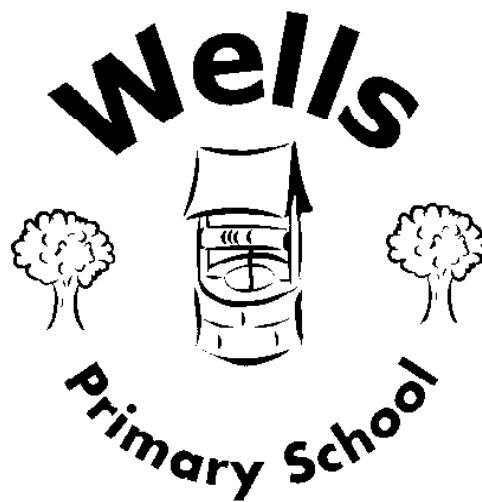


Wells Primary School

Behaviour Policy



Signed _____

Date: _____

Chair of Teaching and Learning Committee

Last reviewed: May 2024

BEHAVIOUR MANAGEMENT POLICY

Aims

The purpose of this policy is:

- to ensure consistency across our school to promote good behaviour, self-discipline and respect;
- to help prevent any incidences of bullying;
- to ensure that children can learn within a safe environment;
- to enable children to know what is expected and to know the consequences of their actions, both positive and negative;
- to ensure that teachers know how to promote excellent behaviour and how to respond to incidences of inappropriate behaviour;
- to ensure that parents and carers know what is expected and the procedures that will be followed.

Rationale

Our behaviour policy is based on the fundamental principles that all members of the school community should respect each other, treat each other fairly and be kind so that everyone feels safe, valued and heard. We are committed to creating a secure, nurturing environment where children can learn and play happily and harmoniously and staff can focus on delivering a rich, exciting curriculum. We have high expectations of behaviour for both staff and children in order that this can be achieved.

At Wells Primary School, we uphold our duty to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; we ensure that staff are aware of their duty to prevent children from the risk of radicalisation. Our behaviour policy is designed to embed values in children that enable them to become responsible, law-abiding, community-minded citizens of the future.

The school adopts a positive behaviour management strategy which focuses on using positive praise to highlight appropriate behaviour. By reinforcing positive behaviour, and by adhering to our principles of kindness, respect, equality and fairness, we aim to model to the children our expected behaviours so that they learn to take responsibility for their own personal conduct. We believe that reinforcing good behaviours by giving pupils time, approval and attention will have a positive influence on their development. A focus on negative behaviour is likely to have an adverse effect on a child's development.

Developing Positive Behaviour

In order to behave well, children need to have the expectations of their conduct made explicit. At the beginning of the year and each term, the class teachers and Senior Leadership Team revisit the expectations of children's behaviour within the classroom, in and around the school, and beyond the school gates. Children are also taught about expected standards through assembly topics, RSHE and PSHE lessons, informal chats, class debates, School Council feedback, discussion about incidents when they arise and discussion about events and issues that occur in the wider world.

The school takes a pro-active approach to keeping children safe on-line and has a robust e-safety programme of education. To further enhance children's education regarding appropriate behaviour, the local Safer Neighbourhoods police officers regularly visit the school.

All pupils at Wells Primary School are expected to adopt high standards of behaviour such as:

- showing respect for each other, in person and on-line;
- showing respect for adults throughout the school;
- showing respect for personal and school property;
- adhering to the school rules;
- being kind and helpful;
- being honest;
- maintaining a calm manner;
- listening respectfully;
- playing safely, maintaining a 'no hands and feet' rule;
- informing a responsible adult if another person is being treated badly by others.

All teachers are expected to provide positive role models for the children. They should speak calmly and respectfully to pupils and each other so that good behaviour is modelled to the children. There is an expectation that staff will take time to get to know the children in their care so that they can promote positive behaviour more easily, so that they know where certain behaviours may be explained, and so that they are aware when certain behaviours are out of character.

Staff are expected to promote high standards of behaviour by:

- showing respect for every child;
- listening to every child's concerns;
- making standards and expectations clear;
- taking time to investigate where problems arise;
- setting high standards of personal, professional conduct;
- using positive, specific praise to model good behaviour;
- adopting a calm manner and positive body language;
- establishing a calm working atmosphere in the classroom with embedded routines and the provision of work that is adapted to match the abilities of all children;
- being punctual in receiving children at the end of play/lunchtimes;
- treating children fairly and consistently;
- supporting other colleagues in a consistent, positive approach to behaviour management;
- working closely with staff and outside agencies, implementing advice and strategies where appropriate for dealing with the behaviour of pupils with SEND or other challenging behaviour;
- maintaining the school's rigorous record keeping system (CPOMS) for recording incidents and tracking behaviour.

