



INSPIRE

INFLUENCE

IMPACT

Weeth Community Primary School Behaviour Policy

Rationale:

Weeth School should be a place ...

- that is safe, happy, calm and orderly.
- in which everyone is allowed to work and learn without disruption.
- in which everyone shows respect for themselves and others.
- in which everyone takes responsibility for their actions.
- in which everyone takes a pride in themselves, their work and their school.
- in which everyone recognises their place as a member of the school community and accepts the rights and responsibilities that go with it.
- which has a buzz of enthusiasm for learning.
- where politeness and good-manners are highly-valued.
- of patience, tolerance and forgiveness.

This policy outlines how we will achieve these aims.

To achieve these aims we ...

- all have the highest expectations of children's behaviour.
- ensure an interesting and engaging curriculum for all.
- teach and promote good behaviour/attitudes through lessons, assemblies and circle-time.
- encourage a positive atmosphere, using genuine and focused praise.
- develop children's self-esteem both through our broad relationships and through specific activities such as circle-time.
- ensure well-organised and managed learning spaces.
- teach and expect children to follow routines that are essential for the smooth running of the school.
- provide a stimulating environment, both inside and outside.
- know the children well as individuals.
- Ensure that pupils with particular behavioural needs have a PSP (pastoral support plan), which is reviewed regularly
- have clear rules, rewards (see below) and sanctions.
- work closely and openly with parents/carers.
- require all adults, including parents/carers to take a collective responsibility for behaviour/discipline.
- administer our SEND register thoroughly and effectively.
- have a clear hierarchy for the management of problems.
- are calm, fair and firm in our application of school rules and systems.
- model good behaviour and practice at all times
- condemn the behaviour not the pupil
- support those pupils who have been treated inappropriately by other pupils
- use scaling to help pupils manage their own behaviour.
- maintain our professional knowledge reflect continuously upon our own practice/professionalism.

How We Achieve Our Aims

Staff Roles and Responsibilities

All staff are expected to take responsibility for promoting and maintaining good discipline and behaviour across the school. (No one can say "That child is not my responsibility". Either deal with the problem or get someone who can.)

The class teacher has the primary responsibility for the behaviour/care of the children within his/her class. This includes developing and applying appropriate rewards and sanctions, watching out for problems and reporting any particular concerns to the KS coordinator and possibly the Learning Mentor, SENDCO or HT for further consideration or action.

Support staff should support the teacher in promoting good behaviour. He/she should also be vigilant and report concerns to the teacher/line manager.

The KS coordinator is responsible for supporting the class teachers within their KS and applying the next level of discipline; also reporting to the HT/SENDCO/LM and involving parents/carers.

Lunchtime Supervisors manage behaviour at lunchtime and are the first line of discipline at this time. They report back to the class teachers good behaviour and any significant problems at the end of lunchtime. They are able to call upon the support of an SMT member (or Learning Mentor or Teacher) if they feel that they aren't able to deal with a problem on their own.

The HT(SMT)/SENDCO/LM meet regularly to discuss current higher-level problems and decide upon action. This may include action/input from HT/LM/SENDCO or other school support staff. It may involve the participation of outside agencies which will be coordinated by HT/SENDCO/LM depending upon the level and nature of the need. **It is vital that these actions and their outcomes are reported back to the class teachers/TAs, parents/carers and other involved agencies thoroughly and promptly.** We recognise the importance of all concerned being aware of the issues and adopting a common, determined and mutually-supportive approach. PSPs will be managed by the SENCO and LM and shared with all staff.

Rewards

REWARDS ARE HIGHLY EFFECTIVE IN ENCOURAGING DESIRABLE BEHAVIOUR.

The general practice of classroom management involves many rewards being given to children on a daily basis. Each class has its own set of rewards according to the age of the children. These may include:-

- Verbal Praise
- Team Points
- Superstar certificates for demonstrating one of our 3 I's. (Inspire, Influence, Impact)
- Golden Time
- A 'golden ticket' given by a Midday supervisor in recognition of good behaviour
- Notes home from Class or KS coordinator.
- Privileges/Responsibilities being given
- Being sent to the KS coord. for praise

- A 'blue card' given by a member of the teaching staff/support staff and sent to the Head teacher. These cards are to be used only for 'exceptional' behaviour/effort or achievement.

Sanctions

If a child is not following the school rules and rewards are not having the desired effect, then the teacher may need to apply sanctions.

