



## **Positive Behaviour Policy – Wellesley Park Primary School**

**Date: March 2021**

CEO: Sarah Watson

Headteacher Wellesley Park School: Carly Wilkins

Due for review: Autumn Term 2022

**This policy should be operated in conjunction with our Child Protection policy, Special Needs policy, Anti-bullying policy and Online Safety policy.**

## **Our Aims**

At Wellesley Park Primary School, we believe children should lead safe, happy lives that result in them learning and displaying positive behaviours. Therefore, as a school, we feel it is important to promote a caring and supportive environment that enables all members of our school community, to feel secure and respected and therefore encourage good behaviour in others. To promote good behaviour throughout the school, pupils and staff should have a clear and consistent understanding of what is expected of them. All children will at some point make poor choices, but it is our intention that through this policy our children will be provided with clear guidelines on our behavioural expectations, as well as confidence in knowing that through their mistakes, they can learn to make better decisions for themselves in the future.

At Wellesley Park Primary School pupils will be encouraged to develop self-discipline and to accept responsibility for their own actions. We endeavour to create the conditions for an orderly and calm community, in which effective learning for all can take place; where there is mutual respect for all members of our community and our environment. The school will not accept any behaviour of a sexist or racist nature, by any member of the school community, whether child or adult.

The development of personal qualities, interpersonal skills and the fostering of socially acceptable behaviour is an integral part of our whole school curriculum and these are continually promoted through our shared school values and our PSHE curriculum.

Our school values are:

<b>Respect</b>	<b>Resilience</b>	<b>Integrity</b>	<b>Tolerance</b>	<b>Responsibility</b>	<b>Excellence</b>
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To enable children to succeed, we believe in a positive approach to behaviour and the encouragement of emotional regulation. Our school has a set of Golden Rules which are shared with children, staff and the wider school community:

### **Our Golden Rules are:**

- **Be respectful to everyone in our community**
- **Value our school, learning resources and local community.**
- **Always follow instructions**
- **Challenge ourselves to be our best, at all times**
- **Move respectfully around our school calmly and quietly**

Pupils will have clear and consistent expectations of behaviour, which will be embedded across the whole curriculum and through our use of the 'Zones of Regulation (Appendix 1) which helps children to understand and regulate their own behaviour.

### **The Zones of Regulation**

The Zones of Regulation is a whole-school strategy, which enables children to be able to identify their own emotions, whilst supporting them with strategies to self-regulate. These include: use of language / application of colours to feelings / considering their response to these feeling and calming and regulating activities. It is delivered through regular whole-class teaching sessions, as well as through more bespoke interventions - in response to individual need. This approach helps children to:

- understand themselves better
- rationalise their worries and/or concerns
- learn to co-regulate, through adult modelling techniques and strategies and consequently,
- become better able to manage their own emotions independently – self-regulation

### **Promoting Positive Behaviour**

Our emphasis is to reinforce our school values to promote positive, social behaviour. We believe the ideal rewards are the intrinsic rewards offered by: good relationships, a stimulating and engaging curriculum and positive role models.

It is important to have a reward system in place which celebrated all forms of social and academic achievement and effort. We wish to ensure that each child has the opportunity to experience success.

### **How do we consistently promote positive behaviour?**

- **Non-verbal praise:** This includes: a smile, pat on the back, thumbs up, applause.
- **Verbal praise:** This is an important factor in creating a positive atmosphere which will promote good behaviour. It will be related to the Golden Rules and can be given to and by everyone.
- **Class Dojos:** Each child is a member of one of four house teams Sioux, Mohican, Apache and Cherokee. and Do-Jo points are accrued weekly and half termly. The house with the most Do-Jo points at the end of each term will receive a reward. Each house has two house captains chosen from Year 6. House points can be given by any member of the school staff, including TAs, Lunchtime Supervisors and Office Staff for any good work or behaviour.

**Sharing success:** In recognition of a particular task or behaviour, children may share their success with others: the class; the neighbouring class or teacher; an adult chosen by the child; the phase leader; the Headteacher and parents/wider community

- **The Personal, Social, Health and Emotional (PSHE) Curriculum** is devoted to developing social, emotional and behavioural skills. There is a focus on encouraging a positive attitude towards school and a disposition to learn.
- **Celebration Assemblies** take place every week. Two children from each class are identified weekly as a 'super student' who has achieved particular success or demonstrated positive

attitudes or behaviour. The children are awarded with a certificate and will have the opportunity to be part of a group photo for our School Newsletter.

