

# Behaviour Policy

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Written by: Lauren Johnstone

Ratified by Governors Monday 25<sup>th</sup> November 2024

*“Every child deserves a champion: an adult who will never give up on them,  
who understands the power of connection and insists they become  
the best they can possibly be.”*

**Rita Pierson**



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## Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation. The policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality at this school.

In line with the **Equality Act 2010** and **SEND Code of Practice: 0-25 years 2014**, we make reasonable adjustments depending on the individual needs of the child and work on a 'rights-based' approach with all children. We work hard to ensure that we are not disadvantaging any pupils when applying this policy and we are confident that we have zero tolerance towards disability discrimination. Wellgate Primary School recognises and promotes positive behaviour choices as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to nurture and develop appropriate behaviours with the aim to displace disruptive behaviours. Wherever possible, the focus will be on responding to positive choices rather than negative choices. At the forefront of our minds is the individuality of each of our pupils and their specific circumstances and needs. We pride ourselves in really getting to know each child and we forge meaningful and purposeful relationships with each pupil and their families. This, in turn, means staff can make informed decisions when managing behaviour of individuals.

## Our Values

At Wellgate, ***we want every child to attend school regularly*** in order to benefit from the excellent learning environment and passionate teachers. We recognise that some of our children need extra support to achieve their potential and we are committed to making sure that that is in place.

Our vision is for Wellgate to be a community of learners where our Staff, Governors, Parents and Carers work actively together to create and foster a stimulating and motivating learning environment in which everyone feels happy, safe and valued.

We aim to be an outstanding school, delivering high quality teaching and learning. We strive to offer exciting and challenging opportunities for all our children to become lifelong independent learners who experience joy and success in working hard to fulfil their potential.

At Wellgate we want our children to become:

### 1. Successful learners

- High level thinkers- problem solve, generate ideas, reflect on learning and challenge themselves
- Resilient - bounce back from mistakes and failures and face challenges head on
- Flexible - able to apply their learning in different situations and context
- Highly motivated - to achieve the very best they can
- Inquisitive - enjoy the fun of learning and embrace new experiences

### 2. Responsible members of the community

- Respectful - of themselves and others' views and life choices
- Compassionate - aware of others' needs
- Self-Disciplined – to understand the need for self-control
- Contributors - to the life of school and beyond

### 3. Skilled communicators

- Confident - to express their own ideas and consider those of others
- Good Listeners - to know that everyone has a point of view to put forward
- Fluent - able to communicate effectively through written and spoken word
- Adaptable language users - able to respond to the needs of the audience in different contexts

### 4. Confident Young People

- Confident - in themselves and their relationships
- Adaptable - able to work as an individual, in groups and teams
- Independent - use common sense, make decisions and choose for themselves
- Open Minded - responsive to new ideas and innovations
- Reflective - be socially aware of how their behaviour affects others

## Working in Partnership

Partnership working is integral in creating the best possible school and education for children. At Wellgate, we work closely with all stakeholders to ensure that any policies are co-constructed through child, staff, parent/carer and governor voice. To create this policy, the following feedback was taken into account:

### Parent Feedback

Some requests for improvements:

- Children making good choices need to be better recognised and rewarded
- Regular disruption needs to be addressed more quickly
- Consistent communication between staff will help meet the needs of children
- ALL children need to be noticed.
- Rewards need to be fair for all and not used more for children who do not 'deserve it'
- Whole class punishments should be removed
- Listen to the voice of the child to gather all facts before making decisions regarding sanctions or consequences
- Firmer boundaries and clear consequences for all so that all children are expected to behave well.

