



Weetwood Primary School Behaviour Policy

**Written: September 2019
Last Review: March 2024
Next review: July 2026**

Aims

At Weetwood we aim to help children develop qualities so that they can live and work together in a happy, safe and collaborative way. The qualities we promote are mutual respect and self-discipline. These are demonstrated by good, positive behaviour and well-developed work habits.

Our School Principles and Rules

At Weetwood, we have three school principles that underpin the way we teach children to behave in our school and community these are linked to our mission statement. These are:

Respecting each other
Striving to be our best
Learning in a happy school

The school rules are built around a promise that the children make at the beginning of the school year.

The Weetwood promise

I promise to:

- Be Kind
- Treat others with respect
- Listen
- Do my best
- Keep everyone safe



The school values underpin the school ethos. We introduce these to the children and teach them about the different values in school.

The school values

- Resilience
- Determination
- Tolerance
- Honesty
- Diversity
- Trust
- Kindness
- inclusivity

This promise is regularly referred to and discussed. The children are encouraged at the beginning of each year, to agree their own 'code of behaviour' for their classroom. Discussion about behaviour and discipline frequently form part of assemblies and PSHE lessons. We believe it is important to teach children to behave in a positive way as well as expect positive behaviour. This will be easier for some children than others and we give extra support when it is needed. We teach children that their behaviour (positive and negative) is a result of their choices and that we can improve the choices we make.

All children need to see the adults they respect modelling the behaviour we want them to develop and so all staff, visitors and governors are expected to act in accordance with our principles and rules at all times.

Do	Don't
<ul style="list-style-type: none"> • Be positive • Keep Calm • Be consistent and fair • Show children you are listening to them • Make clear your expectations • Explain rewards and consequences (sanctions) • Provide opportunities to make things right. • Lead by example • Invest time and effort in to building good relationships with children. • Inform relevant colleagues 	<ul style="list-style-type: none"> • Humiliate • Overreact • Punish all for the behaviour of one. • Break your own rule (Chatting in assembly) • Express pleasure in giving out consequences for poor behaviour (if any emotion is displayed, it should be mild regret)

We believe positive reinforcement of good behaviour through thanks and praise and natural consequences, as well as rewarding children with specific and class rewards.

We aim for as much consistency as possible in the way we manage behaviour in school. We have an agreed signal to stop children.

- Give me five in 5,4,3,2,1.

We expect children to walk in corridors and we have an agreed definition of silent, partner, group and hall voices. We ALL take responsibility for children in school. We praise children moving quietly around school, celebrate good learning that we notice and we also address any issues what we see.

Promoting and Developing Positive Behaviour In classrooms




All adults will:

- Make clear their expectations and any class rules with the children and display these in the classroom.
- Reward children who behave well by smiling, thanking and praising them and giving out DOJO points or other rewards such as points for the class reward target, stickers or Superstar certificates.
- Challenge unacceptable behaviour explaining what the consequences might be if their behaviour does not improve and giving a chance to redeem themselves. This is done through our school wide agreed consequences (warnings) system.
- Carry out natural consequences such as; being the last out to play, making up wasted time at the beginning of break time, going to work in another lesson, having less choice about how they learn.
- Record ongoing issues on CPOMS
- Record serious incidents on CPOMS.




Learning Behaviours

We will teach the children about the learning behaviours they need to become a successful learners in to the future. Staff will look for these behaviours being demonstrated in school.

