

Wallands Community Primary School Behaviour Policy

At Wallands we are dedicated to creating a happy, safe and inspiring learning environment based on mutual respect and trust for everyone in the school community. As a Rights Respecting School we see social development as a vital part of the developmental journey towards responsible citizenship and to enable all children to achieve their full potential. We encourage our children to take responsibility for their own actions, to say sorry where necessary and to put things right, so that they can then be offered a fresh start.

Aims of the policy:

- To promote an environment where everyone feels happy, safe and secure
- To promote positive behaviours for learning
- To promote a positive ethos in the school by encouraging a shared understanding through the school's vision
- To support children in becoming positive, responsible and independent members of the school community through building their self-esteem and in turn respect for others
- To promote good relationships so that people can work together with the common purpose of helping everyone to learn and succeed
- To ensure that everyone takes responsibility for their actions and choices and are aware of how their behaviour impacts on others around them
- To provide a clear outline of the structure of positive behaviour strategies used in both the classroom and around the school

Responsibility and Rights:

We believe that everyone has a part to play. Everyone has the right in our school to learn, be respected, be safe and be listened to. We recognise that a safe, happy and calm environment with teaching that engages and inspires creates the best behavioural management possible.

As a Rights Respecting School we uphold the articles of UNICEF's Convention on the Rights of the Child. The specific rights with regards to this policy are:

- Every child has these rights; whatever their ethnicity, gender, religion, abilities, whatever they think or say, whatever type of family they come from. (Article 2)
- Every child has the right to think and believe what they want and also to practise their religion, as long as they are not stopping other people from enjoying their rights. (Article 14)
- A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. (Article 23)
- Education should help children to develop their talents. It should also help them to live peacefully, protect the environment and respect other people.(Article 29)
- Every child has the right to be protected from sexual abuse (Article 35)
- Every child has the right to protection from any kind of exploitation or abuse (Article 36)
- The best interests of the child must be a top priority in all things that affect children. (Article 3)
- Every child has the right to say what they think in all matters affecting them, and to have their views taken seriously. (Article 12)
- A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. (Article 23)
- Education should help children to develop their talents. It should also help them to live peacefully, protect the environment and respect other people.(Article 29)

Responsibility of the child:

To observe the School Charter rules, which are based on a set of rights and responsibilities based on the United Nations Convention:

- We are fair, kind and respectful
- We listen to others
- We help everyone to play and learn
- We look after our learning environment
- We try hard and do our best
- We persevere and work hard and encourage others to do the same

We have agreed as a staff to summarise our behaviour expectations to three simple rules:

- **Ready**
- **Respectful**
- **Safe**

Responsibility of the Staff:

- Model professional behaviour towards each other, pupils and their families at all times, consistently being good role models
- Recognise and reward positive behaviour
- Have consistently high expectations
- Deal with all behaviour in a calm manner, using a quiet voice and professional, positive language in all our dealings with children
- Ensure all learners are respected, regardless of their behaviour; adult behaviour will never be compromised by learner behaviour
- Be fully engaged in managing and modifying behaviour. Behaviour is the responsibility of all adults and where appropriate adults offer support to other staff
- Follow the Behaviour Policy consistently and fairly at all times whilst acknowledging that 'fair' does not mean that everyone is treated the same, but that everyone gets what they need
- Adhere to the core expectations for staff
- Communicate with parents/carers when there are concerns

Responsibility of the Governors:

- Support the school in the implementation of the policy

- Regularly review the policy and offer advice to the head teacher on disciplinary issues if required

Responsibility of the Parent:

- Encourage their children to act with respect and care towards the whole school community
- Talk to the class teacher or other members of staff constructively if concerns arise
- Ensure their child attends regularly and on time
- Talk to their child about their school day

As a school we encourage staff and parents/carers to work together to encourage all children at Wallands to be happy, safe and well-behaved.

This can happen in the following ways:

- Staff involve and consult with parents/carers in discussions over their children's behaviour in school.
- Parents/carers are encouraged to let us know of any factors at home that might have an impact on a child's behaviour at school (e.g. separation of parents, bereavement, house move, redundancy or financial pressure).
- Parents/carers are encouraged to be aware of safe and responsible internet and mobile phone practices, for example by ensuring that children do not engage in texting or 'social networking' unless they are of the requisite age and have the maturity to use the technology responsibly.

As with all aspects of the children's education and welfare at school, parents/carers who are concerned about any aspect of behaviour (from their children or others) are encouraged to follow these guidelines:

- Speak to the class teacher as soon as they are aware of the problem - class teachers are usually available at the end of the school day but appointments can be made at other times, through the school office. In most cases, the class teacher will be able to resolve the matter. If the class teacher is not able to resolve the matter, the parent/carer should refer to the Senior Leadership team who will review the matter and seek to resolve it at the earliest opportunity.
- If the parent/carer is still dissatisfied a complaint can be made in writing and should be addressed to the Headteacher and delivered to the school office. Parents/carers are respectfully requested not to air grievances in other ways such as the informal discussion of issues in the school playground or through social networking sites or the circulation of texts, particularly when this might involve criticism (directly or indirectly) of named children, school staff or other parents/carers.

It is the whole school community's responsibility to ensure the principles of the behaviour policy are supported.