### Staff Feedback

Some requests for improvements:

- More consistency is required across the whole school with clear and explicit rewards and consequences
- We should be involving parents and carers in any decisions and consequences so that we can work together
- There needs to be more rewards for children who follow the rules all the time

### Child Feedback

#### ***Child Voice from the School Council:***

Positives:

- We like receiving Class Dojos, especially when we get to spend them in the 'shop'
- The expectation ladder helps everybody
- We like it when teachers keep us safe and when they don't let children distract our learning
- Teachers at Wellgate recognise when somebody is misbehaving and do something about it so that we can learn.
- Children at Wellgate are kind
- Playtimes are fun

Improvements:

- It is too hard to get onto Outstanding
- Sometimes children are not paying attention or listening to teachers and they do not have consequences

- Some children “don’t realise their potential”
- We don’t get to go to the Dojo shop enough
- We want teachers to focus on the positive behaviour, not just the negative

Suggestions:

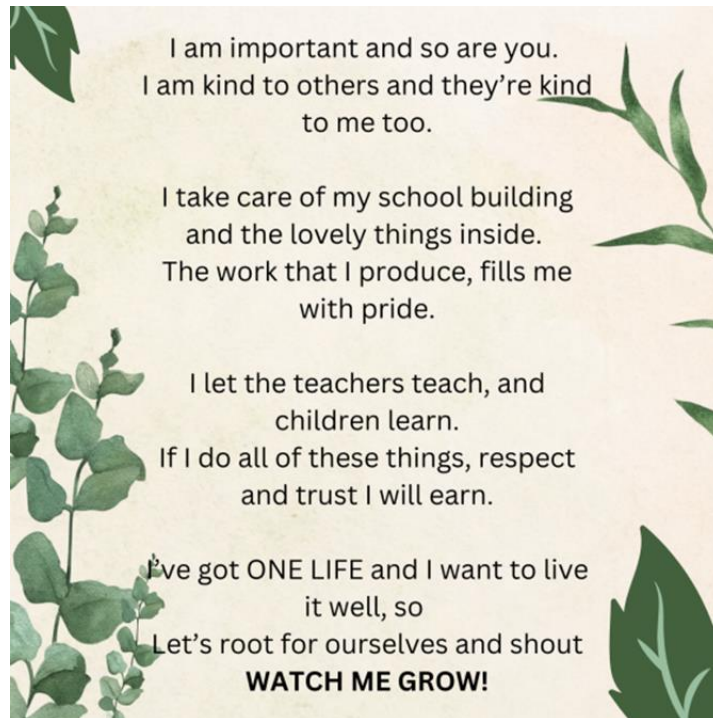
- A school pet would help everybody to be calm and happy
- The 6Rs are too confusing and need changing
- Children who do not need any reminders or consequences about behaving should have a big reward at the end of each year
- School Council members should have our own stickers to hand out to children who are making the right choices

This feedback, including the suggestions, are an important part of the construction of this policy.

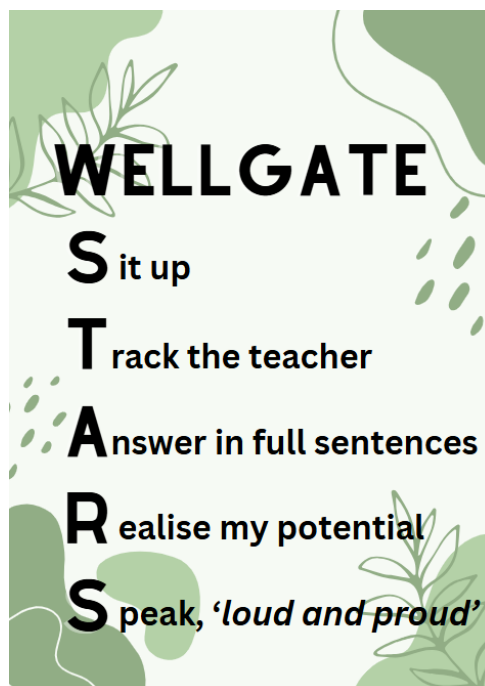
## Wellgate's Behaviour Curriculum

At Wellgate, we use 'The Wellgate Way' and 'The Wellgate Stars' to explicitly teach children what it means to "behave well".

**The Wellgate Way** highlights the importance of being kind, respecting school property, trying hard in lessons, following instructions and developing integrity so that children make the right choices "even when nobody is looking".



**The Wellgate Stars** remind children what they should be doing whilst the teacher is teaching so that they are making the most every second of every lesson and learning as much as possible.



