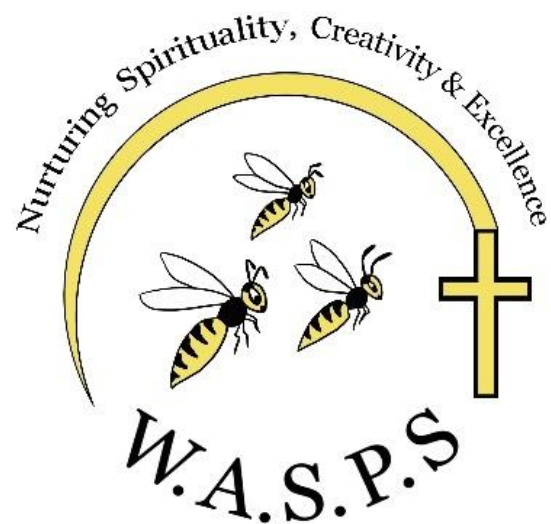




POLICY

Positive Behaviour

This document has been prepared to set out the Positive Behaviour Policy of Weston All Saints Primary School. The document shall be reviewed every two years and approved by the School Leadership Team.

Document Control

Version	Revisions	Revised By	Approved By	Date
1.0			SLT	October 2022
1.1	Innovations from January 2023 INSET included	MN	SLT	January 2023
1.2	Updated for 2024	MN	SLT/LGB	September 2024
1.3	Updated	MN	SLT	February 2025

Document Information

Review Cycle	Every two years
Category	Non-statutory
Effective Date	Immediate
Reviewing Authority	School Leadership Team

POSITIVE BEHAVIOUR POLICY

Rationale:

WASPS takes its responsibility for the care of its students seriously and believes that everyone within the school community has the right to be safe, trusted, respected to enable them to fully access the curriculum and attain their maximum potential. This belief spans many areas: classrooms, the playground and off-site whilst on curriculum visits and trips.

At WASPS we always expect the highest standards of behaviour from all of our pupils. Having high expectations of behaviour is crucial to our vision: nurturing spirituality, creativity and excellence. We have based our approach on Paul Dix's "When the adults change, everything changes". At WASPS, we believe that way adults behave and approach behaviour has the single largest impact on pupils' ability to behave well and maximise their learning.

Purpose:

- 1.1. To ensure that children have the opportunity to learn without excessive disruption.
- 1.2. To ensure that teachers can organize learning without teaching time being lost due to poor (or poorly managed) behaviour.
- 1.3. To provide a safe, calm and secure environment for learning.
- 1.4. To promote self-discipline, self-control, resilience and responsibility.
- 1.5. To recognise and celebrate good behaviour.

Guidelines:

- 2.1. WASPS will operate a behaviour approach which positively reinforces positive behaviour whilst marginalizing disruptive behaviour.
- 2.2. The school uses a '3 rule' system. This is designed to be easily understood, remembered and applied.
- 2.3. School rules will be clear, positively phrased and discussed regularly via collective worship and circle time.
- 2.4. The system aims to produce a positive self-image in the child.
- 2.5. The system of reward and sanction will be consistently applied by all staff.
- 2.6. Parental support and involvement will be expected in order to ensure a 'joined up' approach.
- 2.7. Children with additional needs may have a bespoke behaviour plan which recognises their difference. However, we believe that being ready, safe and respectful are expectations that apply to all pupils.



Our School Rules



Nurturing Spirituality, Creativity and Excellence



Around School

- 2.8. Children are expected to walk quietly and safely around the school building.
- 2.9. Collective Worship is a time for whole school reflection and children will be expected to enter, sit and leave the hall quietly.
- 2.10. During PE lessons, noise should be kept to a level where the teacher can give an instruction without having to raise their voice.
- 2.11. At the end of playtimes, children are expected to line up quietly.
- 2.12. All staff are expected to take corporate responsibility for behaviour around the school and misbehaviour should be consistently challenged.
- 2.13. WASPS believes that good behaviour is everyone's responsibility and seeks to avoid any tacit acceptance of inappropriate behaviour which can occur when those pupils not meeting the shared expectation are not robustly challenged by all staff.

