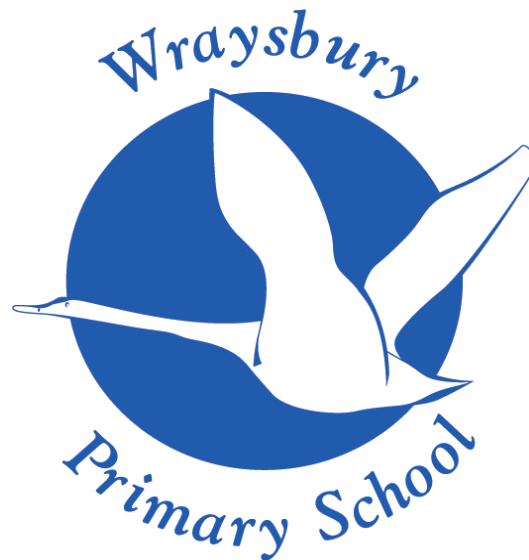


Behaviour Policy



Welley Road
Wraysbury, Staines
TW19 5DJ

Headteacher: Mrs A Fox

Produced by:
Approved by ~~Pupil Welfare Committee~~ FGB this year:
Review date:

Alison Fox
September 2021
September 2022

Behaviour Policy

Principles

Wraysbury Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the **behaviour principles** of being: **‘Respectful, Ready, and Safe.’**

At Wraysbury Primary we aim to:

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for children, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches alongside consequences

Purpose of the behaviour policy

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

- Foster the belief that there are no ‘bad’ children, just ‘bad choices’
- Encourage children to recognise that they can and should make ‘good’ choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

All staff must:

- Take time to welcome children at the start of the day
- Actively seek out children making good behaviour choices
- Use positive praise, phone calls/texts/notes home and certificates/stickers
- Always pick up on children who are failing to meet expectations
- Always redirect children by referring to the behaviour principles **Be Ready, Be Respectful and Be Safe** alongside the “Wraysbury Rules”

The Headteacher and The Senior Leadership Team must:

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support staff in managing children with more complex or challenging behaviours
- Engage parents in the support of their child’s behaviour
- Engage the support of the borough and Professionals to support a child and their family

Parents and Carers must:

- Be aware of the appropriate behaviour expected in all situations
- Encourage self-discipline and independence
- Model expected behaviour to their children
- Support the school rules, expectations and consequences, and ensure that their child understands them.
- Form a good relationship with the school thereby achieving a common aim
- Show respect to the school staff and members of the school community at all times.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others

- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

Children want teachers to:

- Give them a ‘fresh start’ every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

Behaviour for Learning

Wraysbury Primary School principles: ‘Be Ready, Be Respectful and Be Safe’

Wraysbury School Rules:

- W**ork hard
- R**espect others
- A**lways listen
- Y**our manners matter
- S**mart uniform
- B**e honest
- U**se equipment sensibly
- R**emember to be kind
- Y**ou are special to everyone

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the principles, the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book ‘When the adults change, everything changes’. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 overarching principles ‘**Be Ready, Be Respectful and Be Safe**’ which can be applied to a variety of situations and are taught and modelled explicitly, **alongside the Wraysbury Rules acronym.**

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke “Wellbeing Support Plans” or “Behaviour Support Plans” which may include rewards to reinforce positive behaviour as well as consequences. We are mindful that for some children our expectations are different from those they may experience elsewhere so our rules are presented as The Wraysbury Way (what is expected when they are in the care of the school).

Our Principles	Visible Consistencies	Over and Above Recognition
1. Be Ready 2. Be Respectful 3. Be Safe	1. Daily meet and greet 2. Persistently catching children doing the right thing 3. Picking up on children who are failing to meet expectations 4. Accompanying children to the playground/door at the end of every day to say goodbye 5. Praising in public (PIP), Reminding in private (RIP) 6. Consistent language	1. Recognition boards 2. Certificates 3. Stickers 4. Phone call home 5. Verbal praise 6. Notes home/catching parents 7. SLT praise 8. Class Rewards 9. Show work to another adults 10. Star of the week/ HT award/Teacher or Phase award

		<p>11. Recommendation to HT for Hot Chocolate Friday or Ice Cream Friday</p> <p>12. End of the School Year awards</p>
--	--	---

Stepped boundaries across one lesson/activity for behaviours that are not serious incidents -

Gentle Approach, use child's name, child level, eye contact, deliver message

1. REMINDER	<p>I noticed you chose to</p> <p>This is a REMINDER that we need to be (Ready, Respectful, Safe)</p> <p>You now have the chance to make a better choice</p> <p>Thank you for listening</p>
2. WARNING	<p>I noticed you chose to</p> <p>This is the second time I have spoken to you.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc)</p> <p>Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p style="text-align: center;"><u>OR</u></p> <p>You need to speak to me for two minutes after the lesson. At the end of the lesson the child is given the above warning.</p>
3. TIME OUT/ CONSEQUENCE	<p>I noticed you chose to</p> <p>You need to.....(Go to a/the quiet area / Go to sit with the other class / Go to another table etc)</p> <p>Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench)</p> <p style="text-align: center;"><u>OR</u></p> <p>I will speak to you in two minutes. Give the time out or consequence.</p> <p style="text-align: center;">*The child's behaviour is not described to another adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened? (Neutral, dispassionate language.)</p> <p>6. What were you feeling at the time?</p> <p>7. What have you felt since?</p> <p>8. How did this make people feel?</p> <p>9. Who has been affected? What should we do to put things right? How can we do things differently?</p>
<p>*It's not the severity of the sanction, it's the certainty that this follow up will take place that is important.</p>	

More serious behaviour can include:

- Being extremely physical and hurting another child (such as kicking, shoving, punching or biting)
- Verbally provoking another child
- Swearing
- Being extremely rude and disrespectful to adults
- Damaging school property or that of our neighbours
- Absconding from adult supervision.