Consistency of practice

- All staff, governors and parents have access to a copy of the policy
- Newly appointed staff will receive a copy of the policy in their induction pack and have an induction session with the learning mentor
- The policy is discussed regularly in phase meetings and staff meetings to ensure consistency
- Children causing concern are discussed at staff meetings, phase meetings, Senior Leadership meetings as appropriate
- Non-teaching staff are included in appropriate information sharing
- All staff will receive ongoing professional development training and support on behaviour management
- Whole school routines will be monitored by the Senior Leadership Team and Governors

Inclusion for all children:

At Wallands we recognise that some pupils, such as those with ASD, ADHD and mental health problems, may be unable to comply with all aspects of the behaviour policy. The school will make every effort to make reasonable adjustments to meet the needs of these pupils, communicating effectively with support staff. It is the class teacher's responsibility, either through a conversation or via the class information sheet, to let other staff members and supply teachers know of any adjustments that have been made for particular children. These children may if needed have a behaviour support plan in place.

Uniform and jewellery:

All children are expected to wear full school uniform every day unless previously agreed for special days or trips. The uniform consists of:

- Grey or black shorts, trousers, leggings, pinafore dresses, skirts or green and white summer dresses
- White polo shirt or shirt
- Green sweatshirt, jumper, cardigan or fleece
- Sensible, smart dark coloured footwear including boots, girls shoes should be flat/low heeled shoes or boots,

The PE uniform consists of:

- T-shirt
- Shorts
- Track suit bottoms (in winter)
- Plimsolls or trainers

The only jewellery which is allowed is stud earrings for health and safety reasons (these must be removed or taped during PE lessons). We do not allow children to wear make-up to school.

A letter will be sent home by teachers if children do not have their PE kits in school on the correct day. (See appendix)

Attendance

At Wallands we recognise that regular and punctual school attendance is important. Pupils need to attend school regularly if they are to take full advantage of the educational opportunities available to them by law. Although parents/carers have the legal responsibility for ensuring their child's good attendance, the Headteacher and Governors at our school work together with other professionals and agencies to ensure that all pupils are encouraged and supported to develop good attendance habits. 100% attendance will be acknowledged by a certificate being sent home three times a year.

Searching and screening

The school follows the DfE guidance on searching and screening. For further information see:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Searching

- School staff can search a pupil for any item if the pupil agrees.
- Headteachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

Screening

What the law allows:

- Schools can require pupils to undergo screening by a walk-through or hand-held metal detector (arch or wand) even if they do not suspect them of having a weapon and without the consent of the pupils.
- Schools' statutory power to make rules on pupil behaviour and their duty as an employer to manage the safety of staff, pupils and visitors enables them to impose a requirement that pupils undergo screening.
- Any member of school staff can screen pupils.

Behaviour Scale

The names of all children will be on 'Getting It Right' on the Behaviour Scale throughout the day, with the expectation that they will demonstrate expected behaviours consistently. Getting it Right is about children being 'Ready, Respectful and Safe'

All the children's names will be written in the 'Getting It Right' column, and when positive behaviour choices are made, a tick will be added in the column as below; for children who go 'above and beyond' they will have a tick/star placed in the 'Charter Star' column and staff will praise the specific behaviour. If a child is not following the Ready, Respectful and Safe rules, staff will follow the following stepped consequences:

- Reminder (a reminder of the 3 simple rules –Ready, Respectful, Safe

- Verbal warning to 'Turn it around' (delivered privately wherever possible, making children aware of their behaviour and consequences if they continue)
- Where necessary actions taken to support behaviour e.g. moved within class
- If behaviour continues, talk to child, privately where possible and give opportunity to engage. Use the 30 second intervention.
- Miss some minutes from playtime to complete learning.
- Sent to partner class for fixed amount of time
- Internal exclusion
- Fixed term exclusion

For poor behaviour choices, children will get a dot in the 'Turn It Around' column and if the behaviour continues, a further dot will be given. Staff may do this non-verbally, or may tell children why they are moving them to the left. The 30 second intervention can be used:

- I have notice that you are not being..... (refer to rules and child's behaviour) right now.
- You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- Can you remember yesterday/last week when you... (refer to previous positive behaviour)?
- That is who I need to see today...
- Thank you for listening... then give the child some 'take up' time.

Once a child is on 'Turn It Around', staff will be actively looking for them to make good choices so they can be moved back up to 'Getting It Right'. Children will be encouraged to make good choices to ensure they receive a tick for 'Getting It Right' again. If a child gets 2 dots in the 'Turn It Around' column, a consequence will be given. If the poor behaviour choices continue children's names will be moved to Consequence and depending on what the behaviour is, a consequence for that behaviour will be given. For more serious behaviour children could move straight to Consequence. When children make the choice to 'turn it around' they move back into the green 'Getting it right' and the dot is rubbed out. Any behaviour that has a consequence throughout the day is noted in the Behaviour spreadsheet.

