



Weetwood Primary School
Behaviour Policy
Covid 19 Amendment - September 2020

Written: February 2004
Last Review: September 2019
Next review: March 2021

Aims

At Weetwood we aim to help children develop qualities so that they can live and work together in a happy, safe and collaborative way. The qualities we promote are mutual respect and self discipline. These are demonstrated by good, positive behaviour and well developed work habits.

Our School Principles and Rules

At Weetwood we have three school principles that underpin the way we teach children to behave in our school and community these are linked to our missions statement. These are:

Respecting each other
Expecting our best
Learning in a happy school

The five rules we use consistently across school are:

Be Kind
Treat Everyone and everything with respect
Listen and be polite to each other
Always strive to do your best
Move safely around school

These written rules (drawn up by the children) are regularly referred to and discussed. The children are encouraged at the beginning of each year, to agree their own 'code of behaviour' for their classroom. Discussion about behaviour and discipline frequently form part of assemblies and PSHCE lessons. We believe it is important to teach children to behave in a positive way as well as expect positive behaviour. This will be easier for some children than others and we give extra support when it is needed. We teach children that their behaviour (positive and negative) is a result of their choices and that we can improve the choices we make.

All children need to see the adults they respect modelling the behaviour we want them to develop and so all staff, visitors and governors are expected to act in accordance with our principles and rules at all times.

Do	Don't
<ul style="list-style-type: none">• Be positive• Keep Calm• Be consistent and fair• Show children you are listening to them• Make clear your expectations• Explain rewards and consequences (sanctions)• Provide opportunities to make things right.• Lead by example• Invest time and effort in to building good relationships with children.• Inform relevant colleagues	<ul style="list-style-type: none">• Humiliate• Overreact• Punish all for the behaviour of one.• Break your own rule (Chatting in assembly)• Express pleasure in giving out consequences for poor behaviour (if any emotion is displayed, it should be mild regret)

We believe positive reinforcement of good behaviour through thanks and praise and natural consequences, as well as rewarding children with specific and class rewards.

We aim for as much consistency as possible in the way we manage behaviour in school. We have an agreed signal to stop children.

- Reception and Year 1,2,3 – 1,2,3 look at me / 1,2, eyes on you.
- Year 4,5 and 6 – Give me five in 5,4,3,2,1.

We expect children to walk in corridors and we have an agreed definition of silent, partner, group and hall voices. We ALL take responsibility for children in school. We praise children moving quietly around school, celebrate good learning that we notice and we also address any issues what we see.

Promoting and Developing Positive Behaviour In classrooms

All adults will:

- Make clear their expectations and any class rules with the children and display these in the classroom.
- Reward children who behave well by smiling, thanking and praising them and giving out DOJO points or other rewards such as points for the class reward target, stickers or Superstar certificates.
- Challenge unacceptable behaviour explaining what the consequences might be if their behaviour does not improve and giving a chance to redeem themselves. This is done through our school wide agreed consequences (warnings) system.
- Carry out natural consequences such as; being the last out to play, making up wasted time at the beginning of break time, going to work in another lesson, having less choice about how they learn.
- Record ongoing issues in the class behaviour file
- Record serious incidents on an Incident Record sheet and pass onto the Headteacher or Deputy Headteacher.

Behaviour in assemblies

All adults will:

- Model the behaviour we expect from the pupils
- Ensure that children have a settled start to assembly and wait at least until the person leading the assembly is ready.
- Ensure there is a suitable number of staff to supervise children, with a larger ratio for children who require support and at the beginning of the year.
- Quietly and using non-verbal gestures where appropriate remind children to sit smartly and respectfully engage, enabling the person leading the assembly to continue uninterrupted.
- Keep children behind at the end of assemblies to practise good sitting and listening skills if needed.

Behaviour in and around school

All adults will:

- Think carefully about where adults are positioned to make sure a line of children is quiet.
- Encourage children to walk in the corridors quietly (nothing louder than a partner voice) and hold doors open for one another.
- Challenge children who are running or being noisy in corridors, asking them to go back and walk again if necessary.
- Challenge children who are in the corridors during lesson time to find out what they are doing and if they need help.
- Treat poor behaviour outside school, particularly bullying, in the same way as issues that occur inside school.

Behaviour at break times

All adults will:

- Carry out playground duties as outlined on the playground rota, ensuring that they are on the playground promptly.
- Position themselves carefully in the playground so that children are appropriately supervised
- Ensure that cover is arranged if an adult is going to miss their playground duty for any reason.
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the five school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour. (See playtime and lunchtime consequences)
- Help children to resolve conflicts.