In Class

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. This will emphasize the school's values and promote positive learning behaviour.

Adults will:

- 2.14. Create and maintain a stimulating learning environment that encourages pupils to be engaged in their learning.
- 2.15. Ensure that the school rules are displayed, discussed and that pupils understand what positive behaviour for learning looks like.

2.16. Develop a positive relationship with pupils by:

- Greeting pupils at the start of sessions
- Establishing clear, consistent routines
- Communicating expectations of behaviour in positive, sometimes non-verbal ways
- Concluding each day positively and starting the next day afresh
- Giving regular, specific praise
- Using recognition boards to promote positive behaviour
- Sending positive notes home to parents to celebrate behaviour that is 'above and beyond'
- Having a plan for dealing with low-level disruption
- Using positive reinforcement
- Addressing primary behaviours rather than becoming distracted by the secondary
- Focusing on positive behaviour
- Using scripts to ensure certainty in interactions

Children are expected to

- 2.17. Try their best during lessons and challenge themselves
- 2.18. Listen to instructions and respond positively
- 2.19. Not engage in behaviour which could distract other children or disrupt the learning of the class
- 2.20. Follow established classroom routines for attracting adult attention and support
- 2.21. Maintain an appropriate volume depending on the context in which they are working – this will be stipulated by the adult leading the learning
- 2.22. Show respect for the opinions of other learners
- 2.23. Show respect for adults, demonstrating courtesy and politeness
- 2.24. Support their classmates and encourage others to make the right choices
- 2.25. Remain in their class during lesson time unless directed otherwise by an adult

Definitions

Misbehaviour is defined as:

- Disruptions during lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork
- Disrespectful behaviour (e.g. answering back)
- Poor attitude to learning

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Being absent from class without permission
- Any form of bullying
- Sexual assaults, which is any unwanted sexualized behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Swearing
- Theft
- Physical violence
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, touching, taking another's belonging, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation, inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online such as through social networking sites, messaging apps or gaming platforms

Roles and Responsibilities

The Senior Leadership Team:

The SLT is responsible for reviewing and approving the good behaviour policy and supporting staff with its implementation. With the support of the Headteacher and Deputy, they will monitor the effectiveness of the good behaviour policy.

The Headteacher and Deputy Headteacher:

The HT/DHT will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure that rewards and sanctions are applied consistently.

Phase Leaders:

Phase Leaders will monitor their phases and ensure that the behaviour policy is consistently applied. They will feed this information back to the Head and Deputy. Phase leaders will support staff in responding to behaviour incidents.

Teaching and Support Staff:

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalized approach to the specific behavioural needs of particular pupils including ensuring that pupils with specific behavioural needs are receiving appropriate provision
- Recording behaviour incidents
- Ensuring that conversations with colleagues and parents about children's behavior are professional, positively focused and respecting of confidentiality.

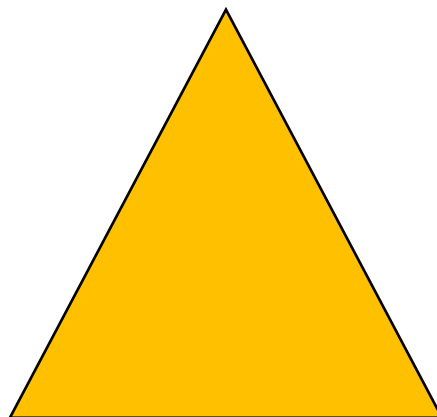
Parents:

Parents are expected to:

- Support their child in adhering to the school rules and expectations
- Inform the school of any change in circumstance that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Support the school should the need arise to have conversations about their child's behaviour.

