

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

Here at Wynstream Primary School, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies in order to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

Ready Respectful Safe

These are referred to and used regularly by all adults working in our school. Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner.

However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are **ready, respectful and safe.**

Objectives For children to show

- Self-respect by having a positive view of themselves
- Self-confidence • Self-control • Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community

- Children's understanding of the policy to be supported by the teaching of PSHE Association. Linked to Community and responsibility.

Greeting Pupils and Parents

- At the start of every day, pupil and parents are greeted by staff on the school gate.
- Pupils are greeted into class by offering a smile and a personal moment/comment to form the bedrock of trusting relationships.

Rewards

- Rewards are given a much higher priority than sanctions
- Achievement is celebrated in every classroom and all efforts are valued.

Forms of Rewards:

1. **Verbal comments** of specific praise are given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere.

2. **Class Dojos** these can be awarded by any member of staff or a visitor for effort, achievement, manners and kindness. They will be awarded for any child who stands out as an outstanding role model. The number of class Dojo's will be collected each week and the winning child will be celebrated in the celebration assembly.

3. **Celebration Assemblies** are held weekly to celebrate achievement and effort linked to our 5 school values. **Curiosity, Resilience, Inspiration, Responsibility and Aspiration-**

Each week staff choose one pupil from their class to receive a Head Teachers award in Celebration Assembly. These pupils will receive a gold sticker and the teacher will give a brief talk about the pupil's work and can include statements from their peers.

Parents are invited to attend.

4. **Lunchtime Award** - Each week, the lunchtime staff choose children to receive an Headteachers award in assembly for their behaviour and conduct at lunchtimes.

5. **Attendance** - Those children with outstanding attendance of 97%+ receive a certificate.

The class with the highest attendance each week is presented with the 'Attendance Bear' and an 'Attendance Cup' in Assembly.

6. Praise Postcard - Each term, teachers will choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home, so that parents/carers receive information from the teacher and can celebrate their child's achievement.

7. Phone Calls Home / Message on Class Dojo- At least once every term, teachers are encouraged to make a phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.

8. Other celebrations – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

Behavioural Consequence System:

If a pupil is making poor choices, first quietly comment. E.g. "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?" Pick out and publicly celebrate someone who is doing the right thing. If this doesn't work, follow these steps:

Reminder

- Remind the child of our school rules
- **Ready, Respectful, Safe** Deliver this privately wherever possible.
- Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
- "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime." Time Out If the child continues to make poor choices, use the 30 seconds script (see below). The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted).
- Make a note. Reception = 5 minutes time out KS1 = 7 minutes time out KS2 = 10 minutes time out. The child may need a few minutes to calm down and breathe.

This could be in the class calm area, or out of class if necessary. If calming time is needed outside of the classroom, an adult will always be with the child.

- Repair- Use the repair script (see below). The child will also lose their age in minutes. Log on Cpoms, including the script was used and any follow up ACTION required including informing parents.

30 seconds script

Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time.

Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want. *Walk away and write down what just happened*, so that you can speak to the child about it when they are calm. Scripted response: "I have noticed you are..." (having trouble getting started etc.) "It was our rule about... that you broke." "You have chosen to..." (catch up with your work at break, come and talk to me at break etc.) Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening." Repair script

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "What were you thinking at the time?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. "Who has been affected?"
4. "How have they been affected?" It is important that the child considers others and the impact of their behaviour.
5. "What do you think about what happened now?"
6. "What should we do to put things right?" This may not always be an apology as a forced apology is worthless.
7. "How can we do things differently in the future?" On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings, particularly if the child has physically hurt another child, or has used abusive/foul language.

Parents will be informed when there has been a serious incident, the child has missed some of their lunch break (Reflection), or if speaking to the child at break times is becoming frequent and therefore concerning.

Class teachers with the support of SLT as appropriate, will have a discussion about the behaviour and share their parents the planned way forward.

Children in **Foundation** will have three questions. With younger children, focus on who else has been affected and what they can do to make things right. This time will be supported by an adult using restorative questions. If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family. If additional support is required to de-escalate a situation, staff members may phone the SLT for assistance.

Actions

Sometimes the class may need to be covered, so the most appropriate staff member/key adult supports the child. If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Having a child's place withdrawn from ASC or Breakfast Club may be necessary, if the child is unable to follow the policy. Parents will be informed and given the opportunity to make other arrangements.
- The school may also deem it necessary to suspend a child from a club before or after school. SLT, in conjunction with the class teacher, will also make the decision to suspend a child from a school trip or make appropriate provision for them in either asking the child's parent to accompany the trip, or make arrangements for the child to complete their learning in another class.
- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g. in a sporting event
- A requirement for a written apology
- Meeting with a senior staff member
- A message or phone call home
- A meeting with parents
- Exclusion from class where the child
- Suspension from school (LA guidelines to be followed for either fixed term or permanent exclusions.) SEND / Vulnerable Pupils We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable. More significant behaviour will be shared with parents and carers at pick up time.

De-escalation -Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this.

There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area.

They may need to be guided or positively handled for their own safety and that of others. Parents of the child will be informed by phone call or in person.

The incident will be recorded on CPOMs.

Positive Handling

At times a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The child will be monitored at all times and incidents recorded appropriately. See Positive Handling Policy.

Government guidelines include: 'Behaviour and Discipline in Schools' (January 2016); 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).