



# Weeth Primary School

## Behaviour and Relationships Policy

### Aims

It is the aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. We also promote a positive behaviour for learning and encourage children to adopt open mind-sets and be active learners. 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 a supportive way.

We aim to

- ✓ Promote a positive behaviour for learning attitude.
- ✓ Promote respect of all different races, cultures and religions whilst upholding the underlying British values.
- ✓ Promote an environment in which everyone feels happy, safe and secure.
- ✓ Promoting good relationships, so that people can work together with the common purpose of helping everyone to learn.
- ✓ Enable everyone to work together in an effective and considerate way.
- ✓ Ensure every member of the school community behaves in a considerate way towards others.
- ✓ Treat all children fairly
- ✓ Help children grow in a safe and secure environment
- ✓ Help children become positive, responsible and increasingly independent members of the school community
- ✓ Develop an ethos of kindness and cooperation
- ✓ Uphold British Values

**Our Ethos is built around our 5 Golden Rules, which are for all times and all circumstances:**

- We are kind and gentle
- We always try our best
- We take care of our school
- We do as we are asked
- We move around sensibly

### Rewards

At Weeth we seek to be positive in all we do and celebrate the successes of learning and conduct in a variety of ways including:

- ✓ verbal praise
- ✓ stickers, including deputy head and head teacher stickers for exceptional work
- ✓ dojo points or the equivalent
- ✓ certificates
- ✓ verbal praise directly to parents and carers about their child's achievement
- ✓ praise notes home to parents and carers
- ✓ regular celebration assemblies where achievements both inside and outside school are recognized
- ✓ participation awards
- ✓ Rainbow Behaviour Award

### Weeth is a Trauma Informed School (TIS) :

Recent advances in neuroscience, attachment theory and child development have provided some of the answers to this question. The TIS approach provides a powerful way of working with children and young people that supports optimal social and emotional development. In particular, the approach equips us to work in a targeted way with children and young people who have or are struggling with difficult life events to help them re-engage with life and learning. If children have been emotionally thrown off track, either temporarily or over longer periods, TIS helps us understand the needs being signaled by their behaviour and gives us targeted strategies and activities to help. This ensures we help all children develop into well rounded, happy, confident and emotionally resilient young people.

## Sanctions and Strategies to help children improve their conduct

There will be times when children unacceptably. Children need to discover where the boundaries of acceptable behaviour lie. As this is a part of growing up. Minor behaviour incidents are dealt with by the class teacher, in a supportive and fair manner, with regard given to the age of the child. Class teachers make use of a 'Good Choice / Poor Choice' board as a visual aid to children.

Each case is treated individually. Children are reminded that they are responsible for their own behaviour choices and that breaking our Golden Rules has consequences, as follows:

### **Good Choice / Poor Choice Board** (Green – Amber – Red)

- All pupils start each day\* on 'Green' (Pupils represented by small laminated photo or name, or peg with initials)
- If children make a poor choice which is considered to be a minor indiscretion (e.g. talking when the teacher is talking, time wasting, low-level disruption of learning, forgotten to use good manners) initially, a child may simply need: a look, or proximity whereby an adult moves closer to the child and may just give them a gentle touch to refocus them; a non-verbal demonstration of expected behaviour; a verbal warning given in a calm tone.
- If further minor poor choices are made, children will be moved down the board as shown below.

1 Poor Choice	An adult will remind me of the expected behaviour Remain on Green	No consequence
2 Poor Choices	I will be informed that I have received a warning Move to Amber	Move to Reflect and Reset Table (R&R)
3 Poor Choices	I will be told which Golden Rule I have broken Move to Red	Miss a break or 15 mins of lunch My poor choice will be recorded

- If a child moves to red, twice in a week, they will receive a lunch time detention with an adult.
- If a child moves to red, three times in a week, a Positive Behaviour Plan or Behaviour Diamond will be implemented in discussion with child, parent, teacher and headteacher.
- It is possible for a child to move straight to red without any warning for one serious disciplinary issue. These include:
  - Fighting
  - Deliberately hurting someone or damaging their belongings eg. Pushing, shoving, kicking or tripping
  - Intentionally intimidating or threatening someone, including swearing at or behaving aggressively towards others
  - Trying to 'get even / get back' at someone for the way they have behaved instead of letting an adult address the issue
  - Watching others being hurt or intimidated without getting adult help
  - Being dishonest or telling lies to get someone else in trouble
  - Being opening defiant and refusing to co-operate with staff
  - Leaving the classroom / playground without permission
  - Stealing someone's belongings
  - Making unacceptable comments about another person's race, culture or religion

Any one of these incidents will result in child's parents being notified by phone and a positive behaviour plan being implemented for 1 week in the first instance.

