



Positive Behaviour Policy

Rationale

At Wick Church of England Primary School we believe that positive behaviour is the outcome of positive, consistent and defined relationships between staff and pupils. High expectations for pupils' behaviour and conduct ensures that all children feel safe, make good academic progress and are able to enjoy their time at school. Clear behaviour expectations linked to praise and reward alongside firm and fair sanctions for all children will help support each child to achieve the best they can in all areas of learning and feel secure and safe at school. All staff at Wick Church of England Primary School understand that children use 'behaviours' as a way of communicating. It is our responsibility to understand and identify what they are trying to communicate.

Principles:

1. We, as the adults, always model calm, controlled and caring behaviour.
2. We don't reward the minimum standard (beyond a simple thank you) - we look to highlight children going 'above and beyond' and give them the formal recognition.
3. We define as a school what we will all consistently do: recognition, expectations, and routines.
4. We make our expectations explicit through clear routines which we actively teach.
5. We have 3 simple rules which are referred to in every discussion about conduct.
6. Consequence will be consistently applied.

Aims:

We aim for all pupils at Wick Church of England Primary School to:

- Develop a respect for our school community and themselves
- Develop a clear sense of right and wrong, supported by our Christian values
- Understand that people are responsible for their actions
- Demonstrate that they are ready to learn to the best of their ability
- Realise the importance of honesty, trust, tolerance of others and politeness
- • Become responsible citizens

Our three rules are that every child be:

1. Be Ready
2. Be Respectful
3. Be Safe

All conversations with children about conduct will refer back to these 3 rules.

Modelling positive behaviours as adults*. As adults we will all:

1. Show the children that we have regard for them as individuals and we will welcome them into our classrooms with a smile and a positive greeting every day.
2. Teach children what good conduct looks like by teaching clear routines and defending high expectations.
3. Recognise good conduct publicly and correct inappropriate conduct as privately as possible.
4. Respond consistently with the same recognition, language and sanctions.
5. Remain calm yet assertive when managing inappropriate behaviours.

(*) - Staff includes Teachers (including Supply Teachers), Teaching Assistants, LBS, Admin staff, caretaker, cleaners and regular volunteers within our school

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Recognising positive behaviour:

1. The minimum expectation will not be rewarded but will be recognised with a simple 'thank you'.
2. **Whole class recognition** may be used if appropriate via a marble in a jar. This is useful in reinforcing taught routines and defending high expectation. Rewards for filling the jar will be small (5 minutes extra breaktime) but support the class developing a 'team effort' approach to classroom routines and expectations.
3. If a child has consistently excelled in representing the school's values, the teacher may choose to give them Team points, this will be shared with their parents. The Dojo will thank the child and link to the value or behaviour which they have exemplified.
4. If a teacher believes that a child has consistently modelled excellent behaviours or values in class (including learning behaviours demonstrated through high quality work), they may be sent to the Headteacher for recognition. Headteacher recognition may include:
 - a. A Headteacher sticker.
 - b. A Dojo to the parent informing them that their child's conduct has been formally recognised as being exemplary.

When giving rewards it is important that schools agree the standard expected in order to achieve each so as to avoid inconsistencies between classes.

Rewards

Positive choices in learning and around the school is rewarded through a range of verbal praise and reward including:

1. Verbal praise
2. Dojo points
3. Texts/phone calls home to parents to share positive behaviours in school
4. Sharing learning with another member of staff for further praise
5. Values certificates are rewarded with certificates in our weekly praise assembly.
6. Pupils who always meet our expectations and demonstrate school values are celebrated in a termly 'Wick Champions' assembly, where their parents are invited to attend.

Routines:

So that every child knows exactly the expectation for common activities, staff will:

1. Teach the children the routines and insist upon them
2. Display these routines in the classroom, using a simple visual format.
3. Practice these routines regularly, re-teaching individual steps if children are not meeting the expected standard.
4. Insist that this routine is followed by every child, every time, defending the high standard so that it becomes a habit.
5. Positive Behaviour Rewards and Behaviour Steps posters to be displayed in classrooms.

See Appendix – Routines policy

- Super walking
- Tight transitions
- Be ready poster



Managing inappropriate conduct:

- All staff should consistently follow the same steps when managing inappropriate conduct.
- Adults will be calm yet assertive when managing inappropriate conduct, considering body language and the words used carefully.
- Children with specific needs (which impact on their conduct) will require separate, personalised steps which have been agreed with the SENCO. However, whilst consequences may be adapted to meet the needs of a particular child, the expectation will be that, irrespective of need, consequences will still be applied.
- Conversations correcting inappropriate conduct should be done as privately as possible.

