

WIDEY COURT PRIMARY SCHOOL

Behaviour Policy

WIDEY COURT



PRIMARY SCHOOL



CONNECT
ACADEMY TRUST

Policy reviewed on:	Summer 2024
Date of next Review:	Summer 2026
Who reviewed this policy:	SLT

Behaviour Policy

*The quality of teaching, learning and behaviour are inseparable and the responsibility of everyone.
(Steer report)*

Rationale

We believe that children need to feel happy, safe and secure in their school environment before they can be challenged to achieve their full potential. We want our children to show respect, understanding, kindness and a strong sense of citizenship in their school community. We want our children to take responsibility for their behaviour which will prepare them for the world beyond primary school.

Aims

- To create a calm, positive environment throughout the school day, sympathetic to each child's needs and emotional wellbeing.
- To model, encourage and reinforce positive behaviour.
- To promote courtesy and good manners.
- To be clear and consistent in our approaches to rewarding good behaviour and applying sanctions when appropriate.
- To enable children to develop a good self-image.
- To value the work, effort and behaviour of all children.
- To encourage parents and carers to work in partnership with the school, by supporting the home/school agreement.

Positive Behaviour

At Widey Court we believe in a positive behaviour policy which reflects our seven school values: Achievement, Creativity, Determination, Kindness, Respect, Responsibility and Teamwork. We use 'Positive Phrasing'; setting clear expectations and modelling respect and good manners. E.g. Name, positive instruction, thank you. We also use precision praising, Name, specific praise, thank you. E.g. Jonny, well done for walking sensibly, thank you. At the beginning of the school year each class sets up its own set of expectations of behaviours for a happy and positive classroom which are displayed in the room. Class Rules reflect our Values and three key principles of everyone being safe, happy and learning.

Expectations for behaviour are reinforced regularly during class time and in assemblies. Positive behaviour is rewarded with Class Dojo points which are linked to our seven school values and shared with parents who can access the Class Dojo App (Year 1-6) EYFS use Class Dojo in class but use Tapestry as a platform to share learning and positive behaviour. Consistent good behaviour leads to the award of stickers, praise pad notes home and nominations for the weekly Courtesy Cup. Consistent politeness and good manners may lead to a nomination for the Headteacher's Good Manners Tea Party.

Positive and successful learning behaviours, including effort and achievement are rewarded with being nominated for the weekly Progress Cup.

Positive Behaviours ~ BE A ROLE MODEL**'Gold Standard' behaviour!**

Behaviour	Example
Achieve	...trying your best, not giving up, learning from mistakes and making progress with your learning
Creativity	...being imaginative ...working things out in different way, finding solutions
Determination	...to be the best you can be, to find the answers, to reach your targets/goals with your learning
Teamwork	...to work together in the classroom and on the playground, including everyone, listening to others and helping each other
Responsibility	...looking after your own belongings, putting equipment where it belongs ... for your actions
Respect	doing as you're told, not answering back, not calling out
Kindness	doing something nice for someone; sharing and letting others join in
Helpfulness	being ready to learn; following instructions; tidying away after an activity
Consideration	thinking about how your actions affect other people, choosing your words carefully
Politeness	saying 'please', 'thank you' and 'excuse me', having good manners at the lunch table
Courtesy	holding doors open for people, letting other go first
Friendship	keeping your promises, saying nice things, sharing things
Caring	...for our school environment e.g. picking up coats and litter, ...for each other and ourselves
Honesty	telling the truth (even when it's a bit uncomfortable)
Thoughtful	putting others before yourself, taking and waiting your turn
Supportive	listening to others ideas, helping children when they are 'stuck'
Encouraging	give advice, be positive and praise each other
Lead learner	helping others, perseverance and not giving up, setting a challenge
Calm	moving sensibly and slowly, talking quietly
Motivated	engaged and focused on your learning, trying your hardest to achieve