Kindness and Trust			
	Honesty	Resilience	Determination
	Reflective Learner	Resourceful Thinker	Independent Enquirer
Year 1	<ul style="list-style-type: none"> * Know what I am good at. * Tell someone about what I have learnt and enjoyed. * Pick the best time to talk to someone. * Happy to try again if something has not worked. 	<ul style="list-style-type: none"> * Think of my own ideas. * Play and experiment to find things out. * Willing to have a go at something new. * Use my imagination in role play. 	<ul style="list-style-type: none"> * Collect information when trying to find things out. * Ask sensible questions about my learning. * Offer an opinion about an issue and explain why I feel that way. * Show curiosity about new things.
Year 2	<ul style="list-style-type: none"> * Understand what I need to do to improve. * Know what helps me to learn. * Pick the best time to talk to someone about my learning. * Edit my work to improve it. 	<ul style="list-style-type: none"> * Leave an activity and go back to it if it takes a long time to solve. * Think of good questions linked to my learning. * Use my imagination to generate ideas. * Explain what I have learnt to someone else. 	<ul style="list-style-type: none"> * Take enough time to make sense of a problem. * Be curious about new things and will ask questions to find out more. * Think of instructions for others to follow. * Explain what I prefer.
Year 3	<ul style="list-style-type: none"> * Understand what stops me from learning sensibly. * Know who to ask or what to do if I get stuck. * Check and edit my own work. * Hand in my best work at all times. 	<ul style="list-style-type: none"> * Have a go at something I might find difficult. * Ask sensible questions about my work. * Magpie ideas. * Think of different ideas to help solve problems. * Use my imagination to improve my work. 	<ul style="list-style-type: none"> * Ask sensible questions. * Present my learning in different ways. * Work in a time limit. * See links in my learning and explain to others.
Year 4	<ul style="list-style-type: none"> * Understand feedback will help me improve my learning. * Review my learning and think about what will make me a better learner. * Know when a piece of work has been completed to the best of my ability. * Use more than one resource to support my learning. 	<ul style="list-style-type: none"> * Ask questions to check my understanding. * Keep trying when things get difficult. * Sort and classify information and it is correct. * Use clues to solve a problem. * Give a range of solutions or explanations. 	<ul style="list-style-type: none"> * Ask extra questions to help me understand. * Use more than one piece of evidence to prove my answer. * Get on with a task without anyone reminding me what to do. * Make lists to help my learning. * Sort information and choose what is important.
Year 5	<ul style="list-style-type: none"> * Listen to feedback and respond. * Reflect on what I have learnt. * Positive attitude, positive learning. * Use success criteria to reflect on next steps. 	<ul style="list-style-type: none"> * Ideas to solve problems. * Persevere when the challenge is hard. * Challenge myself. * Understand which risks are worth taking. 	<ul style="list-style-type: none"> * Not afraid to ask for help * Know what I need to do to improve * Can plan my learning, setting my own targets * Give constructive feedback
Year 6	<ul style="list-style-type: none"> * Listen to feedback and respond. * Reflect on what I have learnt. * Positive attitude, positive learning. * Use success criteria to reflect on next steps. 	<ul style="list-style-type: none"> * Link ideas to solve problems. * Persevere when the challenge is hard. * Challenge myself. * Understand which risks are worth taking. 	<ul style="list-style-type: none"> * Not afraid to ask for help. * Know what I need to do to improve. * Plan my learning, setting my own targets. * Give constructive feedback.