- Any work missed from time out of the lesson will need to be completed during a break time or at home.

*\*Infant classes, or more challenging classes may wish to use the system with a fresh start for the morning and afternoon.*

### Behaviour Diamonds and Positive Behaviour Plans

Children who are being supported through the implementation of a Behaviour Diamond or Positive Behaviour Plan will be monitored closely and offered additional support where appropriate. This may include taking part in a behaviour management session each week with the Headteacher and learning mentors where they will undertake activities designed to help them make the right choices. Activities may involve circle time, role play, social skills games and development of self-esteem and emotional literacy. Additionally, the child will attend sessions with the Learning Mentor or TIS Practitioner to address underlying behaviour concerns.

### **Use of internal 'reset' and 'transferred inclusion'**

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 temporary isolation that prevents a child from leaving a room of their own free will, will only be considered in exceptional circumstances; for example, only when a child's behaviour presents *significant risk of harm to themselves or others*. The school will follow the DfE guidance 'Behaviour in Schools, advice for Headteachers and school staff July 2022.'

We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our Trust work together facilitate transferred inclusions between the schools. This means that the child may attend a different school for up to 2 days, with the agreement of their parents. Children are always supported by a member of staff from Weeth School.

### **The severe clause [those incidents that are totally unacceptable]**

The severe clause is in place so that staff, Governors, parents and children know what behaviour will not be tolerated in school. The following are incidents that are considered to be totally unacceptable:

- bullying
- the physical abuse of a child
- the physical abuse of a teacher
- racial abuse from anyone in the school
- being in possession of harmful drugs
- carrying a weapon such as a knife
- bringing dangerous items into school eg. Matches / knife
- swearing at any member of staff
- threatening or intimidating behaviour towards any member of staff
- deliberately breaking or damaging school property (The school will ask parents to contribute to the cost of replacing equipment or property where the damage has been caused by a deliberate act or misuse by their child).
- open defiance in carrying out one of the repercussions, refusal to do the punishment given
- stealing
- doing something that constitutes danger to another child
- telling lies to get others into trouble

In consultation with the Governors, severe clause incidents may require putting into operation the need for suspension- whether temporary or permanent.

### **Suspension and Permanent Exclusion**

In extreme cases Weeth School may use temporary suspension for a fixed period of time 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. 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.

Weeth school will ensure that a reintegration meeting is held following a suspension so that both child and staff have an opportunity to repair relationships.

### **Positive Handling and Use of Safe Touch – the best interest principle**

Croft schools have an agreed Safe Touch Policy which is standardized across all schools. The key principles of this are that: Research shows clearly that healthy pro-social- brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely.

In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encouraging an anxious child or a child with low self-esteem

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe.

### **Sexual Violence, Online Sexual Abuse, Sexual Harassment and Harmful Sexual Behaviour**

At Weeth School there is a zero-tolerance approach to sexual violence and sexual harassment. It is deemed never acceptable, it will not be tolerated and it should never be passed off as “banter”, “just having a laugh” or “part of growing up”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe.

We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be sanctioned in line with this policy and under guidance from <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges> and the school Safeguarding policy.

### **Working with parents and other support networks**

Support is available to those parents who may need help in the ways in which they handle their children’s behaviour. Signposting or referral to community services is available through our learning mentors, Miss Kitchens and Mrs Horner.

We will liaise with a variety of work colleagues from related organisations such as Early Help, community nurses, behaviour support service, speech therapist, educational psychologist, family support service, paediatrician and dietician to provide advice and training.