Playtimes/Lunchtimes

This is a potentially difficult time for some children. To make playtimes safe and enjoyable for all we:

- aim to provide a good play environment and equipment.
- have/communicate a clear set of playground rules.
- keep our supervisors well-trained to be vigilant, tactful, fair and firm.
- try to anticipate problems and deal with them before they become critical.
- are pro-active and positive in managing behaviour.
- ensure that rough, dangerous play is not allowed.
- meet every half-term to share successes, problems and ideas.
- have a clear set of lunchtime rewards and sanctions.
- sometimes set up individual playtime arrangements for children with particular behaviour problems.

To ensure a calm end of play/prompt start to next teaching session, we use the following procedure:

- Duty staff send a message to staffroom two minutes before end of play.
- Staff go to playground without delay to supervise leaving the playground.
- First clap- children stand still/quietly.
- Second clap - Class teacher calls for their class and children filter off the playground quietly and sensibly.

To ensure the dining hall remains a pleasant place to eat your lunch, we use the following procedure to regain a quiet and enjoyable atmosphere:

- Duty staff clap and raise their hand to indicate the need to give a message.
- Pupils copy raising their hand and stopping talking.
- Duty staff give a reminder regarding the expectation for suitable noise level and behaviour.

During wet playtimes the children are expected to remain in the appropriate classroom and occupy themselves sensibly with the resources provided. Again, we expect the lunchtime staff to take an active approach to supervision and the promotion of good behaviour. Some children will have individual wet playtime arrangements, which all staff will be aware of.

School Trips

We expect children to demonstrate good, safe, responsible behaviour on school trips. To achieve this we:

- remind children before we set off about our expectations of their behaviour.
- complete risk assessments especially with regard to children with EBD problems. In particular, this will include -
 - * ensuring appropriate adult/child ratios.
 - * having clear supervision arrangements and divisions-of-responsibility. ,
 - * having contingency plans in the event of continuing unacceptable behaviour/emergencies while away.
- working closely with parents to make alternative arrangements if we feel that a child may not be able to show appropriate levels of responsibility on the trip.
- praising children on our return for their good behaviour.

Restraining Children

Use of reasonable force

Members of staff may need to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Reasonable force will only be used as a last resort when all other strategies have been ineffective and only by trained staff members.

Reviewed in August 2021

Weeth School Behaviour Policy - Sanctions

FS Y1

Y2 Y3 Y4 Y5 Y6

First response	Verbal warning and/or non verbal. E.g. "The Stare"
Stage 1	Child told "1" and name placed on the board with a one beside it.
Stage 2	Child told "2" and the number two placed beside name. A request is made for the child to sit at the Time Out place in the classroom (App. 5). Complete the mindfulness activities. The time taken and work not completed will be done during break or lunchtime for no longer than 12 mins. Pupils will only be sent to the Time Out place once in a day.
Teacher and other adults to make a conscious effort to catch the pupil being good.	
At the end of each school day the names on the board MUST be removed. EVERY day is a fresh start.	
Stage 3 This stage does not apply to FS.	Red card issued Use of cool down time if the red card was issued during lesson time. Pupil to be sent along with completed red card for 'cool down' to their KS Coordinator. KS Coordinator places child on report for a week and completes targets on report card. (following a discussion with HT/SENDco) KS Coordinator logs the incident in the office log. Parent contacted via telephone and asked to meet with KS Coord./Learning mentor/Class teacher. Pupil will also attend the meeting. Loss of after school club privileges for one week. Loss of break times for one week (pupil to stand with duty teacher each break). The KS Coordinator will review the behaviour for the week. If the behaviour of the pupil has been positive then the pupil will be removed off any stages. The completed log will be held on record. KS Coordinator to inform parent of the outcome.

<p>Stage 4</p> <p>This stage does not apply to FS</p>	<p>Stage 4 issued</p> <p>Use of cool down time if poor behaviour happened during lesson time.</p> <p>Pupil to be sent along with completed red card for 'cool down' to the Head teacher. Head teacher places child on report for a week and completes targets on report card.</p> <p>Head teacher logs the incident in the office log. Parent contacted via telephone and asked to meet with Head teacher, KS Coord./Learning mentor/Class teacher and SENDCo. Pupil will also attend the meeting.</p> <p>Loss of after school club privileges for one week.</p> <p>Two days of lunch and break detentions.</p> <p>PSP may be written. Liaison with outside agencies if required.</p> <p>The Head teacher and SENDCo will review the behaviour for the week. If the behaviour of the pupil has been positive then the pupil will be removed off Stage 4 and placed back on Stage 3 for a further week of monitoring.</p> <p>The completed log will be held on record. Parent meet with Head to discuss the outcome.</p>
<p>Stage 5</p> <p>This stage does not apply to FS</p>	<p>Use of 'Positive transferred inclusion' or seclusion</p> <p>Use of seclusion</p> <p>In this school we may require disruptive pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of isolation that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, where a child's behaviour presents significant risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour and discipline in schools'.</p>

