Kew Green Preparatory School

# Behaviour, Rewards and Sanctions (including EYFS pupils)

This policy exists with due consideration for and in accordance with the DfE Guidance update published in February 2024 entitled Behaviour in Schools: Advice for headteachers and school staff.
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 otherwise stated by the Head) with responsibility for pupils, such as teaching assistants.
- The Head, Proprietor and Governing Body 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 kindness, mutual respect, freedom of choice and equality. 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. This policy aims to promote an environment where all feel happy, safe and secure with the ultimate aim that our children become positive, responsible and increasingly independent members of our school community.

Underpinning our positive behaviour policy is a system that seeks to promote good relationships so that people can work together with the common purpose of helping everyone to learn. It is 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.

## Inclusion of all pupils

# Behaviour, Rewards and Sanctions (including EYFS pupils)

Kew Green is a non-selective, co-educational school. All classes possess pupils with a wide variety of abilities and needs. All staff are expected to make reasonable adjustments according to the individual needs of pupils, taking into account special educational needs and/or disabilities, both within their teaching and in the delivery of this Behaviour, Rewards and Sanctions Policy.

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 procedures outlined in the school's 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.

## Managing transition of pupils from other schools

New pupils to Kew Green who join year groups other than in Reception are allocated buddies who support them in their first few weeks, while they are developing new friendships, getting used to their school routine and familiarising themselves with the school site.

Our office administrators will contact all new children's previous schools for safeguarding, Additional Educational Needs & Disabilities information and parents will be asked to supply a copy of their child's previous school report. The child's Head of Section will read the report from the pupil's previous school and inform teaching staff of any behaviour issues or other specific needs that should be taken into account. Should a previous school highlight safeguarding concerns, our DSL will contact the school directly to ensure a thorough handover is carried out. If any SEN & Disabilities are highlighted, the Head of Section and our SENDCo (Head of Learning Support) will liaise with the previous school to ensure all information is shared to benefit the child's transition and provision in our setting. Pre-transition observations of pupils with SEN & Disabilities or potential learning support needs are carried out by our SENDCo at the child's previous school, where possible.

When a pupil leaves Kew Green, his/her records are sent on to the receiving school to enable proper continuity of pastoral care for that pupil.

## Guidance for pupils regarding school rules

No rulebook can cover everything that happens in a school. We want the children to be **ready** to learn, **respectful** of others and **safe**. Below are some guidelines to let you know what is expected of the pupils in certain areas of school life.

### *Around the school and its buildings*

In the classroom, we expect pupils to:

- greet adults who are visiting the classroom, upon request, if their learning will not be interrupted.
- have their equipment ready at the start of a lesson.
- put their hand up if they have something to contribute in a whole class or group discussion.
- keep the classroom tidy and support with hygiene measures.
- be pleasant and helpful to each other at all times.
- be smart in appearance.
- share their opinions and raise any concerns with the School Council.

For safety reasons, all pupils will be expected to behave sensibly in corridors and on staircases:

- walk, not run.
- talk sensibly and considerately, without shouting.
- greet adults politely, when passing them.
- open doors for adults.
- always use the right-hand side.

## Mobile Devices and Wearable Technology

Children are not permitted to bring any personal mobile devices or wearable technology into school. Exceptions to this would be; if a child needed a device, for example a Kindle or personal laptop, to support their learning as part of recommendations from the Progress Centre/Learning Support department.

Year 6 children are permitted, with parental consent notified to the Head of Upper School, to have a mobile phone on their person whilst walking to and from school. However, the following rules must be adhered to:

- children may not use their phones on site.
- phones should be switched off and left in Head of Upper School's office during the school day.
- children must submit their device for examination if it is seen to be necessary and appropriate by a member of the Senior Leadership Team.
- inappropriate use of the device will result in it being confiscated.

## Dining Room

Pupils should try to observe common sense and good manners at lunchtime. Staff on duty should reinforce the points below:

- walk to and from the Dining Room.
- stand patiently and considerately in-line, waiting to enter the Dining Room, and do not push in the queue.
- wash your hands thoroughly and for more than 20 seconds using soap at the hand washing station, or use the sanitizing stations prior to entering the Dining Room.
- do not take food out of the Dining Room.
- talk quietly and sensibly.
- be aware of the needs of others.
- eat as much as you can from your plate and try not to waste food.
- use all cutlery properly, with support from the member of staff on duty when necessary.
- remember good table manners.
- always clear away your own dishes by scraping food scraps into the food waste bins and other waste into the multipurpose bins.
- always stop and listen when the bell is rung for silence.

