

Wessex Gardens Primary and Nursery School



Behaviour Policy 2024 - 2025

At Wessex Gardens, we believe that every child has the right to feel safe and to be protected from any situation or practice that could result in them being harmed. Each child's welfare is of paramount importance and we are committed to safeguarding and promoting the welfare of all children in our care, and we expect all staff, governors, placements and volunteers to share this firm commitment.

Growing Together

Wessex Gardens Primary and Nursery School is a place where we grow kind, confident, resilient and independent lifelong learners in a trusting and honest environment. Here everyone is welcome and valued. We are motivated and supported to reach our full potential as we continue to aspire to excellence.

This policy was ratified by the governing body on.

Approved by:	Alexander Banks	Jill Summers
Designation:	Headteacher	Chairman of the Governing Body
Signed:		
Review due by:		

AIMS

- To provide a safe, caring, stimulating and happy environment where children can develop morally, emotionally, intellectually and physically and therefore fulfil their full potential
- To help children develop the skills necessary for positive interaction with others, enabling them to consider the rights of individuals to space, understanding, freedom of religious and cultural beliefs and respect for their person and possessions
- To help children to understand the distinction between appropriate and inappropriate behaviour and to develop the self-discipline to apply this knowledge, in a variety of situations, including outside the school environment
- To help children to develop the skills they need, in order to be able to assert themselves in appropriate ways, which take account of the above
- To create a positive, affirmative school culture that fosters co-operation, collaboration and raises children's self-esteem.

OBJECTIVES

- To consult and involve children, parents, teaching and support staff and work to develop effective strategies to improve children's behaviour
- To establish and maintain a code of behaviour
- To reinforce good behaviour by recognising and rewarding positive achievements
- To encourage consistency, in response to negative behaviours, by maintaining the consistent use of appropriate sanctions
- To support children with strategies for dealing with their own inappropriate behaviour and that of other children
- To encourage both home and school involvement in the implementation of this policy
- To ensure that all staff model considerate and appropriate behaviour
- To display rules, around the school, so children are reminded of expected behaviour
- To find ways of using the curriculum as a means of reinforcing behavioural aims
- To always consider Equal Opportunities issues when dealing with behaviour.

STATEMENT OF INTENT

The governors and staff of Wessex Gardens Primary & Nursery School believe that all children have the right to a safe and secure school environment, in which they can be certain that the adults who care for them will protect them from any behaviour, on the part of others, which could cause them physical or psychological harm. They also have the right to learn the skills to enable them to behave appropriately in a wide range of contexts.

All adults in school will model appropriate behaviour and always treat children with respect. In any situation, requiring the physical restraint, of a child utmost care will be taken to work within the government's guidelines.

Equally importantly, we encourage children to have concern for others, as well as recognising their own rights. We help them to understand their responsibilities, in relation to other children.

We have a whole-school approach to behaviour management which promotes:

- respect for persons and property
- honesty
- trust
- fairness
- self-respect

- self-discipline.

It is our intention that what the children learn in school will extend to their lives in the wider community.

Wessex Gardens Five Golden Rules

It is essential that children have a clear understanding of what is expected of them and that there are consistently defined boundaries of acceptable behaviour. At Wessex Gardens Primary & Nursery School we have The 5 Golden Rules which provide a simple but comprehensive framework.

1. We keep others and ourselves safe.
2. We are kind and fair to everyone.
3. We are honest and truthful.
4. We always try our best.
5. We look after our school.

ZONES OF REGULATION

Wessex Gardens uses the Zones of Regulation to help children understand, recognise and moderate their emotional responses.

The zones of regulation is a research-based intervention to promote positive behaviour. They help children to regulate their feelings in order to control overwhelming emotions that prevent them from learning, and achieving their best. When used effectively children feel empowered and in control of their emotions.

In order for a child to be ready for learning, they need to be able to self-regulate. For most children, they are able to regulate with ease. For other children, they will need 'tools' to help them self-regulate. The Zones of Regulation helps children to identify their feelings with colours, blue - sad, sick, tired, green - happy calm, ok, yellow - frustrated, worried, excited, red -angry, terrified, out of control. With adult support, children will learn to use their 'tools' to self-regulate.

The Zones can be compared to traffic lights. When given a green light or in the Green Zone, one is "good to go". A yellow sign means be aware or take caution, which applies to the Yellow Zone. A red light or stop sign means stop, and when one is in the Red Zone this often is the case. The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize. All of the zones are natural to experience, but the zones of regulation framework focus on teaching how to recognize and manage their Zone based on the environment and its demands and the people around them. For example, when playing on the playground or in an active/competitive game, children are often experiencing a heightened internal state such as excitement and are in the Yellow Zone, but it may not need to be managed. However, if the environment is changed to the library where there are different expectations than the playground, children may still be in the Yellow Zone but have to manage it differently so their behaviour meets the expectations of the library setting.

