



## **WELLGATE PRIMARY SCHOOL**

### **POSITIVE BEHAVIOUR AND DISCIPLINE POLICY**

**November 2021**

#### **Aims and Expectations**

It is the aim of Wellgate Primary School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. The school positive behaviour and discipline policy is therefore designed to uphold the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

#### **The Aims of the Policy**

- To develop high standards of work and behaviour which can be constantly and consistently praised and rewarded.
- To create a positive atmosphere in school.
- To promote the values of respect, co-operation, self-discipline, consideration and responsibility which underpin good behaviour.
- To keep parents/carers clearly informed of their child's progress and behaviour.
- To provide clear guidance to staff, pupils and parents/carers about the school's code of practice.

#### **At Wellgate Primary School we believe that:**

**Children want to behave well** - We believe that our children are happy when they behave well and when that behaviour is recognised and acknowledged by adults and their peers. Children are able to behave well when their needs are well met in school, at home and in the community.

**Behaviour and Communication** - How children behave gives us important information about how they are feeling. Supporting children to effectively communicate is a very important part of supporting children to behave appropriately. Children with profound and complex needs will need a personalised approach to behaviour management and consideration must be given to sensory needs, pain thresholds and levels of stimulation and engagement.

**Children can learn to improve their behaviour.** Some children at Wellgate find learning difficult: learning new behaviour is a task, just like learning to read or write.

As adults, we must consider the learning styles and needs of children; we must also have realistic expectations about the rate of progress a child will make when learning to adapt or develop new behaviours. Most of our children learn in small, incremental steps over a very long period of time.

**Mistakes are part of the learning process** - We don't make a judgement about it – instead we support our children to get it right.

**All adults can learn strategies to support children to improve their behaviour.** Most adults have evolved ways of responding to children's behaviour based on a combination of personal and professional experiences and training and experiential learning. At Wellgate, we encourage all staff to reflect on what may be the underlying issues that drive or trigger behaviour in children and to think about ways of responding to challenging behaviour in a non-judgemental and supportive way. This can be very difficult especially if a child is aggressive or targeting others in a focused way. As a school, we will support staff to develop their own emotional resilience through professional support. This may be peer to peer, group or individual support and can draw on a range of expertise within school and beyond (Lead professionals, SENCO, Educational Psychologists, CAMHS, etc.)

### **General Guidance**

- All staff will lead in dealing with children and in reinforcing good behaviour.
- All staff and other adults will treat all children with equal respect, raising their voice only in an emergency or sufficiently to be heard when outside.
- Good behaviour should always be praised and shared.
- Unacceptable behaviour should be dealt with quietly.
- The names of children behaving well should be said frequently.
- The names of children displaying poor behaviour should be said as little as possible.

It is important to

- Use Active Listening and Active Support (ALAS) to de-escalate behaviour and avoid confrontation.
- Criticise the behaviour and not the child.
- Allow the children a second chance, giving them the option to change to more appropriate behaviour.

Each class has a defined set of classroom expectations. These are decided with each class at the beginning of each new school year and are to be displayed prominently within each class at all times. Teachers should ensure understanding and compliance with these rules early in the school year. Teachers should keep the rules in children's minds by referring to them frequently, especially at the beginning of each term. All staff should look for opportunities to praise individuals and groups whenever they are conforming to these expectations.

### **Rewards**

Wherever children choose to display this appropriate behaviour, all staff will reward with:

- Sincere verbal praise
- Non-verbal praise e.g. thumbs up, wink, smile
- Special tasks and responsibilities
- Stickers, good behaviour stamps
- A word with a parent/carer at the end of the day
- Telephone call home
- Positive Postcard to take home
- Lunchtime Supervisor stickers
- A prize from the 'Outstanding' box if children reach this rung of the Expectation Ladder and a celebration during whole school assemblies

It is an expectation of all adults working in school that at all times, they should exhibit a professional and consistent team approach which is welcoming for all pupils.

All adults working in school should be aware of the rules, procedures and routines of the school and invest time in ensuring that staff have a clear idea of what is expected from the pupils and pupils have a clear idea of what is expected from the staff.

Our emphasis is always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. In any case, criticism should always include advice on how to improve and should be constructive in its approach.

The praise we give is based on the 6 Rs. These are:

- Respect yourself
- Respect others
- Respect the environment
- Do the Right thing
- In the Right place
- At the Right time

### **Good Learning Assembly**

Each week, we hold a Good Learning Assembly which rewards achievement and attainment in the children's work. Teachers choose a child whose work in any subject area has been of a particularly high standard. This can be in relation to the expectations for their age or it can be work of a particularly high standard for that child. The children then take the work into the assembly, sit at the front and then share and discuss this work in the assembly. They are then awarded a Headteacher sticker and certificate.

### **The EYFS Expectation Ladder**

The EYFS Expectation Ladder is a simplified version of the Y1 - Y6 Ladder.