### *KGPS Learning Charter*

We would like the pupils to use the KGPS Learning Charter to help guide their behaviour and choices they make.

# Behaviour, Rewards and Sanctions (including EYFS pupils)

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

- Descriptive Praise
- Section awards
- Merit certificate
- Head of Subject award
- Pastoral award
- Headteacher award

## Consequences

1. Reminder (Stop and Think)
2. Warning
3. Restorative Conversation (reflection)
4. Loss of privilege
5. Meet with Head of Section
6. Parents meet with Headteacher

## Recognising and rewarding positive behaviour

Encouragement and praise are very important for students. This constant feedback provides recognition of the effort that students are making. It helps them to realise that their efforts and improvement are noticed. 'Catching them being good' and illustrating the results of their efforts reinforces the concept that things do not happen merely by chance or fate, but that their actions, both positive and negative, will have consequences. This empowers the students to begin to monitor and regulate their own behaviour

In enforcing good behaviour habits, **emphasis should always be placed on Rewards** and not Sanctions or Consequences. This is crucial to the ethos and, therefore, the success of the whole school.

## Non-Verbal Praise

It is important to remember that at least 55% of a message is given non-verbally and that the use of body language and gestures can be very affirming for a young person. It is not always necessary to verbalise encouragement and praise.

### Verbal Praise

Staff will be aware of and actively seek opportunities to encourage and reward appropriate work and behaviour using verbal praise. To be most effective this needs to be given immediately after it has been earned. Some students may be uncomfortable with public praise and staff will be sensitive to individual need and respond accordingly.

### Rewards: Recognising and rewarding positive behaviour

The following are the majority of ways in which we recognise 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/Spanish 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 Headteacher
- 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 Magazine
- Recognition / celebration of achievements in news section of school website
- Recognition / celebration of achievements on social media

- Emails home to parents from staff outlining a child's achievements

- US Prize Evening – A formal evening celebrating the pupils' achievements is scheduled at the end of every academic year. Pupils from Years 3 – 6 and parents are invited to attend.

### Sanctions: Responding and Reflecting on Inappropriate Behaviour

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

### EYFS and KS1

All children in the Lower School will be encouraged to own their behavioural choices, whether good or bad choices are made. If a child makes a bad choice, it is our staff's priority, as nurturing teachers of young children, to encourage each child to change their behaviour through a series of firm, fair and supportive steps. Children will always be given the chance to modify their behaviour and will be encouraged to make good choices with staff support. Should a child continue to make a bad choice through our three-stage verbal approach:

Stage 1: Stop & Think
Stage 2: Warning
Stage 3: Consequence.

Only after adequate support has not been responded to will a child face a consequence from our level 4 and above Sanctions list.

### Upper School:

A similar approach is taken in Upper School where we all appreciate mistakes can happen and we all make the wrong choices from time to time. Children are taught that it is not acceptable to repeatedly make the wrong choices or to fail to learn from their mistakes. We also highlight that some behaviour is never acceptable, especially if it puts the safety and/or happiness of someone else at risk.

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. Children in the Upper School also go through the 3-step process (Stop & Think, a Warning and then a Consequence) unless the behaviour automatically warrants it to be jumped to a further stage, for example physical aggression.

- Upon reaching the Stage 3 consequence level, parents will be notified, and children miss a proportionate amount of playtime. This is recorded on CPOMS and passed onto the Head of Section who tracks the number of incidents. If a child requires 2 reflections in a half term, the form teacher will contact their parents. If they have 3 in the same period, it will pass on to the Head of Section.

- If negative behaviour continues, or the Head of Upper School deems it appropriate due to CPOM log, then they move to Stage 4 which is a behaviour review with the Head of Upper School. Support is put in place to enable them to make the right choices, and their behaviour is carefully monitored.

- If no improvement is seen, they are moved onto Stage 5 where parents are consulted, and an individual behaviour plan is put in place.

- Stage 6 is designed to support a child who is really struggling to consistently make the right choices and mechanisms, such as a Daily Behaviour Report Card, can be used to support them throughout the day. The nature and length of the support will vary from child to child and will be decided on an individual basis.

- Stage 7 is the very final stage of our behaviour policy and is a formal stage where a child may require a cooling-off period, or a fixed term or permanent exclusion.