We view success in ensuring positive behaviour at WASPS as being achievable when the following three elements are working in partnership:

Pupils being Ready, Safe and Respectful



Staff having high expectations combined with a supportive approach

Parents supporting and challenging their children and working alongside the staff

Rewards

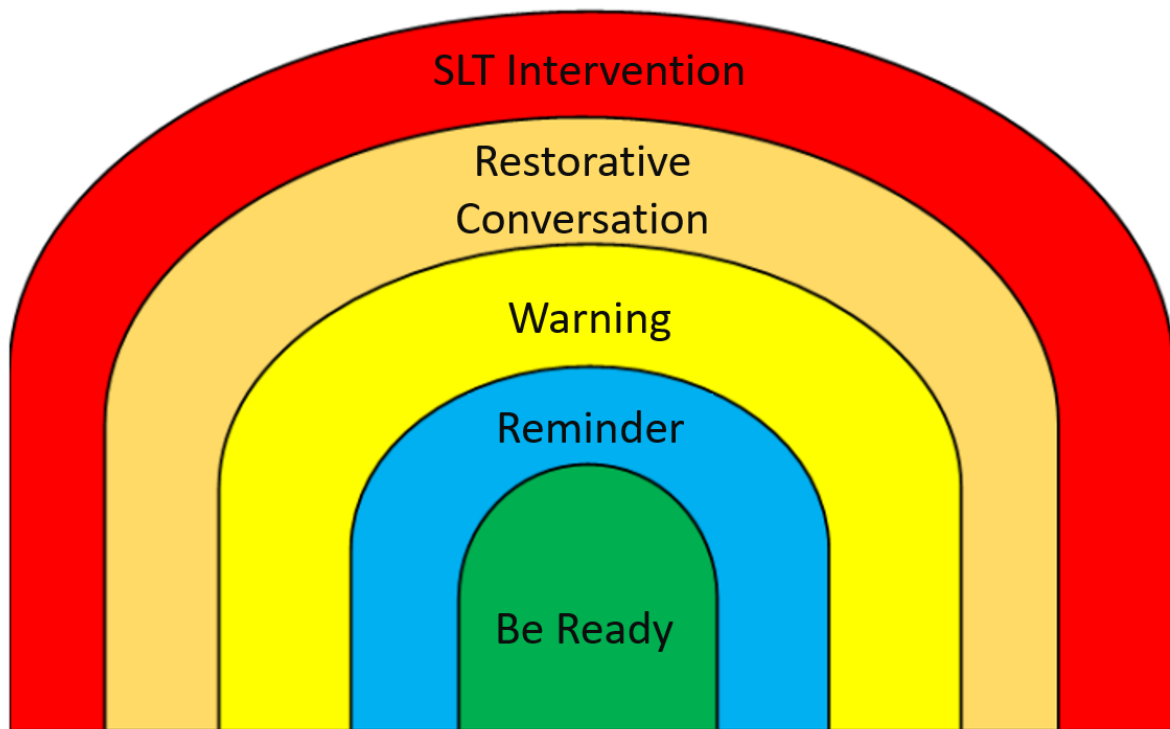
Rewarding positive behaviour both improves a child's self-image and demonstrates to all that this behaviour is valued by the school community. As a school we use 'Class Dojo' to reward and monitor positive behaviour. To reward children, 'dojo points' can be awarded for a range of positive behaviours such as:

- Being ready
- Active participation
- Being persistent
- Working hard
- Helping others
- Teamwork

