



WILMINGTON PRIMARY SCHOOL

BEHAVIOUR POLICY

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Rationale

This document provides a framework for the creation of a happy, secure and safe environment in which children can learn and develop as caring and responsible people. It is written for all members of the school community to allow each one to understand the policy of the school and to apply it consistently and fairly.

Aims

- To ensure a safe, caring and happy school
- To promote good citizenship
- To promote self-discipline
- To prevent bullying
- To ensure appropriate behaviour and language throughout the school
- To encourage and praise greater effort in both work and behaviour
- To be a 'Good News' school, and deliver more verbal positives than negatives
- To ensure a whole school approach to discipline which is used and approved by all the staff in the school - teaching and non-teaching staff
- To ensure that parents or carers are informed and are aware of the Behaviour Policy
- To provide a system of rewards that encourage good behaviour and aid the adaptation of inappropriate behaviour
- To ensure the children are aware of what constitutes 'good manners', and to encourage these at every opportunity

Principles

Every child has the right to learn without disruption. The establishment of a sound, positive and caring ethos is an essential prerequisite for learning. It depends upon trusting relationships and a process of co-operative teamwork and the school welcomes and encourages the involvement of the Governors, parents, carers and others in the community.

This policy will apply to all children unless a specific variation is agreed in their behaviour plan/risk assessment. This will be discussed and agreed with parents and all staff will be informed.

Responsibilities

All members of the school community - teaching and non-teaching staff, parents, carers, pupils and governors, work towards the school aims by:

- providing a happy, secure and safe environment in which all are fully aware of behavioural expectations
- treating all children and adults as individuals and respecting their rights, values and beliefs
- uphold the school Core Values of compassion, positivity, self-belief, teamwork and resilience
- fostering and promoting good relationships and a sense of belonging to the school community
- offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- encouraging, praising and positively reinforcing good relationships, behaviours and learning
- rejecting all bullying or harassment in any form
- helping the children and adults to develop strategies to ensure there is positive behaviour both within and outside the classroom, and applying these consistently
- caring for, and taking pride in, the physical environment of the school

- working as a team, supporting and encouraging each other

PSHE

A weekly timetabled PHSE takes place in each classroom. This gives a focus to personal and social skills development, and gives the children a platform where they can air their views and put forward ideas they have to bring about positive change.

We also have a School Council which allows children to present ideas and views expressed by the class. Children are also able to share their views through pupil voice questionnaires.

Core Values

We have chosen five Core Values through parent questionnaires, talking to pupils, staff and governors. These are:

- Compassion
- Positivity
- Self-belief
- Teamwork
- Resilience

Children of all ages and abilities are able to understand and recognise these Core Values and they explicitly taught to all children.

The Core Values are displayed in all classrooms, and at various strategic points inside the school.

Praise and rewards

All members of the school community will do things which deserve to be praised. During the course of each week, teachers should find an opportunity to praise every pupil, in their class, individually. Praise is not a one-way exercise. At Wilmington Primary we will actively encourage pupils to praise staff, and colleagues to praise their line managers. Praise is related to the Core Values and if a child is upholding one of the Core Values they will receive a sticker but also an explanation of which Core Value they are showing and why. When a child is seen wearing a sticker, by other school staff, they will ask them to explain the reason for the sticker. It must be possible for all pupils to receive the same level of positive feedback regardless of their academic development.

Praise is given well when:

- it relates to a specific task or action
- the recipient is clear about what they are being praised for
- the praise is given in a form which the recipient values
- it is given consistently and fairly
- it is earned
- the effect upon others, other than the recipient, is positive

An Outline of Rewards:

Forms of Praise

Praise may be given in the following ways depending upon the scale of achievement:

- Verbal praise (private and public) positively offered throughout the day to all children
- Written teacher comments in the contact book
- Award stickers for upholding the Core Values effort, for improved and excellent work.
- Display of work celebrating effort and achievement
- Message home

- Golden table award (weekly) which enables the child to sit with a member of SLT, on Friday lunchtimes, on the 'Golden Table'. The child will receive a badge in the same colour as the value they have shown.
- Postcard home from the Headteacher to recognise significant achievement
- Public celebration in assembly or newsletter
- Dojo point

Sanctions and consequences

The school's main approach to using sanctions and consequences to modify behaviour will be known as 'Plan A'.

Plan A

This will be sufficient to target the behaviour management of 95% of our pupils 95% of the time. This applies at all times during the school day (including assemblies, playtime, lunchtime etc.).

Plan B

Recognising an increased level of difficulty can trigger planning within the school and possible use of alternative systems - 'Plan B' for more individually structured behavioural approaches and the sharing of a Behaviour Plan. This may include a risk assessment if appropriate.

Plan C

For pupils who need an increased level of support over a sustained period of time who may need multi agency support.

Plan D

For pupils who require a PSP (Pastoral Support Programme) in place.

Details of stages:

Plan A

This series of actions is expected to be effective for the majority (95%+) of the pupils in the school. At any stage the children are able to return to green within the school day. If they are on orange this can happen instantly. If the child is on red, for children in Year 2 and below this will be after break and lunch and for Year 3 upwards this will be after lunch. There is also the opportunity for children to move onto the gold spot if they have upheld all the Core Values for a considerable time or gone beyond the expectations for a child their age.