Cycle of sanctions during learning time (See Appendix 1 for detail):

All sanctions are reset after lunch – every child starts the afternoon with a fresh start.

1. Gentle reminder (one given)

- c. Link conduct back to school rules.
- d. Remind child of when they demonstrated successful conduct.
- e. Short, precise instruction.
- f. The reminder is not recorded on CPOMS

2. Verbal warning (one given):

- a. Name...
- b. Explain rule broken *'by doing X you are not being ready/ respectful/ safe'*.
- c. Presuppose success *'Thank you for now doing this'*.

3. Reset (3 - 5 minutes):

- a. Name...
- b. Explain rule broken *'by doing X you are not being ready/ respectful/ safe'*.
- c. You will now have a reset (**to another class teacher**). This will usually be your partner class in Key Stage 2, apart from Year 6 who will go to Year 4 class – SLT present).

4. Consequence (5 minutes at break or lunchtime):

- a. Inform the child that they have chosen to continue to break a school rule and that this has a consequence.
- b. Class teacher to spend 5 minutes with child at break or lunch (restorative conversation)
- c. Class teacher to inform parents at the end of the day in person or via phone call
- d. Behaviour to be recorded on CPOMS

5. Senior Leadership Team

Red help card to be sent to SLT so that the child can be collected.

- a. Direct instructions are being refused (skip all previous steps).
- b. Child continuing to make the wrong choices even though consequence has been reached.
- c. Child spends 5-15 minutes with HT/SLT discussing behaviours. Child to finish work for that session with SLT.
- d. They return to the teacher at the next break or lunchtime to have a restorative conversation.
- e. Class teacher speaks to parent in person/phone call to parent informing them that they have been with SLT and explain reasoning. If this steps is repeated, CT meet with SLT to discuss provision.



What to do if a child refuses or their behaviour places themselves or others at immediate risk: If the first 3 steps have been completed and a child is refusing to leave the classroom, or they are disrupting learning.

- a. Remind the child that their choices are disrupting others and that they must now follow instructions.
- b. Walk away and allow 1 – 2 minute 'take up time'.
- c. Ask the child again to follow the instruction, telling them that refusal will result in a member of SLT being called to help them make the right choice.
- d. Send red help card to office (don't bring the child to the HT office). *Do this immediately if the child is placing themselves or others at immediate risk.*

6. Repair conversation:

- a. Takes place at an appropriate time when the child is calm.
- b. Can be short for minor conduct breaches or may be longer when there has been refusals or deregulated behaviour.
- c. Focuses on reflection and restoring relationships (not blame or further punishment).

7. Monitoring behaviour

- a. If a child has been sent to a partner class twice in a two-week period, the class teacher will ring the parents to discuss this pattern of behaviour, engaging parents early to secure their support.

Cycle of sanctions during break/ lunch times:

- 1. Listen to the problem:** When you haven't seen the alleged incident (which accounts for most incidents at break/ lunchtimes):
 - a. Ask each child to 'tell me what happened'. Ask each child not to interrupt each other. Make sure that everyone involved gets a chance to talk. Ask who else saw what happened and speak to them as well.
 - b. **Make sure that your body language and voice is neutral.**
 - c. Having heard all viewpoints, summarise what happened and ask if everyone agrees with this version of events.
 - d. **Most children just want to be heard, so please invest time in listening.**
 - e. For minor disagreements (arguments over games, miscommunications etc) offer advice about how to move forward. For accidental trips etc suggest an apology might help.
- 2. Warning (one given): When a child or group has repeated a low-level poor choice:**
 - a. Explain rule broken '*by doing X you are not being ready/ respectful/ responsible*'.
 - b. Explain the 'time out' consequence if the conduct continues.
 - c. Tell the child to think carefully about their next choices.
 - d. Class teacher to be informed that a warning has been given as part of the afternoon hand over.
- 3. Time out (after reminder and warning):**
 - a. Tell the child that they now need some time to think about their choices.
 - b. Ask them to sit on a bench for 5 minutes.
 - c. Talk to them about what happened to lead up to this.
 - d. Class teacher to be informed that a time out has taken place as part of the afternoon hand over.
- 4. Repair:**
 - a. Before letting the child leave the bench, have a quick conversation about how they will make successful choices.

