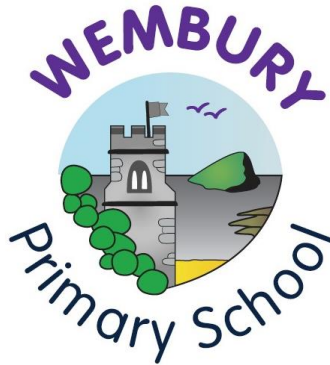


# Wembury Primary School

## Behaviour and Relationship Policy



*'Life for Learning for Life...'*



**Policy Review Schedule**

**Date agreed by SLT:** Jan 24

**Next review due:** Jan 26

**Signed by Headteacher:**

Sam Wilkinson

**Ratified by HAB Members:** 9 July 2024

**'Ready, Respectful and Safe'**



# Behaviour on a Page

## Wembury Primary School




Working together to create good relationships for great futures

Ready Respectful Safe



**At Wembury Primary School every child is valued as an individual. Children’s intellectual, creative and physical abilities, talents and skills are recognised, challenged and nurtured, so that they become confident, lifelong learners.**

Wembury Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. The understanding that children learn best within positive, trusting relationships informs our approach to managing and then to adapting behaviour. We expect staff to identify the need and provide developmentally appropriate support to remove the barriers to successful engagement in school life. Our expectations underline our understanding that positive, trusting relationships enable learning. Pupils spend time exploring, in an age-appropriate way, what the expectations mean through a variety of ways e.g. stories, circle time, discussions, drama, photographs, dance, art, PSHE, Trauma Informed School (TIS) activities, forest school, educational trips etc. In this way, every child in the school knows the standard of behaviour that we expect from our pupils.

The school has 3 simple rules **‘Ready, Respectful and Safe’** , which can be applied to a variety of situations and are taught and modelled explicitly.

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour strategies which may include rewards to reinforce positive behaviour.

We have created a ‘Behaviour on a Page’ document which explains our behaviour policy to the children and is a reminder to staff. This is displayed around the school and shared with children. (see appendix 1)

### **Aims of the policy**

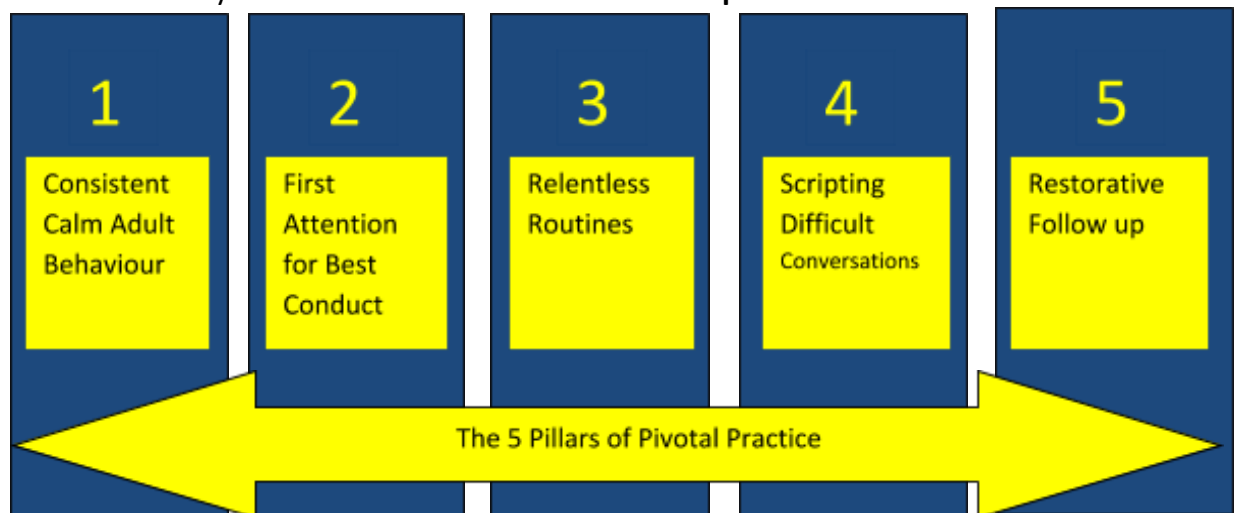
- To create a culture of exceptionally good behaviour; for learning, for community, for life.
- To ensure that all learners are treated fairly, are shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, celebrates uniqueness and encourages respect.
- To promote community cohesion through improved relationships. To ensure that excellent behaviour is a minimum expectation for all.

### **Purpose of the policy**

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Our Behaviour Policy is based on the **Five Pillars of Pivotal practice**



**Adult Behaviours** *“When the adults change, everything changes”* (Pivotal Education)

**We consider that:**

- Children have the right to learn and play in a friendly, helpful and safe environment.
- Parents have a right to feel welcome and that their children are safe and well cared for.
- Staff have the right to feel safe and to be treated with courtesy and respect.