Consequence	Turn it Around	Getting it Right		Charter Star
C	•	Beth	✓	
		Sean		
		Ella		
		Frances		

Behaviour Scale

(for staff information (not to be displayed) responses gathered from pupil and staff responses)

Chart to be displayed in class/groups	Behaviours we would expect to see	Language to use	Consequence
<p>Charter Star</p>	<p>Demonstrating characteristics identified in the School Charter – care, achievement, respect, courage Going above and beyond Going out of their comfort zone Challenging their learning Being the best you can be Being an outstanding learner Setting an excellent example to others Exceeding expectations Outstanding attitude to learning Successfully fulfilling all of the success criteria Trying something new/something they find difficult Following all instructions</p>	<p>Because you have (mention specific behaviour) I am going to put a tick/star in the 'Charter Star' column I like the way you answered that question I like the explanation you gave I like the way you have challenged yourself, even when it was a bit tricky I like the way you remembered your learning and used it in this lesson You've made really good choices Non verbal acknowledgement of good choices</p>	<p>Child awarded a star to add to their own star card, once they have achieved 10 share with SLT and a postcard is sent home.</p>
<p>Getting it Right</p>	<p>Pupils who exhibit the 4 areas of our School Charter – care, courage, respect and achievement Good listening Engaged in learning Follow and respond to instructions and directions given Remaining focused on learning, with learning breaks where needed Showing resilience towards learning Active contribution Good collaboration Kind hands, feet, words Being considerate, thoughtful, conscientious, show perseverance Polite and respectful to all staff Give maximum effort and stay on task Take pride in their work and their appearance Know how to share Having the right equipment ready, with visual prompts where necessary to support this Respect for equipment/resources Encouraging others Using indoor voices</p>	<p>This is where we expect all children to be throughout learning opportunities in the classroom As you put a tick in 'Getting it Right' – well done I can see you have thought about ... Well done for turning it around Immediate praise when child makes good choice</p>	

<p>Reminder Turn it Around</p>	<p>Talking when someone else is talking Not following instructions Disrupting the learning Distracting others Calling out Destroying school resources Being in the wrong place Rude to adults or other children Swearing Show attention-seeking behaviour Inappropriate physical contact Tell tales as a means of undermining others Show meanness (e.g. ostracising others, whispering campaigns, “winding up”) Give verbal abuse/bad language Challenge adults inappropriately Displaying a negative attitude to work or to school life Leaving the classroom without permission Swinging on chairs</p>	<p>I expect you to stop (mention specific behaviour) I would like to spot you doing the right thing so I can put a tick in ‘Getting It Right’ Remember the class rule about ...(mention specific behaviour) Non verbal - putting a dot in the ‘Turn It Around’ column due to inappropriate behaviour choice Quiet discussion with child to remind them how to turn things around You are not making good choices, so I am going to move you across and give you some time to show me you can fix that You need to have a think about the choices you are making I am reminding you that you need to be ready to learn How can I help you to manage your behaviour</p>	<p>Teacher/support staff to ‘keep an eye’ on children who over a week regularly go into this section. When a child makes a good choice and returns into ‘Getting it right’ the dot is rubbed out.</p>
<p>Consequence</p>	<p>Behaviours as above continue Children can move straight to this level for more serious behaviours e.g. Inappropriate physical contact Give verbal abuse/bad language Challenging adults inappropriately Not following adult instruction Leaving the classroom without permission</p>		<p>Noted on Behaviour spreadsheet 1-10 mins missed from playtime/lunchtime (depending on severity of incident) – teacher to supervise – could use one teacher nominated across a year group. During this time teacher to remind children about expected behaviour. Learning sent home to be completed if there has been refusal during class time. If has happened a number of times – class teacher to talk to parent/carer. Internal exclusion for a lesson/half a day/a day in parallel class or other key stage, children take behaviour reflection sheet to complete during this time. Parents /carers informed by class teacher or SLT. Fixed term exclusion -half a day to 5 days decided by Head teacher or Deputy Headteacher in Head’s absence – parents/carers informed by Head teacher or SLT and East Sussex paperwork completed.</p>

Positive Behaviour Management- Rewards and Sanctions:

As a school we encourage the children to recognise and reflect on the importance of making good behaviour choices. This will help children understand and take responsibility for their own behaviour. Pupils will be recognised for positive choices and where appropriate, be given one of the rewards the school offers.

Rewards:

- Verbal praise from staff members
- In class behaviour system, where children are moved along the Behaviour Scale
- When children reach the Charter Star on the Behaviour Scale, they will be awarded a star, it is the children's responsibility to put this on their star card, and each time they have collected 10 they will be awarded a Charter Star sticker and a postcard will be sent home to inform parents
- Charter Champion of the week (which is separate and additional to Charter Star), is linked to one or more of the Charter values, presented in Charter Champion assembly
- Charter Champion postcards sent home to parents and carers to inform them of positive behaviour choices and good learning
- Written comments on children's work
- Acknowledgement from other member of staff, including SLT
- Public praise in the school newsletter
- Earning Super Class Time throughout the week

Super Class Time:

Over the week children can earn up to a total of 25 minutes Super Class Time, which will be awarded on a Friday afternoon, generally at the end of the day. Up to 5 minutes can be awarded to the class each day when the whole class successfully achieves current class or school targets; this could mean that classes are focusing on an aspect of their Class Charter which they need to improve or on a whole school priority e.g. walking around the school building. Super Class Time cannot be removed from an individual child.

Consequences:

Praise the positive behaviour of another child who is making good behaviour choices in the class at the time to remind them about expectations

Quiet discussion with the child to remind them about teacher's expectations

Adapt learning conditions to facilitate learning e.g. move tables, move to a calm place, and ensure necessary support is in place in relation to the learning

In class behaviour system, where children are moved across the Learning Scale, to Consequences, resulting in missing minutes at break time.