Behaviour in the lunch hour

All adults will:

- Encourage children to be calm and quiet (nothing louder than a group voice) in the lunch hall
- Plan lunchtime routines to avoid large numbers of children waiting in the lunch hall
- Organise games and activities to engage children during the lunch hour
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour.
- Report serious incidents to the Lead Lunchtime supervisor
- Give out lunchtime lottery tickets in a fair and consistent manner to reward children for good behaviour choices.

Children's role

We teach children how to behave well and encourage and praise them when they do this. We teach children the difference between poor behaviour and bullying and how to tell if they are worried about the way that someone is behaving. All children are encouraged to use an 'assertive voice' to get help if they or anyone else needs help.

Positive Rewards and reinforcement

We recognise the need for praise and rewards to embed positive behaviour:

- Dojo's given to individual pupils for following the school rules.

Dojo points:	Rewards:
50	Prize Box
100	Prize Box
150	Golden Dinner

- Sharing work with another teacher, head teacher or SLT.
- Half termly reward for meeting the class target (set each week)
- Hot chocolate and biscuits with the Head/Deputy
- No warnings all half term party.

See Appendix 1 for more examples.

Consequences for breaking school rules

Classroom and lesson time:

We have a consistent whole school system for responding to negative behaviour (with slight modifications for Reception Class) that apply throughout the morning and afternoon. If instructions are not followed first time there is a warning. This is recorded in the flip file clipboard in each class and has a reminder of the steps

on it. In circumstances of more serious incidents, such as fighting or deliberate hurting, swearing, racism, sexism or homophobia, the head, SLT or Key Stage leaders will deal with this and report to parents if necessary. (We call this a 'Straight to 5' incident as it jumps the other warnings.) There is a clean slate for each child every morning and after lunchtime every day. Our consequences are these warnings:

1. Recorded warning
 2. Be moved away from the group
 3. 2 minutes away from the class
 4. 10 minutes away from the class, plus a reflection time
 5. Head and parents will be told, plus the consequences they give.
- Time missed will be paid back – up to 10 minutes of break or lunchtime)

Some behaviours will bypass the warning system and go straight to 5. For example: Fighting, deliberate hurting, deliberate swearing, racism, sexism or homophobia.

Outdoor free time (lunchtime)

Verbal warning – a reminder to play in the appropriate way

Yellow card – a 2 minute time out, in a central place, usually the Year 3 / 4 steps with a timer.

Red card – go to Mrs Watkins for a consequence. It will be recorded in the lunchtime book. (If it is playtime the child stays with an adult who tells the teacher to put it in the behaviour file in class.)

Straight to 5 - any deliberate fighting, deliberate hurting, swearing, racism, sexism or homophobia will be sent to the head, deputy or Key Stage leaders. Parents will be contacted.

Rewards at free time:

Lunchtime staff carry raffle tickets. These are given to the pupils for following the rules and making the right choices. When the children get back inside, the children write their name on the ticket and post it in the box. During the wizards and superstars assembly one name is drawn from the box and that child plus a friend have hot chocolate and biscuits with the Head/Deputy the following week.

Inclusion

For some children, they will have difficulties understanding, following and adhering to the school rules. These rules will be adapted and explained clearly to the child. In some cases, a behaviour support plan (BSP) will be written in collaboration with the child, parent and class teacher.

Exclusion

At Weetwood we aim to be an inclusive school and we would rarely, if ever, exclude a child permanently or temporarily. If it is to be considered for a very serious issue, then we would work with the Area Inclusion Partnership and in full accord with DfE guidelines and statutes.

Recording serious or ongoing issues

Teachers will record behaviour incidents in their class behaviour files. These files will be checked at least fortnightly by the Key Stage leaders/head. (This may be extra support, nurture, and conversations with parents, extra monitoring or referral to Child Protection designated staff.)

Any physically violent, racist, sexist or homophobic incidents will be recorded on the 'Straight to 5' monitoring sheet. Extra detail may be recorded on the reverse of the sheet. Hate incidents are reported (anonymised) to the local authority and the governing body.

For serious incidents that need more analysis, or where bullying is suspected an 'Incident Record sheet' will be filled out (see appendix 2) which will be reviewed by the Headteacher or Deputy Headteacher and kept on record.

Working with parents

If children are demonstrating behaviour that is not consistent with our aims and values or they are finding it difficult to remember the school rules, it is important that parents know at the earliest opportunity.

Staff may:

- Phone home to speak to parents or carers
- Catch the parents or carers for an informal chat at the end of the day
- Arrange a meeting with the Headteacher or Deputy Headteacher
- Create a behaviour chart to be used at school and/or home
- Make a referral to an external agency for help and support (this will be discussed with parents beforehand)

We will follow up issues reported by parents and let them know the outcomes wherever appropriate.

Related policies-which give further details of our approach to specific forms of behaviour.

