

West Street



Community Primary

Behaviour Policy

SCHOOL VISION STATEMENT

It is a primary 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, inclusive community, whose values are built on mutual trust and respect for everyone and everything. The school 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. It aims to promote an environment where everyone feels happy, safe and secure enabling children to become positive, responsible and increasingly independent members of the school community.

Behaviour Policy September 2020

We have added an annex to our behaviour policy in the light of the covid-19 pandemic.

This policy sets out the expectations of behaviour at West Street Primary School and has been developed following consultation with children, parents and staff.

As a caring community, we aim to create an environment which encourages and reinforces good behaviour and the fostering of positive attitudes.

We have high expectations for good behaviour throughout the school and at all times during the school day.

This is closely linked to the values and ethos of our school.

We recognise that it is essential for staff to adopt and maintain a consistent approach to behaviour at all times.

The role of all staff

We believe that all staff at school have a responsibility to actively help children develop these core skills and abilities. They can be taught throughout the school day by:-

- Staff modelling the skills and abilities directly both with children and each other
- Be clear when speaking with children about behaviour expectations – tell them what you want them to do
- Setting appropriate boundaries for children’s behaviour
- Generously give praise around the child by focusing on positive role models who are modelling expected behaviour
- Showing empathy and understanding of children
- Listening to children
- Showing respect and understanding to everyone and everything
- Providing feedback in an informative way to children
- Using positive consequences liberally to encourage the learning of acceptable behaviour thus building a culture of positive behaviour and achievement
- Using a restorative approach to reflect on unacceptable behaviour and ensure the child is clear about what the unacceptable behaviour is and what they could do differently
- Teaching the skills and abilities through weekly assemblies
- Teaching PSHE

Proactive communication between teachers and parents is essential in ensuring that both excellent behaviour, improvements in behaviour, specific incidents of high level behaviour or on-going concerns about persistent low level behaviour are shared. In this way parents are kept informed about their child’s behaviour, discuss the issues and agree strategies to support the child in improving their behaviour. Communicating with parents about both improving and positive behaviour provides parents with a balanced view and reinforces the relationship between staff and parents.

Parent/Child/School Agreement

A parent/child/school agreement should be completed by all parties on entry to school and updated annually thereafter. Annual updates will be completed every September.

Class teachers are responsible for the behaviour of the pupils in their class. Behaviour management contributes towards the judgements made in relation to teaching and learning.

The following criteria are used in relation to behaviour when making judgements about teaching and learning.

Outstanding	■ Pupils’ impeccable conduct reflects the school’s effective strategies to promote high standards of behaviour. Pupils are self-
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	disciplined. Incidences of low-level disruption are extremely rare.
Good	<ul style="list-style-type: none"> ■ Pupils' good conduct reflects the school's efforts to promote high standards. There are marked improvements in behaviour for individuals or groups with particular behavioural needs.
Requires Improvement	<ul style="list-style-type: none"> ■ Pupils' personal development and welfare are not yet good and/or behaviour in the school is not yet good.
Inadequate	<ul style="list-style-type: none"> ■ Pupils' lack of engagement, persistent low-level and/or high-level wilful, disruption, contribute to reduced learning and/or disorderly classrooms.

Parents

We welcome the support of parents and aim to keep them informed at all stages. Parents can help school by

- Recognising that an effective school behaviour policy requires close partnership between parents, teachers and children
- Discussing the school expectations with their child, emphasizing their support of them and assisting when possible with their enforcement.
- Attending parent teacher meetings and other events as well as by developing informal contacts with school.
- Understanding that learning and teaching cannot take place without sound discipline.
- Appreciating that staff deal with behaviour problems patiently and positively

From Nursery to Y6 we use a staged approach to manage behaviour.

To ensure consistency, these steps are followed by all staff.

Teachers, T.A.s and lunchtime staff reward acceptable behaviour and manage low level behaviour.

Only staff move children's name labels up & down, not children.

The Inclusion Team manage high level behaviour with the support of the Leadership Team as and when necessary.

All children start both the morning and afternoon sessions at green.

