Wellbeing and Behaviour Policy

Together We Believe, Aspire and Achieve

Equality Statement

As a school we welcome our duties under the Equality Act 2010. The general duties are to:

- eliminate discrimination, harassment and victimisation
- advance equality of opportunity
- foster good relations.

We review all policies and procedures we operate to ensure there are no negative equality impacts based on age, disability, gender, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion or belief and sexual orientation as outlined in the Equality Act 2010. If you feel, on reading this policy that there may be a negative equality impact, please tell us about this. Please also let us know if you need to access this policy in a different format. You can do this by contacting the school office.

Aims

At St Peter's CE Primary School, it is our aim that every member of the school family feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose ethos is built on Christian values, mutual trust and respect for all, in which adults act as role-models of exemplary behaviour. The behaviour policy is, therefore, designed to positively support the way in which all members of the school can live and work together cooperatively, to ensure a happy, healthy and safe environment.

Objectives

The objectives of the policy are:

- to promote the school values (based upon Christian and humanitarian values) of positivity, responsibility and respect, but also forgiveness, empathy, understanding and tolerance
- to promote a calm environment where every person feels happy, safe and secure
- to foster an ethos of mutual respect and collaborative working
- to teach pupils responsible behaviour and, in doing so, raise their self-esteem and increase their academic achievement
- to create a learning environment where teachers can teach and pupils can learn in a classroom free from disruptive behaviour
- to maintain the excellent standard of behaviour at St Peter's.

Approach

An assertive discipline model is to be used throughout the school, which will:

- establish positive ('do…' not 'don't…') rules and directions, based upon the school values, which children follow for the wellbeing of all
- establish a system of recognising and praising pupils who choose to follow the rules/display the school values
- establish a system of restorative consequences which result when children choose not to follow the school rules.

Criteria for rule setting
Each class creates its own set of six rules - a *'Behaviour Agreement'* - based upon a theme of expected behaviours linked to the school values (one general, five related to expectations in specific areas of behaviour):

- **general behaviour towards others (kind, friendly, thoughtful)**
- **doing best work**
- **looking after property/environment**
- **speaking and listening politely/appropriately**
- **accepting consequences for our mistakes**
- **behaving thoughtfully on the playground**

1. Rules are clear and observable. They are precise, and define the behaviour required in a positive way ('do', not 'don't').
2. Rules are negotiated with the children, so that all involved feel some ownership and are comfortable with the expectations of behaviour.
3. Rules are discussed and taught as seriously as any academic issue.
4. The SLT must agree to the rules of each class.
5. Parents are to be informed of the rules.
6. Each room will have a visual display of its rules.
7. Rules apply throughout the whole of the school day.
8. Rules are evaluated annually; an effective discipline policy is one which is responsive to changing needs.
9. Rules must not violate a student's best interest.
10. Rules facilitate the learning process.

Incentives towards/rewards for good behaviour
Children choosing to follow our rules will receive a number of the following acts of recognition, depending upon the circumstance, *from <u>any adult</u> in the school:*

Individual reward:

- a smile and/or verbal praise
- the award of Dojo points (see below)
- Dojo's in children's books to praise effort and good work relative to the child's own ability
- a variety of stickers
- messages sent home to parents
- star of the day in infant classes
- prizes for all children reaching Dojo targets 30+, 60+, 100+
- 'Wicked Week' certificates given to one pupil from each class every Friday
- 'Awesome Author', 'Maths Magician' and 'Rigorous Reader' certificates given out to three children per class each Friday
- attendance awards for classes and individuals (96%+ and 100%)

Class Dojo Awards
Class Dojo Points are arranged into 12 categories. The first 6 are the abridged school values of:

Kindness – **Respect**- **Resilience** – **Community**
Positivity – **Responsibility** (1-3 Dojo points)

The next 3 are:
Good work – 1 Dojo point, **Excellent work** – 2 Dojo points, **Wow work** – 3 Dojo points

The final 3 are up to a teacher's personal choice (to reflect the flexible 'consistency principal').

Dojo Awards

30 + points – Champions' Choice
60+ points – Champions' Prize
100+ points – Champion of Champions

Children can cash in their points at any time or save them up to earn the larger prizes.

Collective reward:

- Marbles awarded on Class Dojo – extra play awarded to a class if they achieve 30+ Marble Dojos in the week
- Attendance awards – five minutes extra playtime given to any class with 96%+ attendance and 10 mins to winning class, weekly

N.B: Each class will post the Wicked Award Winners on the Class Dojo page each Friday, whilst Wicked Week winners will be celebrated on the school Dojo page and join in the Breakfast of Champions the following week.