Minutes missed from playtime/lunchtime, between 1-10 minutes depending on incident

Relocation of a child in a partner class, by prior arrangement with designated class

Work that is not completed in class, due to inappropriate behaviour choices, finished during missed playtime/lunchtime minutes or sent home to finish

Involvement of SLT in Consequence

Removal from the class by Learning Mentor or Senior Leadership Team if behaviour poses a risk to themselves or others

Internal exclusions for a lesson, half or whole day, either in another class in the same Key Stage or in the other Key Stage, agreed by Senior Leadership Team, who will also inform parents

Where appropriate a pink sheet would be completed to provide additional information to the Behaviour Spreadsheet

Fixed term exclusions are agreed by the Head teacher or a member of the Senior Leadership Team acting in that role in the Head teachers' absence

Meeting with parent/carer

Parent/carers may be asked to come into school to work alongside their child to complete work

Involvement of SLT in Consequence

Permanent exclusions

A pink sheet would be completed to provide additional information to the Behaviour Spreadsheet

Low level behaviour	Mid-level behaviour	High level behaviour
Talking and shouting out Unkind comments Answering back Pushing in the line Running in the school building Not following School Charter rules Unacceptable behaviour in cloakrooms	Any persistence of low level behaviour Arguments at playtime and lunchtime Distracting others Answering back Ruining other's work Swearing Lying Not following adult direction Physical Defiance Aggressive or obscene language Damaging property	Fighting Physical contact Verbal/physical bullying (including Cyber) Prejudice based incident (including racist, homophobic etc.) Arguing with teacher/support staff Persistent refusal to follow instructions Throwing objects Stealing Refusal to accept a consequence

In general the sanctions listed above will be given for the same coloured behaviour type. However all behaviour incidents are dealt with on an individual basis which allows for the most appropriate sanction to be given in order to move the situation forward and allow the child to reflect on the choices made. In the case of high level behaviour many factors could be involved which is reflected in both the use of orange and red sanctions. When things go wrong, our behaviour strategy is intended to be comprehensive and we aim to apply it consistently but it is acknowledged that in any school, situations may arise that may require a different course of action. In particular, there are some children who have behavioural issues or conditions which require an individualised approach. We recognise that this can sometimes lead to perceptions that we are not adhering to policy but ask parents/carers to understand that where there are departures from policy, these are taken for good reasons. As a school we seek to deal with all such cases professionally and sensitively. There are some behaviours which warrant a fixed term exclusion. Fixed term exclusions can be half a day, a day, three days or five days, depending on the incident.

Behaviour at Break and Lunchtimes Expectations:

- During break and lunch times all staff on duty actively participate and engage children in games and play opportunities on the playground
- Staff support children to resolve disagreements on the play ground
- Some structured activities are provided to support happy playtimes, the playground is zoned and each zone is allocated an activity. These activities include: parachute games, skipping, football, etc.
- A playtime/lunchtime rota identifies which area of the playground staff are positioned in

- When children go out to play/lunchtime, they need to wait in the playground and only go onto field when adults tell them there is sufficient supervision
- Children should only go back into the building to use the toilet or to go into lunch, they should not return to classrooms
- Hard ball games are only to be played in cage area
- Green Charter Star slips (the same colour as the Behaviour Scale in class) are awarded to children who demonstrate positive behaviour choices. When children return to class, it is their responsibility to add the star to their star card
- Where there is inappropriate behaviour staff give a child a Consequence, the child has to sit out on the bench in either the KS1 quiet area or the KS2 bottom playground. Depending on the incident children will sit out from 1-10 minutes, pupils cannot leave until the member of staff has indicated that they may do so
- Where children have had to complete a Consequence an orange slip (same colour as the Behaviour Scale in class) is completed by the member of staff on duty, these are then put into the class teacher's pigeon hole. Where there has been a Consequence the class teacher will enter it onto the Behaviour spread sheet.
- When the bell rings, children should immediately go into the building in a calm manner

Expected playtime/lunchtime behaviour:

- We are fair, kind and respectful
- We listen to others
- We help everyone to play and learn
- We look after our learning environment
- We try hard and do our best
- We persevere and work hard and encourage others to do the same

Expectations for behaviour at playtime/lunchtime is summarised as

- **Ready**
- **Respectful**
- **Safe**

Unacceptable behaviour

Low level behaviour	Mid-level behaviour	High level behaviour
<p>Unkind comments Answering back Pushing in the line Running in the school building Not following the School Charter expectations Not following adult direction Unacceptable behaviour in cloakrooms Play fighting/rough play Standing on picnic tables Climbing trees or fences Any play with dangerous objects, including sticks Lifting one another Being unkind to one another Saying unkind things to one another Being in the wrong area Denying what has happened Throwing things Running up the slide Not wearing shoes</p>	<p>Any persistence of low level behaviour Arguments at playtime and lunchtime Ruining someone else's games Swearing Ignoring the teacher Unacceptable language Lying Physical Defiance Aggressive or obscene language Damaging property</p>	<p>Fighting Verbal/physical bullying (including Cyber) Prejudice based incident Arguing with teacher/support staff Stealing Refusal to accept a sanction Physical</p>

Expectations for specific areas:

Field	Woodchip and Slide Area	Sundial	Cage	Bottom playground	KS1 playground
Children can only access the field when an adult stipulates (dependent on sufficient supervision and weather) Field closes at 1pm	Only open when there is sufficient adult supervision There are occasions when the slide and surrounding field is shut but woodchip open		This area is for KS2 children, there is a rota in place, which is displayed in the window of the classroom next to playground	Bottom playground only until 3 adults available at lunchtime – 2 at playtime	
Canes are to be left in situ Football only if it is not your turn in the cage Football to be played width ways across pitches No goals are to be used No ball to be used with feet on Wednesdays Sticks and logs, should only be moved if they can be lifted/carried with one hand No running with a stick No climbing trees/fences/gates – one foot on the ground	No throwing of woodchip Slide to be used feet first, facing forward No climbing up bank or the slide When children are using the slide, they should use it one at a time	No climbing over, under or on planters No feeding of animals No balls	No ball to be used with feet on Wednesdays No claiming of space Children should not kick a ball if it is not in their game Fence should not be climbed Children should not go through fence Children should not deliberately kick balls over the fence	No hard balls No ball to be kicked 'Power' balls to be no larger than approx size of 50p No whipping skipping ropes Use of all equipment needs to be safe and reasonable The gate in far corner and top of the steps are the boundary lines - not behind hedge nearest bike shed	No climbing or standing on top of climbing frame or house No hard balls

As a school we are focused on keystone routines, these are our agreed expectations:

Tremendous Transitions

(within the classroom, from one lesson to the next, from carpet to tables etc.)

- Children are well prepared with adult instruction
- Display a timer on the board or play music to let children know how much time they have got
- Table points could be awarded
- Positive reinforcement used to remind about expectation
- 3 step routine should be utilised (first tidy up your books, then push in your chair, then come to the carpet)
- Use consistent signal where appropriate
- Use the language of first, then, now , next to ensure instructions are clear
- If necessary, any children given a gentle reminder about the expectations
- Set a class target linked with super class time where appropriate

Legendary line ups

- Children should ensure they keep their hands by their sides
- Classes should walk in single file
- Where appropriate classes could have a line up order
- Children should be quiet when lining up
- Where possible have an adult at the back of the line too
- Use praise to identify children who are doing the right thing
- Use of 'thank you' for being lining up quietly
- Reference made to 'ready, respectful, safe'
- Set a class target linked with super class time where appropriate
- Use the legendary line up language and ensure children know what the expectations are in relation to this
- Make reasonable adjustments for children who may struggle to line up by providing a meaningful job as part of lining up
- Ensure children are not lined up for too long
- A photographic visual could be taken so children know what they are aiming for

Amazing Assemblies

- Staff leading assemblies need to ensure that they are planned with the year groups in mind, and are interesting and engaging
- Specific places are identified in the hall for where each year group will sit
- Children lead into assembly in silence and sit in their places, listening to the music that is playing
- Children remain quiet throughout the assembly
- Staff are responsible for reminding children about assembly expectations
- For those children who have needed to be reminded about assembly expectations are asked to wait until other classes have left assembly
- The teacher leading the assembly identifies which classes leave the hall
- Children should leave the assembly in single file, in silence
- Topics covered in assemblies could be followed up through further discussion in class assemblies or in class
- Visual reminders or non verbal signs could be used in assembly (reminders about good sitting, no voices)
- Reasonable adjustments should be made for those children who struggle with assembly e.g. coming into the hall once everyone is seated, leaving as the first class leaves, having an agreed amount of time in the assembly (which could build up over time)
- Use of praise and reward for those children/classes 'getting it right'
- Reference made to 'ready, respectful, safe'
- Set a class target linked with super class time where appropriate
- Star of assembly award given for classes who display the agreed behaviour – coming into assembly quietly, listen respectfully, sit sensibly, leave assembly quietly

Walking well

- Children walk in single file
- Children walk without talking
- Everyone should walk on the left hand side
- A member of staff should always be with the class
- Staff should start at the front of the line and ensure they stop at regular intervals to ensure all children are still following without talking
- Where there is a second member of staff they could be at the middle or end of the line, ensuring children remain in line and are quiet
- When walking down the stairs children should go down one step at a time

Behaviour spreadsheet:

Each class has a behaviour spreadsheet to enable patterns of behaviour to be monitored by the class teacher, Learning Mentor and SLT. If children move across the Behaviour Scale to Consequence, it is the responsibility of the class teacher to record this on the behaviour spreadsheet. Behaviour spreadsheets will be monitored regularly by the learning Mentor and SLT. Every half term a behaviour report will be published and will be used to monitor patterns in behaviour across the school.

On-Call system:

An On-Call system is used for aggressive or destructive behaviour in class which poses a risk to the individual or others in the class. If there is danger to others then the class should be removed for their safety. In this instance the Learning Mentor should be called for and if they are unavailable then a member of Senior Leadership Team should be contacted. A succinct summary of events should be relayed at this point. The on-call staff member will come to the classroom immediately. The adult present should calmly inform the on-call staff member which child is involved. The behaviour should not be discussed in front of the child or class. After discussion, the Learning Mentor will inform the Head teacher / Deputy Head teacher.

Positive handling:

Staff at Wallands will always use a wide range of strategies to defuse any difficult behaviour. Only named staff who have been trained in Mapa or Maybo positive handling (a register is kept by both the Office Manager and the Designated Child Protection Officer) should use positive handling. During positive handling training, staff are made aware of statutory guidance. Physical interventions with pupils should only occur as a last resort where:

- There is a developing risk of serious harm to individuals, (including the pupil concerned) or an imminent risk of significant damage to property
- Verbal calming techniques have not resolved the situation

Where restraint has been used it needs to be recorded on the pink behaviour sheet.