LEVEL	WHAT DOES BEHAVIOUR LOOK LIKE?	NEXT STEPS
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		CONSEQUENCES/REWARDS/ WHEN & HOW TO INVOLVE PARENTS
GOLD	Achieves 5 silvers	10 dojos for achieving outstanding at end of morning/afternoon Send GOLD text home to parents and invite them to Fri celebration assembly Child receives certificate, child's name and reason for being recognised as outstanding, recorded in book Book on permanent display in main entrance for all to admire
SILVER	Be consistently ready to learn Working to be the best you can be Set a positive example to other children in your class/in hall/outside Learn as part of a team Has a positive attitude Resilient and persevere despite obstacles to their learning	3 dojos on SILVER – only given when reviewing at end of morning/afternoon Send SILVER text home to parents
READY TO LEARN (EXPECTED BEHAVIOUR)	Ready to Learn/being green · Listen · Follow instructions · Work hard · Do your best · Be polite · Look after/Take care of everyone and everything in our school	When children are demonstrating expected behaviours then they will be on ready to learn – this is what staff expect of all pupils at all times 1 dojo for being ready to learn at both end of morning/afternoon Verbal praise from teachers & T.A.s
THINK ABOUT IT (LOW LEVEL UNACCEPTABLE)	This is a thinking stage when children can take responsibility for fixing their behaviour and getting back on track with READY TO LEARN behaviours	1. Child given a first reminder about expected behaviour. When child conforms, their name stays on green. When child does not conform their name is moved to amber and a second

<p>BEHAVIOUR)</p>	<p>Adults need to be explicit about the behaviour they expect to see when reminding children e.g. when you put your hand up I know you have something to say</p> <p>Low level unacceptable behaviour, NOT demonstrating READY TO LEARN behaviours</p>		<p>reminder is given.</p> <ol style="list-style-type: none"> When child conforms, their name moves back to green – adult acknowledges that child has made the correct choice. When child does not conform their name stays on amber and a third reminder is given. When child conforms, their name moves back to green. When child does not conform their name moves to red. <p>Adults give children clear reminders about what child needs to do to move back to ready to learn e.g. remember you need to follow instructions so you know how to learn</p>	
<p>CONSEQUENCES (PERSISTENT LOW LEVEL UNACCEPTABLE BEHAVIOUR OR HIGH LEVEL UNACCEPTABLE BEHAVIOUR)</p>	<p>Persistent low level</p> <p>Low level unacceptable behaviour, repeatedly NOT demonstrating READY TO LEARN behaviours for example:</p> <ul style="list-style-type: none"> Talking when it is not part of your learning Swinging on chair Pencil tapping Calling out Not listening Not paying attention Not following instructions Being impolite 	<p>High level</p> <p>For example</p> <p>Using inappropriate language with intent e.g. swearing, racist language</p> <p>Bullying</p> <p>Being violent – hurting another person or damaging property on purpose</p> <p>Stealing</p> <p>Removing yourself from school premises (staff response must be to monitor from a distance and not chase)</p> <p>Disrupting whole class during</p>	<p>Persistent low level</p> <p>Consequences are the child has time to think for 5 minutes with teacher to talk through how to get back to ready to learn. This will usually happen at start of playtime or lunchtime (e.g. in line on way out/while supervising children on playground)</p> <p>Record on Safeguard when persistent behaviour is out of character for child and continues to be a concern. Then teacher informs parent</p> <p>Monitor</p>	<p>High level</p> <p>Straight to Inclusion Team or Leadership Team (when Inclusion Team is unavailable)</p> <p>Parents and teacher involved</p> <p>Consequences agreed with parents – likely to involve being withdrawn from privileges e.g. playtime/lunchtime/trip/reward for rest of class</p> <p>Identify when specific support needed and put this in place</p> <p>Monitor behaviour for identified period of time with regular recorded feedback, as appropriate, shared with pupil, parents and staff</p>

Rewards

We have a number of rewards aimed to encourage good behaviour, self- discipline and academic progress

- All pupils are expected and encouraged to earn dojos
- Name and certificate in outstanding achievement book
- Stickers will also be used throughout the school in addition to dojos as a way of encouraging children to meet behaviour expectations
- Individual awards are presented weekly in Friday's Celebration Assembly
- Certificates and dojos for attendance
- Learners of the week are identified every week, they have demonstrated the particular behaviour for learning that is a target for that week

Rewards	Worth
100% attendance award for individuals (weekly)	2 dojos
100% attendance for individuals (half-termly)	10 dojos
100% attendance for individuals (whole year)	Gift voucher
Learner of the week	10 dojos
Most improved reader/writer/mathematician of the term (termly)	30 dojos
Learners of the Year and Most Improved Learners of the Year (end of academic year)	Shield & gift voucher

In addition to the above, all staff are expected to give verbal or written praise (when appropriate) as often as possible.