Commitment to Equality

Our school ethos fully supports and promotes equality. It underpins everything we do and we expect all members of our community to embrace this ethos. We aim to provide equality for everyone regardless of their colour, race, ethnic origin, faith, gender, gender identity, sexual orientation, ability or needs. We aim to convey the message that discrimination of any kind is unacceptable and hurtful and that action will be taken to address any form of prejudice.

Responding to negative behaviour- what the law says (January 2016)

The law states that teachers can discipline children whose conduct falls below the standard which could be reasonably expected of them. This means that if a pupil misbehaves, breaks a school rule or fails to follow a reasonable instruction the teacher can impose a punishment on that pupil. To be lawful, the decision to punish a child must be made by a paid member of school staff or a member of staff authorised by the Head teacher. The decision to punish a child and how, must be made on the school premises and must not breach any other legislation related to equalities. Any sanctions must be proportionate and take account of the child's age, any disability or religious requirement. Corporal punishment is illegal in all circumstances. There must be recognition that continuing disruptive behaviour might be as a result of unmet educational or other needs; if this is the case, the safeguarding leads and other outside agencies may need to be consulted.

Classroom Behaviour

At Wells we believe in finding all possible ways to encourage and reward appropriate behaviour. Most importantly, all staff are expected to adopt positive attitudes when managing children's behaviour and give praise and encouragement generously. Staff may also award team points; send children to another class to share their good work; send children to the head teacher or another member of the Senior Leadership Team to share exceptional work; nominate children for Achievement Awards in the regular Achievement Assemblies or simply inform parents and carers when a child has behaved particularly well.

The 'Traffic Light' system is also used in classrooms to highlight positive behaviour but also to provide a visual warning where behaviour is beginning to cause concern. All children's names are placed on the green light; if children demonstrate exceptional behaviour they move up to the Gold Star. If after a first request to rectify unwanted behaviour, the behaviour continues, the child's name is moved to the amber light; if the child's behaviour improves and is consistent then the name is moved back to the green light. However, if behaviour continues to be inappropriate having been given three requests to rectify their behaviour by a member of staff, then the following sanctions may be used:

- A child may be moved to a different area of the class
- A child may miss part of their play time
- A child may be sent to another class for time out
- A child may be sent to the phase leader or another senior member of staff.

Children should begin each session of learning on the green light to give them a fresh start and the opportunity to demonstrate good behaviour.

Good communication between home and school is seen as key to helping children to meet the expected standards of behaviour. Wherever there are concerns about behaviour, the class teacher is expected to speak to the child's parents/carers. If a child's behaviour continues to cause concern, then a meeting with the Phase Leader will be arranged. Where behaviour continues to be deemed inappropriate, a meeting with the SENDco or another member of the Senior Leadership Team will be arranged.

Parents/Carers are expected to support the school by:

- expecting their child to follow reasonable instructions by school staff and promoting the school rules;
- respecting the school's behaviour policy and the professional opinions of school staff;
- informing the school of any changes in circumstances that may affect their child's behaviour e.g. SEND (special educational needs) or other personal factors which may result in their child displaying unwanted behaviours;
- discussing any behavioural concerns with the class teacher/member of the Senior Leadership Team promptly;
- supporting the school's decisions regarding appropriate sanctions where applied.

Where behaviour becomes a continued concern, the SENDCo will become involved. Outside agencies may be consulted, or the Educational Psychologist may be asked to become involved to provide advice and strategies to support a child's behaviour. Parents/ carers will always be involved with this process to ensure that collaborative working is helping to meet the needs of the child.

Some pupils with additional needs do exhibit behavioural challenges that make it difficult for them to meet the school's expected standards of conduct. In certain circumstances, therefore, reasonable adjustments may need to be made to ensure that a child can continue to succeed without negative behaviour management impacting on their self-esteem.

Whilst the majority of unacceptable behaviour should be dealt with using a stepped approach (using the traffic light system), on occasions the severity of certain behaviour may necessitate immediate input from a member of the Senior Leadership Team.

