

# Behaviour Policy Wansbeck Primary School

## School Specific Information

### APPENDICES

#### APPENDIX A : Our Code of Behaviour

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The school community designed the following whole school Code of Behaviour:

Our whole school behaviour ethos sits around the principles we call our 'Three R's' The three Rs are respect, responsibility and resilience. Children are shown ways to behave that fit within these values and expectations across the school are shared around these principles. Children and staff create codes of conduct together for what these look like in each area of the school. For example: Show the three Rs in the lunch line by..... An example of these visual prompts is in Appendix.

Furthermore, children aim to achieve and display their TEAMS. Team is an important word at Wansbeck and reflects the way we are with each other. TEAMS stands for Teamwork, Enthusiastic Readers, Aspiration, Manners and Support of one another. Along with our three R's these shape our ethos system. Through regular PSHE, circle times and whole school assembly's all these key words are revisited to ensure the children know what these mean for both personal and learning behaviours. Children are also rewarded for achieving their TEAMS and showing their three R's

At the start of every academic year each class produces their own set of classroom rules which shows what our values and principles looks like in practice within their classrooms. This process must be done as a class and the children create their own positive set of behaviours that will be seen in the classroom e.g. We will always show respect by listening to the voice of other people. These classroom rules are revisited regularly to ensure full understanding. Circle times are used within the classrooms to build community along with addressing any ongoing issues – this may be a whole class problem solving circle

We believe that the relationship between class teacher and pupil underpins good behaviour. The children and adults are expected to model good behaviour and take an active role in reviewing behaviour in their own community. The use of affective statements

should be visible and modelled by all members of staff and pupils. The children and adults are responsible for their own actions and the choices that they make. Children and adults are held accountable for the choices that they make through the use of restorative circles and conferences.

## **APPENDIX B : REWARDS AND SANCTIONS**

### Building Community and Rewards

Wansbeck Primary School is dedicated to using a positive reward system to allow all children to succeed. This is based on the fact that members of staff should focus heavily on the types of desired behaviours they do wish to see in class and around school. This in turn will produce more of those positive behaviours.

This is achieved in a range of ways:

- Verbal praise
- Stickers and in class prizes
- Good work to be shown to a member of the SLT displayed on proud board
- Showcasing of work on displays in the corridors
- Good work certificates during Friday assemblies with parents invited
- Lunchtime stickers and certificates
- Notes or phone calls home to discuss the positives with parents
- TEAMS tokens
- Wansbeck WONGA
- Dojo points
- TEAMS awards
- Bronze, Silver and Gold badges

All positives can be given by any member of staff who deems a child's efforts to be noteworthy

### Building Community

Community building and the promotion of value towards the community is given high priority in everything we do. Daily circles both build community and give children a voice to express their feelings and discuss both positive and negative emotions.

To build community across the school each child and member of staff is put into one of 6 teams. Siblings are placed in the same team and we call these are Wansbeck family groups. We come together in family groups throughout the year for different activities.

Children collect rewards throughout the term for their TEAM and at the end of the term the top TEAM get a reward for the whole team.

Individual rewards are given for the children who display the three R's and TEAMS all of the time.

## Classroom Sanctions

The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. In accordance with 'Fair Process' (RP) pupils who are misbehaving are given where possible choices in order to take the 'heat' out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the 'wrong doer' to repair harm.

We aim to involve parents early, in this way the school and home can be seen to be working together for the overall good of the pupil and problems can be sorted out quickly and not allowed to become major.

Examples of sanctions include

- Children missing break/lunch time will be dealt with by their class teacher or phase leader. The children are to complete a piece of work designed to reflect on their behaviour and emotions this may take place in the reflection room or with the class teacher
- Exclusion from their class community (until a restorative circle can take place)
- Spending time repairing harm e.g. cleaning up defaced equipment, repairing broken resources.