### **Discouraging unacceptable behaviour**

It is important to remember, before we resort to our consequences, that we ensure a child who has misbehaved, is given the opportunity to make amends and experience forgiveness.

The process should include: understanding what went wrong, the feelings of others, feeling sorry, problem solving to put things right and learning for the future.

**At all times, it is important to criticise and target the behaviour and not the child.**

### **Consequences**

For unacceptable behaviour, the following sequence will be used:

<b>The 7-Step Approach</b>		
<b>1</b>	Disruptive behaviour	1st Warning: reminder of expectations
<b>2</b>	Disruptive behaviour continues	2nd Warning: reminder of expectations
<b>3</b>	Behaviour continues	Sit in a quiet space away from others within the class for 5 minutes then return to their work. (Lose 5 mins of playtime.)
<b>4</b>	Behaviour continues	Pupil is taken to the partner classroom to work away from their class (Lose 15 mins of playtime)
<b>5</b>	Behaviour continues	Pupil to be taken to Phase Leader with work. (Lunchtime with class teacher – incident added on CPOMs)
<b>6</b>	Behaviour continues	Pupil to be taken to Assistant/Deputy Headteacher with work. (AHT/DHT to contact parents)
<b>7</b>	Behaviour continues	Pupil taken to the Headteacher

If the child's behaviour is seriously disrupting the learning of other children, or threatening their safety (e.g. fighting or throwing with the intent of hurting another child or adult) then SLT will be sent for immediately.

In general, most inappropriate behaviour will be dealt with by class teachers. In more extreme cases, senior leaders and the Headteacher will become involved. It may be necessary to refer to the SENDCo and outside agencies may be consulted. Being sent out is not always a punishment but may provide some 'cooling down time'. Children should be sent to an agreed partner class where they will reflect upon their behaviour and complete unfinished work. No adult should accept more than two children at a time. A child should always be escorted by an adult or responsible child.

Where children find interaction in the playground too difficult, they may be offered the 'Lunch Club' provision, providing a nurture group environment for part/all of each week. Procedures are to be followed for children with extreme behavioural difficulties who need to be removed from the classroom or who run from school (see Appendix 2).

The outcome of any case deemed extreme, may be that a child may be excluded either for a fixed term or permanently, depending on the severity.

### **Positive Handling Plans**

In certain circumstances pupils may need additional support to ensure behaviour is appropriate. For these pupils, a Positive Handling Plan (PHP) will be developed. It will be formed in consultation with the class teacher, pupil, SENDCo and the Parent/Guardian of the pupil. A review date will be built in to the plan. When necessary, external agencies e.g. Educational Psychologists, Behavioural Support Staff, may be involved in developing Positive Handling Plans.

### **The use of reasonable force to control and restrain pupils**

The staff of Wellesley Park Primary School will follow the guidelines set out below. Following the issue of guidance from the DFE on the use of reasonable force to control and restrain pupils, The Castle Partnership Trust in accordance with the Somerset Safeguarding Partnership, wishes to make it clear to all schools that there will be no alteration in its current advice about the very limited circumstances in which use of restraint is appropriate.

These are:

- Where a pupil's behaviour is at risk of causing injury to him/herself
- Where a pupil's behaviour is likely to cause injury to others (adults or children)
- Where a pupil's behaviour is likely to cause serious risk of damage to property

If the use of restraint is necessary, it will only be carried out by a member of staff who has attended appropriate restraint training. Parents will be notified as soon as possible after the event. Each incident will be logged in the 'Bound and Numbered Book'. Senior members of staff will always check on staff and pupils involved in a restraint incident, to check that they are safe and well, both mentally, emotionally and physically before they continue with their day.

### **Discriminatory Language/Behaviour and Prejudicial References**

Discriminatory language/behaviour and prejudicial references will not be tolerated and will be treated on a par with physical assault. This may also require further intervention. Consequences and actions by the school will be proportionate with the perpetrator's age and level of cognitive understanding. Substantiated cases of racism will be reported as is our statutory duty.