*Please note that due to the nature of inappropriate behaviour, the different and varied forms it can take and the importance to treat every child as an individual, this behaviour policy is flexible; and stages and sanctions, as well as rewards, can be adapted on a 1-to-1 basis.*

### Register of sanctions

A register of sanctions is kept recording significant poor behaviour choices. This includes the name of the pupil, year group, the nature and the date of the offence, whether it could be potential or actual bullying and the sanction taken. The behaviour is logged on CPOMS so that patterns of behaviour can be identified by the school.

Parental involvement, follow-up notes and the impact of behavioural support are all logged as well. Tracking pupil behaviour is clear, transparent to staff and parents, and monitored closely by the Head of Section in both Upper School and Lower School.

## List of Sanctions

| Stage | Typical Behaviour | Strategies | Who is involved |
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| 1. | • Being disruptive<br>• Talking at inappropriate times<br>• Arguing in the playground or classroom<br>• Mistreating equipment | • Remind the children what they should be doing, highlighting good behaviour.<br>• Use a 3-step verbal reprimand approach, with plenty of time in-between reprimands for the child to change their behaviour.<br>• An explanation should accompany each warning of action that will be taken if bad behaviour continues (i.e. stage 1 -Stop & Think 2. Warning 3. Consequence)<br>• The Learning Charter should be referred to, explaining the reasons for the reprimand and what behaviour is expected.<br>• Support should be given to the child to help them not repeat the inappropriate behaviour.<br>• Focus children should be shared via Staff Briefing notes and this must be circulated to staff in order to monitor repeated occurrences) | • Staff member who witnessed behavior<br>• Class Teacher<br>(Class teacher must be informed of all incidents, discussions or observations) |
| 2. | • Not following instructions<br>• Not getting on with work and/or distracting other children<br>• First time name calling<br>• Fighting over toys<br>• Isolated incident of 'Rough Play' behaviour<br>• One-off lying | • Move child in class<br>• Temporary isolation from the situation (playground - 5 minute cool off from activity), (classroom - 5 minute sitting out only if classroom disruption too great for learning to continue effectively),<br>• Parents informed to support by helping to deter any inappropriate behaviour in the future/start a discussion at home (Teachers must make notes of conversation)<br>• Conversation/communication with parents to be logged on CPOMS | • Staff member who witnessed behavior<br>• Class Teacher<br>(Class teacher must be informed of all incidents, discussions or observations)<br>• Class Teacher to contact parents, ideally by telephone or informal chat at pick-up/drop-off, email as a last option. |

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| 3 | • Repeated and persistent offences of stage 2.<br>• One off physical contact with intent (hitting, kicking, biting)<br>• Repeated lying | • <u>Logged on CPOMS</u><br>• Communication with parents.<br>• Child meets with Class Teacher and Head of Section for the first official warning, talking about specific tracked behaviour and its effect and discussing ways of solving the problem.<br>• Loss of a larger part of playtime by not participating or by being kept in<br>• Write a letter of apology<br>• Menial jobs, supervised<br>• Involve child in a meeting with the class teacher and parents. | • Staff member who witnessed behavior<br>• Class Teacher<br>(Class teacher must be informed of all incidents, discussions or observations)<br>• Class Teacher to contact parents, ideally by telephone or informal chat at pick-up/drop-off, email as a last option.<br>• Head of Section<br>Pupil(s) to be sent to Head of Section to discuss behaviour, and possible consequences.<br>Head of Section may then choose to contact parents by telephone, chat at pick-up/drop-off, email as a last option. |
| 4 | • Repeated and persistent offences from stage 3<br>• Name calling or threatening another child.<br>• Swearing<br>• Potential bullying, including cyberbullying or bullying based on protected characteristics, showing signs of repeated, inappropriate behaviour towards a specific child.<br>• Stealing. | • Parents will be informed by a telephone, letter or email and will be invited in to discuss issues in formal meeting with the Head of Section and class teacher, and/or Headteacher to work with the school to solve the problem.<br>• Pupil placed on Daily Report Card<br>• Head of Section to see Report Card at the end of the week to give praise or further discussion.<br>• CPOMS tracking logs should be added to by all staff and regularly monitored by class teacher and Head of Section | • Head of Section, Class Teacher and all staff involved with incident to meet with parents.<br>• Deputy Head/Headteacher to be notified by Head of Section |

| | | | |
|---|---|---|---|
| 5 | • Being violent towards the teacher or another child, eg throwing furniture.<br>• Repeated bullying by name calling, continually threatening another child or other forms of bullying.<br>• Making a deliberately false or malicious allegation against a member of staff<br>• Other serious misconduct which affects the welfare of another member of the school community, or which brings the School into disrepute (on or off school premises) | • Formal disciplinary meeting arranged between the Headteacher and parents to discuss the 'next step' of action.<br>• At this stage it would be the discretion of the Head, in consultation with the Head of Section, as to the most appropriate course of action. eg. Internal suspension, child sent home for the rest of the day, individual action plan with daily update for parents, interagency involvement, fixed term or permanent exclusion. | Formal disciplinary meeting between Headteacher, Head of Section and parents (may also involve the class teacher) |

