



Behaviour Policy

Rationale

At Wick CE Primary we believe that our school community is built on positive relationships. We aim to provide an environment where every child can receive the best possible education and feel safe, secure and happy, irrespective of gender, disability, ethnicity or social, cultural or religious background. We want all members of the school community to feel valued and respected and expect each person to be treated fairly and equally so that people can work together to create a safe, inspiring and respectful environment.

Aim of the Policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct
- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, care, good humour, good temper, manners and empathy for others
- To promote community cohesion through improved relationships
- To ensure that excellent behaviour is a minimum expectation for all

Purpose of the Policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self esteem and self discipline
- Teach appropriate behaviour through positive interventions

SEND

We are an inclusive school and aim to provide equal opportunities for all groups of children, including those with diverse needs. Where possible the response to a child's behaviour should not prevent the child from accessing learning, nor should the child's behaviour prevent others from learning. Where appropriate, 'reasonable adjustments' to the implementation of this policy will be made to allow for specific individual needs. These will be reviewed at regular SEND review meetings with the parents and teacher and SENCO if appropriate.

Wick CE Primary School Rules and Values

We have 3 rules:

All members of Wick should be **READY, RESPECTFUL** and **SAFE** at all times. All discussions regarding behaviour should refer to the school rules and they should be discussed regularly in class and assemblies.

We also have our Wick Values that we teach and expect all members of the school to display:

- Generosity
- Courage
- Friendship
- Respect
- Forgiveness
- Compassion

A different value is focused on each term and children who display the values are celebrated.

General principles for behaviour management

We believe in creating a positive and respectful environment. One that follows the following principles:

- Consistently high expectations
- Set routines that the children understand
- Consistent and calm adult messages
- Consistent positive reinforcement
- Consistent consequences
- Consistent respect from the adults
- Consistent models of emotional control
- Praise in public, reprimand in private
- Repairing of mistakes quickly and privately to allow them to succeed

All staff are expected to:

- Meet and greet at the door/ in the classroom
- Refer to 'Ready, Respectful, Safe'
- Model positive behaviours and build relationships
- Be calm and give 'take up time' when going through the steps. Prevent before sanctions
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are behaving badly

Leaders are expected to:

(Leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners)

- Meet and greet learners at the beginning of the day
- Be a visible presence around the site
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support staff in managing learners with more complex or entrenched negative behaviours
- Regularly review provision for learners who fall beyond the range of written policies
- Be a daily visible presence around the corridors and the site

Rewards and Celebration

At Wick we recognise and reward learners who go 'over and above' our standards and understand that positive encouragement and rewards promote good behaviours in pupils and help to raise self-esteem. Although we award certificates, our staff understand that a quiet word of personal praise or a phone call or note home can be as, or more, effective as a larger, more public, reward. Wherever possible it is our intention to promote positive behaviour through both the public and private recognition of what is good. Wherever appropriate, children's best efforts will be celebrated; setting an example to others, recognising individual effort and setting a standard.

We reward and celebrate good behaviour with:

- Verbal praise
- Text messages home
- Phone calls home
- Recognition boards
- Headteacher award
- Star award
- Value award
- Reading treats

Managing Behaviour

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is out of a lesson is one where they are not learning. Steps should be gone through with care and consideration, taking individual needs into account where necessary. We praise the behaviour we want to see. We do not pander to attention seekers. All learners should be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

Sanction process (for the 95% low-level, persistent behaviours).

Step	Application	Useful language
Reminder	<ul style="list-style-type: none"> Links back to the 3 school rules or the routine which isn't being followed. Make a point of congratulating a pupil who is completing the action/ request correctly first and putting the focus on this correct behaviour. Delivered as privately as possible (don't make the poor behaviour the focus). <p>Distraction can work well for refusal behaviours at this point.</p>	<p>I'm very impressed by how well (another child) is doing with X. Thank you so much." "[NAME], are you okay...?" "I can see you are struggling with X, how can I help?" "Do you remember that one of our rules is X? Thank you for now doing Y." Walk away.</p>
Caution	<ul style="list-style-type: none"> Only 1 caution given, as privately as possible. Again, draw attention to another child following the rule first and thank them (but don't make comparisons). Firmer, more assertive tone than the reminder (but not aggressive – nor overly passive). Remind child of the rule or routine which is not being followed. Explain the sanction which will be imposed if the routine, rule or instruction isn't now followed. <p>Walk away so as not to get into a back and forth negotiation.</p>	<p>10 second 'drive by':</p> <ol style="list-style-type: none"> [NAME] you know X is one of our rules. I expect you to ... Think carefully about your next choices. <p>Walk away.</p>
Last chance	<ul style="list-style-type: none"> Only 1 last chance given. Uses the 30 second scripted intervention (see language). Child needs to spend 2 minutes discussing the behaviours that led to this with you at the end of the lesson/ session (even if the behaviours improve after this – it cannot be earned back). Finish by reminding the child of when they did succeed in following this rule – try to be specific. <p>Walk away so as not to get into a back and forth negotiation.</p>	<p>30 second scripted intervention:</p> <ol style="list-style-type: none"> "[NAME], I notice that you are... [Specify unwanted behaviour]." "It was the rule about being [Ready/ Respectful/ Safe] that you broke." "If it continues then you have chosen to [explain sanction e.g. go to another class, talk to teacher at break, sit on bench for X mins]." "Do you remember last week when you [highlight example of the child succeeding in following the rule]?" "That is who I need to see now [NAME]." "I know you can succeed." "We will talk about this at the end of the session." <p>Then walk away to give 'take up time' and to avoid getting into a negotiation or shifting of blame.</p>
Time out & Discussion	<ul style="list-style-type: none"> Sent to another place in the class/ parallel classroom as appropriate for a specified time (X Minutes) – with work. If a child is deregulated it might be a walk with another adult or (older children) a trip to the water fountain to give some 'time out'. If it is playtime or PE then X minutes on a bench to allow thinking time. <p>5+ minute discussion at the next break about what happened and how it can be avoided in future.</p>	<p>Deliver request to move calmly and assertively:</p> <ol style="list-style-type: none"> "[NAME] you have chosen to keep [name rule broken]." "You now need to go to ... for ... minutes." "We will discuss this at the end of the session." <p>Remember to send work.</p>
Imposition	<ul style="list-style-type: none"> For when work needs completing that has been missed (and where appropriate): Send work home with the child (on paper not book). Ideally it will be something that can be completed without adult help. Explain to the parent that it needs completing as it wasn't completed in school using the agreed front sheet attached to the work. <p>Ask that a parent sign it to say it's been completed.</p>	<ol style="list-style-type: none"> "As you missed learning time earlier, I need you to catch up." "Please complete this at home so you haven't

