

# WEXHAM COURT PRIMARY SCHOOL

## Behaviour Policy

2021 - 2022



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This policy has been written with views from pupils, teachers, parents and governors. It reflects our belief that our children come first.

## Aim and principles

Our aim is to prepare every child to become a successful individual in an ever evolving world, this underpinned by our principles of **doing the right thing, striving for excellence** and **building belonging**.




## Active ingredients of the behaviour strategy

- Consistent, calm adult behaviour
- Actively noticing
- Rigorous routines, taught and practiced
- Remove barriers, enable success because success breeds motivation
- Restorative not reactive
- Agreed positive common language
- Equality of authority
- Foster a sense of belonging

## Rules

We believe that the best way of securing helpful, positive behaviour for pupils is to create an ethos which esteems effort and good choices and is child centred. In order for Wexham Court Primary school to have a calm and purposeful environment, we have three simple rules:

- be ready
- be safe
- be respectful

<u>Principles</u>	Strive for Excellence	Build belonging	Do the right thing
<u>Rules</u>	<p><b>Be ready</b></p> 	<p><b>Be respectful</b></p> 	<p><b>Be safe</b></p> 
	<ul style="list-style-type: none"> <li>• We arrive at school on time.</li> <li>• We have the correct uniform and PE kit which is neat and tidy.</li> <li>• We have our equipment ready.</li> <li>• We show that we are listening by making eye contact</li> <li>• We start learning promptly and give 100% in every lesson</li> <li>• We line up quietly and quickly</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• We listen when others speak and respond politely</li> <li>• We always communicate with kindness and show excellent manners.</li> <li>• We respect that other people have different ideas, beliefs and backgrounds to our own.</li> <li>• We greet staff with a smile and hold a conversation confidently</li> <li>• We respect the law and the rules of school and society.</li> <li>• We show a constant willingness to help others.</li> <li>• We are happy for others when they are successful</li> </ul>	<ul style="list-style-type: none"> <li>• We walk around school in a safe manner.</li> <li>• We follow instructions to keep ourselves safe.</li> <li>• We use equipment safely.</li> <li>• We make good choices <u>online</u> and follow the SMART rules</li> <li>• We know who to talk to if we see or experience something that makes us uncomfortable</li> <li>• We keep our hands clean</li> <li>• We are a school community we make everyone feel safe and welcome.</li> </ul>

These rules are underpinned by our schools three key principles. Within these rules adults must clearly explain and model what the desired behaviour should look like, the table below specifies the norms within each rule.

## **Building belonging**

Behaviours make culture, adults must teach the behaviour we want to see, however before we do that we must ensure that children feel loved, safe and foster a sense of belonging. If we do not show children that they belong in our school, they will find somewhere else to belong. What adults do and say to children and about children makes them feel like they belong and that they are special- this is the foundation of everything. It underpins the climate and culture of our community. Where learners feel treated as valued individuals they respect adults and accept their authority.

- All adults must be gentle, respectful and positive in all of their dealings with children of any age.
- We never shout at our children.
- Staff must always take a child-centred approach, and are expected to be mindful at all times of the way they speak to and respond to children.
- Model good manners at all times. We always communicate with kindness and are mindful of our body language and facial expressions; we smile!
- Narrate what makes Wexham Court Primary school special.
- Tell children they belong to the group.

Adults teach children important social interactions which enables cohesion:

- Encourage children to see their peers point of views
- Encourage children to take joy in the success of others.
- Encourage new friendships
- Teach children to acknowledge when someone has done something for them.

A way to encourage belonging further is through the use of our house token system. Children work as a team to collect tokens for their team, these are rewarded when children show exceptional behaviour. This echoes creating a sense of belonging, children are heavily invested in the process of working as a team to enable success.

## **Relationships**

Positive adult / child relationships are crucial, most importantly relationships support the needs and rights of everyone to feel safe, respected and valued; to feel that they belong. We know that when children feel safe and have a sense of belonging they are motivated to work harder, that is when we best enable and facilitate success. Positive relationships also underpin creating conditions where children and teachers can focus on learning, free from distractions or emotional threats. Positive relationships are key in communicating trustable feedback that children will act on. Importantly, in classrooms relationships` are also inescapably aligned to the different roles and responsibilities that children and teachers have. The use of praise in developing a positive atmosphere in the classroom cannot be underestimated.

