



WELLGATE PRIMARY SCHOOL POSITIVE BEHAVIOUR AND DISCIPLINE POLICY April 2024

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's 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. We ask children to ensure they are doing the Right Thing, at the Right Time, in the Right Place whilst Respecting each other, themselves and the environment.

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 and safe environment 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.
- To challenge any, and all, unacceptable behaviour promptly and consistently in line with this policy.

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, 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. Staff in school respond 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 supporting 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 and quickly.
- When adults require the attention of our children, the adult will use a silent stop and hold their hand up to show this.

It is important to

- Use Active Listening and Active Support (ALAS) to de-escalate behaviour and avoid confrontation.
- Comment on 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.

Positive Behaviour: Positive Choices = Positive Consequences

In order to promote children's self-esteem, we reward the children as much as possible. Reward systems are in place to celebrate positive 'Behaviours for Learning' and general school behaviour. The behaviour systems and rewards are shared with children and adults, and are used fairly and consistently throughout the school.

We recognise positive behaviour in the following ways:

Minor

- Non-verbal praise e.g., thumbs up, smile
- Verbal praise within the classroom on a one-to-one basis

Medium

- Stickers, good behaviour stamps
- Individual Dojos which can then be exchanged for prizes
- Special tasks and responsibilities
- Lunchtime Supervisor stickers
- Showing good work to the class and/or other adults in school
- A word with a parent/carer at the end of the day

Major

- Telephone call home
- Positive Postcard to take home
- A prize from the 'Outstanding' box if children reach this rung of the Expectation Ladder
- Celebration during whole school special mention assemblies
- Half termly 'always children' rewards
- End of Year Pin Badge reward for those children who have remained on ready or above all year
- Showing work to a member of SLT

It is an expectation of all adults working in school that at all times, they 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 as well as positive reinforcement of personal qualities and skills. Teachers choose a child whose work in any subject area has been of a particularly high standard and who has demonstrated positive attributes. 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.

Negative Choices = Negative Consequences

Systems are in place as a shared framework to dealing with poor behaviour and negative choices. This framework is designed to support all adults in the school – addressing poor behaviour consistently and fairly. When dealing with arising situations, both inside and outside the classroom, all adults will use their professional judgement and common sense, considering specific needs and age (including emotional age) of the child. It is important that children know what will happen to them if they choose to misbehave and that the consequences are applied consistently and fairly.

Managing Behaviour

We use a range of strategies to support behaviour at Wellgate Primary School including:

Preventative Action

- Positive relationships
- Interesting, engaging and challenging lessons
- Collaborative, problem solving lessons
- High expectations
- Classroom rules
- Considering use of language
- Appropriate seating/groups
- Clear and consistent routines

Corrective Action

- Tactical ignoring
- Non-verbal cues
- Positive feedback
- Moving around the room
- Distraction/Diversion
- Rule reminder
- Choice
- Direct questioning
- Time in

Supportive Action

- Follow up
- Discuss the behaviour
- Discuss how to repair and rebuild
- Restorative conversations
- Fresh start
- Parent/Carers involved in planning support

Our whole school system – Expectation Ladder

Each class has an age-appropriate Expectation Ladder displayed. Every morning, each child's name begins on ready. A child whose names stays on ready all day is demonstrating positive and high expectations of behaviour throughout the day.

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 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.


EYFS Foundation 1 – Expectation Ladder

EYFS FS1 Expectation Ladder	What this looks like	Consequences
Outstanding ★	Always trying your best Always good behaviour Always being helpful Always being a good role model	Prize from the Prize Box Verbal praise Stickers Postcards
Well Done in Foundation 1 & Impressed in Foundation 2 😊	Helping others Being Kind Sharing Taking Turns Joining in with learning Trying your best Listening Always ready to learn Being Polite	Stickers Group Acknowledgement
Ready 👍	Good sitting Good Looking Good Listening Quiet Lips Walking feet Kind Hands Getting Busy	<ul style="list-style-type: none"> • 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
Quiet Time 😞	Shouting out Pushing & shoving Name calling Play fighting Telling lies Not doing what the adults say Being rude to others Not listening	<ul style="list-style-type: none"> • 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

