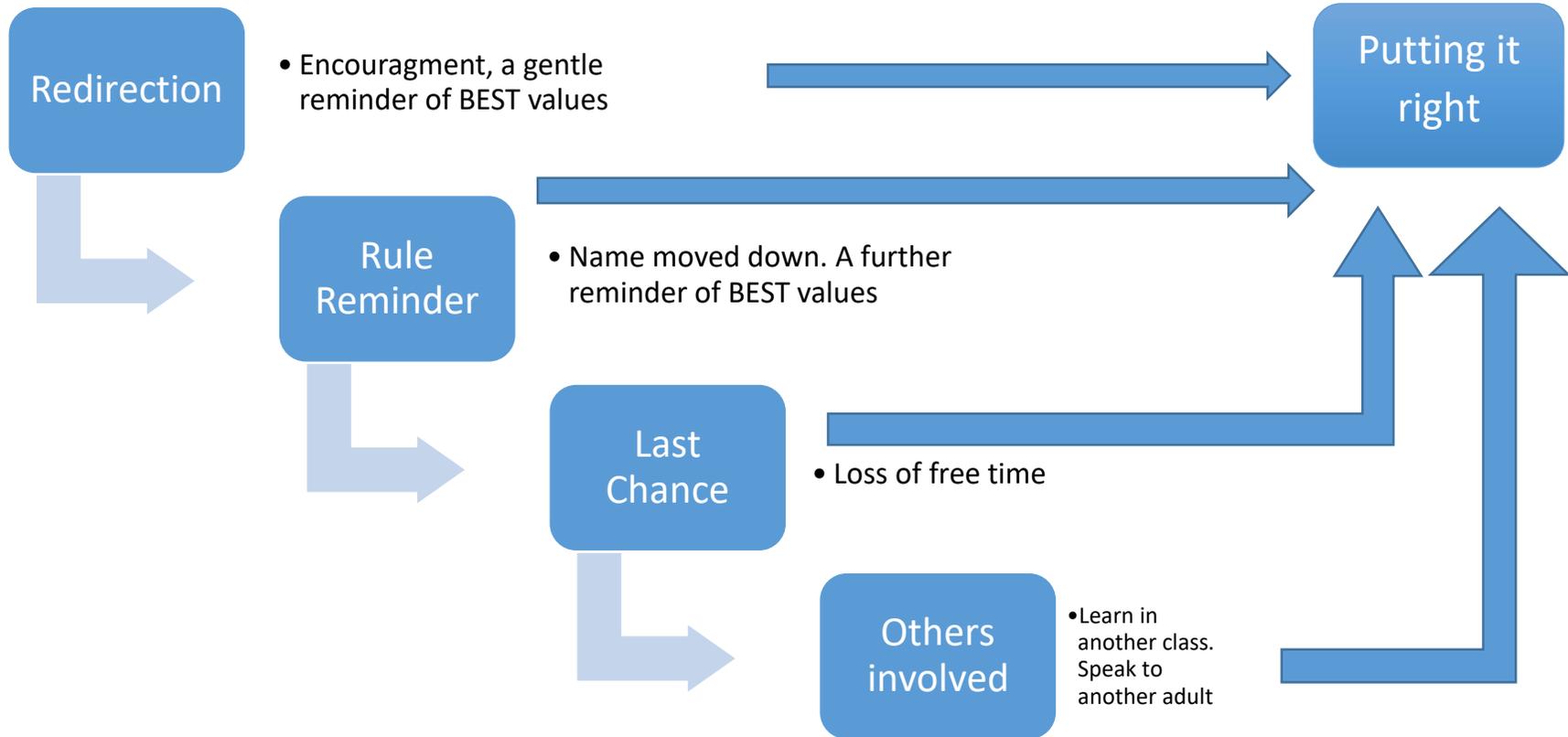
Rewards

Kiwi school uses a variety of rewards to encourage positive choices and good behaviour. These include but are not limited to:

- Non-verbal approval
- Verbal approval
- Stickers
- Kiwi Points (Bronze, Silver, Gold)
- Certificates
- Messages home
- Headteacher's awards
- Kevin the Kiwi
- Class based reward systems
- Lunchtime awards
- BEST awards
- Awarding BEST animals

Behaviour Steps

Redirection	Gentle encouragement, a 'nudge' in the right direction , a reminder of BEST values, small act of kindness. Non-verbal cues, adjust seating plan. Use others a role model.
Reminder	A reminder of the BEST values delivered privately wherever possible. Repeat reminders if necessary. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Last Chance	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. Loss of free time.
Others involved	At this point the learner will be referred internally to another room elsewhere in the school for the remainder of the lesson. All internal referrals must be recorded on SIMS and parents notified.
Putting it right	A restorative meeting should take place before the next lesson using a template (Appendix 1) to reflect on the BEST values. Learners to speak to teacher away from others. Learner is asked to reflect on their next step.
Repeated incidents	The learner will stay in school, but will be working away from their peers and classroom, usually with the HT/DHT/SEN Team.
Extreme Incidents	Where there are repeated incidents requiring high level input or isolated extreme incidents (these may include high levels of violence or danger to self or others, abuse towards/assault on staff, serious damage to property) the school will follow the Local Authority exclusion process. This may result in the pupil being excluded for a fixed term or even permanently, depending on individual circumstances.





Belonging Bear

We keep everyone in our school safe and happy.



**We are polite, kind and welcoming.
We listen to and follow instructions.
We celebrate our differences and respect each other.
We are honest.**

Eager Elephant

We are keen to learn.



**We concentrate on our learning.
We work towards our targets. We listen to and think about how we can improve.
We always try to be positive.**

Smart Squirrel

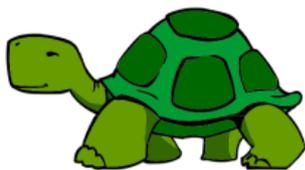
We make good choices about our learning and behaviour.



**We think carefully about the choices we make.
We present our work neatly.
We make good use of our learning time.
We listen when others are talking.**

Trying Tortoise

We always try our best to be our best.



**We welcome challenges and are brave enough to try them.
We keep trying with our learning even when it is difficult.
We try to improve ourselves.
We encourage each other to keep trying.**

Try Your Best to Be Your Best

Feelings Reflection

What happened?

How did you feel?



stressed



upset



nervous



angry



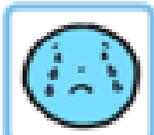
worried



other

What can you do next time?

How do you feel now?



upset



worried



calm



sad



happy



other