## Positive Discipline and Rewards

At Wellgate, we praise and reward children for positive behaviour choices in a variety of ways, ensuring that the praise we give is:

**Sincere, targeted and proportionate (Tom Bennett) to each child and their need.**

Everything we do at Wellgate has respect at its core. We care and respect for the pupils and community too much to allow poor conduct to affect learning. We also want to emphasise and celebrate good conduct and exceptional behaviour. Respect works two ways so we work hard to earn respect in order to get respect. Pupils must demonstrate that they can show their best behaviour at all times, in all subjects, in all parts of school and with all staff and pupils.

Whilst children are at school, the following framework is used to recognise and celebrate positive choices and behaviour. The children and staff refer to this as 'The Expectation Ladder'

### Nursery

Ready to Learn	Impressed	Outstanding
I have arrived at school and am ready to learn	My adult is impressed with my amazing behaviour!	I get a special golden sticker and a prize!

### Reception

Ready to Learn	Noticed	Impressed	Outstanding
I have arrived at school and am ready to learn.	My adult has noticed my fantastic behaviour!  I get 2 Dojos!	My adult is impressed with my amazing behaviour!  I get 5 Dojos!	I get a special postcard to take home and a prize!

### Years 1 - 6

Ready to Learn	Noticed	Impressed	Exceptional	Outstanding
Start of the day.  I have arrived at school on time and am 'ready to learn' by following the Wellgate Way straight away!	End of morning lessons 1, just before break.  I have followed 'The Wellgate Way' right up until break time!  I get 2 Dojos!	End of morning lessons 2, just before lunch.  I have followed 'The Wellgate Way' right up until lunch time!  I get 4 Dojos!	End of afternoon, just before home time.  I have followed 'The Wellgate Way' ALL DAY!  I get 8 Dojos!	I have done something <b>over and above</b> the Wellgate Way so my behaviour is <b>Outstanding!</b>  I need to go to the SLT office to receive a prize.



### Class Dojos

Dojos are a method of instant reward for showing the correct behaviour. In addition to receiving them as part of the Expectation Ladder, they can also be earned throughout the day. Children can then 'spend' their Dojos in our school Dojo Shop.

### Headteacher Awards (Y1-6)

Headteacher Awards in the form of stickers and prizes which are given to children by the Headteacher when they have gone above and beyond. This may be recognised by any member of staff whilst children are in class, in the playground, in the dining hall or even for achievements outside of school.

### Growth Award Winners

Pupils in years 1 - 6 attend a weekly 'Growth' assembly in which particular individuals are celebrated for their successes.

## **Unacceptable Behaviour**

Whilst we encourage and focus on positive behaviour demonstrated by pupils, we acknowledge that there will be times when unacceptable behaviour will be displayed.

These behaviours include:

- Physical violence;
- Behaviour that prevents learning;
- Discrimination of any kind, including the protected characteristics;
- Verbal aggression;
- Destruction of own or others work;
- Threatening or aggressive behaviour;
- Refusal to follow reasonable instructions from adults/peers;
- Running around and in and out of the classroom;
- Bullying including cyberbullying;
- Disregard for the school environment or school property;
- Swearing;
- Throwing objects;
- Any behaviour that puts others at risk of harm;
- Accessing inappropriate websites.

Similarly to the Expectation Ladder for positive recognition and rewards, adults in school will also use the ladder to respond to unacceptable behaviour.

## Nursery & Reception

Warning	Consequence	Serious Talk
My adult has given me a warning to remind me of The Wellgate Way.	My actions now have a consequence.  My adult will help me with this.	My behaviour is not OK so I need to have a serious talk with another adult in school.

## Years 1 - 6

Warning	Consequence	Serious Talk	Removal	Home-School meeting
I have received a warning to remind me that I should be following The Wellgate Way.	My actions require a consequence. An adult will talk to me about this and we will find a way for me to learn from my mistake/s.	I need to be taken to a Phase Leader, during a break time, to discuss the mistakes that I have made today. I will spend some time with them.	A member of the senior leadership team has made the decision to remove me from class. I will spend the rest of the day in another class or office, completing my learning.	The Headteacher will make contact with an adult at home and set up a meeting to discuss my behaviour.  I will need a behaviour contract where I will have to work hard to earn back the things that have been removed from me.
I have now been moved down the ladder.	I have moved another place down the ladder.	I have moved another place down the ladder.	I have moved another place down the ladder.	