Kindness and Trust			
	Resilience	Determination	Tolerance and Inclusivity
	Self Manager	Effective participators	Team Worker
Year 1	<ul style="list-style-type: none"> * Ask for help if the time is right. * Choose and use the right equipment. * Feel happy to have a go at something, even if it's tricky. * Set myself a target 	<ul style="list-style-type: none"> * Recognise when I need to talk to someone about a concern and that this can help me. * Listen to the point of view of others in a disagreement. * Listen carefully to instructions and follow them. * Know when and how to stand up for myself. 	<ul style="list-style-type: none"> * Work in a group and take turns. * Listen to the ideas of others without interrupting them. * Share ideas with others.
Year 2	<ul style="list-style-type: none"> * Think about more than one way to solve a problem. * Find ways to control my feelings. * Concentrate on an activity. * Keep going even when it's difficult. Understand that my actions can impact on others. 	<ul style="list-style-type: none"> * Suggest a way to solve a problem in a disagreement. * Be happy to have a go at new things. * Listen to instructions and follow them effectively. 	<ul style="list-style-type: none"> * Be happy both to lead and follow others. * Consider the views of others during discussions. * Happy to share my learning and take turns. * Help others to overcome a problem.
Year 3	<ul style="list-style-type: none"> * Take on responsibility. * I can work in a time limit. * Set and review my own targets. * I can explain who helps me and why. * I can cope with change. 	<ul style="list-style-type: none"> * Be able to put your view across positively. * Be aware of others feelings. * I can use a range of techniques to control my behaviour. * Listen and follow instructions independently. * Try out new things even when I am feeling nervous. * Listen to others and their ideas. 	<ul style="list-style-type: none"> * Be a team player. * Make sure everyone has a chance to speak. * Give positive feedback to others. * Work in different groups. * Work independently.
Year 4	<ul style="list-style-type: none"> * Enjoy challenges. * Decide which tasks are important and need doing first. * Take on an added responsibility. * Organise my time. * Cope with changes to my normal routine. 	<ul style="list-style-type: none"> * Persuade others to accept an idea even though they may not agree at first. * Know that sometimes my ideas can help other people. * Decide when I need 'time out' or 'thinking time' to deal with my emotions. * Cope with disappointments and manage my emotions * Be determined not to give in too easily. 	<ul style="list-style-type: none"> * Take on different roles in a group. * Communicate in a group to persuade others. * Keep focused on a task and avoid distractions. * Understand that other may have an opinion or belief that is different to mine. * Respect other people's opinions and beliefs.
Year 5	<ul style="list-style-type: none"> * Take and manage risks. * Organise myself. * Make mistakes to help me learn. * Use success criteria. 	<ul style="list-style-type: none"> * Break down my learning into manageable steps. * Discuss and debate issues maturely. * Ambassador for my class. * Mediate discussions. 	<ul style="list-style-type: none"> * Be a team player. * Listen to team members and improve performance. * Respect others in a group. * Ensure everyone contributes. * Understand and respect different points of view.
Year 6	<ul style="list-style-type: none"> * Empathise with others 	<ul style="list-style-type: none"> * Advocate for others maturely. * A role model for learning behaviour. * Mediate discussions with maturity. * Understand and manage my feelings. * Aware of risks in my work. * Act on feedback. 	<ul style="list-style-type: none"> * Be a team player. * Listen to team members and improve performance. * Respect others in a group. * Ensure everyone contributes. * Understand and respect different points of view.

Behaviour in assemblies

All adults will:

- Model the behaviour we expect from the pupils
- Ensure that children have a settled start to assembly and wait at least until the person leading the assembly is ready.
- Ensure there is a suitable number of staff to supervise children, with a larger ratio for children who require support and at the beginning of the year.
- Quietly and using non-verbal gestures where appropriate remind children to sit smartly and respectfully engage, enabling the person leading the assembly to continue uninterrupted.
- Keep children behind at the end of assemblies to practise good sitting and listening skills if needed.

Behaviour in and around school

All adults will:

- Think carefully about where adults are positioned to make sure a line of children is quiet.
- Encourage children to walk in the corridors quietly (nothing louder than a partner voice) and hold doors open for one another.
- Challenge children who are running or being noisy in corridors, asking them to go back and walk again if necessary.
- Challenge children who are in the corridors during lesson time to find out what they are doing and if they need help.
- Treat poor behaviour outside school, particularly bullying, in the same way as issues that occur inside school.

Behaviour at break times

All adults will:

- Carry out playground duties as outlined on the playground rota, ensuring that they are on the playground promptly.
- Position themselves carefully in the playground so that children are appropriately supervised
- Ensure that cover is arranged if an adult is going to miss their playground duty for any reason.
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the five school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour. (See playtime and lunchtime consequences)
- Help children to resolve conflicts in a restorative way.

Behaviour in the lunch hour

All adults will:

- Encourage children to be calm and quiet (nothing louder than a group voice) in the lunch hall
- Plan lunchtime routines to avoid large numbers of children waiting in the lunch hall
- Organise games and activities to engage children during the lunch hour
- Encourage positive play by modelling/facilitating games and interacting with children.
- Challenge children who are breaking the school rules, asking them to stand with an adult in the playground if appropriate and feeding back to victims of inappropriate behaviour.
- Report serious incidents to the lead lunchtime supervisor / SLT.
- Give out lunchtime raffle tickets in a fair and consistent manner to reward children for good behaviour choices.

Children's role

We teach children how to behave well and encourage and praise them when they do this. We teach children the difference between poor behaviour and bullying and how to tell if they are worried about the way that someone is behaving. All children are encouraged to use an 'assertive voice' to get help if they or anyone else needs help.

Positive Rewards and reinforcement

We recognise the need for praise and rewards to embed positive behaviour:

- Dojo's given to individual pupils for following the school rules.

