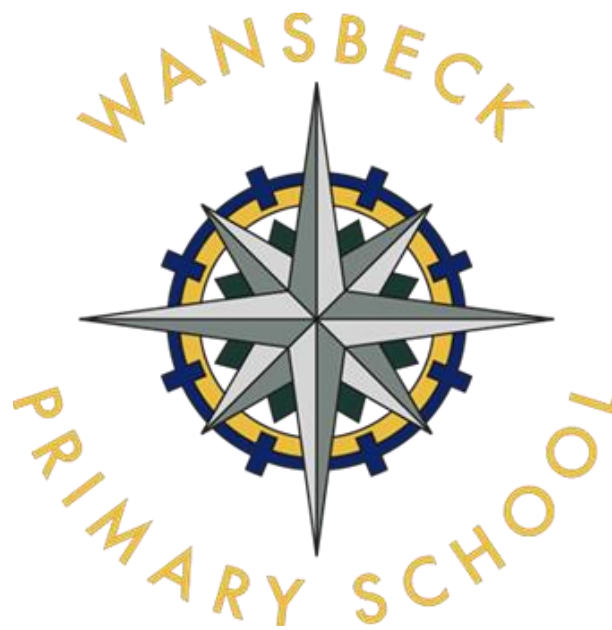


Behaviour and Culture Manual

Wansbeck Primary School



School Values and Purpose

Wansbeck Primary School is a safe and nurturing community that aims to develop each child's **emotional**, **social** and **academic** skills to ensure they succeed in life beyond primary school. We aim to meet every child's individual needs through both building secure relationships with each other and providing a highly engaging curriculum.

Within our restorative community we have three core values of:

Respect, Responsibility and Resilience

By **respecting** ourselves and each other we ensure that everyone in our community has a voice which is valued.

We take **responsibility** for ourselves, our actions and our community to ensure it is a happy, safe and caring place to be.

In building **resilience**, we are equipped to take on challenges, have high aspirations and be successful in everything we do.

By working in partnership with our parents and instilling these values our children develop the skills to be good citizens who will go on to enhance and inspire their communities and future generations.

Our whole school behaviour ethos sits around these values which we call our '**Three R's**'. Modelling of these values is explicit. Children and staff create codes of conduct together for what these look like in each area of the school. For example: Show the three R's in the lunch line by..... Show the three R's in the classroom by.... The language is explicit in everything we do and is clearly linked to all areas of behaviour management.

Due to our clear vision all children are supported in developing their values through a curriculum that develops children's **emotional**, **social** and **academic** aspects. Each of these areas is developed in each child to ensure they are supported in developing their skills to be good citizens and succeed in life beyond primary school.

Leadership and Management

The Executive Headteacher (Sam Bullen) and Head of School (Jackie Matthews) are responsible for ensuring that all aspects of the behaviour manual are consistent across the school.

The SENCO Vicky Hird is responsible for ensuring that children who are SEND or are escalating with their behaviour are supported through a graduated approach. She alongside the school's behaviour lead Ben Walker and the emotional wellbeing lead Debbie Leedham are responsible for supporting staff, children and families and providing individual support to ensure early intervention

The phase leaders Steph Watson, Sammi Hessey and Amy Hill are responsible for supporting teachers when meeting with parents when behaviour is escalating. This can also be supported by the behaviour lead and emotional wellbeing lead.

This Inclusion Team meets every two weeks and part of the agenda is behaviour in which individual children will be discussed to ensure a whole team approach.

Schools Systems and Social Norms

Building Community and Rewards

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.

Individual rewards are given for the children who display the three R's all of the time. Children aim to achieve WONGA based around the three R's. They earn these for displaying the values in school and outside of school. Staff make it

explicit what the WONGA is for through affective statements such as 'You have shown responsibility by bringing your homework back - this has made me really happy.' 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

At the start of every academic year each class produce their classroom ethos based around the school's values and principles. This focuses on what the three R's will look like in their classroom - ensuring they are made explicit in everything we do. 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.

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 and affective statements
- Stickers and in class prizes
- Displays showing behaviour that links to the 3Rs in 'pinch points' throughout the school
- 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 and three Rs reward certificates during Monday assemblies with parents invited
- Lunchtime stickers and certificates
- Notes or phone calls home to discuss the positives with parents
- Wansbeck WONGA
- Marvellous Me praise sticker to parents' phones

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

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 not making the right choices are given time and space to de-escalate the situation. Children are given time to calm down 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. When a child is ready they will always reflect on the behaviours using the structure of the five key questions. Younger children will have a simplified version of this. A harmed person will also reflect on the incident and have an opportunity to say what they want to happen next.