## Logical Consequences

**The majority of the 'work' will be carried out during the 'consequence' section of the ladder.**

When a student repeatedly fails to fulfil a classroom expectation, a natural consequence will follow. The goal of a consequence is to encourage **accepting responsibility, practicing accountability** and **making a different choice** in the future.

Logical consequences communicate to a student that their behaviour and choices have an impact and are their responsibility. Where punishment can feel like a personal attack, consequences are a straightforward, rational learning experience solely reliant on the student's choices.

Logical consequences are respectful of the child, realistic for the child (and teacher) to accomplish, and related in a way that allows the child to take responsibility for their actions and learn socially responsible behaviours.

At Wellgate, we recognise that a 'one size fits all' approach is not appropriate for our children, and this should be kept in mind when deciding upon an appropriate logical consequence.

- Where a consequence is deemed necessary, these will be given and supported by an emotionally regulated adult.
- Consequences will only follow when the child is regulated and able to reflect upon their behaviour, however this will ideally be during the same day as the behaviour occurred.
- A supportive/restorative conversation takes place as soon as possible, focusing first on the child's own feelings (physical and emotional). Then if appropriate, move to discuss how the other child/person may have felt.
- Logical consequences include reflection time (where the focus is upon the child's own bodily and emotional state) and reparation time, where the person that has been affected by the child's action is the focus, and actions are taken to repair the relationship.

### **Loss of Control**

At times, of course, we have to recognise and accept that children will not behave or work in a manner which is acceptable, despite the support put in place by the Expectation Ladder. For children demonstrating a loss of control, careful consideration is given to the individual and how best to support them to regulate.

#### ➤ Safe Spaces

Safe Spaces support emotional regulation following a period of crisis or who have requested some time out. Safe Spaces are individual to each child; some pupils will need time out of the classroom in a calm, quiet space in order to prepare themselves for learning (this may follow an incident in the classroom, playground or another area around school) and may be directed somewhere particular for this. Pupils will be supported by a member of staff with the aim of regulating behaviour, promoting a restorative discussion and reintegration into lessons. If children are directed to this space due to inappropriate choices, a record of time spent out of lessons will be maintained and pupils will have to make up this time. When the child enters their Safe Space, it will be clearly communicated with them as to whether they will owe time back.

#### ➤ Violence within the classroom

If violent behaviours are displayed by children, particular protocols in line with Team Teach are used. If it is one child displaying violence, they will be safely moved out of the classroom (Stage 1) and towards a safe space with a member of staff that the violence has not been displayed towards. Once they have been removed from the room, they will be encouraged to see this change of scenery as a fresh start and to make more positive choices. They will stay out of their classroom/the environment in which the incident occurred until they are settled and calm enough to re-join. Steps 1 – 5 will be completed with the child.

If there are two or more children involved in the violent incident, a decision will be made regarding which child/children will be directed out of the room (Stage 1). Once they have been removed from the room, they will be encouraged to see this change of scenery as a fresh start and to make more positive choices. They will stay out of the classroom/the environment in which the incident occurred until they are settled and calm enough to re-join. Steps 1 – 5 will be completed with the child.

If children are choosing to kick, their shoes can be removed from their feet and put in a safe and secure place until they are ready to wear them again.

With regards to any vandalism, during the first case parents will be informed. If this situation happens again, the police will be called and then parents will be informed. We are aware that some children with specific needs have a tendency to use violence and we always take this into account when reviewing a situation and appropriate next steps.

#### ➤ Physical Intervention

All appropriate staff will be Team Teach trained as part of the school's commitment to keeping staff and pupils safe. Team Teach is a risk reduction method which is deep rooted in practices of reducing escalation and risk arising from unwanted choices. It is important to understand that restraint is only ever done as a last resort and to keep the young person or those around them free from harm.

When faced with a difficult situation it is important to remember that the majority of the time we can find a resolution through our positive handling of the challenge posed.

Pupils can be held or moved if:

- They are a genuine danger to themselves;
- They are hurting another child or member of staff;
- They are trying to escape from school.

Pupils will not be restrained when they are defiant or rude as this is not a proportional or justified response to their actions. All staff can carry this out although staff who are more likely to need to use it will have full restraint training.