Behaviour display in the classroom

In order to ensure clarity and consistency, the following are displayed in every classroom:

- name label for every child
- Acceptable behaviour e.g. class behaviour contract, poster/display of behaviour expectations
- Board ready for learner of the week focus and strategies children can use to develop this

Individual Behaviour Plans

While our agreed behaviour policy will work for the majority of pupils, there will be a few pupils who require a very tailored and individual approach that will support them in successfully managing their behaviour. These pupils require an Individual Behaviour Plan that details the behaviour that is expected, how demonstrating this behaviour will be rewarded and consequences of inappropriate behaviour. Class teachers are responsible for ensuring consistent implementation and review of Individual Behaviour Plans in consultation with the pupil, parents, other relevant staff (e.g. T.A., headteacher, SENCO,) and other professionals who may be involved. Individual Behaviour Plans will usually be supported by a behaviour record/reward chart that the pupil will use. Teachers are responsible for setting up the behaviour reward chart with the pupil and for sharing the Individual Behaviour Plan with all staff involved and parents. Individual Behaviour Plans should be stored in the behaviour folder and reviewed at least half-termly, more regularly when required. At these review meetings, teachers may decide that further support is required therefore they discuss potential options with the Leadership Team in order to implement the most appropriate next steps.

Individual Education/Behaviour Plan IEP/IBP

Name: DOB:	Start Date:	SEN stage:	IBP number:
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Medical:		Triggers:	
Assess: Brief summary of what the child can do and the specific point of difficulty	Plan: Target/ specific objective	Do: Who, when how often?	Review: Impact of support
This plan was agreed by:			
Staff:	Parent/carer:	Child:	
Date:			

Possible strategies for de-escalating/minimising challenging behaviour

Strategies to consider:

1. Tactically ignoring low level inappropriate behaviour
2. Individual behaviour management plan established/de-escalated
3. Increased frequency of personal tutorials with class teacher
4. Individual monitoring sheet used
5. Special seating arrangements in classroom/dining room
6. Post-school telephone call to give feedback
7. Pre-school telephone call to ascertain mood
8. Timeout table used in classroom
9. Alternative/adapted tasks given
10. T.A. support in class or at playtime/lunchtime
11. Planned withdrawal
12. Rewards negotiated for completion of tasks
13. Adjusted timetable
14. Specific T.A. support in particular lessons

June 2020 annex to behaviour policy in the light of covid-19 pandemic

This will be reviewed in December, before the end of the Autumn Term, and will remain in place while appropriate.

We ask our children and staff in school to support these **additional** school expectations:

<i>We stay in our bubbles/groups through our school day</i>	<i>This means : To look after each other we only play, work and talk to children in our bubble/ group</i>
<i>We wash our hands carefully</i>	<i>We wash our hands at the start of the day, before and after playtime, before and after lunch, after using the toilet. We wash our hands or use hand sanitiser when our teachers ask us to. When we cough and sneeze, we wash our hands.</i>
<i>We take care of our own equipment</i>	<i>We use our own books, pencils, rulers and colours. We keep them safe in our folders when we do not need them. We always use only our own drinking bottle.</i>
<i>We remember to always catch our coughs and sneezes. We act safely towards others</i>	<i>We catch our coughs and sneezes in a tissue or the inside of our elbow. We never cough or spit at any one else at all.</i>

When we are outside:

<i>We play in our bubble/group areas</i>	<i>We stay in the space for our group even if we have friends in another group</i>
<i>We eat our own food and drink our own drinks</i>	<i>To keep safe we do not share our food</i>
<i>We think about others when we play</i>	<i>We make sure everyone has space. We keep our hands and feet to ourselves.</i>
<i>We always listen and follow our teachers instructions</i>	<i>We work together as a team</i>

Our learners at home

<i>We do our best with our work</i>	<i>We show that we are ready to 'give it a go'</i>
<i>We help our parents and carers to support us at home</i>	<i>We follow instructions at home. We try to follow the timetable our teacher suggests. We make sure that we take regular breaks</i>
<i>We ask a question when we are stuck</i>	<i>We remember that our family and our teachers at school are always ready to help us</i>
<i>We remember our rules for staying safe online</i>	<i>We only use the websites which adults ask us to. We do not talk to people we do not know online.</i>
<i>We are always polite and helpful</i>	<i>We are good role models</i>

Our school consequences

Our usual school consequences apply when children in school do not follow our expectations.

Pupil Support

We understand that this is a difficult time for children and we will provide support for our children to settle back into school.

This will include:

- Reminding all our children of our school routines and expectations
- Talking to our children about our behaviours, expectations and routines including why we need these
- Talking to our children about how they might be feeling and how to deal with their feelings
- We will use a range of resources to support children to understand and manage their feelings
- We will provide additional support and signposting to other agencies when it is needed

Reasonable adjustments

- As at all times we will make reasonable adjustments as and when appropriate for our children with SEND needs
- Individual Behaviour Plans will continue to include reasonable adjustments when appropriate
- These adjustments will be in line with the current Government guidance around social distancing and the guidance on the implementation of protective measures