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 based around the key questions

- Exclusion from their class community (until a restorative circle can take place) this will include an extended period of reflection and is with a senior leader
- Spending time repairing harm e.g. cleaning up defaced equipment, repairing broken resources, making something for the person who has been harmed
- Exclusion from the whole school community - spending time at another HCAT school reflecting on behaviours which have caused harm in their school community

As a restorative community when things go wrong every member of the community is given a voice. Responsibility for individual actions is a challenging process and children and adults are always expected and developed to take responsibility for their actions. We develop this life skill using the five key questions (below) alongside restorative circles and conferences. The children and adults are responsible for their own actions and the choices that they make.

School Scripts and Affective Statements

Affective Statements

Listed below are some examples of the affective statements which all staff can use with pupils at all stages of the behaviour process. Where possible these should be linked to the three R's.

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..... this showed resilience

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

I respected your honesty and thank you.

I want to thank you for your cooperation.

The Five Key Questions

These can be found at APPENDIX B. These should be used as a framework when behaviour is unacceptable. All staff must use this process to explore what has happened in every incident. This may be done informally for low level behaviours (such as a falling out on the playground) or more formally using the forms for more serious or persistent behaviours.

Individual School System for Dealing with low level behaviours

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. Foundation and KS1 will display this as a cloud or the colour yellow. KS2 may display this as a name on the board. At this point the child is reminded that a positive change in their behaviour will see that card return to green or name off the board at the end of the session.</p> <p>At playtime and lunchtime the yellow warnings are monitored by lunchtime staff and the children are reminded in the same way.</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>If this is at playtime or lunchtime children are relocated to a senior leader within the school</p>

		<p>Children must reflect on their behaviour and be given an opportunity to put it right through the use of the key questions</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, phase leader 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>

Foundation and KS1 use a visual traffic light display with children's names on. This visual system may also be used in KS2 classrooms, although warnings are mainly verbal and names on the board. A simple flowchart to explain the procedure is displayed in classroom from Years 1-6, the Burrows, the ARC and the Wizards. This can be found at APPENDIX A

School Routines

Coming into school

The school day starts at 8:40am. All teachers must be in their classrooms by 8:35 with work ready for the children as they come into their classrooms to ensure a calm start to the day. All teachers are to greet the children and start

the day on a positive note. Children are encouraged to use the feelings ladder as they come into the classroom.

All support staff must be at their designated entrance or area ready for the doors opening at 8:35. All children are welcomed into the school in a warm and friendly way to ensure a positive start to the day.

Leaving School.

The school day ends at 3:10. Foundation and KS1 children are taken to the door by the teacher and support staff and are handed over to parents one by one. In KS2 teachers take their class onto the playground. Parents wait in their classes designated space and the children are released to them. Children who can walk home independently are released to go by the teacher once they have taken the class onto the playground.

Lunchtimes

All classes are taken to the dining hall by the class teacher with their coats ready to go straight out to play.

Foundation children go into the dining hall at 11:45am they sit at the table and are served the lunch and supported by teachers until 11:50. Their lunchtime ends at 12:45. In the Autumn Term Foundation 2 will play in the foundation stage area with foundation 1.

KS1 children enter the dining hall with their teachers at 12:00pm they sit down at their table and teachers and support staff serve their meals to them. KS1 lunchtime ends at 13:00.

KS2 lunchtime starts at 12:15. On alternate weeks lower KS2 and upper KS2 enter the dining room with their teachers at 12:15. The other phase go outside to play taken to the playground by their class teacher. Children line up and can talk to each other quietly they line up going into the main hall. They collect their meal and then sit at a table. At 12:30 a whistle is blown and lunchtime ASAs bring the other phase into the dining hall through the KS2 corridor (garden entrance) and the children line up to collect their lunch into the main hall. KS2 lunchtime ends at 13:10

Children need to all stay in their seat throughout the period of time they are in the dining hall. If they need something they put up their hand. During their meal they are encouraged to talk to the people on their table. The school have circular tables at lunch to encourage the children to talk to one another just like they would in a family. At the end of lunchtime a staff member will dismiss

the children. Foundation Stage children line up and are taken back to the foundation stage by members of staff. Children in KS1 and KS2 leave the dining hall via the dining hall doors straight onto the playground. **They do not go back down the KS1 and KS2 corridor.**

Packed lunches are taken outside with the children and kept in tubs to be taken back to class. Children do not go back down the KS1 or 2 corridors to exit for lunch.

Walking around the school as a class e.g. to assembly

Children walk around the school quietly and in a line. At this time children must be quiet as other children and staff will be working. Staff must monitor the line to ensure the children are respectful to each other and quiet.