## SEMH

Social Emotional and Mental Health, or SEMH, needs are a specific category of SEN (Special Educational Need) that relate to the support a child might need to manage their emotions and behaviour. There is often a range of different reasons why a child or young person can face difficulties in this area and these are not always easy to initially identify. Often these barriers to learning may be seen a choice by others and that can make responses and approaches focus on sanctions and rewards rather than meeting the unmet need a behaviour may be communicating.

- Social – children may need support communicating with others, trusting adults, developing relationships, understanding boundaries.

- Emotional – children may experience difficulties managing their emotions, processing feelings or may experience poor sense of self-worth. Their history may lead them to experience emotions in a different way to other students.

- Mental Health – children may experience a diagnosable mental illness, have periods of poor emotional wellbeing etc

SEMH needs may present very differently in different children and young people. Those with a historical experience of trauma may show particular sensory sensitivities that can lead to them to avoid certain environments and social situations, creating a situation where they may become isolated from others and avoid school or be unable to focus on learning. Children with autism may experience difficulties in communication that may lead to support needing to be put into place to enable them to have their voice heard and their needs met. Children with a diagnosis of ADHD may find it difficult to maintain concentration for longer periods of time and may become agitated and overwhelmed when required to do so.

The key to supporting children and young people with SEMH needs is to remain curious about the underlying unmet need. Routines and boundaries are important to all children but cannot overcome the barriers to learning faced by SEMH needs alone.

### Corporal Punishment

Corporal punishment, defined as any intentional application of force as punishment, is illegal and may render a member of staff liable to criminal action as well as action under the school's disciplinary procedures. Corporal punishment includes any form of physical chastisement.

### Physical Intervention

Physical intervention will not constitute corporal punishment where its purpose is to avert an immediate danger of injury to, or on immediate danger to the property of, any person including him/herself. Where physical restraint is needed, use no more force than is necessary. Where an employee has taken action to physically restrain a pupil, they must complete a Physical Restraint Record Form, record the incident on CPOMS and meet the Head of Section for a debrief/ the HOS in turn inform the parents of what action was taken and why.
(See Annex G for the Physical Restraint Record Form).

Physical intervention/Reasonable Force should never be part of a general regime. All members of staff have the power to use reasonable force in the following circumstances:

- In order to restrain a pupil to prevent injury to others
- Where a pupil is in danger of hurting him/herself
- To prevent a pupil from damaging property
- To prevent a pupil from causing disorder

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and always depends on the individual circumstances. When considering the risks staff should consider the specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions

The Education and Inspections Act (2006) allows teachers at school to use reasonable force to control or restrain students. It also permits other people to do so, provided they have been authorised by the headteacher. Physical restraint training

undertaken by staff, September 2024.

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.

Last reviewed: Kathryn Loh, September 2025
Read approved and agreed by: GSG Ltd Directors, KGPS Senior Leadership Team and staff
Next review date: Sept 2026

Annex A

SERIOUS INCIDENTS OF MISBEHAVIOUR

## ACTION TO BE INVOKED BY SENIOR STAFF IN SERIOUS DISCIPLINARY MATTERS

Over serious matters pupils must be interviewed by two senior members of staff, i.e. Deputy Head or Head of Section. The pupil should be questioned fairly and be given ample opportunity to give a response. The pupil should be encouraged to provide a written statement of what happened (or given the opportunity to dictate a statement) and offered the opportunity to sign this as an authoritative record of events. At this stage, this report will help enable the School to decide on what further action should be undertaken.

If the senior member of staff requires a further meeting with parents or there is the possibility of the pupil being permanently excluded from the School, because of the seriousness of the event then the Headteacher will be informed and further meetings will be led by her.

In this process, note must be made of the general standards of behaviour and discipline expected within the School and the other children should in no way be compromised as a result of any recommendation made. Normally a 'cooling off' period of two to three days is required to allow proper discussions with parents after which a full report is provided for the Headteacher with recommendations from the senior members of staff as to what decision should be taken.