Reporting

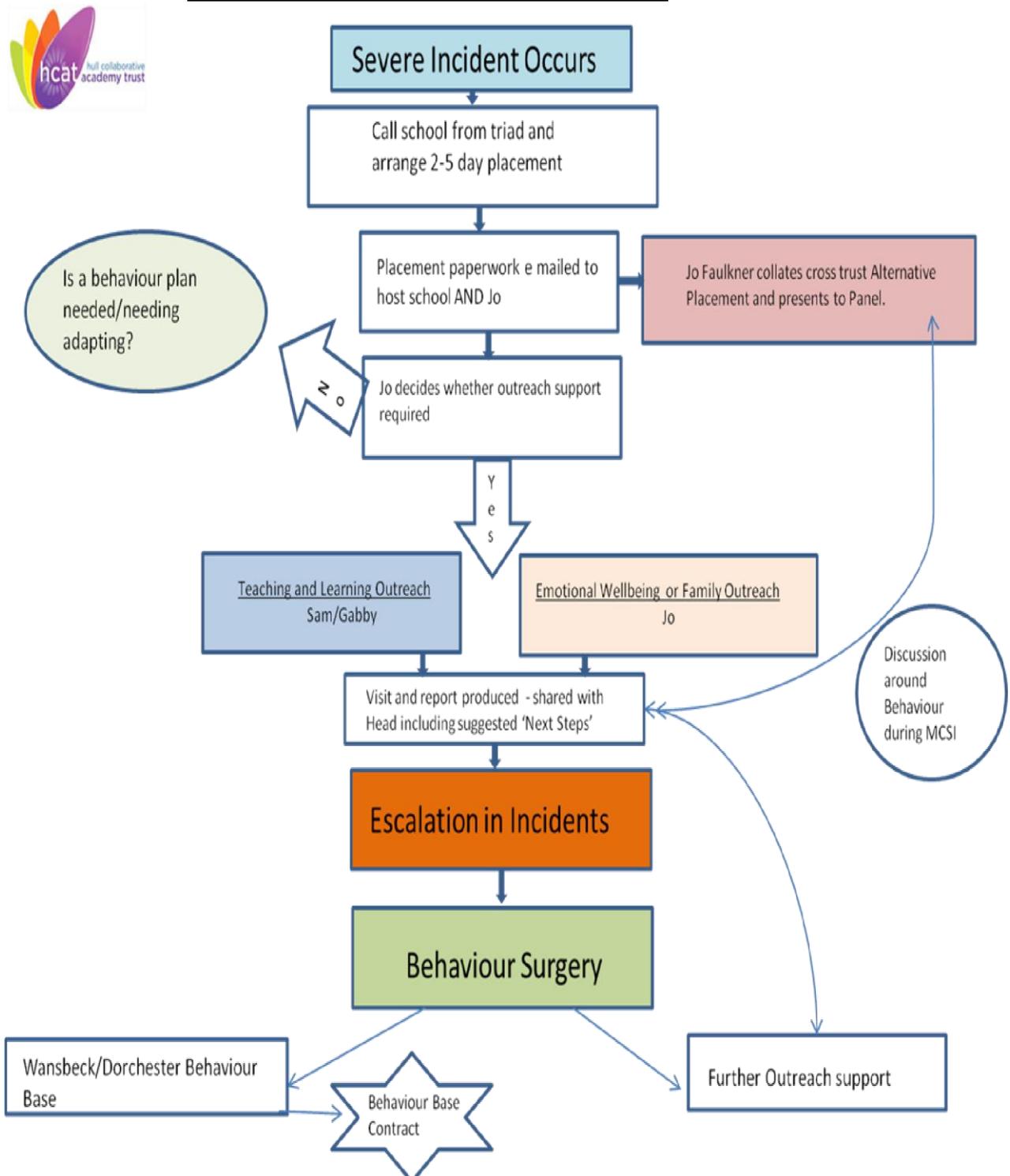
- All restorative forms and incident reports must be filed in the class behaviour logs.
- The EWB Worker will monitor the behaviour logs to look for evidence of repeated behaviours.