Children walk on the left hand side of the corridor. This is the same for the stairs - this allows the children to be safe as they walk around the school.

Going to the toilet

Children are allowed to go to the toilet if they need it during a lesson and they can leave the lesson independently to do this. This needs to be monitored by the class teacher and support staff to ensure the child remains safe. Individual plans will be made for children who can not do this independently or safely.

Spending the Wansbeck Wonga

Children can spend the Wansbeck Wonga on a Friday on their phases. Children who save up their Wonga to spend with the headteacher can spend this at playtimes or lunchtimes.

P.E

Children can come to school on P.E days in tracksuit bottoms and shorts. They must still wear their Wansbeck T shirts and sweatshirts or the Wansbeck hoody. If children come to school in a different top consistently the class teacher must have a conversation with parents and a letter be sent home.

Jewellery

Jewellery can not be worn by any child in the school. We encourage children who want their ears piercing to have it done at the start of the six weeks holidays.

An allowance is made in the first 6 weeks of the children having their ears pierced but parents must cover them for the period of time they are at school. After this they must be taken out. Children can not do P.E or sports wearing any jewellery

High Level and Repeated Behaviours

Repeated Low-Level Behaviours

When behaviours are ongoing parents are involved at an early stage. If three incidents of low level behaviours reaching red are recorded there must be a meeting with parents immediately with the class teacher and phase leader and a behaviour support plan is put in place that is bespoke to the needs of that child. The aim is for early intervention and discussion to find the underlying cause of the behaviour. Support must be put in place at the earliest opportunity. Discussion with parents is extremely important to build a picture of what is happening for this child at that moment in time. Working in partnership with parents aims to reduce the challenging behaviours before it spirals.

High Level Behaviours

All high level behaviours must be brought to the attention of a senior leader immediately.

These include:

- Violence
- Ongoing bullying and harassment including online bullying
- Vandalism
- Smoking or Vaping
- Bringing any illegal objects onto school premises
- Sexual exploitation, sexual assaults or sexual harassment including the sending of sexual images


High level behaviours will be dealt with on an individual basis using the HCAT behaviour approach outlined in the flowchart below.


De-escalation


All staff are trained in de-escalation techniques and these should be used at every opportunity. Staff should always aim to de-escalate challenging behaviours at the time of an incident and look to deal with consequences at a later date once the child is calm and, in a position, to process information. Here are some strategies to avoid inflaming the situation:

 Approach calmly, with a low consistent voice

 Acknowledge any distress if necessary


 Ask what is happening

 Be clear about what you need to do

 Reassure that you are there to help them

 Demonstrate empathy

 Control your own emotions

 Be aware of your body language

[Pupil Support - Behaviour and SEND](#)

Some children in our school community find it more difficult to manage their behaviour and emotions. Children with an identified need will have an individual support plan and, on some occasions a de-escalation plan. Staff must always keep these up to date so everyone is aware of triggers and issues facing some of our children. In this way all staff are in the best position to support individual children. The SENCO, behaviour lead and senior leaders will support staff in developing individual plans. Individual behaviour plans will always be done in collaboration with parent.

[Staff Induction and Development](#)

All new staff will have training in behaviour management, restorative practice and the behaviour and culture manual when they start the school. Behaviour and culture updates are done termly after they have been reviewed by SLT. Testing the culture is done by SLT in all monitoring and learning walks to ensure that staff who need support are given it in a timely way. Staff who need further development may also receive one to one coaching and mentoring by senior leaders and other SLEs across the trust. SEND training is also completed half termly in order for all staff to understand the barriers to learning which children face to overcome them through adaptations made to teaching.

Pupil Transition

All foundation stage children will have a home visit prior to starting school so we can get to know the child and start to build the relationships with families. Foundation 1 children will have some stay and play sessions prior to starting with us for their allocated times.

Foundation 2 children will be encouraged to come to school the last week of the summer term for transition week. This allows the children to build relationship and start to become familiar with the setting and routines prior to September. In all other classes children move up to their new teacher in the last week of the summer term. A document sets out the expectations of this week but part of this week is working on the expectations for learning in that classroom fitting around the school values.