THE ROLE OF STAFF IN SCHOOL

All adults in school work according to the Behaviour Policy and have the same positive approach. Class teachers are expected to establish a purposeful and safe learning environment. In classrooms and other teaching areas around the school, teaching and support staff are responsible for managing pupils' behaviour. It is expected that all staff will develop effective behaviour management strategies so that classrooms are orderly and calm. Mealtime supervisors and classroom assistants share the whole-school approach to children with emotional and or behavioural difficulties and work closely with the teaching staff. All staff are given opportunities to have appropriate training.

IN THE CLASSROOM

At Wessex Gardens Primary & Nursery School we believe that an effective curriculum that is appropriately differentiated, stimulating and engaging will motivate children and maintain an orderly and purposeful learning environment.

We work hard to plan appropriately for each child and we have high expectations of all children, both in terms of achievement and for behaviour. We encourage children to be independent and help them to take on responsibility for themselves and others. Our classrooms have a calm and purposeful atmosphere.

We give clear instructions and explanations and uphold the Behaviour Policy and Code of Behaviour so that there is a cohesive approach across the whole school. We maintain a positive approach, which builds children's self-esteem. Children are encouraged, by their teachers, to reflect on their progress and behaviour and to work and play co-operatively.

All children are given the chance to participate in 'Circle Time', which provides opportunities for class discussion, sharing feelings and structured problem solving. Circle Time helps children to become mutually supportive and to develop the skill of **real** listening.

A POSITIVE RESPONSE

Our whole school approach is embedded in a positive context. We give ample time to issues of mutual respect, in both classrooms and in assemblies. We promote children's sense of responsibility by speaking positively about acts of consideration and kindness, acting on children's initiative and providing leadership opportunities for them. We actively encourage co-operation and collaboration throughout the school and work hard to sustain the school's nurturing character, so that the children learn, through example, to care for one another.

We use special awards and rewards to provide incentives for the children and to help raise their self-esteem. Some of these are listed below:

- Child is praised by class teacher for good work or behaviour
- Child is given opportunities to show their work to the other children in the class
- Teacher talks to child's parents about positive aspects of behaviour and/or work
- Teacher sends positive letters home
- Child takes work to show to one other class teacher
- Child takes work to show to the Headteacher or another member of the leadership team
- Special celebration assemblies are held each week. KS2's achievements are recognised through 'Merit' certificates and KS1 are recognised through 'Star of the Week' certificates.
- Every Friday the Headteacher hosts 'Tea with The Head' for children who have behaved/worked/achieved particularly well. The children are announced in the special Friday celebration assembly

- Periodically, a whole-class incentive scheme will be used and will result in a whole class reward
- In very special cases (e.g. for some children with difficulties) a teacher, in consultation with learning mentors may decide to create a tailored behaviour programme that is designed to target that child's particular learning needs. A common example is the use of a green, amber and red sticker chart following each lesson, which helps to highlight negative patterns of behaviour visually.
- Fabulous Friday is a whole-class lunchtime incentive used for our KS2 classes. Children are encouraged to work as a team. The class that is best at following lunch time rules for the whole week earn the opportunity to play football or participate in an indoor activity, at lunchtime, every Friday. The winning class is announced during Friday's KS2 assembly.
- Praise will also be given in the form of 'Class Dojos', which are linked to whole school values. Awarded dojos are then converted to House points. The totals for each house are shared periodically. At the end of each half term, the house with the greatest number of points is awarded a 'cup' bearing the house colours and earns the right to come to school dressed in the colours of their house for a day.

SANCTIONS

When unacceptable behaviour occurs, it will be necessary to use sanctions. Sanctions should always be fair and consistent. Children should always be given clear explanations as to why sanctions are being used and should always have their own explanations listened to. It must be made clear to the child that it is the inappropriate behaviour that is unacceptable and not the child themselves.

(See anti-bullying policy, anti-Racism policy, Anti- Homophobia/Transphobia policy, Child on Child abuse policy.)

It is important for staff to remember, when applying sanctions, that our overall approach is positive; sanctions will be incorporated into the positive approach and utilised in a way that does not disrupt the learning environment for other children. Teachers will refocus pupils quickly using positive reinforcements.

Staff will support each other, dependent on the child's needs and will keep an informal, individual behaviour log for pupils with behavioural difficulties. The emphasis will be to teach children the skills to behave appropriately and sanctions will be according to the developmental level of the child and will relate directly to the inappropriate behaviour, eg: a child who throws books on the floor will be asked to pick them up and put them away in their proper place.