<p>Serious Talk</p> 	<p>Hurting other children or adults with hands or feet Breaking or damaging things on purpose Throwing things Stealing</p>	<ul style="list-style-type: none"> • If children have to move their name down to 'Serious Talk,' they will spend several minutes (3 minutes for Foundation 1) in Time In. • After the Time In 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 and logged on CPOMS <p>NB - Children can move their name back up</p>
---	---	--

EYFS Foundation 2 - Expectation Ladder

EYFS FS2 Expectation Ladder	What this looks like	Consequences
<p>Outstanding ★</p>	<p>Always trying your best High standards of behaviour Always being helpful Being a good role model</p>	<ul style="list-style-type: none"> • Prize from the Prize Box • Verbal praise • Stickers
<p>Well Done in Nursery & Impressed in Foundation 2</p> <p>😊</p>	<p>Helping others Being Kind Sharing Taking Turns Joining in with learning Trying your best Actively listening Always ready to learn Being Polite</p>	<ul style="list-style-type: none"> • Stickers • Verbal praise • They may also be given responsibilities around the setting
<p>Ready 👍</p>	<p>Good sitting Good Looking Good Listening Quiet Lips Walking feet Kind Hands Getting Busy</p>	<ul style="list-style-type: none"> • 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
<p>Quiet Time ☹️</p>	<p>Shouting out Repeatedly pushing & shoving Name calling Play fighting Telling lies</p>	<ul style="list-style-type: none"> • 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

	Deliberately not following adult direction Being impolite to others Repeatedly poor listening	opportunity to change what they are doing
Serious Talk 	Hurting other children or adults Deliberate damage Physical abuse Throwing objects Stealing	<ul style="list-style-type: none"> • If children have to move their name down to 'Serious Talk,' they will spend several minutes (5 minutes in Foundation 2) in Time In. • After the Time In 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 and log on CPOMS NB - Children can move their name back up

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 stays on or above 'Ready' for the full year, they will be rewarded with a pin badge at the end of the academic year and receive half termly rewards.

Years 1-6 Expectation Ladder

<u>Expectation Ladder</u>	<u>What this looks like</u>	<u>Consequences</u>
Outstanding	Constantly trying your best High standards of behaviour Engaging in learning Constantly helping others Being a good role model	<ul style="list-style-type: none"> • Prize from the Prize Box • Post card sent home • Stickers • Verbal praise • Dojo points x 4 • Extra responsibilities
Impressed	Helping others Completing work to a high standard Challenging yourself Being resilient High standard of manners around school	<ul style="list-style-type: none"> • Stickers • Verbal praise • Dojo points x 3
Noticed	Joining in with learning Trying your best Actively listening Always ready to learn	<ul style="list-style-type: none"> • Stickers • Verbal praise • Dojo points x 2
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	<ul style="list-style-type: none"> • 1st reminder – look and name the behaviour as a reminder - 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 • 2nd reminder – direct verbal warning. Move child's name to warning and if possible, ask an additional adult to intervene to support the child. NB – a child's name can go back to ready if they change their behaviour. <p>NB - Under some circumstances, a child can move to 'Sanction' or 'Serious Talk' without their name being on 'Warning'</p>
Warning	Poor listening Unacceptable pace of work Shouting out Disrupting Learning	<ul style="list-style-type: none"> • 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. A child can move back up the ladder if they show improved behaviours throughout the rest of the day.