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- b. End the conversation positively.

5. Taken to SLT:

- a. Where there has been deliberate aggression/ damage and/or repeated poor behaviour choices, take straight to SLT for reflection time, missing previous steps. SLT to inform parent.

Use of physical restraint: *See Positive Handling Policy for further details.*

- All efforts should be taken to avoid the need to physically restrain a child.
- Wherever possible, physical restraint should be carried out by a staff member who has received appropriate training, under the supervision of a member of the SLT.
- However, any adult can use physical restraint to prevent the pupil harming themselves or others; to prevent them placing themselves beyond safe adult control (e.g. running out of the building/ grounds); to prevent damage to property.
- Staff should use the least amount of physical contact necessary.
- Staff should report all physical restraint to a member of the SLT immediately and details will be recorded on CPOMS.
- Parents will be immediately informed of any restraint used.

In rare occurrences a pupil's behaviour will require additional actions and support. In these circumstances the school will follow these procedures:

Behaviour Meeting

If a child at Wick Church of England Primary School receives sanctions for serious misconduct, or their name is appearing on CPOMS frequently – therefore poor behaviours remain unchanged, a behaviour meeting will be called. The meeting will be held with parents, Head teacher, Class Teacher and Deputy Head/SENCO as appropriate.

Pastoral Support Plan

ADVICE FROM OUTSIDE AGENCIES WILL BE SOUGHT AT THIS STAGE.

A pupil requiring a Pastoral Support Plan (PSP) is at risk of fixed term exclusion.

A PSP will be drawn up by the child, parent, SENCO, class teacher and Senior Leader. The completed form will be shared and with the school's Behaviour Support Advisor.

N.B – Whilst a PSP is active, a child may be given tailored individual boundaries for expectations and behaviour.

Support meetings

ADVICE FROM OUTSIDE AGENCIES WILL BE SOUGHT AT THIS STAGE.

An internal referral will be made to our Family Link Worker, who will talk with both the children and parents to ascertain if there is further support to be provided or we could signpost the family to another agency.



Exclusion

Exclusion is the last resort that the school will employ for behaviours and attitudes that do not meet the school's expectations. There are three types of exclusion: internal, fixed term and permanent.

Internal exclusions

Internal exclusions are when a child will remain in school but will work outside of their classroom for a period of time.

Fixed term exclusions

Exclusions of this type will be considered when:

- There is a threat to the provision of efficient education or the safety and welfare of the majority of children
- Where the school rules have been persistently broken
- Where there is persistent disobedience and disruption of learning
- Where there has been physical or verbal violence towards staff

Permanent Exclusions

The ultimate sanction of a permanent exclusion will be used in exceptional circumstances, where there has been an extremely serious incident or where there has been a long series of breaches to the behaviour policy,

LA representatives, governors, staff and parents will be involved at this stage.

Searching/ confiscation:

- In exceptional circumstances, the school may be required to search a pupil's bag etc for potentially dangerous items.
- See appendix 4 for the procedure which the school will follow if this is necessary.

Red card

Each class has a red card which can be used in case of an emergency. It is the class teachers responsibility to ensure this is in class and accessible for any members of staff who are teaching in the room.



Wick CE Primary School Routines

Rationale

There are a range of routines that are used across the school in order to support children in following the school rules.

Routines are important so that:

- Everyone knows what to expect
- There is consistency for staff and pupils
- Behaviour can be pre-empted
- High expectations are demonstrated
- Pupils learn good habits
- Pupils' working memory is freed up to focus on thinking and learning
- Time and thinking space is freed up for better things
- It is easier for pupils to decide how to behave

Staff practise these routines until everyone can do them and reinforce, maintain and revisit them on a regular basis.

Visuals are used across the school to support pupils in consistently following these routines.

