

The West Lodge Way – this is how we do it here...

Treat others the way you yourself would like to be treated.

At West Lodge Primary School, high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff team strives to create independent, confident, reflective, thinkers and learners who make a positive contribution to the school community.

Staff Visible Consistencies

- 1) Refer to **Ready, Respectful, Safe**
- 2) **Deliberately Bothered** – meet and greet, build relationships
- 3) **Calm Vigilance** – all staff – certainty not severity – follow up everytime

Rules

Ready
Respectful
Safe



Positive Reinforcement

Positive Recognition Board
Afternoon tea – Headteacher's Award
Housepoints
Ask me why bands
Shout outs/Certificates
Courtesy awards
Positive phone calls
Recognition cards

Relentless Routines

- 1) West Lodge Walking 2) Legendary lines 3) Consistent STOP signals 4) Terrific transitions – 1, 2, 3

Consequences

Following the principle of least intrusive to most intrusive.

Initial Reminder - Use of 'low key' initial warnings: eye contact, proximity, facial expressions, post-it, quiet word etc
Second reminder of expected behaviour and choices (What should you be doing?), brief discussion of disrespectful behaviour (impact on individual/others).

Time out – child to spend the remainder or part of the lesson in another place to give the best chance of returning to green. Or spend some time off the playground if outside. Restorative chat at playtime or lunchtime.

Reflection time – time spent in with year group leader or senior leader, restorative conversation and reflection time form completed. Parents spoken to.

Internal exclusion / fixed term exclusion – continued time in reflection or serious incident will result in an internal or fixed term exclusion. **Back on track plan** created to support child with their behaviour.

Restorative Conversations

What happened?
What were you feeling at the time?
What have you thought since?
How did this make people feel?
Who has been affected?
How have they been affected?
What should we do to put things right?
How can we do things differently in the future?

30-Second Script

30 second interventions at each light – see lanyard cards for each script.

For some pupils a more bespoke plan and set of strategies are put in place. This may be for pupils with complex needs and for pupils who have experienced early trauma.