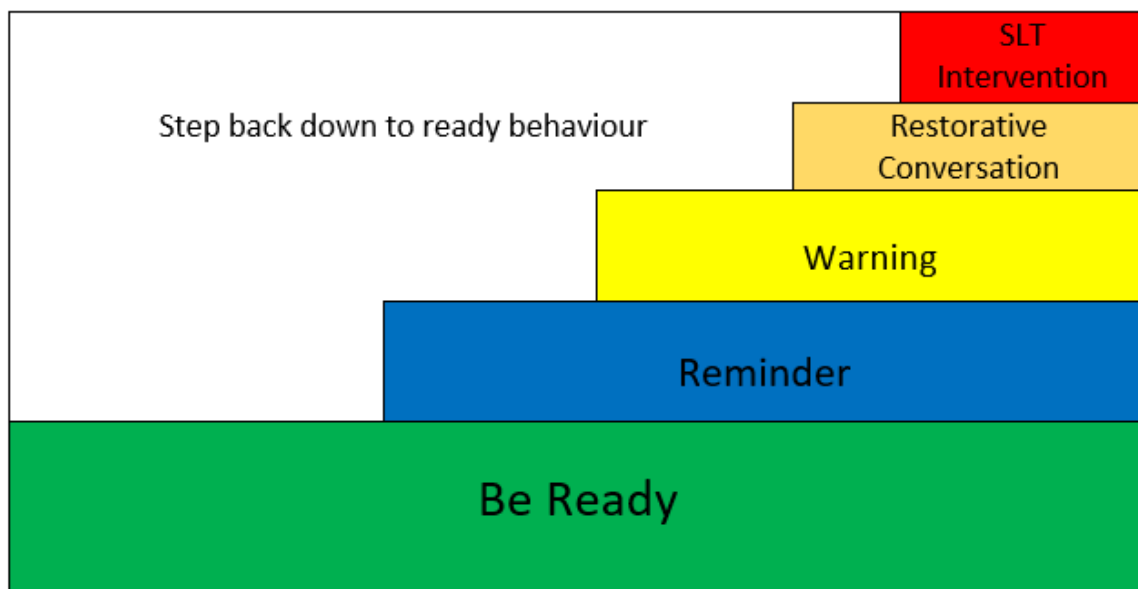
SLT will regularly monitor the Class Dojo system to ensure that teachers are rewarding children on an equal basis.

Individual Rewards	Class Rewards
Children can earn certificates which are presented and celebrated in front of the whole school during assembly.	The class with the highest number of Dojo points each week is publicly celebrated in the Friday Celebration Assembly.
Children sent to the Headteacher to share positive feedback and work they are proud of.	Additional team-building activities are used to reward classes.
Teachers will write children's name on the recognition board to celebrate their specific, good behaviour.	
The child/children with the most Dojo points per week are celebrated in assembly.	
Positive notes will be send home to parents to celebrate positive behaviour.	

Sanctions



The rainbow model of graduated sanctions. Key to this model is the idea that all children begin 'Ready' to learn.



An alternative model of the graduated sanctions. This model emphasizes the readiness to learn is the most commonly found 'state of being' in our school and that the need for SLT intervention is rare. This model also focuses on the opportunities that pupils are given to 'step back down' and return to a state of readiness to learn.

Stage	Explanation
Be Ready	All children begin each session 'ready to learn' regardless of any previous misbehaviour. This is crucial to building resilience and a positive outlook.
Reminder	A verbal reminder about expectations. Children behaving appropriately are praised. The adult explains that the behaviour is unacceptable and calmly reminds the child of the expectations.
Warning	The adult has as private a conversation as is possible with the child explaining why their behaviour is not acceptable and promotes the positive behaviour they would like to see. An apology for the misbehaviour is requested.
Restorative Conversation	If misbehaviour persists, the child loses their next playtimes and engages in a restorative conversation with the class teacher. This will not take the entirety of the breaktimes as the child needs an opportunity to play and reset before the next session. Where appropriate, the child engages in some restorative action (e.g. an apology either verbally or written). Parents are informed and the fact that a restorative conversation took place (no detail required) is recorded on CPOMS.
SLT intervention	If misbehaviour continues or a serious behaviour incident occurs, the child has a reflection session with a member of SLT in which their behaviour is discussed. This is recorded on CPOMS and parents are informed. SLT led reflection will happen on a rota basis, with individual SLT members taking responsibility for leading restorative, reflective sessions with children each lunchtime. The 'Nest' is used during break and lunchtimes as a safe space for pupils to reflect with members of SLT.

Reminders and Warnings will typically be used to challenge lower-level misbehaviour that is disrupting the learning of the class. Where physical violence is involved, there will be a need for a restorative conversation and/or SLT intervention.

Severe Behaviour

If a child engages in any of the following severe behaviour, the above stages may be by-passed and the child will be sent straight to the Headteacher or Deputy Headteacher and the incident will be recorded via CPOMS:

- Racial abuse
- Verbal abuse or swearing at an adult
- Bullying
- Vandalism
- Putting themselves or others in danger
- Violence towards adults
- Being absent from class without permission and/or attempting to leave the school site
- Persistent disobedience or destructive behaviour

Parents will be informed of all of these incidents and sanctions (including suspension or exclusion) will be applied with regard to the severity of the incidents and the child's previous behaviour record.