In exceptional circumstances, a child may be put on a Headteacher's Report. This is a way of providing additional support for children so they can monitor their behaviour throughout the day. If it is decided to place a child on the report, parents will be invited to a meeting with the headteacher to discuss targets and how best to support their child at home.

Early Years Foundation Stage (Nursery and Reception) sanctions are as follows:

- Reminder of appropriate behaviour
- Verbal warning – speak to child about appropriate behaviour and behaviour choices
- Time out for five minutes within the classroom
- **Nursery** – at this stage staff will speak to the child's parents about behaviour
- **Reception**- time out with phase leader
- If child has been sent to phase co-ordinator three times, then phase leader, class teacher and parents meet to discuss a strategy to improve behaviour

Y1 – Y6:

Children are taught to understand that they are responsible for their behaviour and that they choose to act in the way that they do. Teachers at Wessex Gardens work to develop children's understanding that their actions have consequences. We teach children to make appropriate choices and guide them when they make mistakes. Teachers will ensure that they keep parents informed about children's behaviour.

Classroom Behaviour:

Every class teacher will display a cloud system depicting a rainbow, a sunny day, a cloudy day, a rainy day and a stormy day. All children's names are placed onto the 'sunny' circle at the beginning of the day.

In the event of inappropriate behaviour, the following procedures will be followed:

- the teacher will ask the child to stop
- if the child continues they will receive a first warning and their name will be put on the 'first cloud'
- if the behaviour persists, they will receive a second warning and their name will be put on the 'rainy' cloud. There will be a reminder that if the behaviour is repeated they will have to leave the class
- If the behaviour persists, the child's name will be put on the 'storm' cloud and they will leave the class and report to the appropriate behaviour lead in the phase.

The following will then take place:

In Years 1 – 6 a child will go to the designated person in charge of behaviour for their class (ie the Phase Leader). They will discuss the inappropriate behaviour and complete a '6Ws' sheet. Their name will be logged in CPOMS. If the name is logged three times, parents will be called in for a meeting. If there are a further three behaviour-related incidents, then the parents of the child will be asked to meet with a member of SLT.

It is important that teachers use a range of behaviour strategies to avoid children being exited from the classroom. A child should only reach the 'storm' cloud in exceptional circumstances. It is expected that teachers will possess the skills necessary to manage their children, within the classroom, in normal circumstances. Removal of a child from the classroom should be perceived as a serious matter by staff and pupils. Children should not be sent out to sit in the corridor.

Children are given opportunities to choose to correct their behaviour- and can therefore move back up the cloud system within the session. All names should be placed back on the sun at the end of each am and pm session so that every child has the opportunity to make a good start next time round.

Where staff have worked together consistently, in the ways described above, but a child is persisting with serious unacceptable behaviour, the Phase Leader will be responsible for referring the child to the Senior Leadership Team. A member of the SLT or the learning mentors will be allocated to work with the class teacher, the child and the parents to find a way forward in managing the child's behaviour. In most cases, interventions, at this stage, will involve the drawing up of a new behaviour plan. The focus will be on identifying achievable ways to modify the child's behaviour and will be targeted at meeting each pupil's individual needs. The plan will be monitored and revised, as appropriate, and records will be kept in the relevant Behaviour File.

Where the above measures have been consistently applied and no improvement has been observed, serious unacceptable behaviour will result in a temporary exclusion.

As a last resort, a child will be permanently excluded from the school.

One-off 'behaviour emergencies' can occur from time-to-time. In the case of one of these, the staff member will call the office and a member of staff will come to the class to provide support. Other members of staff will give additional support if necessary.

Please Note:

Incidents involving bullying, homophobia, racism or other forms of discrimination are dealt with according to the relevant school policies.

The behaviour of children who have special educational needs will be managed according to their current individual educational care plans.

Playground Behaviour

At playtime, the staff on duty in the playground are responsible for managing pupils' behaviour. Playtime sanctions should be as follows (appropriate to the level of behaviour):

1. Verbal warning
2. Miss 5 minutes of playtime on bench
3. Miss all of playtime on bench

In the case of very serious behaviour (eg: fighting, racism, dangerous behaviour, total refusal to follow instructions) the child should be sent to the senior member of staff.

The mealtime supervisors will log playground behaviour incidents in a book which will be monitored by the Leadership Team/Learning Mentor. Incidents will be followed up as appropriate. Where very serious behavioural problems take place continually, during the lunchtime period, parents will be asked to take their child off the premises throughout the lunchtime period and bring them back at the beginning of the afternoon session. This may be classified as an official exclusion.

