



Wylam First School
Behaviour Policy
September 2022-September 2023
Reviewed January 2023

Aims and Expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can work together in a supportive way. It aims to promote an environment where everyone feels happy, secure, safe and valued.

The school has expected behaviours, but the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting positive relationships, so that people can work together with the common purpose of helping everyone to learn.

The school has four school rules which are an umbrella to all expected school behaviours, those rules are:

- **Always be ready to learn**
- **Always try your best**
- **Always move calmly in school**
- **Always treat everyone and everything with respect**

The promotion of self-discipline and good behaviour are essential qualities if children are to be given the best opportunity to develop to their full potential and learn how to interact happily and successfully with those around them.

The staff at Wylam First School will:

- Treat children and adults with respect, fairness and kindness.
- Have high expectations of behaviour and manners.
- Develop a caring and respectful relationship with children, through discussion, reflection and positive reinforcement of good behaviour.
- Ensure that all children are safe within school at all times.
- Use a proactive and positive approach to discipline.
- Promote self-esteem and confidence.
- Foster an environment of tolerance, open-mindedness and sensitivity.

- Encourage everyone to appreciate, understand and follow our 'God to be Green - Going for Gold' behaviour strategy.
- Provide a robust and caring system for those children who may have emotional and behavioural difficulties. We will always carefully consider the reasons behind persistent behavioural problems and work closely with parents/carers and external agencies.
- Offer a consistent approach to rewarding positive and expected behaviour and dealing with unwanted behaviours.
- Operate a strict 'no-shouting' policy within school.

Parents of children at Wylam First School should:

- Support the school in implementing the behaviour policy.
- Encourage a positive attitude toward their child's education and school.
- Be responsible for the behaviour of siblings brought into school during school events.
- Be tolerant of others whatever their race, colour, religion, gender, class, sexual orientation or lifestyle and encourage their child to do the same.
- Support the school in teaching their child that derogatory name calling is not acceptable at any time.
- Support the school in teaching their child that it is not acceptable to hurt other children at any time.
- Teach their child to show respect towards **all** adults in school and do as they are asked first time.
- Support the school in teaching their child to be courteous and polite.
- Encourage their child to be responsible for their own behaviour.
- Be prepared to discuss any issues or problems that have occurred within school, politely and calmly with staff.
- Understand that behaviour outside of school cannot be regulated by the school.
- Support the school in making contact with external agencies to support the child and the family where necessary.

Children should:

- Follow the school rules demonstrating positive behaviours, behaviours for learning and good manners at all times.
- Use the Zones of Regulation to express their emotions and feelings when they are dysregulated.
- Be tolerant of others whatever their race, colour, religion, gender, class, sexual orientation or lifestyle.
- Understand the impact that derogatory name calling can have and refrain from name calling of any kind.
- Keep themselves and others safe.
- Tell a member of staff if they are unhappy or worried.

The Role of School Governors

The governing body has the responsibility of setting down the standards for behaviour and discipline and reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Positive behaviour strategy

At Wylam First School our positive behaviour strategy is '**Good to be Green - Going for Gold**'. All children begin each day with their name on our 'Good to be Green Star'. When children follow the 4 school rules (the expected behaviour) and behave in the expected manner they will remain on the green star throughout the day and receive praise for it.

If a child demonstrates consistently positive behaviour and behaviour for learning or dramatically improves their behaviour, then a staff member will move their name onto the '**Silver Star**'. When this happens the child will receive a silver sticker. Each week the class teacher will choose 1 or 2 children to receive the '**Gold Star**' certificate which will be awarded in our '**Gold Star Assembly**'. The '**Gold Star**' certificate will be awarded for exceptional behaviour, behaviour for learning, effort or significantly improving over a period of time. The parent will be informed at the end of the day.

Individual Rewards (School 360 points)

Throughout the day children who are trying hard and following the school rules or who produce a high standard of work can be awarded with 360 points. These points are added to school 360 and can be used to change and alter the child's avatar on the programme.