See Positive Handling and physical Restraint Policy.

Fixed term exclusions:

This is used only for an extreme behaviour incident. The time period for a fixed term exclusion is determined by the Head teacher, and usually falls within 0.5 -5 days. Work will be arranged for the period of the fixed term exclusion for the child to complete and the parents must agree to not allow their child to be outside of the home for the duration of the exclusion.

All cases will be reviewed and judged on an individual basis, and decisions made in consultation between the Head teacher/Deputy Head teacher, class teacher and Learning Mentor. Only the Head teacher or the appointed person in the absence of the Head may exclude a child. It is the responsibility of the Head teacher/ Deputy Head teacher to complete the appropriate paper work and report it to the Local Authority and parents. A reintegration meeting will be convened with the Head teacher, child and parent/carer on the child's return to school. Parents will be informed of this by letter. The Governing Body is informed of all exclusions.

The school will always endeavour to keep a child in the education system and exclusion, fixed term or permanent, is always a last resort. Permanent exclusions are very rare, and are in accordance with East Sussex Policy.

Bullying & Prejudice based incident:

This policy should be read in conjunction with the Anti Bullying Policy (available on staff/policies/non subject).

These are the strategies identified in the Anti Bullying Policy for Preventing Bullying:

- A School Charter and individual Class Charters provide a common language of respect of which all children are made aware and practise on a regular basis.
- The School is proud to be a Stonewall 'School Champion' School. The school works to celebrate difference and diversity and such work is integrated throughout the curriculum and school life.
- Children are involved in the design of anti-bullying work which not only helps to inform anti-bullying work but sheds light on exactly where intervention is needed.
- All staff have received training on tackling bullying which has increased confidence and made the delivery of this work more effective
- We publicise the policy in class, assemblies, Circle Times and as a teaching focus once a year. This helps to reinforce the shared understanding of what bullying is.
- We have a school Mediation Team comprising of a PSHE coordinator, two Learning Mentors and a group of Yr6 buddies (who receive training and supervision).
- We have a team of Yr4 buddies who support the Foundation Stage and Key Stage 1 children. They also receive training in active listening and regular supervision.
- We encourage children to develop awareness of other people's feelings and to be aware of the impact of their behaviour on others. This is done in assemblies and also in class during PSHE lessons or circle time, tailored to the needs of the individual class. If children need further support with this they can be referred to our Learning Mentors for one to one or small group sessions and/ or be involved in Social Skills groups run by adults
- We operate a lunch club for all children who find lunchtimes a particularly challenging time. This is run by our Learning Mentors and provides a safe space for the children to play and develop social skills.
- We recognise some bullying is caused by low self esteem and work to raise this in all children. This work is done through PSHE lessons but also with the support of Learning Mentors who tailor specific sessions for vulnerable children.

We teach children skills to encourage them and to enable them to be assertive. We encourage children to resist and challenge inappropriate behaviour in a non-physical way – to say that they do not like what the other person is doing and to ask them to stop

How the Behaviour Policy is applied in the Nursery

The Nursery follow the aims, rights and responsibilities as stated in the school policy. We have a high expectation of behaviour, agreed and upheld consistently by all staff. We use a variety of strategies to support the children with their behaviour - very young children need immediate and visual rewards or sanctions:

- A visual method of monitoring good behaviour- currently a Kindness Tree, where children receive a leaf when they demonstrate positive behaviour. The reason is written on the leaf, and the child is responsible for sticking their leaf on the tree. The leaves later go into each child's Learning Journey. A tick list is kept to monitor how many times a child gets a leaf.
- Individual behaviour charts – these are used only when necessary and are personal to each child, based on things they are interested in and will be motivated by. Parents are involved and are encouraged to use similar charts at home – support is offered to parents on how to use them.
- Stickers – given to individual children for looking after their setting, e.g. for tidying up.
- Conflict resolution – as incidents arise we talk with the children involved about their own feelings and the feelings of others, responsibilities and consequences.
- Circle time – used to talk about how we feel and how we make others feel – a whole group response to behaviour as it arises.
- Language – we use language similar to that used in the rest of the school so that it is familiar to children as they move through the school – 'getting it right', 'making the right choice', 'turning it round'.
- Time to reflect – a moment to sit on a chair, move into another room or space in the Nursery to calm down. A member of staff will then support the child to reflect on why they needed to be removed from a situation.
- Parents – we talk with parents on a daily basis about any behaviour situations as they arise.