If permanent exclusion is likely, then as an alternative every effort should be made to secure a fresh start in another School via a managed move. In most instances a managed move will be the preferred option by parents rather than permanent exclusion.

The options available to the Headteacher are: to allow the pupil to return to School, usually with some condition that is agreed with parents or to permanently exclude the pupil because the overriding factor is that the progress, welfare and safety of other pupils and employees within the School will be compromised by the pupil returning.

It is the responsibility of the Headteacher to ensure that there is a safe and secure environment for pupils and staff. Expectations in relation to standards of behaviour from the children will be clear and unambiguous. To ensure that the School is able to provide a safe and secure environment, it is essential that the standards of behaviour set are consistently met and complied with. Sometimes a minority of parents do not agree with the high standards of behaviour expected by the School and it should be noted that the School is not prepared to compromise on these standards and will not arbitrate to achieve an alternative outcome.

In the event of considering permanent exclusion the Headteacher will inform parents of their right to make further representation to the Board of Directors. Please see Annex B.

Annex B

INFORMATION FOR THE HEADTEACHER AND DIRECTORS
SCHOOL PROCEDURE REGARDING PERMANENT EXCLUSION

1. Headteacher writes to parents stating provisional intention to permanently exclude the pupil and offers a further meeting with, or opportunity to make representation in writing to, the Board of Directors. (Sample letter attached)

2. If requested by Parents, the Chairman convenes a meeting with at least one other Board member and an outside Observer if requested to ensure fairness. (Sample letter and Procedure for Meeting is attached)

3. Following the Meeting, the Headteacher consults with the Chairman and reach a decision which is final.

4. There are no other appeals.

Annex C

INFORMATION FOR PARENTS
REGARDING PROCEDURE FOR PERMANENT EXCLUSION

1. Permanent exclusion from the School may happen on occasions for very serious, consistent misbehaviour or activity.

2. The Headteacher shall have the power in her discretion to suspend or permanently exclude any pupil and in the event of permanent exclusion shall invite and give due consideration to representations from the Parents of such pupil and consult the Chairman of the Board of Directors before reaching a final decision.

3. The Headteacher shall inform the Parents, in writing, of her intention if she is considering permanently excluding a child.

4. An opportunity for Parents to make representation to the Chairman in writing or verbally via interview will be offered. Parents may, if they wish, be accompanied by a friend when making their representation. The Chairman, plus at least one other Director, and an outside observer to ensure fairness shall consider the views given by the Parents, student and their friend/representative.

5. Efforts will be made to complete the procedures within ten working days in the interests of all parties concerned.

6. If the Parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements he feels necessary before offering his advice to the Headteacher.

7. The Headteacher will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.

## Annex D
## LETTER TO THE PARENTS FROM THE CHAIRMAN

Dear
**Re: (Pupil's Name)**

Following your request to make representation over the Headteacher's intention to expel (Pupil's Name), I have now arranged for a meeting to take place at the School at (time) on (day) (date).
Please report to the Main Reception at the School by (time).
The procedure for the meeting is attached.
Yours Sincerely,

**Chairman of the Board of Directors**

Annex E

INFORMATION FOR PARENTS

PROCEDURE FOR A MEETING BETWEEN PARENTS AND/OR MAKING REPRESENTATION TO THE CHAIRMAN OF BOARD OF DIRECTORS REGARDING PERMANENT EXCLUSION

1. Introductions.
2. The purpose of the meeting is described to all present by the Chairman.
3. Senior staff provide a verbal report to all present supported by documentary evidence where appropriate.
4. Parents, student and their friend/representative are offered the opportunity to verbally respond supported by documentary evidence where appropriate.
5. The Chairman plus Governor in attendance will seek clarification on any issues from the persons present.
6. When the Headteacher has received the views of the Chairman and received advice on the fairness of the meeting, she will make a final decision concerning expulsion and inform the Parents as soon as possible in writing.
7. If the parents wish to make representation in writing and not attend a meeting, the Chairman shall make whatever enquiries and arrangements they feel necessary before offering their advice to the Headteacher.
8. The Headteacher will attend the meeting to clarify any points on School Policy and listen to the comments made by persons present.

