



Behaviour Policy

Policy Author	Tim Beavan
Date Ratified	July 2024
Ratified by	Full Governing Board
Statutory	Yes
On school website	Yes
Main updates since last policy	Updated to reflect The Wessex Way Clarification on how to deal with low-level incidents Greater level of consistency between managing break, lunch and in class incidents.

At Wessex Primary, we want children to behave well because we care about them and want them to be successful.

Where behaviour is strong:

- more time can be spent on learning,
- pupils achieve more academically and socially.

Everyone in our school has a part to play in creating a climate and culture for our children to behave successfully. As a result of this, we aim to teach children how to behave alongside teaching them the necessary knowledge and skills to succeed academically.

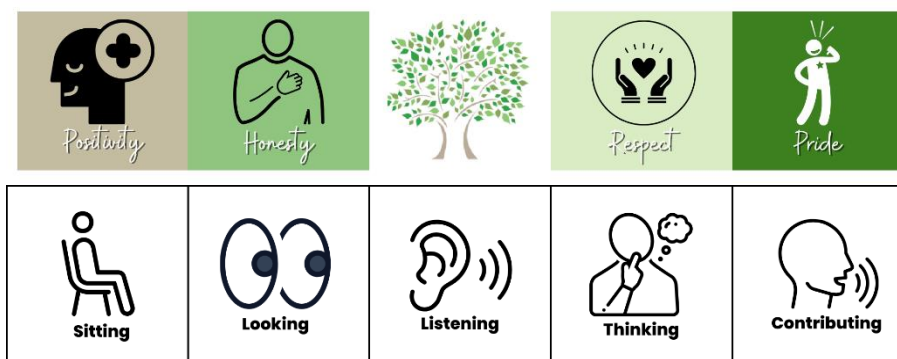
Everyone in the school is expected to engage with The Wessex Way. This is achieved through our School Values, our taught Character Curriculum and our Classroom Expectations.

We are an Attachment Aware School. Staff are trained and committed to the emotional mental health of everyone within the school community.

Our behaviour policy is a policy for all pupils. We make reasonable adjustments as necessary for the best outcomes for all children.

The Wessex Way

The Wessex Way is comprised of our School Values, our taught Character Curriculum and our Classroom Expectations.



Our character curriculum covers many simple social skills that we as adults take for granted, e.g. introducing yourself; being polite; listening; disagreeing constructively; sharing; holding doors open for people and more. The curriculum is sequenced so that knowledge is built over time and is recapped each year. Each week, a new character trait is taught in our weekly assembly so that pupils have the opportunity to practise this throughout the week.

Pupils are recognised by staff who demonstrate our Character Curriculum by receiving a Wessex Way sticker.

How we promote positive behaviours

To help promote positive behaviour and demonstrate the Wessex Way, adults will:

- have high expectations of themselves and pupils,
- ensure learning environments are tidy,
- greet pupils at their classroom at the beginning of the day, after break and lunchtime,
- start lessons promptly,
- use pupil's names when addressing individual pupils,
- ensure children enter and exit the school building and classroom quietly and calmly,

- focus on redirecting behaviour back to learning rather than focussing on inappropriate behaviour,
- promote and recognise the character curriculum traits demonstrated by children.

When reacting to negative behaviour adults should:

- be calm and unemotional,
- be objective (i.e. avoid subjective words to describe behaviour – e.g. 'disgusting', 'terrible' or 'awful'),
- limit attention on the child by giving feedback in private where possible – e.g. not in full view of the class,
- deliver a consequence if needed,
- take time to explain any decisions made relating to consequences and give the child a chance to 'fix' the situation if appropriate (in addition to a consequence).

When communicating, adults will:

- acknowledge the child's feelings,
- use a polite, calm tone of voice at all times,
- focus on the behaviour, not the child,
- use 'we' when talking about expectations: 'At Wessex, we do not throw pencils.',
- use 'if' and 'then' to clarify actions and consequences, e.g: '**If** you choose to throw a pencil, you will **then** miss your play.',
- follow through on 'if' and 'then' statements made but never make threats which do not follow the school system, including giving class or group sanctions where an individual or individuals are at fault.

Positive praise and rewards

Positive praise and rewards are used to promote the expected social norms in the school.

Children are given praise as individuals or groups in any of the following ways:

- Non verbal (e.g. smiles, thumbs up) and verbal praise (e.g. 'Well done for walking quietly along the corridor'),
- Verbal praise from the teacher to parents e.g. conversation at the end of the day or phone calls home,
- Housepoints,
- Values and Wessex Way stickers,
- Headteacher award stickers,
- Certificates presented in assembly,
 - o Good News and Accelerated Reader weekly,
 - o Attendance certificates presented termly.

Consequences

Norms, routines and well-taught behaviours are not enough for everyone to behave in a manner we would expect. Intrinsic motivation is the ideal motivation for pupils to make good choices with their behaviour. This can't be assumed. In order to generate intrinsic motivation, we often need extrinsic stimuli e.g. rewards and consequences. Consequences teach us that actions matter.

Consequences must never be used in retribution or revenge. Consequences aim to deter. They are a short term behaviour modifier.

Consequences have the following impact:

- They discourage - a sanction resulting from an action will deter future undesirable behaviour,
- They clarify or redirect – allows the pupil to understand what they were supposed to do,
- They teach – provide opportunities to teach the pupils something they need to know / be able to do in order to reduce the undesirable behaviour.