Parents of pupil who demonstrate severe behaviour will be invited in to school to work with the class teacher and members of the SLT to develop a personalized behaviour plan for their child. This will agree targets for the pupil to aim towards, rewards of achieving these targets and consequences for failing to do so. Likely triggers for negative behaviour will also be discussed so that teachers are better able to plan and avoid future issues. Behaviour plans will be regularly reviewed and ultimately removed if the child is able to demonstrate sufficient progress. Children subject to a behaviour plan will not typically be permitted to take part in activities such as off-site trips without significant adaptations.

While we recognize that some children with SEND may find it difficult to follow this behaviour policy, we do not believe that it is in their best interests nor the interests of other children for them to be exempt from it. For children with additional needs, specific behaviour plans may need to be agreed that recognize their individual needs. Teachers will be expected to be aware of and alert to the individual needs of these pupils and plan accordingly. However, there should be an understanding that WASPS is a mainstream school and it is necessary that the expectation to behave in a way that is respectful, safe and ready to learn applies universally.

The sanctions/consequences detailed in this policy apply to all pupils, including those with SEND. In our approach to discipline and ensuring that there are visible consequences for misbehaviour, we always seek to separate the behaviour from the child.

We recognise that sanctions are necessary in order to support our children to make positive behaviour choices. However, we regard them as far less important than the positive aspects of this policy. When using sanctions, we never:

- **Draw unnecessary attention to the child in front of their peers**
- **Engage in any public discussion or practice that 'shames' the child**
- **Criticise the child, the attention is focused on the behaviour itself**
- **Allow the child to feel that they are unwelcome**
- **Show anger or aggression**

For serious or repeated breaches of the behaviour policy, the following consequences may be used:

Internal Exclusions

Where appropriate, following a serious incident or an accumulation of lesser sanctions, a child may, subject to the Headteacher's discretion, be subject to an internal exclusion for a specified time period.

Parents/Carers will be informed of the reasons for the internal exclusion. Governors are informed about internal exclusions.

Whilst on internal exclusion, the child will be sent, with relevant work, to an appropriate learning space. A child on an internal exclusion will get regular breaks and a lunchtime break but not with their peers.

Suspensions and Exclusions

The school follows the Local Authority and DfE guidance concerning external exclusions.

The Headteacher is legally responsible, following investigations from Phase Leaders, for the suspension or exclusion of children and for gathering and preparing all exclusion documentation. This may be done with support and guidance from the Local Authority.

Parents/Carers will be notified verbally and this will be followed up in writing with the terms of the exclusion. This letter will include guidance for parents on how to appeal should they wish.

Following a suspension or exclusion, a meeting between the school, the pupil and the parents/carers is arranged. This is often called a re-integration meeting. During this meeting, the reasons for the behaviour which necessitated the suspension are discussed and a behaviour plan (assuming the pupils is not already subject to one) will be put together to support the pupil upon their return to school.

The governing body is notified about all suspensions and exclusions.

Parents and Carers

Parents are expected to behave in an adult, mature and respectful fashion at all time when on the school site or in conversations with members of school staff. This also includes conversations taking place via Class Dojo, email or telephone.

When a parent's behaviour is giving cause for concern, the parents will be spoken to about this. If there is no improvement then the LGB reserves the right to ban the parents from the school premises for a period of time.

Where a parent's behaviour is verbally or physically aggressive towards a member of the school community, the police will be informed.

We recognize that conversations about pupil behaviour can be challenging and emotive. Parents should be aware that, prior to contacting them about the behaviour of their child, school staff will have conducted an investigation to determine what has happened (this could involve speaking to adult or children eye-witnesses and/or comparing the accounts of various adults and children involved). In schools, the 'burden of proof' differs from the legal definition; we (as a school) have to make decisions based on what is most probable to have happened rather than absolute proof. We ask that parents bear this in mind when receiving information about their child's activities in school.