Signal for attention	
Why	In order to listen carefully and before transition times, it is important that everyone is silent, so everyone knows the expectations.
What this looks like	1. Adult counts down from 4 to 1 using the following prompts: 4-Voices off 3-Empty hands 2-Sitting correctly 1-Tracking 2. Adult gives non-verbal or verbal praise to children doing the right thing (e.g. thank you Jon I can see you are tracking or thumbs up). 3. Adult uses their classroom position and verbal and non-verbals to redirect children not following the routine. 4. <u>Adult insists on 100%</u>
Exceptions	Certain children with ASD. Certain children who are particularly shy (perhaps due to a situation/experience in life) should be given a hand signal to be able to not be tracked. In EYFS and the hall at lunchtime singing for attention or the use of a sound to gain attention to be used at the same time as a hand up.
Tracking	
Why	Everyone has a voice and valuable opinion, everyone matters.
What this looks like	1. Adult says 'tracking' and names the person who should be tracked ('me' if the adult is the one to be tracked). 2. Children turn to face the person speaking. 3. Children make regular eye contact. 4. <u>Adult insists on 100%</u>
Exceptions	Certain children with ASD. Certain children who are particularly shy (perhaps due to a situation/experience in life) should be given a hand signal to be able to not be tracked.
Tight transitions	
Why	Transition times (moving to another space in the classroom, transitioning to break, lunch or assembly) are pinch points for low level disruption. Having a clear approach will ensure lining up to move around the school is quick, calm and quiet.

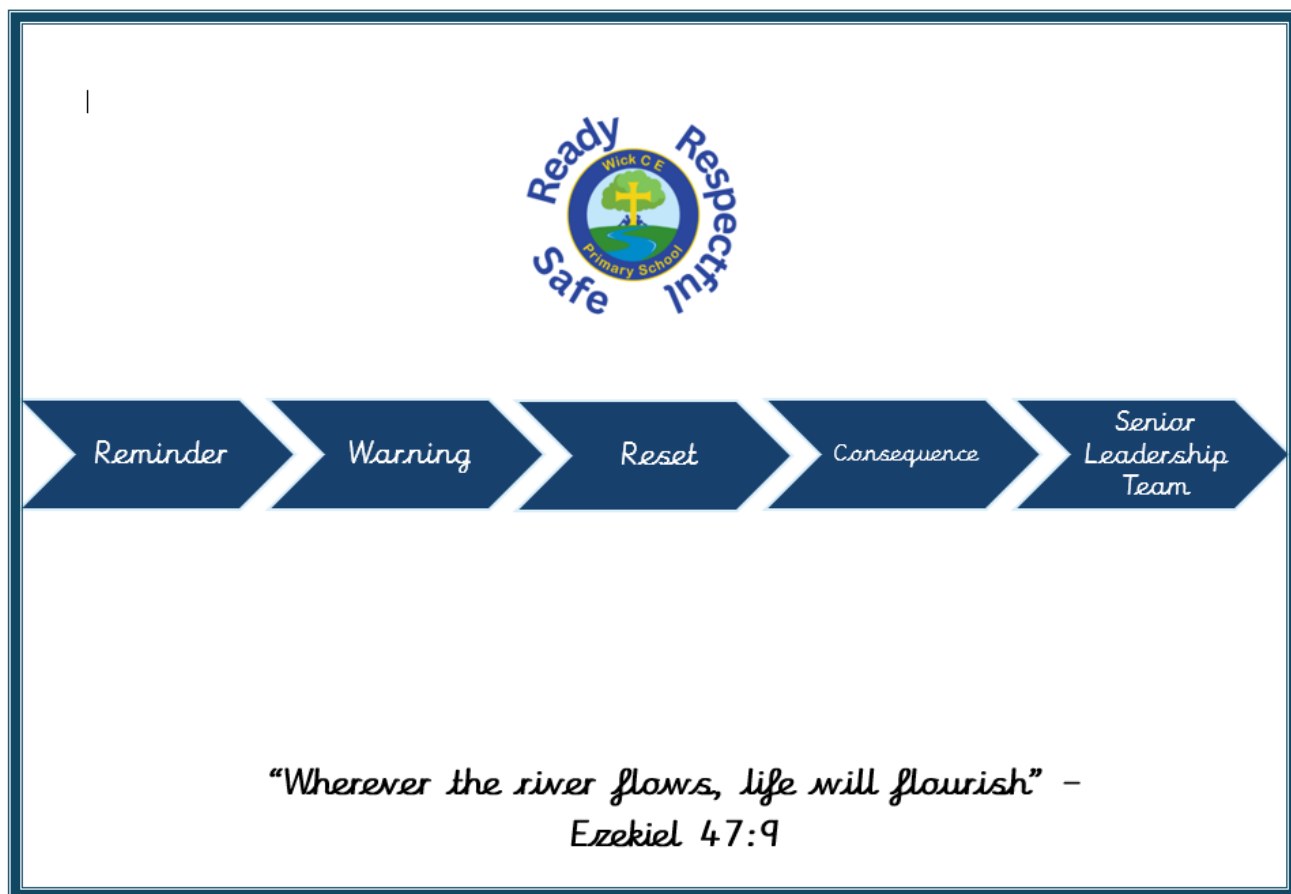
“Wherever the river flows, life will flourish” – Ezekiel 47:9