## **Shared agreements**

Good behaviour is modelled and expected so adults teach children how to make positive choices. We use routines, rewards and reflection to encourage children to make positive choices.

As a class we discuss the school rules and we all sign in agreement. We then constantly refer to the rules and ask children to reflect on the choice they have made.

A home agreement is also sent to parents/carers and children outlining shared expectations, which is signed. The principle behind discussing our roles and expectations with everyone, is to ensure all members of our school community have a voice which is valued and contributes to the harmony of the school. Collectively as a community, we make positive choices that benefit us all.

## **Setting and maintaining social norms**

Good behaviour is taught, not told so adults teach children how to behave. At Wexham Court we recognise that making positive behavioural choices is a learnt skill which to be systematically and explicitly taught and revised frequently.

Consistency lies in the behaviour of adults and not simply in the application of a procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction of behaviour.

What consistency in practice looks like:

- Language around praise and restoration which always refer to our values and the school rules Ready, Respectful, Safe
- Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: Ensuring 'certainty' in the classroom, at unstructured times and at senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Children know the process they should not be surprised by a consequence, there should always communication about how to prevent next steps.
- Positive reinforcement, routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences which are defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Reinforced rituals, norms and routines for behaviour around the school. All staff having equal authority and sharing ownership to acknowledge behaviour at all times.
- Environments reflect our behaviour strategy. Displays showcase beautiful learning, consistent visual messages and echoes our core principles. Signage around behaviour is uniform.
- Rewards and consequences are consistent. Our children are intrinsically motivated they behave well and achieve well because they are curious and passionate, not because they are working towards a treat or reward.

## **Responding to inappropriate behaviour – the restorative way**

The adult has a key role to play in teaching children how to 'get it right' Our key approach here is to take proportionate action to address problematic behaviour, looking for opportunities to have formative conversations in following up and then where necessary providing opportunities for restorative actions

in order to 'put it right and move on'. We expect equality of adult authority. Behaviours can be classified as low level or serious:

Low Level	Serious
Not listening to the speaker Interrupting others Distracting others from working Slow to line up Dropping / walking past litter Not returning home learning, reading book/record Wearing incorrect uniform Showing limited effort in lessons	Swearing Insulting others Bullying Defiance Violence Damaging school property

Any sanction that is applied by adults are done so with the goal that it will make the inappropriate behaviour less likely to recur. Sanctions should never be degrading or humiliating and we do not shout at children. Sanctions are applied in the following way:

**Low level, one off disruption – adults may:**

- Refer to the 3 rules to refocus behaviour
- Use non verbal cues to avoid disruption to flow
- Express private, firm disapproval
- Reset expectations and set a target to get a token for a desirable behaviour
- Allow time to let the child save face, to process your instruction or to avoid confrontation in front of an audience
- Praise another child who is making positive choices
- For children who are not returning home learning or reading book/record, speak to parents/carers first and explain the consequence would be for the child to miss 10 minutes of lunch/break time to complete if it happens again
- For children wearing incorrect uniform, speak to parents (if you become aware of any financial pressures at home, inform the DSL)

**Low level, repeated disruption – adults may:**

- Give them some time to reflect on their choices (this could be during the lesson or after). Discuss the behaviour and why it occurred. Rectify if possible. The child should be ready to learn and express what choice they will now make
- Move their seat
- Give a closed choice: You can either get on with your work at your desk or on this desk
- Keep them back briefly(no longer than 10 minutes) at break / lunch to reflect on their choices. This should be a conversation
- Reset expectations in front of parents
- Explain if this behaviour continues then this will be the consequence
- Meet formally with parents
- Refer child to the Head of Year

### **Serious incident – adults may:**

- Ensure everyone is safe and send for SLT
- Complete the pupil point of view forms and the investigation summary sheet and file in the SLT office
- Put the child on report for two weeks in consultation with SLT. Review in two weeks.
- **Senior leaders may:**
  - Set an internal exclusion, a FTE or a PX if appropriate (see exclusion policy).
  - Remove the child from the classroom / playground.
  - Call parents into school to inform them and reset expectations.
  - Arrange a team around the family meeting to discuss and formulate action plan of support for the child.

## **Reasonable adjustments**

Where a child has a mental health condition that amounts to a disability that results in affecting their behaviour, reasonable adjustments are made to our policies, the physical environment, support offered and how we respond in specific situations.

## **The right to search a child**

Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Prohibited items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used:
  - to commit an offence, or
  - to cause personal injury to, or damage to the property of, any person (including the pupil).