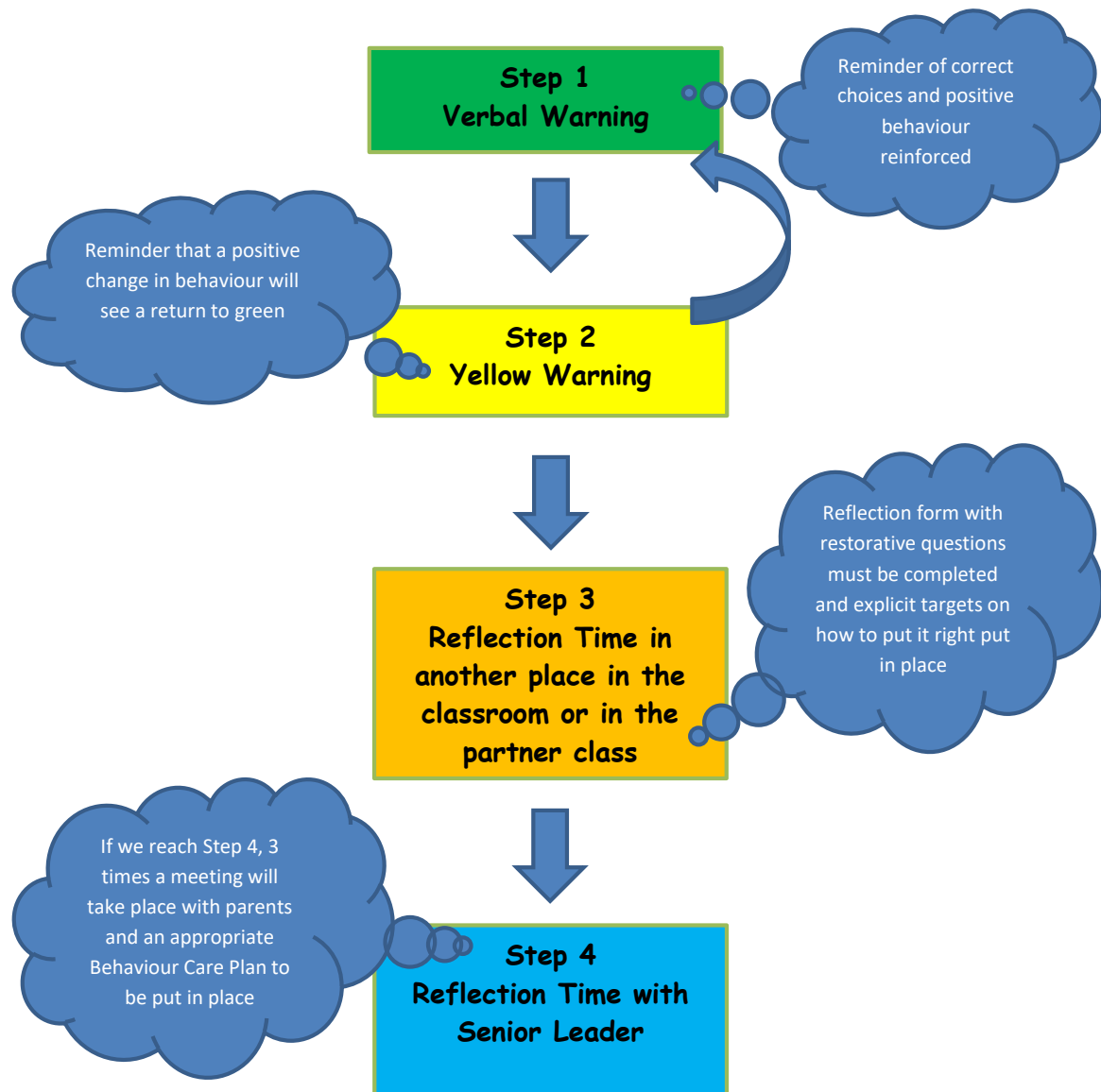
Transition meetings are held between staff in the summer term to pass on all important information. The information to be shared is given to teachers prior to the meeting.

Appendix A - Flowchart to be displayed in all classrooms



Behaviour Flow Chart

If we make a wrong choice we have several opportunities to put it right and turn our behaviour around

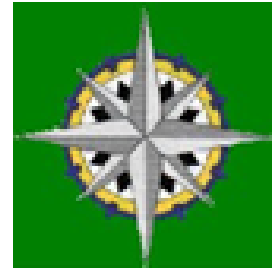


APPENDIX B: Restorative Process Forms

Name _____
Date _____

Wansbeck Primary School

Reflection Form



(for the person who has done the harm)

What Happened?

What were you thinking about at the time?

Who has been affected by your behaviour?

In what way have they been affected?

What do you think needs to happen next?

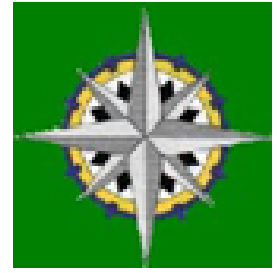
Name _____

Date _____

Wansbeck Primary School

Reflection Form

(for the person who has been harmed)



What Happened?

What were your thoughts at the time?

What has been your thoughts since?

How has this affected you and others?

What do you think needs to happen next?