What this looks like	1. Adult uses Signal for Silence routine (voices away, hands free). Wait for 100%. 2. Adult to show 'one' by holding 1 finger up - children are 'hands free', continue to track the adult. 3. Adult to show 'two' by holding 2 fingers up - children stand up and tuck chairs in (if they have them), continue to track the adult. Adult to show 'three' by holding 3 fingers up - children move into the line (register order) and continue to track the adult.
Exceptions	Moving from one small group to another small group may not require a tight transition.
Super walking	
Why	Moving around the school must be calm and quiet to ensure children are aware of where they are going and so that other people at the school are not disrupted by the movement.
What this looks like	1. Adult to follow Tight Transitions routine. 2. Children line up in register order. 3. Adult leads the line (and walks facing the line, checking for compliance). 4. Everyone walks one behind the other 5. Facing forwards. 6. Hands by sides. 7. Without talking. 8. On the left.
Exceptions	Teachers may place specific children at the start/end of the line to support behaviour.
Assembly routines	
Why	Assembly time is a quiet time for discussion and reflection. Multiple year groups entering the hall at the same time means that we all have to take responsibility for each other and keep people safe.
What this looks like	1. Children enter in lines Super Walking. 2. Adults enter the hall modelling not talking. 3. Adults lead children into the hall and line children up (children are still standing). <i>Adults should make sure there is room at the edges of the hall.</i> 4. Children all stand in a row until the whole class has entered. 5. Adult uses a non-verbal signal (hand palm down, swipe down) and the class sits down. 6. Children sit with crossed legs, calm and silent (hands in laps, no talking). 7. Adults in assembly remind children (redirection) of these expectations with verbal and non-verbal prompts: ● 'Well done [Name] for sitting calmly and silently' ● '[Name] you know the expectation, thank you for sitting without talking' ● <i>If needed, use the correction script and move to a time out.</i> 8. Children track the adult leading assembly. Timetabled adults to stay in assembly, sit facing the children, not the front, modelling expectations and supporting behaviour.
Exceptions	Some children with need may need to enter the hall differently.



Appendix 1 – Behaviour flow for classrooms and Be Ready poster



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Be Ready



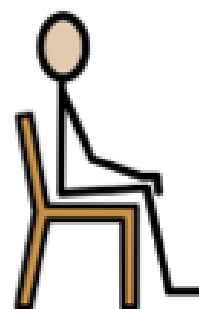
4. Voices off



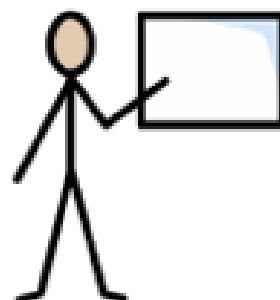
3. Empty hands



2. Sitting correctly



1. Tracking the teacher



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Appendix 2: Exemplification of behaviours which require Reminder/ Caution/ Time Out/ SLT:

Behaviours requiring reminder:	Behaviours requiring a warning:
- Swinging on chairs despite reminders to stop. - Wearing inappropriate clothing in school e.g. hats inside. - Wandering around the classroom - Irritating noises - Inappropriate fidgeting/ rummaging - Dropping litter - Calling out or shouting - Persistently bringing in toys to school without permission - Talking over or interrupting others in class - Play fighting - Talking in assembly - Not doing as asked first time - Not supporting team activities in the classroom, e.g. tidy up time despite being asked - Chatting to others at inappropriate times or about inappropriate subjects. - Wasting resources or not looking after resources	All behaviours which have already had a reminder. - Making fun of another child's work or efforts - Telling lies - Interfering with another person's property - Name calling - Responding abruptly or rudely towards requests from adults - Swearing as part of general conversation - Not engaging in their work or having a poor attitude to learning - Dangerous play - Unsafe behaviour in the corridors and around the site, e.g. running - Unhelpful, uncooperative behaviour, e.g. being obstructive in activities - Poking, pushing, pinching or prodding - Misuse of toilets and wash areas - Teasing or deliberately 'winding up' other children.
Behaviours requiring referral to SLT:	
Repeated low-level behaviours after other steps have been followed. - Refusal to follow direct instructions. - Writing graffiti or defacing walls, desks, books or work. - Answering back or arguing with an Adult. - Swearing at another person. - Making inappropriate comments related to gender, sexual orientation or appearance. - Making insulting remarks about another person's family members. - Disruptive behaviour including inciting disruptive behaviour of others. - Deliberately unkind behaviour which leads to others feeling isolated or upset. - Bullying. - Physically violent behaviours. - Throwing items at pupils/ staff.	