Child friendly RRS expectations

Ready, Respectful and Safe

I will be moved to another part of the classroom, I will have to do my work on my own, I will be asked to stop and turn it around if I am:

- Interrupting in class
- Being impolite
- Annoying/distracting other from their learning
- Not following instructions

I will lose 5 minutes of my break if I am:

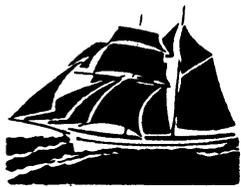
- Repeatedly interrupting in class
- Being impolite
- Annoying/distracting other from their learning
- Not following instructions

I will spend the rest of the lesson doing my work in another class if I am:

- Using abusive words (swearing etc)
- Displaying unsafe behaviour (throwing items etc)
- Not co-operating with my teacher

My parents will be contacted and I may be internally/ fixed term excluded if I am:

- Bullying others
- Fighting with others
- Using racist, homophobic or threatening language/ taunts
- Encouraging other to do the wrong thing
- Leaving the classroom without permission
- Refusing to follow instructions



Wallands Community Primary School Behaviour Blueprint (one page summary for staff and parents/carers)

This is how we do it at Wallands

We are an inclusive learning community

<p>Visible Adult Consistencies</p> <ul style="list-style-type: none"> • Children are greeted at the entrances to the school by an adult every day. • Key stone routines – lining up, transitions between sessions in school and around the school and amazing assemblies. 	<p>Rules</p> <p>Ready (ready for learning, ready for next activity)</p> <p>Respectful (towards everyone in the school community, towards property and the school environment)</p> <p>Safe (keeping ourselves and others safe)</p>	<p>Over and Above behaviours</p> <ul style="list-style-type: none"> • Weekly Charter Champion • Charter stars • Postcards home • Green slips around the school • Class rewards • Stars of assembly award
<p>Stepped Consequences</p> <ul style="list-style-type: none"> • Reminder (a reminder of the 3 simple rules –Ready, Respectful, Safe) • Verbal warning to ‘Turn it around’ (delivered privately wherever possible, making children aware of their behaviour and consequences if they continue) • Where necessary actions to support behaviour e.g. moved within class • If behaviour continues, talk to child, privately where possible and give opportunity to engage. Use the 30 second intervention. • Miss some minutes from playtime to complete learning. • Sent to partner class for fixed amount of time • Internal exclusion • Fixed term exclusion 	<p>Microscript</p> <p>30 second intervention</p> <ul style="list-style-type: none"> • I have notice that you are not being..... (refer to rules and child’s behaviour) right now. • You have chosen to ... (refer to action to support behaviour e.g. moving to another table, complete learning at another time) • Can you remember yesterday/last week when you... (refer to previous positive behaviour)? • That is who I need to see today... • Thank you for listening... then give the child some ‘take up’ time. 	<p>Restorative Questions</p> <p>(5 questions is usually enough from the following)</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought since? • How did this make people feel? • Who has been affected? • How have they been affected? • What should we do to put things right? • How can we do things differently in the future?

Behaviour Framework

The Behaviour Framework is used to monitor behaviour across the school, and ensure all children have the correct provision in place. It can always be used as a means of allocating appropriate interventions e.g. accessing lunch club or being involved in a nurture group. At stage 1 of the behaviour framework if a child has a growing number of behaviour incidents the class teacher will contact the parents. If a child moves into stage 2 a letter will be sent to the parents to arrange a meeting with the Learning Mentor and Class teacher to discuss the behaviour and set appropriate behaviour targets. If the behaviour incidents continue a meeting is arranged with a member of the Senior Leadership Team and a Behaviour support plan is put in place. Where appropriate, at this time or during any stage, a referral may be made to outside agencies to access additional support; this could include ESBAS (Education Support, Behaviour, Attendance Service), CAMHS (Child and Adolescent Mental Health Service) or any other relevant agency.

The Behaviour Framework

	Indicators	Pupil Support	Staff Involved	Outcomes
Stage 1	<p>Progress alert following PPM's</p> <p>Child being below 'Getting it Right' on the in class behaviour system a number of times a week</p> <p>Incidents noted on behaviour spreadsheet</p> <p>Social/emotional/behavioural concerns that result in a referral form to the LM, SENCO</p> <p>A number of orange lunchtime behaviour slips in a half term</p>	<p>Teacher to use a variety of behavioural strategies:</p> <ul style="list-style-type: none"> -visual prompts such as finger to lips or tapping your ear or eyes to indicate what a child should be doing. -asking a prompt question to show you have noticed inappropriate behaviour 'What is happening here?' is often sufficient enough to alert the children to the fact that you have noticed and will stop the behaviour -enable pupils to take responsibility for their actions 'I have asked you to move away from .., if you continue to sit there you're choosing to stay in at playtime. It's your choice.' <p>Informal chat by the teacher with parents/carers to make them aware of the issues</p>	<p>Class teacher</p> <p>Learning Support Assistants</p>	<p>De-escalation of poor behaviour (measured behavioural data)</p> <p>Improved engagement</p> <p>Improved progress</p> <p>Improved relationships</p>
Stage 2	<p>Progress alert following PPMs</p> <p>Child being below 'getting it Right'</p>	<p>Parent/carer meeting where targets are set</p> <p>Individual Behaviour Plan (See Appendix)</p>	<p>Class teacher</p> <p>LM</p>	<p>Improvement in behaviour;</p>

