



Kew Green Preparatory School

## **Promoting Good Behaviour Policy A POSITIVE APPROACH**

This policy exists with due consideration for and in accordance with the DfE Guidance update published in September 2015 entitled Behaviour and Discipline in Schools.

The guidance clearly states:

- Teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school.
- The power to discipline also applies to all paid staff (unless the headteacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Headteachers, proprietors and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.

It is vital that our behaviour policy is clear, that it is well understood by staff, parents and pupils, and that it is consistently applied. This policy operates in conjunction with the following ten key aspects of school practice that, when effective, contribute to improving the quality of pupil behaviour:

- 1) A consistent approach to behaviour management;
- 2) Strong school leadership;
- 3) Classroom management;
- 4) Rewards and sanctions;
- 5) Behaviour strategies and the teaching of good behaviour;
- 6) Staff development and support;
- 7) support systems for pupils;
- 8) Liaison with parents and other agencies;
- 9) Managing pupil transition; and
- 10) Organisation and facilities.

### **Introduction**

One of our key aims at Kew Green Preparatory School is to ensure that every member of our community feels valued, supported and respected and that all children are treated fairly. We are a caring community, whose values are built on mutual trust and respect. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in this way. In line with our vision statement it aims to promote an environment where all feel happy, safe and secure with the ultimate aim of our children becoming positive, responsible and increasingly independent members of our school community.

Underpinning our positive behaviour policy is not a system that enforces rules but rather one that seeks to promote good relationships, so that people can work together with the common purpose of helping everyone to learn. It is therefore our expectation that good discipline arises from good relationships and from setting high expectations of good behaviour.

Our positive behaviour policy is divided into two areas; recognising and rewarding positive behaviour and responding to inappropriate behaviour. The emphasis on praise and reward is fundamental to the

ethos of our school, fostering a rich and celebratory atmosphere in which children will thrive.

Each child is issued with a homework diary that includes a behaviour contract which children, parents and teacher sign to show mutual acknowledgement. In addition, our agreed whole school Learning Charter is on display in all classrooms. The policy includes detail on the promotion of good behaviour, self-discipline and respect at Kew Green Preparatory School, and shows the place of rewards and sanctions at Kew Green Preparatory School.

### **Recognising and rewarding positive behaviour**

The following are the majority of ways in which we recognize and reward positive behaviour but this list is not exhaustive

- Daily class-based initiatives celebrating and acknowledging achievement
- Weekly merit assembly celebrating:
  - Subject recognition
  - Musician of the week
  - Sports Star of the week
  - Citizenship Award
  - Art star of the week
  - Handwriting certificates
  - Pen Licenses
  - French Star
  - School Team achievements over the week
  - External awards (for sport/music/dance/skiing/sailing etc)
- Examples of good work are shown to Head of Section and Headmaster
- Head of Section Award for good manners, initiative and independence
- Playground Award
- Prefect badges (Yr 6)
- Public celebration of all personal achievements in assembly
- Recognition / celebration of achievements in Kew Life
- Recognition / celebration of achievements in News section of school website
- Emails home to parents from staff outlining a child's achievements

### **Our Learning Charter:**

The Learning Charter has been agreed by staff and pupils and is on display in every classroom and contains the following.

#### **Rights**

We have the right to:

Learn

Be respected and treated fairly

Be heard

Feel safe

### **Responsibilities**

We have the responsibility to:

Allow others to learn

Respect others and treat them fairly

Listen to others

Keep each other safe

### **Rewards**

Praise

Teacher award

Visit Head of Section

Merit certificate

Headteacher award

### **Consequences**

Reminder

Warning

Loss of part of playtime

Sent to Head of Upper/Lower School

Loss of privilege

### **Our expectations**

Pupils will:

👉 Always be polite and respectful to all members of our community

👉 Have their equipment ready at the start of a lesson

👉 Put their hand up if they have something to say

👉 Keep the classroom tidy

👉 Be pleasant and helpful to each other at all times

👉 Be smart in appearance

👉 Raise issues that concern the pupil body through school council

👉 Observe common sense and good manners in the dining room during lunchtime

### **Responding to inappropriate behaviour**

The majority of our sanctions are informal in nature and aim to encourage, persuade, support and reward. Children need a clear understanding of the order of our sanctions and their significance. This can only be achieved through a consistent approach by all staff with the support and understanding of parents and pupils.

As a matter of course, all staff should feel empowered to challenge and resolve any incident of poor behaviour observed in or outside of the classroom. As a staff, we always lead by example. The actions below highlight the stages of sanctions that we agree to follow.

- A reminder of expected standards of behaviour by the staff member who is dealing with the incident of poor behaviour. This should be measured against the agreed learning charter
- A warning of the consequences if expectations are not met

- Loss of part of playtime – this decision is made by the teacher during that lesson. NB this information will be shared with the class teacher and Head of Section
- Sent to Head of Section and logged in The Behaviour Book and parents informed
- Loss of privilege eg, fixture, trip, enrichment activity and parents informed 'officially'.
- Formal meeting between Parents, Headmaster, Head of Section and class teacher to discuss further action.
- It may be that in extreme situations the Head will decide, at his discretion, to exclude a child for a fixed period of time. The parents will be informed by telephone of the decision and this will be followed by a letter from the school to the parents outlining the incident and the length of time of the exclusion.

The stages on this pathway are up to heads discretion

Corporal punishment is illegal in all circumstances

As a school we will consider whether the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, we will follow the schools' safeguarding policy. We will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, we will consider whether a multi- agency assessment may be necessary.

**Please Note:**

As a non-selective school we adhere to our view that children are welcome whatever their ability. However, if a child is aggressive, violent or consistently and/or significantly disrupts the education of others in the class, we will consider, with parents, whether an alternative educational establishment may be better suited to the child's needs.

**Written by:** Headmaster, July 2014

**Read approved and agreed by:** LPS Directors, Kew Green Preparatory School Senior Leadership Team and staff

**Shared with:** Parents and Governors

**Review Date:** July 2015 – Amended

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