School staff can seize or confiscate any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

The Headteacher and authorised staff will also search for any item banned by the school rules which has been identified in the rules as an item which may be searched for. A search may be conducted with the consent of the pupil but can also be conducted without consent if there are reasonable grounds to suspect a child is carrying a prohibited item. A search should be conducted by a same sex member of staff unless there is serious risk that someone will come to harm if the search is not conducted immediately. Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- cause harm
- disrupt teaching

- break school rules
- commit an offence
- cause personal injury
- damage property

Any data, files or images that are believed to be illegal must be passed to the police as soon as practicable, including pornographic images of children, without deleting them. Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of this policy. For further detail, please refer to Searching, screening and confiscation at school (DfE, January 2018).

## **How we record and monitor behaviour incidents**

All behaviour incidents are recorded in the class 'Lets reflect' log and the pattern of incidents are consistently monitored by the class teacher and Head of Year. Staff will also use CPOMS to record and monitor any incidents. CPOMS is an online system for monitoring Safeguarding, wellbeing and all pastoral issues. Every effort is made to ensure that there is good communication between home and school. Our mutual expectations are made clear in our Home-school agreement.

## **Home-school agreement**

We understand the importance of a meaningful partnership between home and school. To ensure success of this partnership we will:

- explain our behaviour policy and home-school agreement to parents and children when they first come to our school and at parent interviews when necessary;
- make contact with parents before serious situations develop whenever possible;
- at appropriate times involve parents in managing children's behaviour and
- reaffirm the home-school agreement annually.

We believe that for a home-school partnership to be successful, parents need to:

- be aware of the school rules and policies,
- co-operate with the school in maintaining good behaviour and
- be prepared to act in support of the school.

We understand that parents may have difficulty managing their own child's behaviour and that this can be the case for a variety of reasons. Our leadership team is available to support parents with difficulties that they may be experiencing.



# Appendix 1

## 30 second intervention

1. State the behaviour that was observed and which rule/expectation/routine it contravenes.
2. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
3. Walk away from the learner; allow her time to decide what to do next.
4. If there are comments, as you walk away write them down and follow up later. We resist endless discussions around behaviour and spend our energy returning learners to their learning.

<b>Stepped Boundaries</b> - Gentle Approach, use child's name, child level, eye contact, deliver message, invest in conversation and reflection. Avoid asking 'why' questions when dealing with misbehaviour	
1. Refocus	<p>I noticed you chose to ..... (noticed behaviour)            This is a REMINDER that we need to be (Ready, Respectful, Safe)            You now have the chance to make a better choice            Thank you for listening</p> <p>Example - 'I notice that you're running. You are not respecting our school rule of being safe. Please walk. Thank you for listening.'</p>
2. Conversation	<p>I noticed you chose to ... (noticed behaviour)            This is the second time I have spoken to you.            Let's sit down after the lesson to discuss this</p> <p>How were you feeling at the time?            Who has been affected by your actions? In what way?            How can I help you (learner's name),?</p> <p>Example - 'I have noticed you are not ready to do your morning activity. You are not respecting the rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. Reflection	<p>I noticed you chose to ..... (noticed behaviour)</p> <p>You need to... (Go to a quiet area / take some time out/ have a chat with me)</p> <p>Example - 'I have noticed you chose to use rude words. You are not respecting the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to another adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>What happened? (Neutral, dispassionate language)            What were you feeling at the time?            What have you felt since?            How did this make people feel?</p>

	<p>Who has been affected? What should we do to put things right? How can we do things differently next time?</p> <p>Do you remember when ... (model of previous good behaviour)? That is the behaviour</p> <p>I expect from you, I know you can be that person again, I believe in you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p>
<p>*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

**Sanctions:**

**Sanctions *should***

1. Make it clear that unacceptable behaviour affects others and is taken seriously
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure

**Sanctions need to be in proportion to the action**

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

**Language around Behaviour**

At Wexham Court, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times and always refer to our rules as a way into the interaction. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

Incidents are logged following protocol

**BEHAVIOUR PATHWAY**

Refocus

Warning

Time to reflect (pose questions for children to reflect upon)

Follow up/Reparative Conversation

*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

SLT to support

Parents phoned

Team around the child meeting to formulate an action plan  
Monitor  
Review fortnightly

**Adult Strategies to Develop Excellent Behaviour**

IDENITIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

CREATE conditions for excellent behaviour