Dojo points:	Rewards:
100	Prize Box
200	Hot Chocolate
300	Golden Dinner

Team points

Every pupil in school is in a house team:



Pupils collect point for their house teams and these are collated on a Friday during assembly. The teams are awarded 20 counters for the winning group, 15 for second, 10 for third and 5 for fourth place. At lunch time, staff and lunchtime buddies will award coins for demonstrating the learning behaviours.

Consequences for breaking school rules

Classroom and lesson time:

We have a consistent whole school system for responding to negative behaviour (with slight modifications for Reception Class) that apply throughout the morning and afternoon. If instructions are not followed first time there is a warning. This is recorded in the flip file clipboard in each class and has a reminder of the steps on it. In circumstances of more serious incidents, such as deliberate fighting, deliberate hurting, swearing, sexual violence, sexual harassment, racism, sexism or homophobia the head, SLT or Key Stage leaders will deal with this and report to parents if necessary. (We call this a 'Straight to 5' incident as it jumps the other warnings.) There is a clean slate for each child every morning and after lunchtime every day.

Our consequences are these warnings:

KS1:

Traffic light system (Green, Amber, Red)

All children start each session and new day on red.

The sanctions are as follows:

1. Verbal reminder
2. Verbal warning and move to the amber traffic light.
3. Miss two minutes (or more if necessary)
4. Miss 5 minutes of playtime.
5. Straight to 5 for deliberate fighting, deliberate hurting, swearing, sexual violence, sexual harassment, racism, sexism or homophobia. Report to SLT and on CPOMS.

KS2:

Using the red clipboards:

1. Verbal reminder
2. Verbal warning
3. Move in the classroom (to sit by teacher/on the carpet/another desk)
4. 2 minutes (or more) in the corridor (speak to the teacher at the end of the lesson)
5. Lose 5 minutes of break.

Straight to 5 for deliberate fighting, deliberate hurting, swearing, sexual violence, sexual harassment, racism, sexism or homophobia. Report to SLT and on CPOMS.

Outdoor free time (lunchtime)

Verbal warning – a reminder to play in the appropriate way

Yellow card – a 2 minute time out, in a central place, usually the Year 3 / 4 steps with a timer.

Red card – go to a member of SLT for a consequence. This will be passed back to the class teacher who will record this on CPOMS.

Straight to 5 - any deliberate fighting, deliberate hurting, swearing, sexual violence, sexual harassment, racism, sexism or homophobia will be sent to the Head, Deputy or Key Stage leaders. Parents will be contacted.

Rewards at free time:

Lunchtime staff carry raffle tickets. These are given to the pupils for following the rules and making the right choices. When the children get back inside, the children write their name on the ticket and post it in the box. During the wizards and superstars assembly one name is drawn from the box and that child plus a friend have hot chocolate and biscuits with the Head/Deputy the following week.

Inclusion

We recognise that a 'one size fits all approach' does not meet the needs of all children. For some children, they will have difficulties understanding, following and adhering to the school rules. These rules will be adapted and explained clearly to the child. In some cases, a behaviour support plan (BSP) will be written in collaboration with the child, parent and class teacher.

Exclusion

At Weetwood we aim to be an inclusive school and we would rarely, if ever, exclude a child permanently or temporarily. If it is to be considered for a very serious issue, then we would work with the Area Inclusion Partnership and in full accord with DfE guidelines and statutes.

Antibullying

At Weetwood, we ensure we teach children about bullying and focus on this during anti bullying week. This involves class charters, anti-bullying assemblies and drama activities. We ensure that pupils understand what bullying is and what bullying is not. Through our PSHE lessons, pupils are taught about prejudice-based bullying as well as discriminatory bullying. Our robust computing curriculum addresses cyber bullying.

Recording serious or ongoing issues

Teachers will record behaviour incidents on CPOMS; this is monitored by the Senior Leadership Team.

There is a zero tolerance approach to sexual violence, sexual harassment, physical violence, racism, sexism, peer on peer abuse or homophobic incidents will be recorded on CPOMS. Pupils displaying sexual behaviours or those sexually harassing peers will be supported by the Senior Leadership Team, the Thrive leader, SENCO and external agencies where necessary. Hate incidents are reported (anonymised) to the local authority and the Governing Body. For serious incidents that need more analysis, these will be discussed regularly at supervision meetings.