House Rewards

When a child begins their journey at Wylam First School they are put into a house team which they will represent during their time at Wylam First School. The house names are:

Armstrong

Hedley

Parsons

Stephenson

When a child receives a 360 point this will count towards the points total for their house. Each week the totals are read out in assembly.

Negative behaviour management

If a child does not follow the school rules, after 3 warnings to improve their behaviour, their name will be removed from the green star and it will be explained to the child that they are now on the amber star. It will also be explained that they will be moved back onto green if they can improve their behaviour. If their behaviour continues to escalate and after a

further 2 warnings, they will be moved to the red star. If a child is moved to the red star the child will have to explain their behaviour to the Headteacher or Deputy Headteacher and may miss the following playtime or be internally excluded (removed from class to complete work in another class or separate space). The class teacher will inform the parent at the end of the day.

Instant red star

Some incidents in school will receive an instant Red Star. If a child is given an instant Red Star then they will be sent to the Headteacher or Deputy Headteacher and will receive a missed playtime to reflect upon their behaviour. The Headteacher will inform the parent. If incidents of a serious nature continue the child may be put onto report for 5 days. In this instance the parent will be invited into school to discuss this.

Instant red star behaviour includes:

- Refusing to follow an adults instruction, arguing back
- Disrespectful behaviour
- Using foul and abusive language towards another child
- Deliberately hurting another child
- Stealing
- Breaking or damaging someone else's property
- Derogatory name calling
- Bullying behaviour
- Online bullying
- Child on child abuse
- Using racist or homophobic words or discriminating against the protected characteristics

An instant Red Star, if deemed serious enough, could lead to a **fixed term exclusion**. Each incident will be investigated thoroughly and sanctions will be applied with considerations of age, severity of the incident and whether this is a repeated offence or if a pattern is emerging. **All** accusations of bullying or child on child abuse will be taken seriously and will be investigated thoroughly.

At both the amber and red star stage it will be explained to the child that they have the opportunity to work themselves back onto the green star through positive behaviour.

Physical play

At Wylam First School we encourage free unstructured play at break times. We know that children learn through this kind of play and that it contributes positively to their health, sociability and wellbeing. We encourage children through discussion and regular reinforcement, to be gentle, use kind hands and words. We will intervene if play appears to be rough or unsafe. We also encourage children to let a grown up know if they are upset or concerned in any way. At Wylam First School we recognise that it is important for all children to feel safe to learn. Part of this feeling safe is fostered through careful and

appropriate supervision, fitting to the age of the child. This means that any unwanted behaviour can be dealt with in a timely way. We also seek where possible to support children in their play through running playtime and lunchtime games and clubs and through providing play equipment to use.

Break and Lunchtime

The behaviour and welfare of the children is supported during break and lunchtime by school buddies/play leaders. The buddies/play leaders support any child who is finding it difficult to find someone to play with, organise the playground games and look after the equipment.

At lunch time staff follow the same behaviour policy and are able to award 360 points or silver awards to children who are following the school rules.

If negative behaviour occurs then a 1st warning will be given. If this continues the child will be issued with an amber warning and will be given 'time out' to think about their actions. If the undesirable or unsafe behaviour continues then that child will be given a red card and will be sent to the Headteacher or Deputy Headteacher. This may result in the child missing the rest of their playtime and or the following playtime.

These sanctions will be applied by all staff to ensure consistency.

Each day will be a new day and all children will have the opportunity to work themselves back onto green.

Additional support structures for children who are vulnerable or whose behaviour is causing concern

The following structures exist within the school to support pupils who are vulnerable or whose behaviour is causing concern, where appropriate. We know that there are many reasons why this can happen and we always aim to support children in helping them to behave as expected. In all cases we will work in partnership with parents.