We are aware that holding a child is an infringement of their human rights and for this reason we know that by holding a child for their safety, we as staff are at risk of being hurt.

#### ➤ Internal move

An internal move is an extremely serious sanction and is used to allow pupils time to reflect on any unwanted behaviour and with a view to modifying behaviour as quickly as possible. The internal move will take place in another classroom in order to give the child a 'change of face'.

Pupils will be generally be expected to complete learning tasks once they are settled in another classroom and sufficiently regulated. A pupil who shows maximum effort will re-join their class as agreed when the internal move was decided upon and a record of the period of time spent out of class will be kept. This sanction, as with any sanction, can be reached through a gradual process of continued unacceptable behaviour or through the committing of a misdemeanour which is considered sufficiently serious to warrant such an immediate sanction.

It is essential to point out, however, that this sanction is not to be used unless deemed necessary and that the curriculum has been developed to engage, motivate and encourage pupils to return to positive behaviour choices. Parents/carers will be notified of any period of time spent on an internal move.

#### ➤ Suspensions

Suspensions are a last resort for our pupils, however pupils who are a considerable danger to keep in school will be suspended for an appropriate number of days. If any child intentionally hurts a member of staff or other child resulting in them becoming visibly or significantly injured, then this means the Headteacher will consider if the child needs to be suspended from school in the best interests of other children and staff.

The school works hard to not suspend pupils as we know it does not always have an improved impact on behaviour. However, the Headteacher reserves the right to make this decision based on the best interest of the whole school.

If the incident resulting in the suspension happened in the morning, the child will be collected from school and the afternoon session for that particular day will always be recorded as a 0.5 day exclusion.

It is the responsibility (according to recent legislation) of the parent/carer to ensure that their child is not present in a public place in school hours during this exclusion unless there is reasonable justification for this.

The school will set work for the child to complete on the school days during the period of their exclusion. Support is provided for pupils to catch up on missed work when the child returns to school.

Children returning from suspensions

When a child returns from a fixed term exclusion, a 1:1 meeting with the child and the Headteacher (or Head of School in the Headteacher's absence) is scheduled for when they are expected back at school. It is expected that the child's parent/s/carers attend this meeting too.

#### ➤ Part-time timetables

In some exceptional circumstances, there may be a need for a part-time timetable to meet a pupil's needs.

Where this occurs, the school will:

- Discuss the part time timetable with parents, and ensure full understanding and agreement;
- Review any part time timetables regularly, and meet with parents regularly to discuss whether a child is ready and able to move back to full time provision;
- Provide alternative provision where appropriate;
- Record all part time table absence as authorised (as per DfE guidelines).

Any child who is working under a part time timetable will be offered additional provision, relevant to the needs of the individual at that time. This may include 1:1 support, access to the Nurture provision or another intervention deemed appropriate.

The decision for this would be taken by the Headteacher, in discussion with class teachers and parents/carers.

#### ➤ Permanent exclusions

The decision to permanently exclude a child is the most serious sanction that can be given.

A permanent exclusion can happen:

- in response to a serious one-off breach (serious assault, violence, physical harm, sexual misconduct, possession/distribution of drugs, damage to property, dangerous behaviour, discriminative actions against protected characteristics, extreme swearing/rudeness or threatening behaviour) or persistent breaches of the Behaviour Policy and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in school.

Only the Headteacher is able to make the decision regarding permanent exclusion, but other members of staff can be in conversations regarding the incident/s that have occurred leading to the exclusion. The Headteacher's decision to exclude must be taken on the 'balance of probabilities', meaning that it is more likely than not that the pupil did what they are accused of.

Pupils can be excluded for behaviour outside school, this may include behaviour on school trips, on the way to and from school and behaviour which may bring the school into disrepute. Cyber-bullying which takes place out of school may also lead to an exclusion.

At Wellgate, we are aware that behind every exclusion/potential exclusion there is a backstory and we will always take contributing factors into account when deciding on the best course of action.

If a child has an EHCP in place, an SEN review will always take place prior to the final decision being made on the best next steps for their individual child.

The governing board must consider the reinstatement of an excluded pupil within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed-period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term; or
- it would result in a pupil missing a public examination or national curriculum test.