**‘The route to exceptional behaviour is not paved with a toolkit of strategies, a bag of classroom management tricks or magic dust from senior leaders. It lies in the behaviour of every adult and their ability to create a culture of certainty.’**

**(Paul Dix 2017)**

**We believe that:**

Consistency is the key to ensuring effective positive behaviour. Within our consistent culture of excellent behaviour management, our staff will ensure:

- Consistent language and consistent response, with simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up, ensuring certainty at classroom and school level, all staff taking responsibility themselves for behaviour interventions, seeking support but never delegating.
- Consistent positive reinforcement, with routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent consequences which are defined and applied by all staff as well as following established structures for more serious behaviours.
- Consistent, simple expectations promoting appropriate behaviours.
- Consistent respect from the adults.
- That levels of emotional control are consistently demonstrated (modelled and taught).
- Consistently reinforced routines for behaviour around the site.
- A consistent environment which displays our core values.
- That we consistently develop and share our school rules.

## **Expectations of Adults**

Consistent adult behaviour will lead to pupils consistently conforming to our expectations.

We expect every adult to:

1. Meet and greet at the door.
2. Refer to 'Ready, Respectful, Safe' regularly.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson.
6. Be calm and give 'take up time' when going through the steps. Prevent before sanctions.
7. Follow up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving badly.

## **Senior Leaders**

Senior leaders are not expected to deal with behaviour in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Develop and insist on a consistency in school that ripples through every interaction on behaviour.
- Be a visible presence around the site and especially at transition times.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support staff in managing learners with more complex needs, support restorative, reflective conversations.
- Use behaviour data (recorded on CPOMS) to target and assess school wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Ensure induction of new staff in this policy.

## **Supporting pupils with SEND: Expectations for managing behaviour of pupils with SEND**

For pupils their behaviour is often a form of communication and the meaning behind this communication might not always be clear. Children who are showing negative behaviours might not be doing this on purpose and might find it difficult to communicate their needs or feelings in a calmer or clearer way. It might be because they are feeling anxious and are seeking reassurance. It is important that for these pupils, we look at their behaviour as part of their provision and something that we can help them understand and manage.

All adults, who will be teaching a group of pupils, are personally responsible for knowing a child's individual needs before teaching them. They should ensure they have accessed the child's Learning Plans and use suggestions on these. Teachers need to use Learning Plans to understand what works and what doesn't work for that child. For example: If a child has ADHD and possibly has difficulty keeping calm and focusing, taking away their playtime could be detrimental to their behaviour for the rest of the day as they are getting physical time. There would have to be other steps/approaches in place for that child that should be followed. Behaviour steps should be adapted to suit the needs of individual pupils. Equity is the aim for these high-needs pupils. A child's triggers for negative behaviour need to be on their individual plan so that everyone can be aware of these.

To support children that struggle with their behaviour we create an 'All About Me' (See appendix 2) document which helps adults around them understand their behaviour and how to help the child regulate quickly.

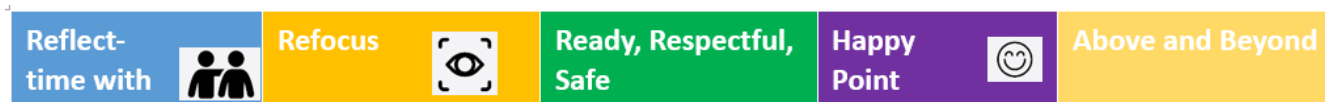
### **Supporting pupils with Social Emotional and Mental Health difficulties**

Where there is a need due to an emotional difficulty or trauma in a child's life, we may refer to additional intervention such as Trauma Informed Schools practitioners, appropriate outreach or groups focusing on social skills and emotional literacy. This may also result in a need for a personalised approach to supporting behaviour that will follow the overall principles but be differentiated in outcome.

### **In-class systems for Reinforcing Positive Behaviours**

#### **'Our Behaviour Horizon'.**

Within each class, similar to the below scale will be displayed. All children will start on green at the beginning of each lesson. Dependent upon behaviours they will move left or right. It is crucial that this is displayed in a horizontal manner to avoid the negative connotations associated with moving 'down'.



### **Sanctions for Poor Behaviour**

Learners are appropriately held responsible for their inappropriate behaviour. Staff will deal with behaviour without delegating. Staff will always deliver sanctions calmly and with care, reflecting and using the opportunity for learning.

All staff should operate our stepped approach to sanctions, which allow pupils to identify the next consequence and how they can turn it around. Pupils for whom this approach is not appropriate, will have an individual plan detailing alternative and appropriate system that works for them.

