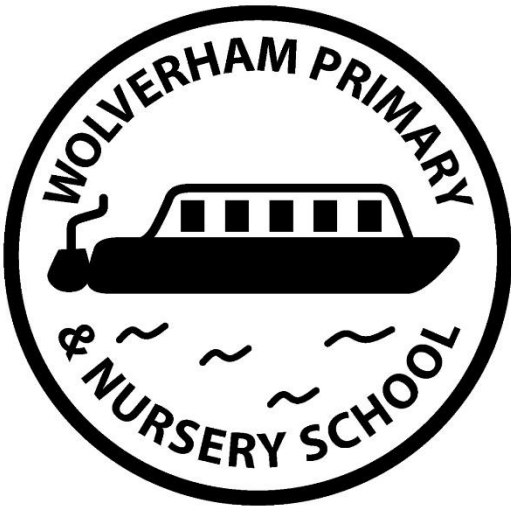


Wolverham Primary and Nursery School

Behaviour Policy

Updated September 2023



At Wolverham, we expect and encourage good behaviour and self-discipline from all pupils in order to achieve an environment which enables emotional development, effective learning and high standards. We achieve this through visible consistency which is tightened through three simplified core rules:

- ✓ Ready
- ✓ Respectful
- ✓ Safe

Our aim is to provide an inclusive, calm, quiet atmosphere in the school where all children feel safe and secure. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them.

Every day is a fresh start.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place. Achievement is celebrated in every classroom and all efforts are valued. At Wolverham, we use the following rewards:

1. Verbal comments of specific praise are given regularly by all staff. We aim for them to be clear and sincere and refer to ready, respectful and safe as much as possible.
2. House points will be awarded to individuals in class for demonstrating they are ready, respectful and safe. The house that collects the most points will receive a reward at the end of each half term. Children who are shown to go above and beyond will be placed on the class recognition board which will be shared on class Twitter accounts on a Friday. Each child can only be on this board once a week.
3. Weekly celebration assemblies will be held to share achievements within each key stage. This will include a Head teacher's award and class stars of the week.
4. Praise Postcard -. These will not be sent in bulk or weekly but will relate to a specific reason. A surprise postcard is completed and posted home by members of support staff. This is for outstanding behaviour or attitude above that of a house point or the board of recognition.
5. Phone Calls Home – Staff are encouraged to phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.

Consequences:

If a pupil is making poor choices, use:

- Remind
- Respite
- Remove

Remind: remind the child of our 3 core rules: ready, respectful and safe in a private conversation where possible. Check they have everything they need to complete what is being asked of them.

Respite: use a short break either in the classroom or just outside (depending on the age of the child) to allow the child and adult time to consider the situation and how to move forward. Additional adults, such as the family link workers, could be used here depending on the needs of the child.

Remove: the child is sent to the phase leaders' classroom for the remainder of that lesson and further discussions will then take place about next steps. A debrief needs to take place involving key adults and the child that will be led by the phase leader. Parents/carers will be informed if their child has been removed from class.

Children will be sent to the phase leader, who may defer to the Head teacher/deputy Head teacher, for any of the following in the classroom or around school:

- Fighting
- Damaging property
- Endangering others
- Rudeness / bad language to pupils / teacher
- Any racial or hate crime (which will be immediately reported to the head teacher and recorded)

This is not negotiable

Our Trust exclusion/suspension policy is available on request.

Foundation Stage

Within the Foundation Stage, when pupils do not follow behaviour expectations, they are given a clear reminder by staff and an example of what they should be doing is modelled and explained. If a child does not respond to the reminder, they may be given 'Thinking Time'. This is carried out in a quiet space within the classroom with an adult nearby and lasts for 3 minutes (the approximate age of the child). A 3-minute sand timer is used to support the child's understanding of the length of their 'Thinking Time'.

De-escalation

Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this. There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement.

On few occasions, children may need to be guided or restrained for their own safety and that of others. Parents of the child will be informed by phone call or in person. The incident will be recorded in a 'Bound and Numbered' book and recorded on CPOMs. The book is available in the Head teacher's office.

Break & Lunch time

Mid days to report any incidents that need resolving to the class teachers when they are collected after playtime or lunchtime on the day. This includes poor behaviour or children not following school rules. Teachers will regularly liaise with mid days to discuss any individual children's needs and share strategies and ideas for managing behaviour. **Class teachers are to collect pupils from the playground promptly.**

Individual Behaviour Systems

There are some children in the school who require an individual behaviour system and may not follow the whole school policy. Class teachers will design the systems in conjunction with a member of the SLT, the SENCo, parents/carers and if appropriate external agencies.

All members of staff working with the child should be clear on how to manage challenging behaviour and the expectations that are in place for the child.

Children who have an individual plan will have a risk assessment which will be reviewed regularly and identify strategies used and possible triggers. These are shared by the class teacher with all adults working in the room and also with parents.

This Policy should be read in conjunction with our Exclusion Policy, our Anti-Bullying Policy and our SEND/Inclusion Policy.

Government guidelines include: 'Behaviour and Discipline in Schools' (January 2016); 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).

Updated September 2023

Review of policy September 2024