Criteria of consequences for negative behaviour
(Studies show that it is not the severity of a sanction, but the certainty that it will happen and the immediacy and consistency of its implementation, which makes it effective)

1. Each class has a non-negotiable hierarchy of consequences, known by the children and on display at all times, as follows:

EY and Key Stage1 -
All children's names start each day on a happy sunshine display.

- Quiet warning to child
- Name onto cloud
- Name onto rain cloud – child misses 5 minutes of play
- Name onto thunder storm – child misses play
- Child sent to Head of Infants
  (Nursery use instant, visual notification – pom-poms and chair, whilst Y2 move through the year to the procedures followed in KS2)

Key Stage 2 -

- Quiet word with child
- Name on the board – no comment made by teacher
- X next to name on board – child misses first few minutes of playtime to reflect on choices and discuss with teacher
- XX next to name on board – child misses half of breaktime to speak with class teacher at end of lesson
- child sent to Head of Juniors*

NB: **Consistently negative behaviour** can lead to a child being excluded from extra-curricular activities and school trips. Headteacher speaks to child and parents spoken to.

2. When a child has had his/her name written on the board, but heeded the warning and not had a cross added (or moved down another sad face), the name is rubbed off at the end of the morning or afternoon session *(this is a vital part of the Christian and moral value of forgiveness).*
3. The teacher will apply these consequences effectively and consistently.

4. Consequences are something that pupils don't like, but not psychologically or physically harmful.
5. Consequences are provided as a choice, the result of choosing not to follow the class rules.
6. Consequences are discussed and referred to in a matter-of-fact voice – "*You chose to... this goes against our values and the rule/agreement about...please make the right choice now...thank you for listening."*
7. Consequences are approved by the SLT and governing body.
8. Parents are informed of the consequences.
9. Children will start afresh on the list of consequences each day.
10. A severe clause exists, stating that dangerous behaviour at any time will result in the child being sent straight to the Head of Department and then Headteacher. Such behaviour includes a pupil:
    - jeopardising the safety of the child him/herself or others
    - being disrespectful to an adult, answering back
    - wilfully hurting another child
    - wilfully destroying property
    - overtly refusing to do what he/she is asked or told to do
    - racist name-calling
    - engaging in any behaviour which stops the class from functioning.

Major breaches of discipline - procedures for children sent to Headteacher

In the event of a child's behaviour being serious enough to warrant the Headteacher's attention, this will be dealt with as follows:

1. Child speaks with Headteacher (HT) or Deputy Headteacher (DHT); incident recorded (class book/school discipline book/CPOMS) and parents/carers informed *(spoken or Behaviour Letter 1 – BL1). Child loses breaktime(s).*

2. Child speaks with HT or DHT; incident recorded (class book/school discipline book/CPOMS) and parents/carers informed *(spoken or BL2). Child loses breaktime(s).*

3. Incident recorded and phonecall or letter sent home inviting parents to meet with class teacher*. (equiv of BL3) Child loses breaktime(s). 'Good Behaviour' report card implemented.*

4. Incident recorded and phonecall or letter sent home inviting parents to meet with class teacher*. (equiv of BL4) Child loses breaktime(s) and lunchtimes.*

5. Incident recorded and phonecall or letter sent home inviting parents to meet with class teacher and DHT*. (equiv of BL5) Child loses breaktime(s) and lunchtimes. Short, fixed-term exclusion (FTE) of lunchtimes or one-half to one-full day.*

6. Incident recorded and letter sent home inviting parents to meet with HT*. (equiv of BL6) Longer FTE of 2-3 days.*

7. Incident recorded and letter sent home inviting meeting of all parties (including member(s) of Governing Board). *(equiv of BL7) Longer FTE of 4-5 days.*

8. Incident recorded and letter sent home inviting meeting of all parties (including member(s) of Governing Board). *(equiv of BL8) Permanent exclusion*.

NB:

- At any point on the above list, a child may be sent home immediately should his/her behaviour be unsafe or disruptive enough to warrant this.
- For every period of four working weeks which passes without an incident, the child reverts back one stage.
- It is a class teacher's responsibility to keep parents regularly informed of their child's behaviour, positive and negative, especially as a pre-emptive measure.

NB: *It is important to note that such behaviour is extremely rare, with letters sent home fewer than twenty times in the average school year of 45,000 pupil days.*

Playtime/Dinnertime Behaviour
It is not uncommon in schools for occasional poor behaviour choices to occur at playtime, where some children find difficulty engaging in activities less structured than they are in the classroom. To avoid this, in consultation with the Pupil Council, our playground is purposely arranged to provide children with a choice of activities, physical and sedate. Small Balls; Netball, Basketball and Running Games; Football Zone; Climbing area; Chill-Out Zone; Dance and Drama Stages. This is supervised by teachers and TA's at a.m./p.m. breaktimes and by Welfare Assistants and some TA's at lunchtime.