Appendix 3: Script for dealing with defiant/ difficult behaviours:

I noticed you are...kicking the desk/ struggling to sit on the carpet

I understand you are...angry/ upset/ frustrated

You need to...(state desired behaviour)

Then we can... (state what the outcome will be)

If you choose not to...(state desired behaviour) then...(state consequence)

Do you remember when you... (refer back to a positive event)?

That is who I need to see today!

I know it's tricky but I believe you can do it – thank you.

(Walk away and don't turn back! allow take up time and show you believe they can do it.)

Appendix 4: Searching & Confiscation

[Statutory Guidance referenced: Searching, Screening & Confiscation – Advice for Schools July 2022](#)

Introduction:

- Ensuring school staff and pupils feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.
- Under the 1996 Education Act, Headteachers have the statutory power to search pupils, where they have reasonable grounds to believe that they are in possession of the following **prohibited items**:
 - I.knives or weapons;
 - II.age restricted items e.g. alcohol, tobacco, fireworks, matches or lighters, solvents, aerosol paints, pornography or vapes;
 - III.stolen items;
 - IV.any item which could be used to cause an offense.
- Headteachers' may also search pupils' bags etc for items **restricted** by the school, such as mobile phones, if there is a reasonable suspicion that a pupil has deliberate concealed such items in a manner which may infringe the school's behaviour policies.

Prior to searching a pupil:

- Only the Headteacher, or a senior member of staff directly authorised by the Headteacher if they are absent, can carry out a search. The Headteacher should decide whether the search is reasonable and proportionate to the risk of harm (in the case of a prohibited item) or to uphold the school's behaviour policies (in the case of restricted items). The Headteacher should seek advice from a member of the central team if they are unsure whether a search is necessary.
- Prior to any search for a **prohibited item**, the Headteacher should make every effort to contact the parent or carer and notify them of the reasons why the school is planning to search their child and how the search

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will be conducted. They should explain the reasonable grounds and, where possession of a **prohibited** item is suspected, and allow the parent to be present if they request this. If the parent wishes to be present, then the pupil, along with any bags etc, should be isolated and supervised until the parent arrives.

- If a parent refuses to give permission to search the pupil, all efforts should be made to reach agreement. However, the decision to search ultimately resides with the Headteacher.
- Where the school suspects a child to be in possession of an item which is **not prohibited** but is **restricted** by the school (e.g. mobile phones, devices etc) then the Headteacher should decide whether contacting the parent is necessary or proportionate prior to any search.

Completing a search

- The Headteacher should explain to the pupil why a search has been requested and ask the pupil to comply with the request to search.
- A second senior member of staff should be available to oversee the search.
- The Headteacher should ask the pupil to empty pockets, coats and bags in their presence.
- Headteachers should not search a child's pockets or clothing directly unless they believe that the child is concealing an item which could cause serious harm to others. If the Headteacher believes that a child is concealing a **prohibited item** about their person, and having asked them to empty their pockets, then they should isolate the child until a parent arrives at which point the Headteacher can ask the parent to be present whilst the child empties their pockets.
- If the pupil refuses to comply with the Headteacher's request, and where the school has reasonable ground to suspect a restricted item is being concealed, then the school can act '*on the balance of probabilities*'. For example, if the school has credible grounds to believe the pupil is concealing matches in their pocket (them having been seen by other pupils), and where (in the presence of a parent) they continue to refuse to empty their pockets, then the school may decide to sanction the pupil in line with their belief that the child is concealing a harmful or restricted object.
- Primary-aged pupils should not be asked to remove any clothing other than coats using any search.

After a search

- If **prohibited** or **restricted** items are discovered as the result of any search, the school will follow internal school behaviour policies in applying appropriate sanctions.
- All searches must be recorded on CPOMs.
- All searches should be logged, via email to the Headteacher.