### **Peer on Peer Abuse**

Our staff recognise that children are capable of abusing their peers. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to):

- bullying /cyber bullying (*bullying is intentional and persistent, unkind behaviours towards another*) including: sexual violence/harassment; physical/verbal abuse such as hitting, kicking, shaking, biting, hair pulling, name calling, shaming or otherwise causing psychological harm; sexting and initiating/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Any peer on peer abuse is unacceptable and will be taken seriously.

## **Exclusions**

Our exclusion arrangements are conducted in full accordance with the Equality Act 2010.

In the most extreme situations this sanction could be a fixed term or permanent exclusion. This will follow the statutory guidance for those with legal responsibilities in relation to exclusion (2017). This document can be found here: <https://www.gov.uk/government/publications/school-exclusion> and there will be a copy in the school office.

After a fixed-term exclusion there will always be a re-integration meeting with the child, parent, DHT/HT and wherever possible the class teacher. If applicable an Individual Behaviour Report and/or a Personal Handling Plan may be drafted and will be presented to the parents / carers, with the aim of preventing further exclusions. The meeting is intended to be a positive discussion, with everyone working together to create the best chance of success moving forward.

A decision to exclude a pupil permanently should only be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with an EHC plan or a looked after child, it should, in partnership with others (including the local authority as necessary), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has an EHC plan, schools should consider requesting an early annual review or interim/emergency review.

The behaviour of a pupil outside school can be considered grounds for an exclusion.

## **Anti-Bullying**

Bullying is behaviour that is deliberate, repeated and targeted. Bullying behaviour is not tolerated at our school. Our approach for dealing with this behaviour involves an initial discussion with the victim

and perpetrator / s and with parents if appropriate. We use a problem solving approach, where pupils can be involved in finding solutions. Any bullying occurring out of school will also be investigated in accordance with government recommendations. Please refer to the school's Anti-Bullying behaviour policy for more details.

## **Roles and Responsibilities of All Stakeholders**

### **Pupils' responsibilities are to:**

- Make a positive contribution to class discussions and written work
- To complete homework to the best of their ability
- Respect everyone in our community
- Care for their own and other people' s property and ensure that they have the correct equipment and resources in school ready to learn
- Respect our school learning environment both in and out of the classroom
- Make every effort to attend school regularly, on time and suitably dressed in correct uniform
- Show self-discipline to enable themselves and other pupils to fulfil their potential, at all times
- Refrain from swearing or using any inappropriate language or violence

### **Parents' responsibilities are to:**

- Ensure that their child attends school punctually every day; ensuring that they come to school correctly equipped
- Be aware of our school's expectations and rules
- Support our school in the implementation of this policy
- Respond promptly to all school communications
- Foster their child 's awareness of appropriate behaviour
- Encourage self-discipline
- Participate in school meetings to support our values
- Provide the correct uniform for their children
- Support children with any homework activities

### **Staff responsibilities are to:**

- Plan and prepare effective lessons for every pupil
- Create an atmosphere for positive learning
- Be fair to all pupils by recognising that each is an individual with their own specific needs
- Promote self-esteem, confidence and potential
- Provide challenging learning
- Maintain day-to-day discipline and behaviour
- Use rewards and consequences consistently, both within each class and across the school

### **The School Leadership Team's responsibilities are to:**

- Determine the standards of behaviour that are acceptable

- Ensure that the ethos of this policy is shared and communicated with all stakeholders
- Ensure that the policy is consistently applied across the whole school by all stakeholders

### **The Local Governing Body and Board of Directors will:**

- During visits to school, note the implementation of the policy
- Form a Disciplinary Committee to review any appeals regarding exclusions
- Provide representatives for any independent appeal committee against exclusions
- Monitor, evaluate and review the policy annually

### **Behaviour Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within our school premises, we reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- taking part in any school organised or school related activity
- travelling to or from school
- on-line activity out of school hours
- wearing school uniform
- in some other way identifiable as a pupil at the school
- posing a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Headteacher may notify the parents of any actions taken. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

### **Monitoring and Evaluation**

The Headteacher, Senior Leadership Team (SLT) and Governors will keep this policy and our procedures for promoting positive behaviour under review and will amend or change them in light of any feedback, through on-going monitoring and evaluation. Staff will attend training where appropriate in order to support the implementation of this policy.