Where undesirable behaviour does still occur on the playground, the following sanctions are applied and recorded:

Minor incidents, e.g. name-calling, pushing:
- Warning, then 5 minutes' reflection time walking with an adult.

Major incidents, e.g. violent behaviour, persistent name calling, rudeness to staff:
- Playtime - spend the rest of that playtime inside
- Dinnertime - sent in for reflection for the rest of that lunchtime (If this happens more than three times in any one half-term, parents will be notified and invited into school to discuss their child's behaviour. This will result in a child being recorded in the Discipline Book/CPOMS.)

Special Educational Needs and Disability (SEND)
Although only a very small minority, there will occasionally be pupils who need additional help as they find it difficult to respond to the general classroom discipline procedures. There will always be children with developmental, physical, social or emotional needs, resulting in behavioural difficulties. In such cases, the following applies:
- this will rarely be more than one or two children per class, if any
- the aim is to help these children behave in line with the Behaviour Policy in initially modified form
- the child will have a 'Good Behaviour Chart' with personal behaviour goals identified between the child, staff and parents
- ultimately, this chart/report will be phased out as the child comes into line with the school behaviour policy; if not, the report isn't working and needs to be modified
- the use of 'Behaviour Letters' will be reasonably adjusted
- the teacher will set targets on the child's IEP (Individual Education Plan), in consultation with the SEN Coordinator
- it is important to make all the children and staff aware of these individuals' needs and rights to learn – children are tolerant and accept that some other children are different
- it is also important to remember the needs and rights to learn of the majority of pupils in each class and the school.

Parents/Carers
An effective School Behaviour Policy requires close co-operation between parents, teachers and children. Parents can help by recognising this and should discuss the school rules with their children, emphasising their support for these.
Attending Parents' Evenings and parents' functions, together with developing informal contacts with school, helps to reinforce support for the Policy. Learning and teaching cannot take place without sound discipline, and parents should recognise that staff will deal with behaviour problems patiently and positively.

At the same time, we see how important it is that school communicates constantly with its parents/carers, particularly in passing on information about positive behavior, or pre-empting negative behaviour trends. We constantly strive to do this.

Home/School Agreement - parents/carers/children and staff must sign and agree to this document on entry to the school or when changes are made to it.

Governors
Wellbeing, behaviour and discipline are parts of the field of pupil welfare, which is monitored by the Buildings, Health, Safety and Welfare Sub-Committee of the school governing board; this role involves overseeing all aspects of this policy and monitoring its effectiveness in school.

Staff development
The training needs of staff in the area of behaviour and discipline are continually monitored. Staff will be kept up to date with the latest research and will attend courses, where relevant.

Evaluation
This document will be reviewed regularly, as outlined in the school policy for evaluation; a process which will involve both the staff and governors of St Peter's CE Primary School. Also, to maintain relevance with the children at any time, this policy will be discussed annually by the Pupil Council and Parent Group.

Reviewed – Spring 2024

Signed - _____ (Chair of Governing Board)

Signed - _____ (Headteacher)

NB: Appendices - See following two pages for pupil-level rewards and consequences.

Rewards for Good Behaviour – KS1

Own reward:

- a smile
- lots of praise
- stickers
- Dojo points
- messages sent home to parents
- star of the day
- certificates in class and assembly.



Group reward:

- marbles
- attendance awards
- uniform awards
- extra playtime.

Consequences of Poor Behaviour

- Name on straight face (private warning from teacher)
- Name on cloud (public warning from teacher)
- Name on rain cloud (child misses 5 minutes' play)
- Stay in or walk with staff during the next break-time
- Child sent to Head of Infants/DHT/Headteacher; incident recorded; letter or phone call to home.

NB: Children can also be excluded from school clubs and trips.

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Rewards for Good Behaviour – KS2

Individual reward:



- a smile and lots of praise
- Dojo points
- stickers
- messages sent home to parents
- prizes for 30/60/90 points
- certificates for Wicked Week, Awesome Author, Maths Magician, Rigorous Reader and more.

Collective reward:

- marbles
- extra playtime
- attendance awards
- uniform awards.

Consequences of Poor Behaviour

- Name on the board – no comment made by teacher
- X next to name on board – child speaks to the teacher briefly at break
- XX – child speaks with class teacher for half of next break, to reflect upon behaviour choices
- XXX – child sent to work in another class for the remainder of the lesson; miss breaktime – stay in with staff or walk with them
- XXXX – child sent to Head of Juniors/ DHT/Headteacher; incident recorded; letter or phone call to home.

NB: Children can also be excluded from school clubs and trips.

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