Repair	<ul style="list-style-type: none"> Most important part of the process: Can either be an informal chat at breaktime, walking in the playground (walk and talk); or a more formal restorative meeting 	Repair – 5 questions: <ol style="list-style-type: none"> What happened? What were you thinking/ feeling at the time? What have you thought since? How did this make other people feel? Who has been affected? How? How could we do things differently?
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When the child returns for the next session or from the time-out, they return to the ‘reminder’ stage (DON’T jump back to the ‘Time Out’ should the behaviours continue).

For dangerous or severe behaviour (which you don’t feel can be handled at a class teacher level):

Calling for SLT	<ul style="list-style-type: none"> Dangerous & persistent behaviour may need the support of SLT: <ul style="list-style-type: none"> Fighting 2nd Time out in the same session etc. Throwing furniture/ Breaking equipment Bullying Hate language Disruption which prevents the class from learning. <p>Most children demonstrating these behaviours will have an individual behaviour plan so please follow this in the first instance.</p>	Where a member of the SLT is called: <ul style="list-style-type: none"> Ask SLT member to come to the class (avoid the ‘walk of shame’ to the HT office). Speak to the child with the SLT member present to show that you still have authority. <p>Remain calm and assertive. Do not allow your emotional feelings to cloud the conversation.</p>
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Play Time and Lunch Time

All adults during play times and lunch time will follow the same behaviour management techniques. If a child repeatedly shows behaviours that fall below our school values and break our school rules or displays a single act of poor behaviour, they will be sent to a member of the leadership team. This is to allow the child to reflect and then be taken back to class to start the learning in the next session. They will miss the following play time. A text message will be sent home stating:

“During play time/ lunch time, _____ has displayed behaviours that fall below our school rules and values. They will miss their next play time/ lunch time. Can you please discuss this with _____ at home. Thank you. (Sign off with member of SLT who dealt with the situation)

The Role of Parents and Carers

Parents have a very important part to play in their children’s education. It is important for children receive consistent messages about how to behave at home and in school linked with our school values. If you would like any help with this, please contact the school office. When a child falls below our school values a text message system is used to ensure that a parent will receive clear communication the day this incident has taken place. A text message will allow a parent and child to reflect honestly at home together. If parents or carers have any concerns about the way their child has been treated, they should initially contact the class teacher through the office. If the concern remains, they should contact the Headteacher. If their concerns remain, the governing body can be contacted via the school

office. The SLT team will retain records, monitor behaviour patterns and incidents and will work together with the parent/carer of the child.

Fixed Term and Permanent Exclusions

A serious breach is an incident that may lead to a fixed term exclusion. We do not wish to exclude any child from school but sometimes this may be necessary.

Examples of a serious breach are:

- racial/homophobic abuse;
- extreme verbal abuse directed at another;
- physical violence;
- taking themselves off site;
- repeated verbal/physical abuse/bullying

Alternatives to exclusion, where appropriate, include community service and payback.

The use of reasonable force to control or restrain a pupil

Staff at Wick CE Primary School will never use force as a punishment. However, there may be a rare occasion when the use of reasonable force to guide, escort or restrain a pupil may be called for. Where possible more than one adult will be present. The Education and Inspections Act 2006 states that staff can use reasonable force to prevent pupils:

- committing any offence;
- causing personal injury to, or damage to the property of any person (including the pupil him/herself);
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise;
- where a child's behaviour is known to place them or others at risk, a positive handling plan will be drawn up and discussed and agreed with the parent.

Staff will report any such incidents to the headteacher, record incident and inform parents.

Monitoring and Review

This policy is a working policy and will be subject to regular review in practice. The school will review the process to ensure that it continues to work effectively.

Written by: Robert Cockle Date: 21/5/21

Approved by: Health + Safety and Buildings Committee Date: 24/5/21

Reviewed by: Health + Safety and Buildings Committee Date: 24/5/21

Next review: May 2024

Signed..... Date

Chair of Health + Safety and Buildings Committee