Consequences will be educational; they may be protective:

- Educational consequences follow a restorative and coaching approach allowing the child to understand the impact of their behaviour and know what to do next time to solve the situation. They may also involve the other people who have been negatively impacted.
- Protective consequences may mean a loss of privileges to protect themselves or others. This could mean a pupil has to play in a different part of the playground or use their break or lunchtime to discuss an incident.

Procedure for dealing with low-level disruption

Positive reframing and redirection

If positive encouragement and redirection do not work, adults will use the following system:

1. Clear consistent expectations – ‘remove the grey’
2. Non-verbal cues
3. Positive narration – focusing on what students are doing correctly and openly saying those things aloud to help motivate students. *“I am pleased to see that xxx is waiting for the lesson to begin”*
4. Positive group correction – Verbal reminder to the whole group with clear instructions requiring a specific action- *“Remember that we all need to be sitting and waiting for the lesson to begin.”*

Warning system

1. Private individual correction - A quiet, private conversation to reframe the behaviour
 - *“I need to see you sitting and ready for your learning. I’ll give you a minute.”*
2. Private warning – A quiet, private conversation that the child needs to change their behaviour.
 - *I have reminded you to This is now a warning. If you don’t sit ready for learning, you will have to miss some of your playtime / lunchtime / complete your learning in a different space”*
3. Consequence given – A quiet private conversation to inform the child that their behaviour has not changed; therefore a consequence will take place.
 - *“I’ve reminded you about what we expect, you’ll now have to miss some of your play / lunch / complete your learning in another space”*

Partner class

If the child has not changed their behaviour, the child will be sent to complete their learning in the year group partner class. The child will take their learning with them and be welcomed by the partner class teacher.

The child will return to their class when the learning is completed or the teacher in the partner class deems them ready to return.

Serious incidents

Some behaviour is serious enough that it will be dealt with by a senior leader. These behaviours may include:

- Continual answering back,
- Serious challenge to any member of staff,
- Bullying/racism/homophobic/discriminatory language,
- Swearing or inappropriate language,
- Absconding around the school,
- Inappropriate physical contact,
- Fighting or intent to harm,
- Verbal abuse,
- Vandalism,
- Stealing,
- Refusal to go to another classroom when asked.

If a child refuses to go to another class, the child will lose some or all of their break or lunchtime. This is to catch up on missed learning and for any educational consequence to take place. The child's parents will be informed of this.

Incidents at break and lunchtime

Expectations for behaviour during break and lunchtime remain the same as in classrooms. We expect pupils and adults to demonstrate The Wessex Way.

Break and lunchtimes are organised so that pupils have the opportunity to engage positively in a variety of activities. These may be led by adults or by pupils such as the school's sports leaders.

Adults are expected to model social norms of how to engage in activities such as turn taking, accepting losing in a game, dealing with differences of opinions and more. These sorts of situations form part of the school's character curriculum which are reinforced weekly in assemblies.

When a pupil's behaviour does not meet the expectations or demonstrate The Wessex Way, adults will follow the same warning strategies as they would inside a classroom environment. Instead of being sent to another classroom, the child may be directed to engage in a different activity or be in a different part of the playground or field.

Consequences relating to break or lunchtime behaviours should take place either in the moment or at the next break or lunchtime unless there is a serious incident which requires immediate involvement from a member of the Senior Leadership Team.

Redwood room or a senior leader's office may be used as part of an educational or protective consequence during break or lunchtime where a pupil will be directed to spend time working with adults to demonstrate their understanding of how they can solve the issue better next time.

Serious incidents at break or lunchtime

If there is a fight or a child who is out of control:

1. Send a child to the school office who will contact a member of the Senior Leadership Team
2. Remove the other children calmly.
3. Speak calmly and with authority to the child in need:
 - a. Stop
 - b. This is not ok
 - c. Let me help you
 - d. Follow me
 - e. Everything will be fine
 - f. Repeat this sequence to calm the situation. Particularly the last three statements.

Senior staff will arrive to help.

Recording behaviour - CPOMS

CPOMS will be used to record behaviour incidents such as:

- A child having to complete their work in another class,
- Any serious incident, as above, including at break or lunchtime,
- A repetition or accumulation of lower level incidents that are felt necessary to document.

Behaviour Plans and Pastoral Support Plans

If adults are regularly having to follow the warning system and a child's behaviour is not improving, a behaviour plan or pastoral support plan will be implemented by the class teacher with support from the Senior Leadership Team. These will be shared with parents.

If a child has a behaviour plan or pastoral support plan, the school may feel that the child would be unsafe to attend an out of school trip or learning experience in school e.g. guest speaker or visitor. In this situation, the school will explain this to the child and the child's parents/carer. In this circumstance, the school's decision will be final. In this scenario, alternative learning arrangements will be made in school for the child.

Internal exclusion, suspension and permanent exclusion

For serious behaviours, or behaviours that persist over time, the headteacher may deem that an internal exclusion, suspension or permanent exclusion is necessary. Such actions are carefully considered and only take place when behaviour is not improving as a result of the strategies within this policy.

An incident may be serious enough to warrant an immediate internal exclusion, suspension or permanent exclusion.

Internal exclusion – pupil will work in a senior leader's office away from their peers.

Suspension – pupil is not allowed on school site for a designated period of time.

Permanent exclusion – pupil is not allowed on school site indefinitely.

Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder,
- Hurting themselves or others,
- Damaging property.

Incidents of reasonable force must:

- Always be used as a last resort,
- Be applied using the minimum amount of force and for the minimum amount of time possible,
- Be used in a way that maintains the safety and dignity of all concerned,
- Be recorded and reported to parents/carers.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Reasonable force should never be used as a form of punishment.