Working with parents

If children are demonstrating behaviour that is not consistent with our aims and values or they are finding it difficult to remember the school rules, it is important that parents know at the earliest opportunity.

Staff may:

- Phone home to speak to parents or carers
- Catch the parents or carers for an informal chat at the end of the day
- Arrange a meeting with the Headteacher or Deputy Headteacher
- Create a behaviour chart to be used at school and/or home
- Make a referral to an external agency for help and support (this will be discussed with parents beforehand)

We will follow up issues reported by parents and let them know the outcomes wherever appropriate.

Related policies-which give further details of our approach to specific forms of behaviour.

- Anti-bullying policy

Appendix 1

Follow-Up Actions

Suggested Actions to be taken after an incident has been recorded in the behaviour file or on an incident record sheet. For most instances of poor behaviour the school agreed warnings system will form the basis of the consequences given, but staff should work to support children to achieve positive behaviour and these strategies can be used in addition:

- Child is moved to work in another part of the classroom
- Child is moved to work in another classroom
- Child loses some of their class reward time
- Child loses some of their break time or lunchtime
- Meet with child at the end of session to discuss their behaviour / ask them to tell you what they need in order to behave more appropriately.
- Child is given a restorative action to complete e.g. fixing broken property / redoing a piece of work
- Restorative circle time takes place (whole class or small group)
- Child writes a letter of apology / draws picture showing a positive action they are going to do
- Child has their choices limited
- Speak to the child's parent / give warning that this may be an action if poor behaviour continues
- Meet with SENCo to devise an IBP (Individual Behaviour Plan)
- Devise an individual behaviour record card for the child e.g. home/school chart
- Child is sent to see the Headteacher / Deputy Headteacher

*****Remember that you should be working to a ratio of 4 positive behaviour strategies to every 1 sanction you give *****

Don't forget to show children that you know when they are doing the right thing by...

- Smiling at them!
- Use praise and give recognition for good behaviour
- Reward charts / systems used consistently if in place for individual children
- Give DOJO points for specific good choices
- Give recognition for achieving IBP targets
- Stickers (particularly for younger children)
- Making your high expectations clear and explaining why certain behaviours are necessary
- Planning engaging and appropriately challenging activities
- Helping children to reflect on how they feel when they are making positive choices (so they learn that these are in themselves intrinsically rewarding)

Appendix 2

Incident Record Sheet

Name of child/children	Date	Time	Name of victims (if applicable)	Other witnesses or bystanders	Action taken so far:	Person completing the form

Brief Description of Incident:

In your opinion, could this be classed as bullying behaviour? YES/NO/DON'T KNOW

What action has been taken is going to be taken to address this? E.g. mediation between parties, writing a reflection, making an apology, sanctions (loss of privileges or free time), talk to parents, referral to Key Stage Leaders.

Feedback given (please tick) to victim to parents of victim to class teacher

Do any of these apply to this child?

- SEN (Yes/No)
- Looked After Child (Yes/No)
- EAL (Yes/No)

Monitoring dates:

If this is a racist incident, has it been reported to the Headteacher as such? Yes/No

Please consider whether you might need to complete a Cause for Concern / CPOMS to highlight potential Child Protection or Safeguarding Issue.

Accident Assault – pupil Bullying (direct/ indirect/ verbal/ cyber) Classroom rules not complied with Damage – property Defiance Disruption	Disruptive Behaviour Fighting Homework Homophobic Incident Inadequate Work Insolence/ rudeness Lunch Time incident	Missed/refused to accept sanction Other (minor) Other (severe) Racist Incident	Verbal abuse – pupil Verbal abuse – staff
---	--	---	--

Appendix 3

A non-exhaustive list of positive behaviour phrases you can use with pupils:

1.	I know you know how to make the right choice.
2.	I can see you are (add a feeling), how can I help you.
3.	Tell me how I can help you
4.	You have this choice (be specific) or this choice (be specific) but the second will end with a consequence.
5.	I can see you are really trying, well done NAME.
6.	You have made the right choice there- well done Name.
7.	Thank you for putting your hand up.
8.	I can see you are really trying to listen – thank you.
9.	I know you had the answer too, well done NAME
10.	Are you modelling year ? behaviour?