Serious incidents must be brought to the attention

## **APPENDIX C : INDIVIDUAL SCHOOL SYSTEMS FOR DEALING WITH LOW LEVEL INAPPROPRIATE BEHAVIOUR**

Step	Action	
Step 1	VERBAL WARNING	Child should be given a reminder of expectations in class in a positive manner and informed of next step if unwanted behaviour continues.
Step 2	YELLOW WARNING	<p>Child will be given a yellow warning to be displayed. Remind child that a positive change in their behaviour will see that card return to green at the end of the session.</p> <p>A child will be limited to two yellow card warnings within any one day. Any more than this will automatically move the child to step three.</p>
Step 3	REFLECTION TIME IN ANOTHER PLACE IN THE CLASSROOM OR PARTNER CLASS	<p>Child will be given a red warning and given reflection time. Move the child to another position within the classroom if appropriate to do so OR the child is to be relocated in the partner classroom OR Mrs Leedham to reflect on their behaviour with the support of a reflection form.</p> <p><b><i>Children must reflect on their behaviour and be given an opportunity to put it right.</i></b></p> <p>Child then returns to the classroom with targets to put it right, e.g. explicitly laid out what 'good behaviour' in the classroom looks like.</p> <p>Reflection forms and behaviour logs to be written up and kept in the behaviour log in the classroom.</p>
Step 4	Member of SLT, ASSISTANT HEADTEACHER, DEPUTY or HEAD TEACHER	<p>If the child's behaviour is still unwanted after a period of reflection, the head teacher or deputy head teacher will be contacted to remove the child from the classroom environment.</p> <p>If child continues to have repeated red warning incidents (3 incidents) will lead to a meeting with the class teacher, member of SLT and parents. A behaviour care plan will be put in place for the child to support them with their behaviour.</p> <p>If a serious one off incident occurs, the Headteacher may decide upon an appropriate support or sanction.</p>

## APPENDIX D : HCAT BEHAVIOUR FLOWCHART



## **APPENDIX E : POSSIBLE RESTORATIVE APPROACHES**

Listed below are some examples of the affective statements which all staff can use with pupils at stage 1 of the behaviour process;

### Statements

I was very disappointed when you did that to John.

I am upset and angry by what has just happened.

I feel that all the work I have done has been wasted through your actions.

I feel that (describe the action) was very disrespectful. I feel disrespected and angry when you ignore me.

I am sorry that I misunderstood the situation.....

I feel really proud of you when I heard.....

I feel really pleased and encouraged that you made the right choice.

I respected your honesty and thank you.

I want to thank you for your cooperation.

### **Restorative Questions**

To be used by adults and children to support situations where harm as been done

### Questions

What happened? – followed by:

What were you thinking about when you did that?

How did your actions affect.....?

How do you think.....felt about what you did?

How do you feel about what you did?

**How do you feel about what you did and the affect it had it had on me?**

In order to maintain a high standard of behaviour and discipline, we need a clear system of actions, which need to be applied fairly and consistently, take account of all circumstances, including the pupil's age. We should always ensure that we are targeting the right pupil(s). Remember it is the behaviour which is unacceptable, never the pupil.

### **Minor Incidents**

Minor incidents should be addressed with by the adult responsible at the time. Sanctions must, where possible, be immediate and of short duration. Therefore, in discussion with the child, we should continue to use a restorative approach, referring to the restorative questions.

See Restorative Practice policy and behaviour and discipline in schools guidance, January 2016 DFE, which gives examples of strategies for minor incidents which include:-

- Ignore the negative behaviour – praise the rest of the class – refer to positive behaviour;
- Non-verbal checking – eye contact/disapproving frown or shake of head;
- Verbal rebuke – reprimand – perhaps lowering of voice – remind pupil of appropriate preventative behaviour;
- Keep talking - it could calm anger, but don't talk down to a child who is angry - treat child with respect and as an individual;
- Time out
- Standing near to the pupil;
- Additional work, for example, repeating unsatisfactory work or a letter of apology
- Missing break or lunch time
- Loss of privileges for example – golden time
- Removal from scene to another part of room/area - to work;
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti.

### **When dealing with problems we should:**

- Separate the pupil from the behaviour – remember it is the behaviour which is unacceptable, not the pupil.
- Avoid confrontation.
- Be firm rather than aggressive, shouting is unacceptable – avoid idle threats.
- Listen.
- Establish the facts.
- Find out if the pupil is aware that the behaviour is unacceptable.
- Ascertain whether the pupil knows the effect the behaviour has on others.
- Encourage the pupil to think of, or offer alternative types of behaviour.
- Aim to repair the harm caused.

## **Advice to Staff when coping with Violence**

- a) Work on the positive, where possible. Look for a way out of the situation, in order to support the pupil in moving forward.
- b) Be sure that you can carry through whatever approach you decide to adopt. Try to defuse a situation and act in such a way as to avoid escalating it.
- c) Remain calm and in control of yourself. Seek further assistance, if in doubt.
- d) Work with the pupil and be clear in identifying what needs to happen next. Repeat instructions slowly and carefully.