		<p>If the child remains on warning at the end of the day this will mean that they are no longer eligible to receive the half termly reward</p> <ul style="list-style-type: none"> • If the behaviour continues, move the child's name to Sanction
Sanction	<p>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</p>	<ul style="list-style-type: none"> • First Sanction – child misses 5 minutes of their playtime (in the most immediate playtime opportunity) with a directed adult (Including SMSAs). Class teacher to record the behaviours on CPOMS. • Second Sanction – child misses 10 minutes of their playtime (in the most immediate playtime opportunity) with their class teacher. Class teacher to record the behaviours on CPOMS. • Parents informed of the incident by class teacher <p>NB - 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</p> <p>NB - This will also mean that they are no longer eligible to receive the half termly rewards or receive their pin badge at the end of the current academic year</p>
Serious Talk	<p>Fighting, Bullying Swearing, Biting Nipping, Prejudice Leaving the Classroom or School Deliberate damage Physical abuse Stealing Throwing objects</p>	<p>Persistent behaviours</p> <ul style="list-style-type: none"> • Child sent to a member of SLT (as per rota) • Child misses playtime and discusses behaviour and completes a decision tree • Class teacher to log behaviour on CPOMS • Parents informed of the incident by class teacher <p>Additional consequences decided by SLT</p> <ul style="list-style-type: none"> • Child to receive an internal exclusion– spend a lesson/ part

		<p>of a day, whole day in another classroom or quiet space</p> <ul style="list-style-type: none"> • Child may lose school privileges e.g., representing school at external activities, school council role <p>NB - This will also mean that they are no longer eligible to receive the half termly rewards or receive their pin badge at the end of the current academic year</p>
--	--	--

Lunchtimes and Breaktimes

All systems that are used in classrooms are also extended to playtimes and lunchtimes. Children may be given some ‘cool down’ time by standing at the side of the playground. Any member of staff in response to inappropriate behaviours can initiate this. Lunchtime Supervisors or on duty staff are responsible for maintaining these systems throughout unstructured times and for feeding back to relevant staff. A member of SLT is always available during unstructured times and can be consulted if support is required during these times.

Care and control

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 and may be asked to come into school to support.

Under our legal duty of care, reasonable, proportionate and necessary action taken to safeguard children may include physical intervention. This is only as a last resort in circumstances where the child’s actions create significant risk and is always in the best interests and safety of the child, other children and adults.

As a last resort, staff are permitted to use physical intervention to prevent pupils for doing any of the following:

- There is risk of injury/harm to self
- There is risk of injury/harm to others
- There is risk of significant damage to property

Care and control includes:

- Supporting a pupil in moving to a safe environment in school
- Holding a child to stop or prevent them from injuring themselves or others, causing damage to property or engaging in behaviours prejudicial to maintaining good order and discipline.
- Supporting a child to safety if they are in a position of danger e.g. at a height that is deemed unsafe by an adult.

All instances of positive handling will be recorded, logged on CPOMS and Parent/Carers will be informed. Although legally all staff have the power to use reasonable force, wherever possible and practical a Team Teach– trained and accredited member of staff will deal with the situation.

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 that they come into school to support their child.
- Where necessary, in very serious situations or whereby a child is persistently disruptive to the learning of others, a child may be suspended 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

Inclusion

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 may include some or all of the following. Parent/Carers will be consulted and involved in the process:

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

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 suspension under the terms of the Suspension and Permanent Exclusions policy.

Suspensions

The law, as described in detail in DfE Circular 09/23, allows both Fixed Term Suspensions and Permanent Exclusions.

Fixed Term Suspensions

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

In exceptional circumstances, it may be necessary to suspend 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 suspend pupils are made on an individual basis. According to the DfE guidance, the decision must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

Parent/Carers and the pupil are invited and are expected to attend re-integration meeting before returning to school after the fixed term suspension to discuss any support that maybe needed and to re-visit the schools Positive Behaviour and Discipline Policy.

If a pupil has a number of accumulated fixed term suspensions i.e., 15 days per term Parent/Carers will be invited into school to meet the Pupil Behaviour Committee which will include members of the School Governing Body to discuss the latest suspension.

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 however, this can happen.

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.

All suspensions/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/Email
- Positive Postcards home
- Consultation evenings
- Home-School Book
- Requested meetings
- Coming into school on request to support their child

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 will not tolerate parents/carers encouraging 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/carer 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.

We may request a Parent/Carer to attend a school visit if we feel this would support the needs of the child.

Reviewed By SLT
Endorsed By K.Richardson
Approved By LGB (Local Governing Body)

Date – 10.04.24
Date – 06.04.24
Date –