Other Relevant Policies

Anti-bullying

Anti-Racism

Anti-Homophobia/Transphobia

Child Protection and Safeguarding

Staff Code of Conduct

Equal Opportunities

Appendix 1:

THE 5 GOLDEN RULES

It is essential that children have a clear understanding of what is expected of them and that there are consistently defined boundaries of acceptable behaviour. At Wessex Gardens Primary & Nursery School we have The 5 Golden Rules which provide a simple but comprehensive framework.

**WESSEX GARDENS PRIMARY & NURSERY SCHOOL
THE 5 GOLDEN RULES**

- 1. We keep ourselves and others safe.**
- 2. We are kind and fair to everyone.**
- 3. We are honest and truthful.**
- 4. We always try our best.**
- 5. We look after our school.**

Appendix 2:

**Wessex Gardens Primary & Nursery School
6Ws**

What happened?
What were you thinking?
What did you do?
What could you have done better?
Who has been affected by what you have done?
What can you do to make things better?

Team Leader follow – up:	Date:

Appendix 3:

Behaviour principles written statement

Wessex Gardens Primary School is committed to ensuring high behavioural standards for all pupils, and this statement sets out the broad values and principles with regard to behaviours that are expected and promoted. This statement has been approved by the headteacher and the governing board, believing it accurately reflects the school's ethos and that effective learning and development relies on good standards of behaviour.

Actual, practical applications of these principles are the responsibility of the headteacher, who will view each case in light of these principles and any relevant policies.

Principles

The school's primary concern is the safety, wellbeing and education of all pupils; actions taken in cases of bad behaviour are with the intention of upholding their wellbeing and academic progress, as well as fulfilling our safeguarding responsibilities.

The school will create a calm and orderly environment to enable pupils to learn effectively.

The school prioritises inclusion and will ensure that all members of the school community are able to enjoy the activities of the school free from any discrimination. The school will create and maintain an atmosphere and ethos of acceptance, equality, diversity, respect, understanding and kindness throughout the school community in everyday practice. The school aims to foster a collective ethos amongst all members of the school community, and promote values of caring, empathy, teamwork and coordination.

The school endeavours to ensure that all pupils, staff and visitors feel safe in the school environment at all times through a high quality of care, support and guidance.

All pupils have a right to fulfil their greatest academic and personal potential and feel they are valued members of the school community, and should be free from bullying, discrimination and distracting peer behaviour.

The school ensures that rules that reflect and are consistent with the messages taught across the curriculum are consistently applied across the school and, where sanctions are exercised, they are in line with the school's Behaviour Policy and are taken seriously. Good behaviour at school is acknowledged and rewarded at the discretion of all staff, who will judge appropriately.

The school offers comprehensive support to pupils displaying problematic behaviour, before and/or alongside disciplinary measures, taking into account pupils' home circumstances and any SEND.

Any kind of violence, threatening behaviour or abuse between pupils, or by members of the school community towards the school's staff, will not be tolerated. If a parent does not conduct themselves properly, the school reserves the right to ban them from the school premises and, if the parent continues to cause disturbance, they may be liable to prosecution.

Guidance on the use of physical intervention will be agreed upon by the headteacher and governing board, and is clearly set out within the school's Physical Intervention Policy.

The school upholds clear and effective policies with clearly defined consequences for poor behaviour, that are applied consistently and fairly by all staff.

General expectations

The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. The school sets clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.

The school makes behavioural expectations and the related policies clear and accessible to members of the school community, and ensures the community agrees they are fair and reasonable. These will be made readily available to read and general expectations will be displayed in classrooms and around the school. The school's emphasis is on encouraging and praising good behaviour and supporting individuals who are struggling to meet the expected behavioural standards. Each pupil receives the necessary behavioural support according to their specific needs.

The school creates a positive and respectful culture in which staff know and care about pupils.

The school does not tolerate offensive or insulting language in any circumstances and expects polite and considerate behaviour to be maintained by all. Bullying, discrimination, sexual harassment, sexual abuse and sexual violence are not tolerated, online or offline. The school effectively addresses harmful sexual behaviour in the Child Protection and Safeguarding Policy, which details appropriate sanctions that are applied consistently. Pupils are encouraged to report any case of bullying they experience or observe to school staff, and wherever such behaviour occurs it will be dealt with quickly, consistently and effectively.

The school supports pupils to play a highly positive role in creating an environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. All pupils are taught to actively support the wellbeing of other pupils.

All pupils are expected to behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education.

Pupils are held to high standards of attendance. The school will take swift, appropriate and action to ensure that problems of lateness and absence are handled effectively.

Staff lead by example and model their conduct in line with the school's standards. This statement, and the policies that are influenced by it, applies to all pupils and staff inside and outside of school.