#### **How does the EYFS Expectation Ladder work?**

- Each child will start each day with their name on 'Ready'
- They can move up or down the ladder depending on their behaviour in school or Nursery
- Rewards will be given to the children who are 'Ready' or above
- Children who are placed on the 'Quiet Time' or 'Serious Talk' section of the ladder will spend time with an adult

#### **Rewards related to the EYFS Expectation Ladder**

- If a child reaches 'Outstanding,' they will be able to choose a prize from the Prize Box as a reward for their behaviour. They will also be celebrated in assembly time.
- If a child in Foundation 2 (Reception) stays on or above 'Ready' for the full year, they will be rewarded with a pin badge at the end of the academic year.
- In Foundation 2 (Reception) children who move to 'Impressed' may be rewarded with a sticker. They may also be given responsibilities around the setting.
- In Foundation 1 (Nursery) children who move to 'Well Done' may be rewarded with a sticker or a pebble in the Nursery Pebble Jar.

### **Sanctions and points related to the EYFS Expectation Ladder**

- Staff will support children to avoid their names being moved to 'Quiet Time' e.g. staff might use a reminder, eye contact or verbal warning
- If children have to move their name to 'Quiet Time', staff will remind them about our setting expectations and talk to them about their behaviour. The children will be given the opportunity to change what they are doing
- If children have to move their name down to 'Serious Talk,' they will spend several minutes (3 minutes in Foundation 1 and 5 minutes in Foundation 2) in Time Out.
- After the Time Out is completed, a member of staff will talk to them about their behaviour and help them to think about their actions and how they could act differently on another occasion
- Foundation Stage Staff will speak to parents and carers when a child has their name on 'Serious Talk' and share with them the incident
- Children can move their name back up the ladder after receiving Quiet Time or a Serious Talk, once the time out has been completed

### **Years 1 – 6 Expectation Ladder**

#### **Principles behind the Expectation Ladder**

- Each child will start each day with their name on 'Ready'
- They can move up or down the ladder depending on how they conduct themselves in school
- Rewards will be given to the children who are 'Ready' or above
- Sanctions will be put in place for children who are placed on the 'Sanction' or 'Serious Talk' section of the ladder

#### **Rewards related to the Expectation Ladder**

- If a child reaches 'Outstanding,' they will be able to choose a prize from the Prize Box as a reward and they will also be celebrated in assembly time.
- If a child stays on or above 'Ready' for the full year, they will be rewarded with a pin badge at the end of the academic year

#### **Sanctions and points related to the Expectation Ladder**

- Staff will provide reminders to avoid the children's names being moved down to 'Warning' e.g. staff might use a quiet talk, eye contact or verbal warning
- If a child continues to make the wrong choice, they will be moved down to the 'Warning' rung – the staff member will explain why the child has been moved there and may choose to talk to them at playtime (this will mean that they are no longer in the running for being rewarded with a 'Ready' prize at the end of the year)
- If a child has refused to work or not completed an adequate amount, staff may keep them in to complete this at break time or lunchtime
- If children have to move their name down to 'Sanction', they will miss 15 minutes of the next lunchtime which may be the next day if the incident occurs in the afternoon.

- If children have to move down to 'Serious Talk,' they will receive a lunchtime detention. During the detention, children will discuss the incident, their behaviours for learning and restorative techniques whilst completing a 'Restorative Incident Report'.
- Staff will contact parents/carers when a child has their name on 'Serious Talk' and share with them the incident
- If a child is continually disruptive and the child requires an alternative to the above system, a child will be sent to a Phase Leader or member of the Senior Leadership Team for a specified amount of time
- Under some circumstances, a child can move to 'Sanction' or 'Serious Talk' without their name being on 'Warning'
- Children can move their name back up the ladder after receiving a sanction but any timed sanction will still need to be completed. There may be occasions when children receive more than one sanction in a day for different reasons which will require two consecutive 15 minute sanctions

### **Other Information**

- If a child has refused to work or not completed an adequate amount, staff may keep them in to complete this at break time or lunchtime

### **Time Out**

At certain times, it may be necessary to give a child time out from their classroom. Being sent out is not always a punishment but may provide some 'cooling down time'. Children may need to be sent to or in extreme cases (see below) be removed by a relevant member of staff. Parents/Carers are informed if this happens.

For more serious incidents in the following circumstances:-

- When a child deliberately injures another
- When a child deliberately destroys property
- When a child deliberately and persistently refuses reasonable adult requests
- When a child compromises the health and safety of themselves or other children or adults

The child would be immediately removed from the situation (location) by a member of the Safeguarding Team or Senior Leader. If a child is extremely dysregulated it may be necessary to use Team Teach methods.

Whenever a child has been removed from the teaching area/area of incident.

- The child will be removed from his/her peer group, and others, with appropriate work available, giving them the chance to calm down and to change to more appropriate behaviour.
- The parents/carers of the child will be informed during or at the end of the day by the Safeguarding Team/SLT/Class Teacher to alert them of the situation and elicit their help through discussion of ways of assisting their child to display the required behaviour in the future.

- If the child is calm, they will return to the classroom/location. However, if the child does not calm, the Safeguarding Team/SLT member will keep the child isolated. At this point, a risk assessment will take place and the parents/carers of the child will be contacted by telephone, if possible, to alert them of the situation and request them to take their child home for the remainder of the school day.
- Where necessary, in very serious situations, a child may be excluded for a short period of time.