Sensible	making good choices, looking smart, using kind hands
----------	--

Rewards at Widey Court

Verbal Praise	Actioned throughout the school: individually, whole class, groups
Class Dojo Points	All children gain Dojo Points for displaying any of our seven school values: Achievement, Creativity, Determination, Kindness, Respect, Responsibility and Teamwork. Parents from Y1-6 have access to Class Dojo so positive behaviour rewards and messages can be shared instantly
Courtesy Cup	Nomination from each class for good behaviour and courtesy. The Courtesy Cup will be awarded to a child in each class child during the weekly Friday assembly. Courtesy Cup nominations are awarded to all children and sent home with a certificate. Names/photographs of winners to be displayed on classroom doors and updated weekly.
Progress Cup	Nomination from each class for good effort and perseverance in their learning. The Progress Cup will be awarded to a child in each class child during the weekly Friday assembly. Progress Cup nominations are awarded to all children and sent home with a certificate. Names/photographs of winners to be displayed on classroom doors and updated weekly.
Head Teacher's Good Manners Tea Party.	The tea party will be held at the beginning of each term, following the nominations from the end of the previous term. Invitees from each class are nominated to attend the Head Teacher's Good Manners Tea Party by their teaching staff at the end of each term. Names/photographs to be displayed on classroom doors.
Informing Parents	Special award notes can be sent home with child and signed by teacher (praise pads and postcards).
In addition to the above, teachers/TAs may wish to use their own reward systems within the class/year group e.g. Table Points, Star of the Day/Week and individual behaviour charts etc according to the needs of their pupils and in line with our school values.	

Levels of Behaviour

We recognise there are differing levels of behaviour which require different levels of sanctions. The lists below have been compiled with the help of the children and are a guide only and are not an exhaustive list. Teachers must use their discretion and the age and needs of a child as well. The context will need to be taken into consideration when applying a sanction.

1 - Blue Level Low Level	2 – Yellow Level Medium Level	3 - Red Level High Level
Engaging in distractions /distracting others Wasting time Fiddling Unhelpful talk Silly noises Calling out Pulling faces Not listening Rocking on a chair Being too loud Running inside school Being unkind Littering Picking plants without permission	Refusing to do something Shouting aggressively Pushing and shoving Swearing Leaving the classroom without permission Insulting behaviour Telling lies Rough play Persistent low-level behaviour Answering back to teacher Being rude Being disrespectful	Leaving the school without permission Stealing Swearing (high level) Fighting – punching, kicking Vandalism /graffiti Bullying Racism Theft Ringing the fire bell unnecessarily Using an object as a weapon Discrimination Biting Spitting Damaging school property Threatening others Dangerous behaviour

Consequences

For Blue behaviours, these will be dealt with at the teacher/TA's discretion.

For Yellow behaviours, children will be given **one verbal warning** with a clear reminder of the expected behaviour at Widey. In consultation with members of the School Council, if Yellow behaviours continue after a verbal warning, the children will be given '**Time To Recover**' (TTR). This will be indicated by the teacher/TA, verbally or with a visual/concrete resource (phase appropriate) or involve relocation within or outside the classroom setting. This offers the opportunity to calm down and reflect on the incident/situation where the child has become disruptive, unsafe, disrespectful or unkind. A conversation takes place between the teacher/TA and child as soon as is reasonably practicable after the TTR has finished.

If a child is still unable to recover and regulate and continues to demonstrate yellow behaviours or a red behaviour, they are placed on '**Consequence**' which will be symbolised verbally or with a visual/concrete resource (phase appropriate) or involve relocation within or outside the classroom setting. The **consequence** will focus on restorative follow up where a **Behaviour Reflection Form** will always be completed as part of the process by the child or completed with an adult at a time convenient so as not to disrupt the teaching eg. Playtime or lunchtime. EYFS/KS1/LKS2 and UKS2 versions will be available to all classes and appropriately selected for each child's age, ability and stage (see Appendices) eg. A lower phase form can be used with a child with SEND. The school council children in KS2 were involved in generating a list of suitable, age-appropriate consequences for the reflection forms.

These could include:

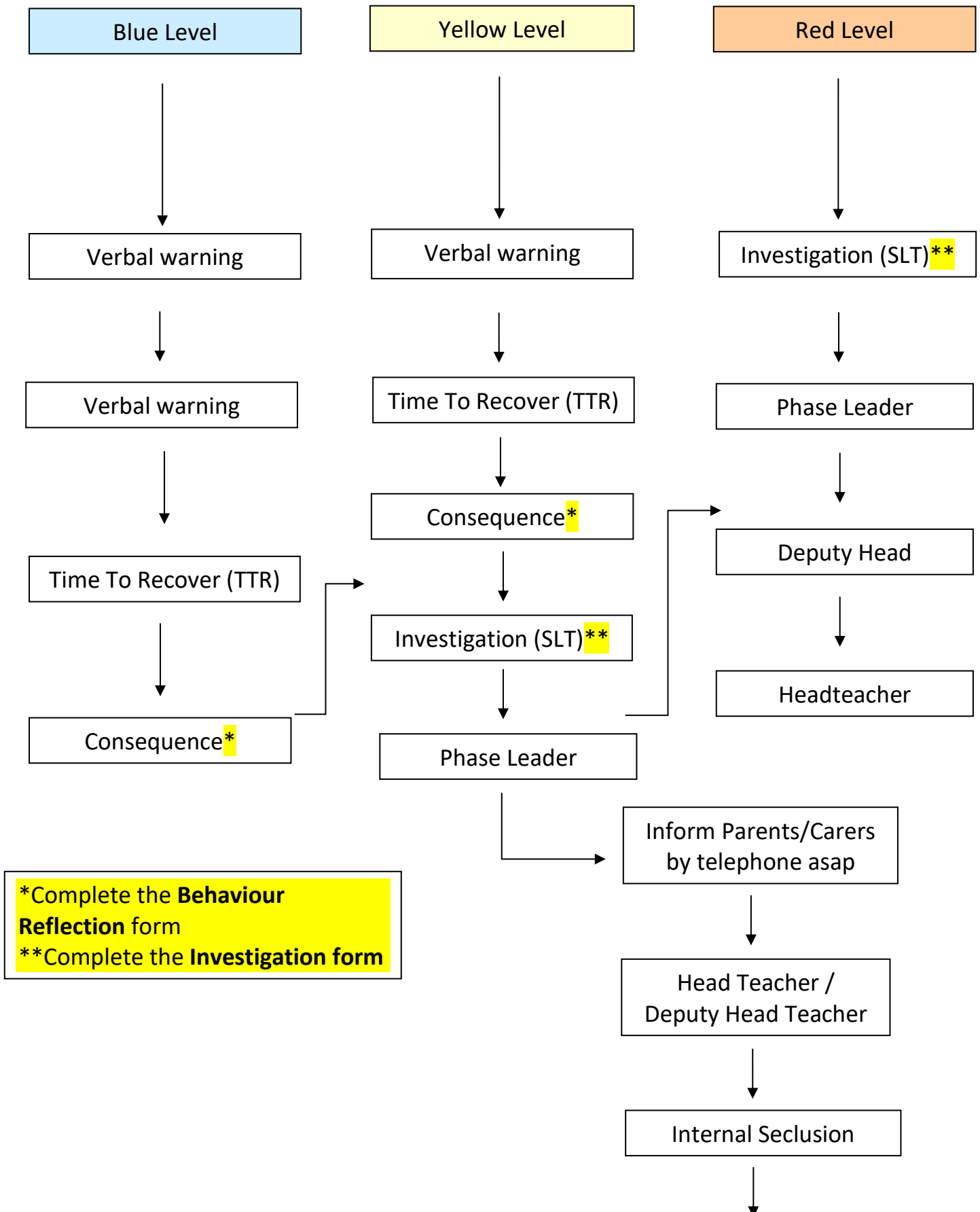
Say 'sorry'	Miss ____ minutes of playtime
Speak to the person I've upset/hurt	Miss ____ minutes of lunchtime
Write the word 'sorry'	Shake hands
Write a 'sorry' letter	Miss ____ minutes of playtime/lunchtime with Mrs Llewellyn
Something else:	

For repeated yellow level behaviours or one individual red level behaviour, the incident is investigated by a member of the Senior Leadership Team using an **Investigation Form** with a restorative discussion, where the individual involved and, where necessary, the victim/witnesses are included using the **Behaviour Reflection Form** as a reference.

After a yellow (using teacher/TA professional discretion) or red level behaviour, parents and carers should be informed by telephone as soon as is reasonably practicable or face to face if nearer the end of the day.