	<p>on the in class behaviour system a number of times a week.</p> <p>Incidents noted on behaviour spreadsheet</p> <p>Social/emotional/behavioural concerns that result in a referral form to the LM, SENCO</p> <p>A number of orange lunchtime behaviour slips in a half term</p>	<p>written and updated half termly unless it is felt that the SEND needs of the child are the main factor impacting on their behaviour. If this is the case then the provision for the child will be outlined in their provision map/IEP</p> <p>Intervention e.g. 1-1 LM, Nurture group, lunchtime club, showing of work to designated person</p>	<p>Key Stage leaders</p> <p>SENCO</p>	<p>Reduction in incidents</p> <p>Re-engaging in learning</p> <p>Improvement in progress</p> <p>Improved attendance</p>
Stage 3	<p>Progress alert following PPMs</p> <p>Child being below 'Getting it Right' on the in class behaviour system a number of times a week</p> <p>Incidents noted on behaviour spreadsheet</p> <p>Social/emotional/behavioural concerns that result in a referral form to the LM, SENCO</p> <p>A number of orange lunchtime behaviour slips in a half term</p>	<p>Parent/carer meeting with SLT</p> <p>SLT linked to the child will check in weekly with them.</p> <p>SENCo support if not already in place.</p> <p>Behaviour Support Plan written and shared.</p> <p>Reviewed fortnightly</p>	<p>Class teacher</p> <p>SLT</p> <p>SLM</p> <p>Inclusion Coordinator</p> <p>Other appropriate outside agencies e.g. ESBAS</p>	<p>Reduction in behaviour incidents</p> <p>No repeat fixed term exclusions</p> <p>Re-engaged in learning</p>
Stage 4	<p>Progress alert following PPMs</p> <p>Child being below 'Getting it Right' on the in class behaviour system a number of times a week</p> <p>Incidents noted on behaviour spreadsheet</p> <p>Social/emotional/behavioural concerns that result in a referral form to the LM, SENCO</p> <p>A number of orange lunchtime behaviour slips in a half term</p> <p>Behaviour may result in fixed term exclusions</p>	<p>SENCo becomes key person.</p> <p>SLT linked to the child will check in twice weekly with them</p> <p>Behaviour Support Plan shared, reviewed weekly</p> <p>Personalised time-table</p> <p>Behaviour team involved (ESBAS)</p> <p>Cuckmere House referral is considered</p>	<p>Class teacher</p> <p>Senior Leadership Team (SLT)</p> <p>Inclusion Coordinator</p> <p>SEN</p> <p>Governing Body Panel</p> <p>Outside agencies</p>	<p>As above plus</p> <p>Re-engagement in learning</p> <p>Improvement in behaviour</p> <p>No more repeat Fixed Term Exclusions</p>
Stage 5	<p>Progress alert following PPMs</p> <p>Child being below 'Getting it Right'</p>	<p>Cuckmere House referral</p> <p>Managed move</p>	<p>Headteacher</p> <p>SLT</p>	<p>Pupil engages in education at</p>

	on the in class behaviour system a number of times a week Incidents noted on behaviour spreadsheet Social/emotional/behavioural concerns that result in a referral form to the LM, SENCO A number of orange lunchtime behaviour slips in a half term Behaviour may result in fixed term exclusions		SENCo Governing Body	appropriate level/establishment
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Charter Star Card

When children reach Charter Star, or when children receive a green positive behaviour slip during playtime or lunchtime, they will be awarded a star to add to their Charter Star Card. Each time children receive 10 stars they will show their cards to a member of SLT and receive a Charter Star sticker and a postcard home.

Behaviour spreadsheet

Teachers should note when children go across the Behaviour Scale to Consequence for poor behaviour choices. In addition poor behaviour choices made at playtime/lunchtime should also be recorded. All entries should be dated and can be recorded on paper or electronically, as this provides a record over time and allows for class and school patterns to be identified, tracked and monitored. On a regular basis SLT will monitor the behaviour spreadsheets. On a half termly basis behaviour spreadsheets will be reviewed by the Learning Mentor and school patterns will be identified. This information will be shared with Governors and will be used to determine training and relevant support according to the Behaviour Framework.

Consequence	C
Consequence during playtime/lunchtime	PT or LT
Internal Exclusion	IE
Fixed Term Exclusion	FTE

Green Playground Slip

Green playground slip to celebrate children making good choices in relation to the School Charter Rules, staff should tick which behaviours they have noticed the child demonstrating. Children will take this into class and will be able to add a star to their Charter Star card.

Name..	Date..
Positive behaviour noticed– please circle or detail: <ul style="list-style-type: none">○ We are fair, kind and respectful○ We listen to others○ We help everyone to play and learn○ We look after our learning environment○ We try hard and do our best○ We persevere and work hard and encourage others to do the same	
Signed..	

Orange Consequence slip

Orange Consequence playground slip, if staff have noticed children making poor behaviour choices they will ask the child to sit out for 1-10 minutes in specified area. Staff will complete the slip and place it in the class teacher's pigeon hole following playtime/lunchtime. Class teachers will add the information to the class behaviour spreadsheet.

Name..	Date..
Type of behaviour – please circle or detail: <ul style="list-style-type: none">○ Not following adult instructions○ Not showing kindness towards another child○ Inappropriate language○ Inappropriate use of resources○ Physical aggression towards another child○ Prejudiced based incident (yellow form must also be completed)	

Consequence given: (between 1-10 mins of lost playtime)
Signed..

Appendix – letter home to parents about PE kits

Dear Parents/Carers,

During our PE lesson today it was noted that your child did not have the correct clothes for the session. We would like to remind you that PE is an important part of the curriculum. Please make sure that your child has their PE for their next lesson. If there are any problems then please discuss this with either your child's class teacher in the first instance.

PE Kit consists of:

- T-shirt
- Shorts
- Track suit bottoms (in winter)
- Plimsolls or trainers

Yours sincerely,

Charter Star card

Name ...						Class...				Member of SLT to sign

Monitoring the policy:

The policy will be reviewed annually and ratified by governors.