Meeting with parents and carers

Our first step is to contact parents or carers where there is a concern about a child's behaviour. This will usually be via the class teacher, but the school Special Needs Co-ordinator (SENCO) or the Headteacher or Deputy Headteacher may also be involved. This can be a very valuable opportunity to talk through concerns and reasons behind any unwanted behaviour, and agree a course of action. Future meetings and / or ways in which parents can be informed about their child's behaviour may also be agreed upon. It may be appropriate at times to work with groups of children and parents.

Placement on the SEN Register

Pupils on the SEN register are monitored by the SENCO and appropriate interventions are put in place. Intervention and EHCP plans will be agreed and will be reviewed with the parent termly.

Emotional and behavioural support

When children are identified as needing emotional and behavioural support then specific intervention can be put in place, including nurture groups and 1:1 sessions. Onward referrals to SEMH may also be required.

Referral to outside agencies

With parental consent, the school SENCO may refer a child to outside agencies, such as HINT (High Incidence Needs Team) who will be able to provide support and advice on how to support the child.

Early help assessments

An early help assessment may be used to identify what help a child and family require. The **early help assessment** should be undertaken by a lead professional, which may be the school's SENCO, but could also be a child's doctor, or another professional working with them. It allows professionals involved with children, and their carers to meet and make an action plan to support their needs. It can be used for children who have social, emotional and behavioural needs.

Pupil Behaviour Support Plans

These plans are only for pupils who are in danger of permanent exclusion. Pupils are set SMART targets and the school's interventions are stated.

Exclusion

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a **fixed period** will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards.

A decision to exclude a child **permanently** is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

The Education and Inspection Act 2006 has introduced a requirement that schools arrange full-time education from the sixth day of any fixed term exclusion of more than five days.

For any fixed term exclusion the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion
- Inform the local authority of the pupil immediately of any permanent exclusion.

Fixed term exclusion incidents

- Swearing or abusive language towards a member of staff
- Threatening behaviour towards children or staff
- Fighting with or attacking another child
- Inciting violence or encouraging others to fight
- Proven bullying behaviour (including cyber bullying)
- Racist, sexist or homophobic bullying
- Child on child abuse, including sexualised behaviours
- Deliberately damaging school property
- Failure to follow the e-safety policy and deliberate abuse of school technology

Confidentiality

Confidentiality will be respected and all matters relating to this policy will be treated with sensitivity.

Implementation

This positive discipline policy will be promoted and the values implicit in it will be taught through the PSHE programmes of study, including relationships and Health Education curriculum and our e-safety curriculum, (see Policy for PSHE) and through other relevant curriculum areas.

A copy of this policy will be provided to each member of staff, each member of the Governing Body and parents. Copies will also be available for consultation in the school entrance and on the school website.

Equal Opportunities

This policy applies to all pupils regardless of gender, race, sexual orientation, creed or ability. Our school promotes pupils' awareness and understanding of all the protected characteristics effectively and ensures that teaching is sensitive and age-appropriate in approach and content.

Evaluation and monitoring


The school records and regularly reviews incidents of negative behaviour.

Staff meet every half term to focus on behaviour and to discuss any issues or concerns. The school keeps a record of any serious incident of misbehaviour. Racist incidents must be reported by law to the Local Authority. Sexualised behaviours are recorded and monitored in line with our Child Protection Policy. Incidents that directly go against the protected characteristics including; homophobic incidents, gender bias, disability discrimination, incidents involving race including colour, nationality, ethnic or national origin or religion or belief are also recorded and discussed.

This policy will be reviewed annually to ensure its effectiveness and relevance. Monitoring of the effectiveness of the positive discipline scheme will also take place during lesson observations.

Linked policies

Keeping Children Safe in Education 2022
 Safeguarding and child protection Policy
 Prevention of bullying Policy
 E-safety Policy
 Acceptable use Policy
 Equalities
 Relationships and Health Education Policy
 Positive Handling Policy

Date agreed by staff:	September 2022
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Review Date	September 2023
Interim Review	January 2023
David Riley - Chair of Governors	
Stephanie Gibbon - Head Teacher	