All Behaviour Reflection Forms and Investigation Forms are to be kept by the class teacher for future reference and evidence. **Yellow and red behaviours should be logged onto Behaviour Watch.**

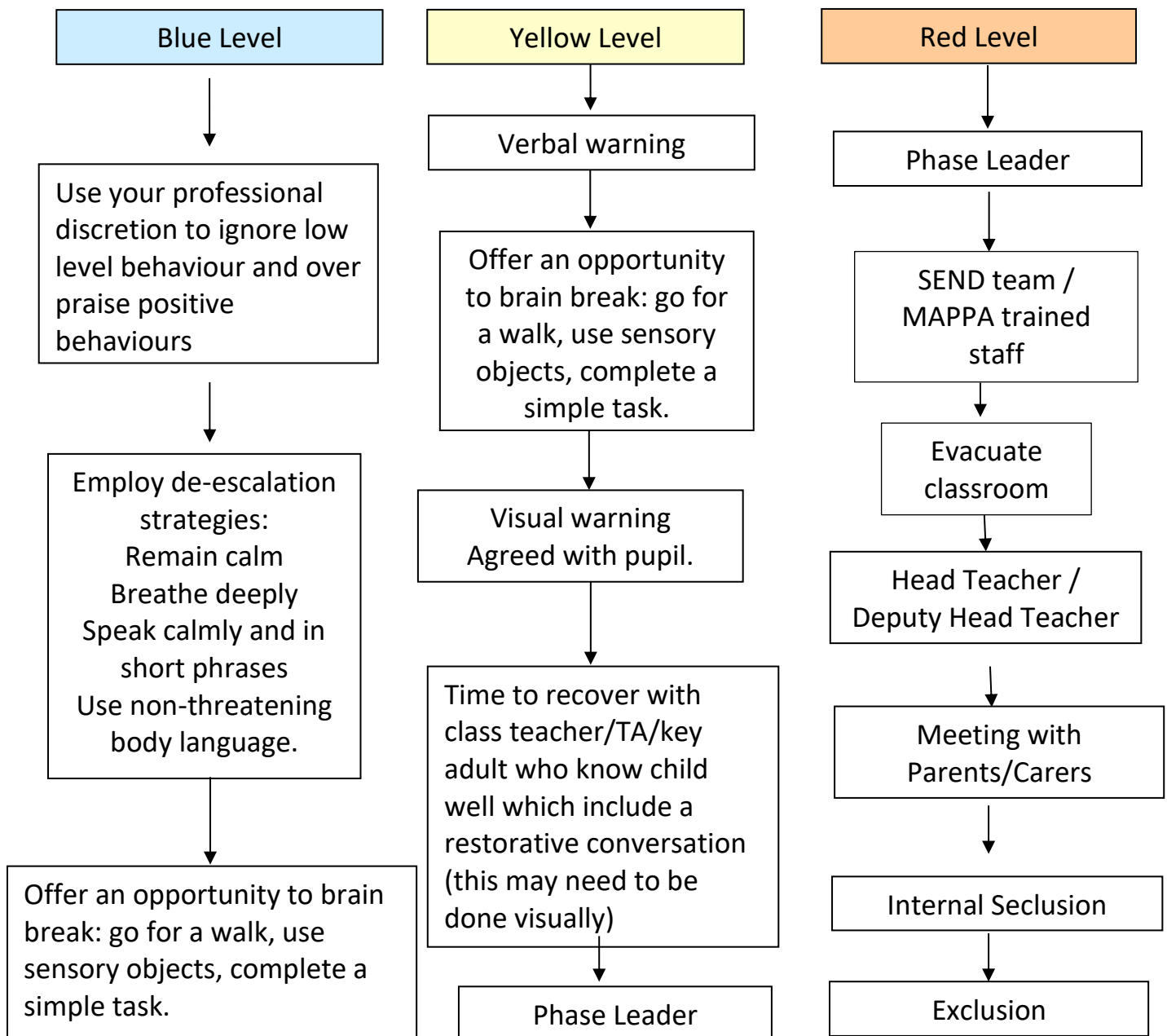
Behaviour Flowchart



Exclusion

SEND Behaviour Flowchart

Consequences for unacceptable behaviour can follow the behaviour policy, however, the individual needs of each SEND pupil should be considered and reasonable adjustments should be made taking into consideration the child's needs using a stage not age approach. Persistent poor behaviour should result in an Individual Behaviour Plan (IBP) which understands the needs of the child remembering that many of our children will be using behaviour as a form of communication. Understanding this communication rather than punishing it is key to making meaningful change.



Steps for De-escalation of Negative Behaviours:

- Recognise the triggers
- Listen
- Acknowledge: "Yes that could cause angry feelings."
- Agree: "I agree, spellings can be frustrating."
- Apologise: "I am sorry that has made you feel angry."
- Clarification: "So what you are saying is..."
- Offer limited choices and consequences
- Reparation: opportunities to make amends