Stage 6	<p>Use of fixed term exclusion</p> <p>In extreme cases Weeth School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</p> <p>The DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be used to inform those with legal responsibilities in relation to any exclusion.</p>
Stage 7	<p>Use of permanent exclusion</p> <p>Exclusion</p> <p>In extreme cases Weeth School may use temporary or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the schools behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.</p> <p>The DFE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be used to inform those with legal responsibilities in relation to any exclusion.</p>

Incidents of unacceptable behaviour are logged in class behaviour logs/breaktime/lunchtime logs.

Consequences can be implemented during the whole school day and by all members of teaching staff and support staff in liaison with the class teachers and SMT. Any child may go straight to stage 3 or 4 depending on the severity of the behaviour. See below:

Examples of unacceptable behaviour:

talking while an adult is teaching – stage 1

time-wasting – Stage 1

teasing to cause discomfort- Stage 1

name-calling – Stage 1

answering back – Stage 1

refusing to cooperate – Stage 2

low level disruption of other pupils' learning – Stage 1

diversity inferences – Stage 3 (logged) and reported to Cornwall Council

bullying – Stage 3 (logged) and reported to Cornwall Council

fighting – Stage 3

Leaving your chair without permission – Yellow warning card, however if twice out of seat in one day a red card will be given (Stage 3)

Purposeful physical harm – Stage 3

swearing with intent – Stage 3

stealing – Stage 3

refusing to move – verbal reminder given of expectation, followed by use of sand timer for 2 minutes to make correct choice, followed by support from LM during class time/Team leader if not teaching. If pupil continues to refuse to move refer to Headteacher (possible Stage 4 and contact parent(s)).

vandalism – Stage 3

spitting – Stage 3

leaving the classroom/site/building – Stage 4 / Call Member of Senior Staff

At all times staff will make it clear that it is the behaviour that is unacceptable and not the child.

Behaviour Management

Making a request

Prefacing requests with 'Thank you' has a marked effect on how the request is received. 'Thank you for putting your bag on the hook' or 'Thank you for dropping your rubbish in the bin'.

The trust in the pupils that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.

'When you hand in your homework next Monday, give it to me so making it awkward for the student to respond negatively.

Delivering a sanction

To effectively deliver sanctions the message needs to be simple, clear and non-negotiable; in practice it is easy to get caught up in a lengthy argument or confrontation.

Focus on moving on, delivering your sanction as discreetly as possible and then moving on quickly. Choose a phrase that you will withdraw on 'I need to see you working as well as you were in yesterday's written task, thank you for listening' or 'I will come back and see how you are getting on in five minutes'.

Avoid waiting around for the student to change their behaviour immediately; they may need some time and space to make a better choice. Engage another student in a positive conversation or move across the room to answer a question and only check back once the dust has settled. No one likes receiving sanctions and the longer the interaction the more chance of a defensive reaction or escalation.

Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering.

Choice of words

NEVER describe a child as naughty when talking to the child, their peers or adults. Address the **behaviour** and **not** the child.

'***, that behaviour was unacceptable; please do not do that again'

NOT

'***, you're such a naughty child – don't do that again'

'***, when you behave like that, it makes it difficult for other children to learn' NOT

'***, you are so naughty – no one else can learn anything'

Time Out in the Classroom

A 'Time Out' place in the classroom should be a space reserved for a child to sit away from other children to enable them to become detached from the normal activities of the day.

Time out is time without attention.

The Time Out place should be marked in a way that shows it is clearly a place for thought and reflection. A desk with a chair. There should be a piece of paper on the table where the child's name is recorded as well as a timer to indicate the start and end of the time out period. This time will be made up during break or lunch time.

It can be helpful if there is an opportunity for the child to sit and use their time constructively in this area. This is to complete the mindfulness activities.

The length of time the child spends in the Time Out place is important in the sense that it is clearly defined. It is not just about removing the child from the situation that may have helped create the bad behaviour but an opportunity to calm down and come to terms with themselves. Time Out should be measured by an egg timer. The Time Out should be based on the age of the child rather than the nature of the bad behaviour with a maximum of 12 minutes (e.g. Year 6) and a minimum of 5 minutes (e.g. Y1)

Three age appropriate reflective phrases will be present on the Time Out desk at all times.

Eg. "If your thinking is right then so will your actions be."