- Anti-bullying policy

Covid 19 amendment to Weetwood Primary School's behaviour policy during the phased return to school in September 2020.

In addition to the policy already in place:

- Parents and children will adhere to the staggered arrival and departure times given to them. Children will not be able to enter school if they arrive at different time to their allocated slot. If parents are late to collect their child, they may be asked to wait until it is safe for their child to leave. We ask that parents respect social distancing at these times and ensure children are not mixing with children from other bubbles.
- Children will be asked to wash their hands on a regular basis including when entering/leaving the building and before and after break times.
- Children may only socialise with children in their bubble – This includes staying in zones on the playground. Social distancing between children and children and children and adults will be promoted but it may not be possible to maintain the 2 metre distance at all times.
- Social distancing in the Early Years settings will be promoted but can not be strictly adhered to due to the age of the children and how they learn and play.
- Social distancing between staff and parents will be adhered to at all times. Parents will not be allowed in the school building and parents will be encouraged to communicate via telephone and email.
- Children must only use toilets that are assigned to their bubble.
- Children will be made aware of the exits and entrances they should use and in which direction they should move around school.
- The behaviour system remains the same (see main policy). Staff will keep mobile phones with them at all times and will contact the Head for any behaviour incidents. Children who display physical behaviours such as spitting or hitting will result in parents being asked to collect their child.

- Teachers will carry out risk assessments with a member of the SLT to make adjustments for children identified with challenging behavior.
- Equipment that children will use frequently will be assigned to individual children and children will be not able to share their own equipment with another child. Equipment which is necessary for children's learning and cannot be used on an individual basis will be cleaned regularly.
- If children are experiencing symptoms of coronavirus or feeling unwell they must tell an adult straight away.

Appendix 1

Follow-Up Actions

Suggested Actions to be taken after an incident has been recorded in the behaviour file or on an incident record sheet. For most instances of poor behaviour the school agreed warnings system will form the basis of the consequences given, but staff should work to support children to achieve positive behaviour and these strategies can be used in addition:

- Child is moved to work in another part of the classroom
- Child is moved to work in another classroom
- Child loses some of their class reward time
- Child loses some of their break time or lunchtime
- Meet with child at the end of session to discuss their behaviour / ask them to tell you what they need in order to behave more appropriately.
- Child is given a restorative action to complete e.g. fixing broken property / redoing a piece of work
- Restorative circle time takes place (whole class or small group)
- Child writes a letter of apology / draws picture showing a positive action they are going to do
- Child has their choices limited
- Speak to the child's parent / give warning that this may be an action if poor behaviour continues
- Meet with SENCo to devise an IBP (Individual Behaviour Plan)
- Devise an individual behaviour record card for the child e.g. home/school chart
- Child is sent to see the Headteacher / Deputy Headteacher

*****Remember that you should be working to a ratio of 4 positive behaviour strategies to every 1 sanction you give *****

Don't forget to show children that you know when they are doing the right thing by...

- Smiling at them!
- Use praise and give recognition for good behaviour
- Reward charts / systems used consistently if in place for individual children
- Give DOJO points for specific good choices
- Give recognition for achieving IBP targets
- Stickers (particularly for younger children)
- Making your high expectations clear and explaining why certain behaviours are necessary
- Planning engaging and appropriately challenging activities

- Helping children to reflect on how they feel when they are making positive choices (so they learn that these are in themselves intrinsically rewarding)

Appendix 2

Incident Record Sheet

Name of child/children	Date	Time	Name of victims (if applicable)	Other witnesses or bystanders	Action taken so far:	Person completing the form

Brief Description of Incident:

In your opinion, could this be classed as bullying behaviour? YES/NO/DON'T KNOW

What action has been taken is going to be taken to address this? E.g. mediation between parties, writing a reflection, making an apology, sanctions (loss of privileges or free time), talk to parents, referral to Key Stage Leaders.

Feedback given (please tick) to victim to parents of victim to class teacher

Do any of these apply to this child?

- SEN (Yes/No)
- Looked After Child (Yes/No)
- EAL (Yes/No)

Monitoring dates:

If this is a racist incident, has it been reported to the Headteacher as such? Yes/No

Please consider whether you might need to complete a Cause for Concern / CPOMS to highlight potential Child Protection or Safeguarding Issue.

Accident Assault – pupil Bullying (direct/ indirect/ verbal/ cyber)	Disruptive Behaviour Fighting Homework Homophobic Incident	Missed/refused to accept sanction Other (minor) Other (severe) Racist Incident	Verbal abuse – pupil Verbal abuse – staff
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Classroom rules not complied with Damage – property Defiance Disruption	Inadequate Work Insolence/ rudeness Lunch Time incident		
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