### **Conclusion**

At Wellesley Park Primary School our priority is to enable all children to achieve and learn, so that they can be the best that they can be. We believe that all children should be able to learn in an atmosphere which is both caring and protective. Parents are informed of this policy when their child/ children join our school. By choosing to send their child / children to this school, parents agree to support us in this policy and commit to our Home/School agreement (Appendix 3).

The Behaviour Policy has been written in order that we can manage the behaviour in our school in the best possible way and for the good of all who work at Wellesley Park, whether staff, pupils or



volunteers. If it is to be effective, everyone must use it with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply.

### **Equal opportunities**

The school expects every member of the school community to behave in a considerate way towards others. We treat all children fairly and apply this policy without prejudice in a consistent, non-judgmental way.

## Appendix 1 Examples of zones conversations

Skills taught during The Zones of Regulation:

- **Identifying your emotions** by categorizing feelings into four zones (more on this below)
- **Self-regulation:** Achieving the preferred state of alertness (zone) for a situation. This is all about regulating your body and emotional regulation.
- **Identifying triggers:** Learning what makes you “tick” and why
- **Coping strategies:** Various techniques and strategies that help achieve emotional regulation and manage strong emotions
- **Size of the problem:** Introduces the idea that the size of your reaction should match the size of your problem, how to identify the size of your problem, and strategies for problem-solving.
- **Expected behaviour vs unexpected behaviour:** This also covers perspective taking and how *your* behaviour affects the thoughts and feelings of the people around you

Behaviour Type	Natural consequence	Conversation/Intervention
<b>Red Zone:</b>  Aggression due to anxiety	Social Isolation	Distraction if possible. Ensure basic needs are met. <i>When you get angry it makes others feel worried that they are in danger.            We can help you to feel less angry. (Volcano in my tummy)</i>
<b>Red Zone:</b>  Running out of class.	Avoidance of task or situation leading to falling behind in learning.	Distraction if possible. Ensure basic needs are met. <i>I think you might be in the red zone because you ran out, but I need to make sure you are safe. Let's solve the problem together. (Safe Space created)</i>
<b>Yellow Zone:</b>  Wiggly and giggly during carpet time. Hyper-vigilant. Extra-sensitive.	Reduced learning focus and progress. Reduced resilience to challenge & change. May require co-regulation.	Ensure basic needs are met. Ensure movement & sensory needs have been met. <i>I can see you are finding it difficult to sit on the carpet. It is stopping other children from concentrating. Are you uncomfortable/feeling restless? (Rest break/wiggle cushion)</i>
<b>Blue Zone:</b>  Not focused in class (in own world)	Missed learning opportunities. Lowered self-esteem. Withdrawal from social opportunities.	Ensure basic needs are met. Take to a calm/safe space to talk. <i>I can see that you are struggling to concentrate. Is there something that I/you/we can do to help? (Snack or drink/movement break)</i>
<b>Green Zone:</b>  Focussed and on task. Calm & relaxed.	Learning opportunities maximised. Resilient to challenge and change. Able to self-regulate. Able to articulate thoughts and feelings.	Praise effort, rather than attainment. <i>I can see that you are really focussed and on task – well done!</i>

## **APPENDIX 2**

### **Pupils who run from school**

#### **When a child runs from the classroom:**

1. When a child leaves the classroom without the permission of the Class Teacher, a TA/1:1 should go with the child, speak to them and then return with them to the classroom. It is important to talk to the child about any possible 'trigger' after the calming down process.
2. If the first procedure is not successful then a TA will inform the Phase Leader and will help with returning the child to the classroom.
3. Within a reasonable amount of time, if both the above are unsuccessful, or the child continues to leave the class without permission, then the child is given a choice of either returning to the classroom or a phone call will be made to the parent to collect the child and take them home. This will be counted as a fixed-term exclusion.