Annex F

## Upper School Playground Rules

### Behaviour

- We are always kind and respectful. This means that:
    1. We use kind words
    2. We respect the personal space of others
    3. We consider the feelings of others
    4. We share equipment and play inclusive games
- We respect our playground and equipment
- We immediately report unkind behaviour to an adult
- We follow instructions of adults on duty, first time, every time

### Safety

- We do not enter the playground without an adult on duty
- We may not leave the playground without permission
- We freeze when the bell is rung.
- We do not take part in any rough play.
- We use equipment in the way it is meant to be used (Netballs and basketballs are not for kicking)

### End of play

- When the first bell goes, we help with tidying, then line up
- When the second bell goes, we are silent and ready for learning
- We do not go to the toilet/drink water once the bell has gone
- We are calm, relaxed and quiet when entering the school

Annex G

| Physical Restraint Record Form<br>Please provide as much details as possible | |
|---|---|
| Date | |
| Pupil | |
| Staff member | |
| Time and place | |
| Details | |
| Type of restraint used? | |
| Witness<br>Other staff member(s) | |
| How parent(s) informed? | |
| DSL Signature | |
| Signed _____ Signature of witness/other staff members involved _____ | |

**Annex H**

| Date | Name of pupil(s) | Class | Record of incident | Action | Follow up |
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**Upper School Reported Bullying Log**

**Upper School Behavioural Log**

**The incidents recorded here are when children have been sent to the Head of Upper School as a level of consequence stated on the Kew Green Learning Charter**

| Date | Name of pupil | Class | Referred by | Record of incident | Action | Follow up |
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**Annex I**

**Kew Green Learning Charter**

# The Kew Green Learning Charter

**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 others safe
Honesty at all times

**Rewards**
Praise
Teacher Award
Merit Certificate
Visit to Head of Section
Deputy/Headteachers Award
Prize Giving Award

**Consequences**
Reminder
Warning
Time Out
Parents Contacted
Meet with Head of Section
Parents called in for meeting
Loss of Privilege
Exclusion

## Annex J

## Behaviour and Sanctions Staff Guide

KGPS Behaviour Policy – Step by Step

Step 1: Stop and Think

Highlight and discuss negative behaviour with pupil(s), clearly explaining what the negative behaviour is, why it is inappropriate and that it will not be tolerated.

Follow-up: Form teacher to be notified

Step 2: Warning

Highlight to pupils that their behaviour is still unacceptable and give warning of potential consequences.

Follow-up: Form teacher to be notified

Step 3: Consequence

This could include temporary removal from the situation/activity, changing seating, 5-10 minutes of break time to be spent in classroom for a restorative conversation (reflection) with a member of staff.

Follow-up: Form teacher to be notified,
informal conversation with parents after 2 in a half term period, email
Behaviour logged on CPOMS

Step 4: Parents Contacted

Pupils informed that parents will be contacted by form teacher as per our behaviour policy. This could be followed by further time-out from break or an activity. Teachers will work collaboratively with parents to put necessary support in place.

Follow-up: Form teacher to contact parents by telephone/arrange meeting by email.
Discussion logged on CPOMS
Staff notified in section meeting

Step 5: Pupil(s) to meet with Head of Section.

Pupils sent to Head of Section to discuss behaviour and resulting consequences – please refer to Behaviour Policy for list of sanctions and consequences

Follow-up: Head of Section to log actions, consequences on CPOMS, email parents to detail sanctions
Head of Section to meet with relevant teachers, DSL/DDSL to reinforce consistency and support

Step 6: Formal meeting with parents

Head of Section to invite parents for meeting, which will include the Form Teacher and all relevant staff members

Follow-up: Head of Section to arrange meeting, log meeting minutes on CPOMS, send follow-up email to parents to explain sanctions. Head of Section to notifu Headteacher and Deputy Headteacher

Step 7: Parents to meet Headteacher

Headteacher to invite parents to a formal disciplinary meeting, attended by Head of Section, and if required, the DSL, Form Teacher and Deputy Head Teacher.

Follow-up: To be determined by Headteacher but could involve exclusion temporary suspension or permanent suspension.

**Annex K**

## Behaviour Report Card

Name_____ Date_____

Pupil must present this report card to the teacher at the end of every lesson. At the end of each day, this report card should be taken home and signed by parents, before handing it back to the Head of Section.

| Lesson | Work Quality, Effort, Behaviour Grade /5 | Comments | Teacher Signature |
|---|---|---|---|
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| | | | |
| | | | |
| Break/Lunch | | | |
| Homework | | | |

Parent Signature _____ Section Head signature_____

| Pupil Comment |
| --- |
| |

**If you are uncertain about anything, please ask your Head of Section, or refer to the Behaviour and Sanctions Policy.**