In all such cases, a standard record of the incident and action taken will be added to the pupil's individual CPOMs record. Appropriate sanctions will also be applied in all such cases by the school, for example:

- Loss of free time
- Loss of privileges
- Withholding rewards
- Moving places
- Close supervision
- Reporting to SLT

It is important that within our school community both adults and children value their own as well as others individuality, to ensure our continuing efforts at being fully inclusive. We understand that some children may need additional support with their behaviour and readily work with them, their parents/carers and outside agencies to support these pupils.

In the event of persistent cases for a particular child, a Support Programme will be initiated. This will, alongside parents/carers of the child, consist of:

- Assessment of the pupil's overall behaviour
- Completion of appropriate behaviour checklists
- A referral to the SENCO
- A referral to behaviour support
- A Provision Map, Positive Handling Plan or Behaviour Support Plan
- An EHA (Early Help Assessment) may be initiated

Where this programme proves unsuccessful in modifying behaviour in the long term, the Chair of Governors will be informed to consider future action by the school. This action may consider, for example, involvement of other agencies or exclusion under the terms of the exclusion policy.

### **Exclusions**

The law, as described in detail in DfEE Circular 10/99, allows both Fixed Term Exclusions and Permanent Exclusions.

### **Fixed Term Exclusion**

The Headteacher can exclude a pupil for up to 45 days in a school year.

In exceptional circumstances, it may be necessary to exclude a pupil for a fixed time period and this would always be considered very carefully.

Exceptional circumstances include, but are not limited to: –

- Incidents where the safety of the pupil, other pupils or staff is seriously compromised
- Incidents of significant deliberate damage to property

Decisions to exclude pupils are made on an individual basis and are a reasonable and measured response to the incident.

### **Permanent Exclusion**

This is an acknowledgement that the school can no longer manage the pupil. It would not be usual practice to exclude permanently for a ‘one off’ or first offence.

In the event that Wellgate is not able to meet the needs of an individual pupil, we will always aim to work with the child and young person’s family and the Local Education Authority to identify a suitable alternative placement for a managed move.

All exclusions will always be reported to the Governing Body, Local Authority and, where appropriate, the allocated social worker or Head of the Virtual School for Looked After Pupils.

### **Parent/Carer Involvement**

Wellgate Primary School is committed to the principle of regularly informing parents/carers about positive behaviour, or otherwise, of the children. This occurs in many ways:

- Daily informal interaction
- Telephone call
- Positive Postcards home
- Consultation evenings
- Home-School Book
- Requested meetings

We expect all parent/carers to work in partnership with the school to ensure a happy successful primary education for every child and agree to the principles in this policy.

We also request that parents/carers do not encourage children to retaliate to provocation that may occur but rather encourage the child to seek help. Encouragement to retaliate is in breach of this policy.

Any concerns that a parent/carers may have with regard to the wellbeing of their child should be discussed in the first instance with the child’s class teacher, then the child’s Phase leader and then with the Deputy or Headteacher.

## Expectations for positive behaviour off the school site

Our expectations of excellent behaviour also apply when the children are off the school premises. This includes behaviour on activities arranged by the school such as educational visits, sporting events and behaviour when wearing the school uniform in a public place.

### EYFS Expectation Ladder

<b>EYFS Expectation Ladder</b>	<b>What this looks like</b>
Outstanding ★	Always trying your best High standards of behaviour Always being helpful Being a good role model
Well Done in Nursery & Impressed in Foundation 2  ☺	Helping others Being Kind Sharing Taking Turns Joining in with learning Trying your best Actively listening Always ready to learn Being Polite
Ready 👍	Good sitting Good Looking Good Listening Quiet Lips Walking feet Kind Hands Getting Busy
Quiet Time ☹️	Shouting out Repeatedly pushing & shoving Name calling Play fighting Telling lies Deliberately not following adult direction Being impolite to others Repeatedly poor listening
Serious Talk ⏳	Hurting other children or adults Deliberate damage Physical abuse Throwing objects Stealing



Expectation Ladder – Year 1 – 6

<b>Expectation Ladder</b>	<b>What this looks like</b>
Outstanding	Constantly trying your best High standards of behaviour Engaging in learning Constantly helping others Being a good role model
Impressed	Helping others Completing work to a high standard Challenging yourself Being resilient High standard of manners around school
Noticed	Joining in with learning Trying your best Actively listening Always ready to learn
Ready	Children come into school ready to learn They follow the class expectations which have been set out by the class teacher and agreed by the class
Warning	Poor listening Unacceptable pace of work Shouting out Disrupting Learning
Sanction	Repeatedly pushing & shoving Name calling Play fighting Telling lies Answering back Deliberately not following adult direction Being impolite to others Repeatedly poor listening Avoiding work
Serious Talk	Fighting, Bullying Swearing, Biting Nipping, Prejudice Leaving the Classroom or School Deliberate damage Physical abuse Stealing Throwing objects

Reviewed By SLT  
 Endorsed By C. Egginton  
 Approved By LGB (Local Governing Body)

Date – 01.11.2021  
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**Review Date: November 2022**