Step 1

If the child is not upholding the Core Values and has not responded to staff direction, the staff uses 'whisper in time'. The staff member will quietly speak to the child to remind them of the expectation.

Step 2

If the child does not respond to the 'whisper in time' the member of staff will tell them that if they continue their peg will be moved orange spot.

Step 3

If the child does not respond to the step 2 the member of staff will move their peg to the orange spot. The child will be warned that if they continue, they will move to red and lose

some break time.

Step 3

If the child still does not respond, the member of staff will move their peg to the red spot and tell them that they now have lost some of their break time.

Step 4

If there is a serious issue or the child is often on the red they will be sent to a member of SLT. The child will be asked to have a 5 minute time out to think about what has happened before speaking to the SLT member of staff.

Lunchtime

At lunchtime the behaviour policy will be adapted for this different environment. There will be a whisper, warning and timeout. Timeouts will only be reported to staff where it is felt necessary or if there have been a number of timeouts over a series of days. Any more serious incidents shall be reported to SLT in the same manner.

Sanctions for extreme behaviour

The child's age will be taken into account whether a behaviour is extreme or not. Certain totally unacceptable behaviours bypass the stepped approach above:

1. Pre-meditated attack, for an older child
2. Unprovoked attack, for an older child
3. Physical aggression towards others which leaves a mark e.g biting, hitting, kicking etc.
4. Using a weapon with intent to harm
5. Repeatedly leaving the care of the adult in charge, and not responding to warnings.
6. Offensive language for an older child.

A member of SLT will investigate the incident. The parent will be informed and, if appropriate, invited in to discuss the situation and to develop with the school, a behaviour improvement plan, if a pattern of behaviour has been established. Ultimate sanctions for non-cooperation or non-compliance with the behaviour improvement plan could result in exclusions of some kind.

An ABC form could be filled in by the class teacher (or relevant adult) if there are an increasing number of incidents which involve SLT intervention.

If the behaviour of a child or children becomes a danger to the class, the class teacher should remove the class for their own safety and take them to another room and inform SLT know.

Plan B (Individual Behaviour Improvement Plan)

This stage is for children for whom Plan A has not been effective in changing their behaviour, for example excessive loss of class time and continual progression to step 6. This plan will be developed by the SENCO in consultation with HT. This plan may include interventions such as 'time to talk', 'socially speaking' and use of social stories. This plan will take into account any additional need and their developmental stage.

Aims of this plan are to:

- Inform and engage the whole school and parents
- Reduce anxieties surrounding the behaviour

- To avoid the need to use positive handling wherever possible
- Ensure that observations and evidence for further analysis of behaviour is available to develop an understanding of the behaviour
- Identify situations in which challenging behaviour is most likely to happen, situations in which it is less likely to happen and what the very early signs of difficult behaviour are
- Choose a target behaviour that can be systematically rewarded. (Immediate, tangible rewards are most effective)
- Ensure other pupils are supportive of behaviour modification and feel secure

Plan C

If Plan A and Plan B is not having the desired impact, the SENCO may contact outside agencies via the LIFT panel. The LIFT panel is a forum where the needs of individuals are discussed to enable the school staff to have access to specialist staff to advise of any further strategies/interventions that may be appropriate.

Plan D (Pastoral Support Programme)

A small percentage of children whose behaviour and responses can be difficult to predict or manage, as a result of their individual additional needs, could spiral into a pattern of exclusions (internal and external or part-time schooling.) If this happens, these children will therefore be subject to a Pastoral Support Programme (PSP) and the whole school will be informed and know who they are. Their individual programme will be drawn up through multi-agency working and will involve the parents. It will be reviewed regularly and all staff given a synopsis of outcomes.

Liaison with parent/carers

This policy is available for parents on the school website and the steps are talked about during induction meetings. Where applicable parents will be notified of concerns with their children's behaviour.

Parents or carers will be kept informed about their child's behaviour if there are concerns. If it appears that this has to be monitored on a regular basis a 'home/school contact' book may be started. This can be a way to record positive and or negative occurrences. The book is written in by the teacher or teaching assistant and sent home. The parent or carer writes in it each evening and returns the book to school. The regularity and nature of this contact can be varied according to need.

Outside agencies

Any concerns or worries about a child may be discussed with the SENCO and all staff are made aware of the strategies in place. For some pupils the visiting Specialist Teaching Service teacher will be consulted and there may be times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher, SLT, or as the result of discussion at a termly LIFT panel. Parents or carers will always be consulted before any referral to an outside agency. Parents may also be supported by the Early Help process if it is deemed appropriate.

Outside agencies will need information; therefore teachers need to document evidence of behaviour carefully so that it can be collated when required.

Outside agencies include:

- Specialist Teacher Services
- Educational Psychologist

- Teacher for Hearing Impaired
- Teacher for Visually Impaired
- Speech Therapist
- Physiotherapist
- School Nurse
- Social Services