Lunchtime Behaviour

To promote positive behaviour at lunchtimes, the school provides a range of activities to engage pupils. A Play Leader Staff on duty set up activities in advance of the children going outside. Activities include: table tennis, 4 square, giant Connect4, French skipping, hoops etc. Where appropriate, lunchtime clubs may be provided to target the particular needs of pupils.

Lunchtime supervisors are encouraged to praise pupils who display exemplary behaviour during lunchtimes. They may also award team points and stickers for excellent behaviour, or nominate a pupil for an Achievement Award.

To ensure consistency throughout the school day, inappropriate behaviour during lunchtime is also dealt with using a stepped approach. However, identified pupils with SEND (e.g. those with an Individual Behaviour Plan), who have been made known to staff, may be exempt from the stepped approach; alternative support or strategies will then be implemented.

Staff on duty will initially deal with inappropriate behaviour by requesting the child to rectify their behaviour. If the behaviour persists, the following steps should be taken:

- a child may be asked to take one or two minutes' time out in the supervised play area;
- a child may be asked to see a member of the Senior Leadership Team;

- a child may miss the rest of their lunchtime.

Emergency Sanctions

In extreme emergency situations the following procedure would apply:

- a member of the SMT or Phase Leader would be sent for immediately;
- the child would be sent from the classroom with another adult to the head teacher/deputy head OR the class would be removed depending on which is more appropriate;
- the child's parents/carers would be informed.

Removal from a classroom

Removal is where a pupil, for serious disciplinary reasons, is required to spend a limited time out of the classroom at the instruction of a member of staff. This is to be differentiated from circumstances in which a pupil is asked to step outside of the classroom briefly for a conversation with a staff member and asked to return following this. The use of removal should allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the mainstream curriculum but should still be meaningful for the pupil. Removal from the classroom should be considered a serious sanction. It should only be used when necessary and once other behavioural strategies in the classroom have been attempted, unless the behaviour is so extreme as to warrant immediate removal. Parents should be informed on the same day if their child has been removed from the classroom.

Positive Handling Plans

Whilst de-escalation strategies are always the preferred option to manage children's behaviour, reasonable force may be used to prevent a child from hurting themselves or others, from damaging property or from causing disorder. This is usually used either to control or restrain. This can range from guiding a child to safety by the arm, or restraining a child to prevent violence or injury. The decision on whether or not to physically intervene is down to the professional judgement of the member of staff concerned and should always depend on the individual circumstances. Relevant staff should have regular de-escalation and positive handling training; they should be familiar with de-escalation strategies and know how to hold a child in a way which minimises the risk of harm to the child and themselves.

The school can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a child behaving in a way that disrupts a school event or a trip or a visit;
- prevent a child from leaving the classroom where allowing the child to leave would risk their safety or lead to behaviour that puts others at risk;
- prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.

Whenever positive handling is used, the safety of the child and other children must always be foremost in the mind of the adult.

Searching Children Suspected of Having Prohibited Items

If it is suspected that a child has brought a more serious prohibited item into the school the child will be asked to hand it over to a senior member of staff, in the presence of an additional member of staff as a witness. The child will be asked for permission to search their coat, bags etc. if they are not willing to hand over the items. Should they refuse, the head teacher reserves the right to search their bag without consent; an additional adult, however, should always be present.

If it is suspected that the child is carrying prohibited items about their person and refuses to hand them over, the school reserves the right to use reasonable force whilst a search takes place. If they are suspected of carrying a weapon or illegal items, then the police should be called.

Exclusions

See Separate Exclusion Policy

The school is committed to ensuring that every child enjoys a rich and broad education within a safe, nurturing environment which is reflected in our exclusions policy.

Recording behaviour incidences

The school has a well-established system of recording incidences of poor behaviour and there is an expectation that incidences will be thoroughly investigated. Information is recorded on CPOMS by the class teacher or member of SMT. However all members of staff are expected to write up and report incidents of poor behaviour.

The Deputy Head teacher is responsible for monitoring the nature and occurrence of behaviour incidences. The deputy head teacher investigates more serious concerns.

Playground Monitoring

Playground behaviour is monitored on a regular basis by senior members of staff to ensure that children are playing safely and with respect for each other and for the school property.

Related School Policies

Anti-bullying Policy
Exclusions Policy
Positive Handling Policy
SEND Policy
Equalities Policy
Child Protection Policy
Accessibility Plan
Health and Safety Policy