Engagement with learning is always the primary aim. For most learners, a non-verbal reminder such as a look or a gentle verbal reminder or nudge in the right direction is all that is needed. The below steps should always be followed through with care and consideration, taking individual needs into account where necessary and the appropriateness to age and stage of the learner. Praise the behaviour you want to see. All learners must be given 'take up time' in between steps.

### **Recognition and Rewards for Effort**

At the heart of our behaviour management is recognising those children who manage to consistently meet behaviour expectations as well as those who go 'above and beyond' our standard high expectations. Each class has the power to implement their own 'whole class' reward system i.e. marbles in a jar, blocks that build in order to gain a reward such as a movie afternoon, non-school uniform day etc. This is important as it builds a sense of togetherness and promotes team work.

**General rewards for individuals who manage to consistently meet our high expectation:**

- Quiet word of personal praise.
- Public recognition in class or assembly.
- Sending good work to the Head teacher or another member of SLT.
- House points (1 at a time).
- Weekly certificates/ awards/nominations – newsletter publication.
- Parents informed (text, phone call, secret post card).
- ‘Gold star stickers’- these are to be given to pupils demonstrating consistent and outstanding behaviour ‘above and beyond’.

### **Larger Team Rewards- House Points:**

Pupils are grouped into four houses: house points are collected and counted weekly. The winners are announced weekly in our ‘Celebration Assembly’. House names are chosen after local beaches. Each house has identified members of staff to lead it and two pupils from Year 6 are elected to be ‘house captains’ at the start of the school year.

The house names are named after local beaches:

Bantham
Bigbury
Bovisand
Blackpool Sands

House points should be awarded regularly and consistently by every member of staff when children are displaying Wembury Primary Schools expectations and values.

### **Sanctions and Natural Consequences to Poor Behaviour**

#### **Restorative Conversations**

These are to take place following an incident. This is to be conducted by the class teacher/ person leading the session. It should be a coaching conversation for the pupil. The structure for the conversations is:

- Ask what happened and how they were feeling at the time, showing empathy with the feelings and not the behaviour.
- Ask the pupil who they think was affected by their behaviour
- Ask them what they could have done differently and what they would do to avoid the situation happening again.
  - Ask what the adult/other child could have done differently
  - Agree strategies/goals/targets for the future
  - Give the child a chance to add anything else they wish. Do not force an apology – it will not improve the situation (however acknowledge those freely given appropriately).

With these questions, WINE (WONDER, IMAGINE, NOTICE and EMPATHY) needs to be used to prompt the conversation.

For example:

- What happened? = Help me understand what happened.
- How might have this made other people feel? = I imagine/ I wonder if these made other people....
- What could we do to put this right?

- I wonder what we can do to put this right?

A record of the conversation may be made on CPOMS depending on the severity of the incident.

### **Parents Involved**

Parents will be encouraged to help by exploring possible reasons for their child's behaviour and ways to support staff in dealing with it. Children are more secure and confident when there is consistency between the child's school setting and their home. Parents will have opportunities to share and discuss behaviour strategies so that some commonality of approach can be discussed. Notes may be taken for future reference and review of actions. Parents who agree that additional support will be beneficial may also be offered advice on this and signposting to outside services.

### **Parents Involved (Meeting)**

A meeting with the pupil, parents, teacher, Deputy Headteacher or Headteacher and possibly SENDCo (where appropriate) will be called in the event of a persistent or serious behaviour incidents. Staff and parents will work together to create a plan that will support the child with their behaviour.

### **Dealing with Serious Incidents**

The school has a duty and right to take measures to keep pupils and staff safe. Serious incidents require an immediate referral to the Senior Leadership Team. Parents will be involved and appropriate action taken based on our understanding of the situation and the context.

### **Exclusions- fixed-term and permanent exclusions**

As part of Westcountry Schools Trust, Wembury Primary adheres to the trust exclusion policy which can be found on our website [here](#)

### **Physical Intervention**

We acknowledge that staff must only ever use physical intervention as a last resort, when a child is endangering him/herself or others, and that at all times it must be the minimal force necessary to prevent injury to another person. Such events should be recorded and signed by a witness. Staff who are likely to need to use physical intervention will be appropriately trained. For more information, please refer to the Westcountry Schools Trust Child Protection and Safeguarding Policy found on our website [here](#).

**'Ready, Respectful and Safe'**





# Behaviour on a Page Wembury Primary School



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Ready Respectful Safe



# All About Me



## All about me



Photo of me

My name is.....

I am in .....

This document is to help people around me understand that sometimes I may need things adapted in order for me to be happy and secure.

Things that make me feel happy and secure	
Situations that make me feel worried/unsafe/angry	
<del>Behaviour</del> Behaviour I might display Early Warning signs:	

If the early warning signs are not noticed I may:	
What you can do to avoid this difficult situation?	
What can you do if I display challenging behaviour?	
Agreed actions	