#### **When a child leaves the school campus:**

1. A member of staff informs the Headteacher or Deputy/Assistant Head (via the School Office) that a child has definitely left the school campus.
2. A short initial investigation will be made by the Headteacher or Deputy/Assistant Head as to the whereabouts of the child in the very local vicinity.
3. If no contact can be made with the child then a telephone call will be made to the Police and Parents, by the School Administrator, informing them of the approximate time and direction that the child left the campus and the current situation.
4. If, after 10 minutes, the child is unable to be located, the School will liaise with Police and Parents again as to the course of action to be taken.
5. If contact is made with the child in the meantime, then 'choices' are given, as appropriate, and parents are advised of the situation.
6. If the Police have been informed and the child subsequently returns to School, the School Administrator will contact the relevant Police Office and the appropriate reference number will be given with full details.
7. A full investigation, including a discussion with the child, into the incident will be carried out and parents advised of the outcome. Relevant details of the incident will be recorded in the child's file.

### **Appendix 3: Our Home/School Agreement**

Child's Name: .....

Date of Birth: .....

This agreement is intended to outline the principles of a partnership between the school, its pupils and parents. In setting this out we are seeking to further enhance each pupil's positive experience of school.

**The School aims to** provide effective formal and informal learning through which all pupils will:

- Achieve potential in as many ways as possible.
- Develop spiritual and moral values.
- Obtain a variety of skills which will prepare them for the next stage of their lives.
- Be part of a community within which all will feel secure and valued.

**Therefore - The School will:**

- Encourage children to do their best at all times;
- Encourage children to take care of themselves, their environment and other people;
- Attempt to create an environment in which all members of the school community feel safe, secure and valued;
- Inform parents of their child's progress through annual school reports and parents' evenings;
- Send a letter home at the beginning of each term explaining the term's work and how parents can help their child at home;
- Inform parents of any concerns that affect their child's work or behaviour and monitor any persistent difficulties;
- Make sure that we are available, by prior appointment, to meet with you and discuss any concerns that you may have about your child's education;
- Set, mark and monitor homework appropriate to their child's educational needs;
- Keep parents informed about school activities through regular letters home;
- Provide a curriculum which is broad and balanced promoting literacy and numeracy as required by the National Curriculum;
- Contact you if there are concerns about your child's behaviour or attendance;
- Inform you of changes that are made to policies that affect your child's education and provide access to policy documents on request.

**Signed on behalf of the School:** *Mrs C Wilkins* (Headteacher)

**Date: March 2021**

In order to achieve these aims, we need to work in partnership with the pupil and their parents. Therefore, we need to invite pupil and parent to enter into the following agreements: -

**As a Parent/Carer we/I will:**

- Ensure my child attends regularly, on time - registration takes place at 8:55am;
- Ensure my child is physically prepared for the school day having received adequate sleep and morning nutrition;
- Ensure that I/we sign up to Class Dojo and regularly check: whole school communication, class specific information, recognition of achievements and personal messages from class teachers/phase leaders.
- Ensure my child complies with the school's uniform code including appropriate PE clothing and proper footwear;
- Support the staff in maintaining high standards of behaviour in line with the school's behaviour policy;
- Work in partnership with the school and inform us immediately of anything which might affect my child's happiness, attendance, progress or safety at school;
- Seek to present a positive attitude in all communications with and about the school, and contact the school directly in the first instance with any concerns;
- Support my child's learning, including school agreement the completion of homework;
- Respond to any reasonable request to attend parents' evenings and discussion about my child's progress;
- Notify the school of the reason for absence by 9.25am on the first day of absence and then every day thereafter;
- Ensure my child understands the school's ICT acceptable use policy;
- Support the school's policies and guidelines.

**As a pupil I will:**

- Try my best and work hard;
- Listen to others;
- Be friendly, helpful and caring to others;
- Take good care of equipment, the building and the belongings of others;
- Be polite, respectful at all times and behave well;
- Take pride in my appearance and wear school uniform;
- Behave well;
- Follow the school rules;
- Understand the ICT acceptable use policy.

**Together we will:**

- address any special needs;
- encourage the children to follow the school code;
- support the children's learning to help them to give and achieve their best.

**Signature of Parent/Carer:** ..... **Date:** .....

**Name of child**.....