Weeth Primary School will encourage parents to support good behaviour and attendance through home school agreements, parents meetings and newsletters. Parents will be required to attend meetings to support their child’s behaviour in school as set out above.

We hope that all adults conduct themselves appropriately, however, if Parents/Carers or Visitors are seen to be abusive and/or swearing on the school premises, the Headteacher will seek to ban that person in line with the Cornwall Local Education Authority and Devon and Cornwall Constabulary policy of ‘Nuisance and Disturbance on Educational Premises’. Incidents that come to the schools attention will be formally logged and then a verbal warning or warning letter will be given. Additional incidents may result in a Section 547 ban being issued by the Local Education Authority. See Parent Code of Conduct.

### **Conduct outside the school gates**

Teachers have the statutory power to discipline pupils for misbehaving outside of the school premises. Incidents of bad behaviour and bullying which occur anywhere off the school premises which are witnessed by a staff member or reported to the school will be dealt with in line with the sanctions available in school. Parents will be informed of any outside behaviour which is dealt with by the school in writing.

### **The role of education in prevention**

At Weeth school we recognise we play an important role in preventative education. KCSIE sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum.

The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school’s behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships
- what respectful behaviour looks like
- stereotyping, equality
- body confidence and self-esteem
- prejudiced behaviour

Relationships Education at Weeth school covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

**This document has been completed ensuring that all concerned with it's production have taken into account current legislation relating to race, gender, age, sexual orientation, ability and disability. Pupils with specific difficulties with speech, language or communication may be subject to a separate behaviour code according to their identified needs. This will ensure that, where possible and with the limits of reasonable adjustment, we meet the needs of every child and adult linked to the life of the school.**

### **Monitoring and review**

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The school keeps records concerning incidents of misbehaviour. The Headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded. It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of discrimination on any grounds including racial and those pupils with SEN (Equality Act 2010). The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

## Our Golden School Rules

- We are kind and gentle
- We always try our best
- We take care of our school
- We do as we are asked
- We move around sensibly

**Lunchtime Supervision** – The lunchtime supervision will stick as closely as possible to this policy however due to the surroundings things will have to be slightly altered. Please see below.

**Good Behaviour**

I am playing nicely with others and following the school rules.

**Poor Choice**

I have made a poor choice. Eg. I have not played nicely or acted in an inappropriate way.

**CONSEQUENCE:** An adult will give me a verbal warning and remind me how to behave. (1<sup>st</sup> warning)

**Second Poor Choice**

I have made another poor choice.

**CONSEQUENCE:** I will have a 5 min 'Reflect and Reset' (R&R) in a designated area of the playground. (2<sup>nd</sup> Warning)

**Third Poor Choice**

I have made another poor choice, **OR** I have made a more serious poor choice, such as I have called someone unkind names, I have teased someone, I have answered back to school staff, I have used swear words or I have hurt someone.

**CONSEQUENCE:** I will have a 15 min time out in the playground- designated area. My name and the poor choice will be recorded in the behaviour log- and shared with my teacher.

**Behaviour Support**

My poor choices have led to 3 lunchtime 'REDS' in a week

**OR**

I have deliberately hurt someone or damaged their belongings. Eg. I have pushed, shoved, kicked or tripped someone, I have been fighting, I have intentionally intimidated or threatened someone, including swearing at or behaving aggressively towards someone, I have tried to 'get even/ get back' at someone for the way they have behaved instead of letting an adult deal with it, I have watched others being hurt without getting adult help, I have been dishonest or told lies to get someone else into trouble, I have been defiant and refused to cooperate with staff, I have left the playground without permission, I have stolen someone else's belongings, I have made unacceptable comments about another person's race, culture or religion.

**CONSEQUENCE:** Mrs Craig and my teacher will meet with me and my parents to create a Positive Behaviour plan or Behaviour Diamond. I will lose 15 mins of a break time for 5 consecutive days. My behaviour will be monitored daily and my behaviour plan shared daily with my parents / carers.

## Behaviour Code

### Good Behaviour

I am a good role model and demonstrate good behaviour across the school.

I am honest, respectful and well mannered.

**REWARD:** I receive Dojo points, Class rewards and stickers. When appropriate my work will be shared with other members of staff.