These incidents will not result in a reminder or a warning but will incur time out in the form of a Break detention or full Break and Lunchtime detention as well as a formal letter home/into the child's file. The reparative conversation will take place and parents will be contacted.

The school will record all serious behaviour incidents using a Serious Incident Form. The form will be completed briefly and then passed to a member of SLT for full investigation and action. The incident will be recorded in the Behaviour Log

Sanctions/Consequences

Sanctions/Consequences *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/Consequences 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.

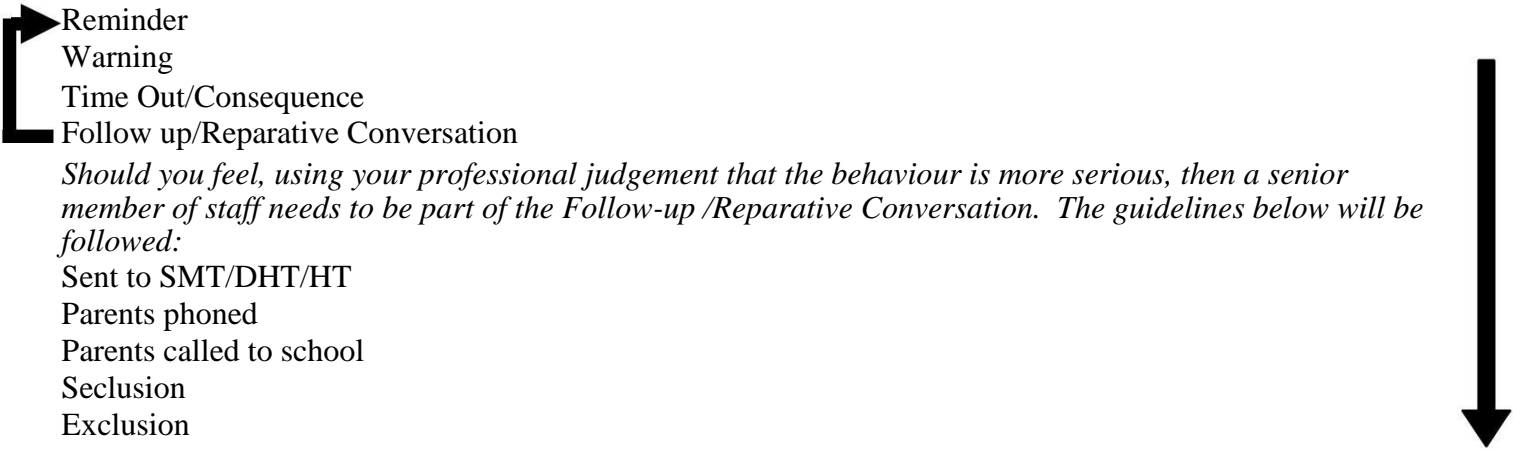
Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect
Explicitly TEACH behaviour
MODEL the behaviour we expect
PRACTISE behaviour
NOTICE excellent behaviour
CREATE conditions for excellent behaviour

Language around Behaviour

At Wraysbury Primary School, 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. 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. More serious incidents or reoccurring minor incidents are logged in the Behaviour Log.

BEHAVIOUR PATHWAY



Reminder
Warning
Time Out/Consequence
Follow up/Reparative Conversation

Should you feel, using your professional judgement that the behaviour is more serious, then a senior member of staff needs to be part of the Follow-up /Reparative Conversation. The guidelines below will be followed:

Sent to SMT/DHT/HT
Parents phoned
Parents called to school
Seclusion
Exclusion

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for some children they need to feel a level of safety before they are able to stop exhibiting extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child. These children will have bespoke ‘Wellbeing Support Plans’ or “Behaviour Support Plans”

When dealing with an episode of extreme behaviour, a child may need Positive handling. This will only be used as last resort. See Positive Handling Policy.

Exclusions will occur following extreme incidents at the discretion of the HT. A fixed-term exclusion will be enforced under these conditions:

- The child needs time to reflect on their behaviour
- To give the school time to create a plan which will support the child better
- The child being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a seclusion with a member of the SLT or Headteacher or involvement of outside professionals.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

Physical Attacks on Adults

At Wraysbury Primary School, we take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a 'common sense' approach to keep themselves and the child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with Positive Handling Policy and should call for support if needed. Only staff who have been trained in physical restraint should restrain a child.

All staff should report physical attack incidents directly to the Headteacher or Deputy and they should be recorded on the behaviour log. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT.

Whilst incidences of violence towards staff are wholly unacceptable and rare, we must remember that we are a nurturing school that values each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.

Permanent Exclusion or Out Of School Transfer

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The pupil will be considered to have Special Educational Needs and the school is unable to meet the procedures for the child's needs
- The risk to staff and other children is too high
- The impact on staff, children and learning is too high
- Advice and support has been sought from the SEMH team at Achieving for Children.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the child will be at the heart of all our decisions.

Beyond the School Gate

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

By this we mean any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- posing a threat to another pupil or member of the public
- adversely affecting the reputation of the school.

In the incidences above, the headteacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance by staff to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

Sanctions and Disciplinary Action – Off-Site Behaviour

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency.

There may be occasions when adaptations may need to be applied, but the same principles of promoting good behaviour through the policy will always apply.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix