

Code for Success

At Keller Road School we engage with students in a manner that is developmentally informed and age respectful. Our site provides spaces to learn which promote self-care, cultural safety and kindness to ensure all members of our school community will feel welcomed, valued and included. We acknowledge that we need to build strong, positive relationships as the foundation to build academic success for all of our students. We facilitate this by promoting learning through our school values of: Be Kind, Work Hard and Aim High.

We use a whole school consistent approach; staff will follow processes to ensure students learn within a safe and supportive framework. Using a whole school restorative approach that aligns to student development and provides consistency in expectations of behaviour.

At the beginning of the school year, all classes develop class agreements based on the Berry Street Education Model. This model underpins our behaviour framework and sits alongside Department for Education (DfE) policies and procedures. These agreements will be developed in consultation with students, and be clearly displayed in their classroom, communicated to parents and reviewed during the year. All classrooms will create a calm and routine learning area where students can thrive in a safe predictable environment.

Behaviours of concern that may disrupt the teaching and learning program or general safety and wellbeing of students and staff will be addressed using a 'ready to learn' framework that supports students building an understanding of why they may be behaving in a way that is negatively impacting their learning or the teaching and learning of others.

To support a positive learning environment all learning areas will have a 'calm or chill zone' set up, this space will have a variety of activities that students can access while they are returning to a feeling of calm and back in the ready to learn zone.

At Keller Road we don't take a '*one size fits all*' approach when responding to behaviour of concern. All behaviour is communicating something. Staff at Keller Road will work with all students to support their understanding of their behaviours. Responses are child centred and reflect the needs of each student and their capacity to independently manage their responses. Students are supported to regulate their emotions and seek sensory support in accordance to their individual needs. Staff and students are consulted and kept informed of behaviours impacting student engagement, wellbeing and learning. Staff and students are supported at all times during the process.

Staff will support and respond to the whole child, recognising there may be any number of factors impacting them at any one time e.g. learning task too hard/too easy/not engaging; not knowing what is expected/hasn't understood or heard instructions; feeling anxious, worried or threatened (at home or school); unwell; classroom environment too hot/cold/noisy/'busy'; has special needs, what is their history? Are there friendship issues at play?

Staff members will keep records of concerning behaviours and inform members of the leadership team if ongoing support is required. The Student Wellbeing leader may work with the student and their family to support their engagement at school. There are occasions when behaviours of concern will be referred to Department for Education Student Support Services for ongoing school based targeted support for the child and the site.

Responding to students:

Teachers use professional judgement and their knowledge of the child when they respond to behaviour, with the aim of developing self-mastery and understanding of behaviour for all children.

Teachers use a range of processes to record/respond to behaviour, e.g. students accessing their individual reset card. This allows students to take themselves out of the space to reset and be ready to learn. All students develop a ready to learn plan in the first week of school. This plan sets out a list of agreed processes for individuals to follow when they are feeling stressed, anxious or out of control.

There may be times when students will be required to follow an alternative process to ensure the safety and wellbeing of the individual and the school community.

Staff and Leadership will communicate with parents/ caregivers when required. Staff will always acknowledge positive and appropriate behaviour and communicate this to parents.

Yard Safety:

We promote behaviours that are safe and inclusive. Students are encouraged and supported to play safely. Keller Road provides proactive play opportunities each break to cater for the varying needs of our students. Senior students are encouraged to take on leadership of play groups to ensure everyone has something to do during breaks. Activities range from dance and music groups to soccer and rock painting. All groups encourage multiyear level inclusion and development of community.

If behaviour is unkind or inappropriate, support is given to students to resolve issues and reconnect or repair relationships.

If there is a behaviour of concern Keller Road follows DfE policies and Student Wellbeing Framework using the least exclusionary methods to prevent, reduce or redirect behaviour of concern.

Suspension and Exclusion

Keller Road School follows the *Suspension, Exclusion and Expulsion of Students Procedure* published July 2020 by Department for Education. The purpose of the procedure is to make sure the use of take-homes, suspensions, exclusions and expulsions across public schools is effective, consistent and fair.

KELLER ROAD COMMUNITY RIGHTS AND RESPONSIBILITIES

<u>Students have the RIGHT to:</u>	<u>Students have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> • Learn in a purposeful and supportive environment which shows respect, courtesy and honesty. 	<ul style="list-style-type: none"> • Respect the right of other's to learn, work and play in a safe, secure, friendly and clean environment.
<ul style="list-style-type: none"> • Work and play in a safe, secure, friendly and clean environment. 	<ul style="list-style-type: none"> • Choose to display respectful, courteous and honest behaviour.
<ul style="list-style-type: none"> • Be involved in discussions through Student Voice/ Class Meetings. 	<ul style="list-style-type: none"> • Be punctual, polite, prepared and display a positive manner.
<ul style="list-style-type: none"> • Equal treatment regardless of race, gender or physical/ intellectual ability. 	<ul style="list-style-type: none"> • Play fair and include others.
<ul style="list-style-type: none"> • Interact with others in an atmosphere free from harassment and bullying. 	<ul style="list-style-type: none"> • Ensure their behaviour and actions create a Bully/ Harassment free supportive environment.
<u>Staff have the RIGHT to:</u>	<u>Staff have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> • Respect, courtesy and honesty. 	<ul style="list-style-type: none"> • Model respectful, courteous and honest behaviour, consistently and fairly implement the Code of Conduct.
<ul style="list-style-type: none"> • Teach in a safe, secure and clean environment. 	<ul style="list-style-type: none"> • Report student progress to parents.
<ul style="list-style-type: none"> • Teach in a purposeful and non-disruptive environment. 	<ul style="list-style-type: none"> • Establish and maintain positive relationships with students.
<ul style="list-style-type: none"> • Cooperation and support from parents in matters relating to their children's education. 	<ul style="list-style-type: none"> • Be vigilant about any issues arising with students learning and wellbeing.
<ul style="list-style-type: none"> • Cooperation and support from colleagues. 	<ul style="list-style-type: none"> • Be on time to class and duty responsibilities, provide duty of care for all students.
<ul style="list-style-type: none"> • Feel safe and protected at their workplace. 	<ul style="list-style-type: none"> • Support the induction of students new to our community.
<u>Parents have the RIGHT to:</u>	<u>Parents have the RESPONSIBILITY to:</u>
<ul style="list-style-type: none"> • Respect, courtesy and honesty. 	<ul style="list-style-type: none"> • Treat staff with respect, courtesy and honesty.
<ul style="list-style-type: none"> • Be informed of curriculum material, behaviour management procedures and decisions affecting their child's health and welfare. 	<ul style="list-style-type: none"> • Ensure that their child is organised and prepared for effective learning.
<ul style="list-style-type: none"> • Be informed of their child's progress. 	<ul style="list-style-type: none"> • Ensure that their child attends school and provide the school reasons relating to any absences.
<ul style="list-style-type: none"> • Be heard in an appropriate forum on matters related to their child. 	<ul style="list-style-type: none"> • Inform the school about any behaviour concerns when they arise.
<ul style="list-style-type: none"> • Expect that their child is provided a safe environment to learn. 	<ul style="list-style-type: none"> • Inform the school of any issues which may impact on their child's success.