### Poor Choice

I have made a poor choice. Eg. I have been talking when the teacher is talking, I have behaved in a way that has disrupted learning, I have forgotten to use good manners, I have wasted time in class.

**CONSEQUENCE:** My teacher will give me a verbal warning and remind me how to behave.

### Second Poor Choice

I have made another poor choice.

**CONSEQUENCE:** I will move to the Reflect and Reset Table (R&R)

### Third Poor Choice

I have made another poor choice, **OR** I have made a more serious poor choice, such as I have called someone unkind names, I have teased someone, I have answered back to school staff, I have used swear words or I have hurt someone.

**CONSEQUENCE:** I will miss my break or 15 mins of my lunch and my behaviour will be recorded.

### Repeated Red

My poor choices have led to 2 'REds' in a week.

**CONSEQUENCE:** I will receive a lunchtime detention with an adult, my behaviour will be recorded and my parents will be phoned.

### Behaviour Support

My poor choices have led to 3 'REds' in a week.

**CONSEQUENCE:** Mrs Craig and my teacher will meet with me and my parents to create a Positive Behaviour plan or Behaviour Diamond. I will lose 15 mins of a break time for 5 consecutive days. My behaviour will be monitored daily and my behaviour plan shared daily with my parents / carers.

### Head teacher Review

The Head teacher will review all behaviour plans. Children who have made progress will fit back into the Behaviour Policy. If satisfactory progress has not been made the behaviour plan will continue.

### Internal / External inclusion

I have behaved dangerously and put the safety of myself or others at risk, I have been openly rude, defiant and argumentative with adults.

**CONSEQUENCE:** I will be excluded from my class for one or more days as decided by the Head teacher. This exclusion may take place away from my class in school, at another school, or at home.



**Date:**

**Name:** \_\_\_\_\_ has been given a positive behaviour support plan because:

**Parent / Carer notified ?**

**Signed:** \_\_\_\_\_ **Class Teacher**                      **Signed:** \_\_\_\_\_ **Head teacher**

**Signed:** \_\_\_\_\_ **Pupil**                                      **Signed:** \_\_\_\_\_ **Parent / Carer**

**Success Chart Week beginning: \_\_\_\_\_**

	<b>1<sup>st</sup> session</b>	<b>2<sup>nd</sup> session</b>	<b>Break</b>	<b>3<sup>rd</sup> session</b>	<b>4<sup>th</sup> session</b>	<b>Lunch</b>	<b>5<sup>th</sup> session</b>	<b>6<sup>th</sup> session</b>	<b>7<sup>th</sup> session</b>
<b>Mon</b>									
<b>Tues</b>									
<b>Wed</b>									
<b>Thurs</b>									
<b>Fri</b>									
<b>End of week review:</b>									
<b>Signed:</b> _____ <b>SLT staff</b>									

**Success Chart Week Beginning: \_\_\_\_\_**

	<b>1<sup>st</sup> session</b>	<b>2<sup>nd</sup> session</b>	<b>Break</b>	<b>3<sup>rd</sup> session</b>	<b>4<sup>th</sup> session</b>	<b>Lunch</b>	<b>5<sup>th</sup> session</b>	<b>6<sup>th</sup> session</b>	<b>7<sup>th</sup> session</b>
<b>Mon</b>									
<b>Tues</b>									
<b>Wed</b>									
<b>Thurs</b>									
<b>Fri</b>									
<b>End of week review:</b>									
<b>Signed:</b> _____ <b>SLT staff</b>									

**Appendix 5**

**Recording of behaviour incidents on My Concern**

It is important that behaviour incidents are logged, monitored and analysed to ensure the right support is in place for children and to identify any trends or significant areas of concern that may need addressing. When a child has moved to 'Red' the incident must be logged on My Concern.

1. Click on 'Report Concern'
2. Name the individual pupil (each individual involved must be logged separately)
3. Write the concern summary / which Golden Rule has been broken eg. Hurting another pupil, bullying, swearing, persistent disruption of learning
4. Select 'Behaviour' from the notification groups
5. Add the concern date and time
6. Add details of concern and location
7. Add any action taken