



Wombwell Park Street Primary School

Behaviour Policy

At Wombwell Park Street Primary school, we seek to create an environment that places relationships at its core. Positive relationships ensure that children have a positive mind-set and are therefore 'ready to learn'. With this as our core principle, we are able to develop resilient pupils who accept responsibility for their actions and, are encouraged to conduct themselves in a positive way towards others and develop pride in themselves.

Aims

In order for there to be a positive behaviour culture, the school aims for:

1. positive relationships to be developed between staff and pupils
2. mutual respect between pupils and staff
3. members of staff to set high expectations both academically and socially
4. teaching that meets the strengths and needs of all pupils
5. a nurturing environment
6. an approach based on RIP and PIP (Reprimand in Private; Praise in Public)
7. staff to have a solid understanding of the developmental stages pupils will go through as they progress through their school career.

To enable our aims to be met, we will ensure that all pupils are having their individual needs met by using Incredible Me!. This will underpin social and emotional development and provide the foundations for the management of behaviour at Wombwell Park Street Primary School.

Golden Rules

The school adopts a set of Golden Rules for behaviour throughout school. These are:

- Be Gentle
- Listen to Others
- Work Hard
- Look After Property
- Be Kind and Helpful
- Be Honest.

Classroom Rules

Each individual class will take ownership over their own classroom rules. These rules will be agreed between staff and pupils at the beginning of the year. Each class will have these up on display. These will then be printed off and each child in the class will sign to say they agree to follow these rules. These will be displayed on each class room door so that anyone going into the class knows what has been agreed by the team.

Understanding Behaviour

Our school's behaviour policy will follow research of neuroscience. All staff members will be trained to understand how the brain develops throughout childhood and the affect that trauma and difficult time has on behaviour.

All staff will follow the theory that '*behaviour is a form of communication*' and will try to understand what a pupil is trying to communicate so that we can best support each pupil.

All staff will hold a responsibility over behaviour and the expectation is that all staff deal with behaviour themselves in the first instance.

Our Behaviour Ethos

Our behaviour ethos will be to REACT to behaviour.

- Relationships
- Empathise
- Attune
- Contain, Calm and Sooth
- Talk

This is displayed in our REACT poster (annex A) and will be displayed in each classroom and through school, as a reminder for staff and children about the ethos of the school.

Promoting Positive Relationships

Positive relationships are the key to effectively managing behaviour. We will therefore focus much of our attention on forging these relationships so that behaviour is positively managed and staff are able to manage each behaviour incident if/when they should occur. To create an ethos which is built upon positive relationships, we will ensure that time is set aside for relationship building and that relationships are consistently modelled to our pupils.

Modelling Expectations

Staff will consistently model positive relationships between themselves and pupils. All staff will:

- remain friendly with staff and pupils both in and outside of the classroom
- regularly engage in conversations with pupils outside of their classroom
- engage in play with pupils when on outdoor playtime duties
- develop a greeting that is given to anyone that comes to their classroom (such as a handshake)
- greet each pupil as they enter the classroom each morning.

Incredible Us! Time

As in previous years, all classes will have a dedicated slot; this will be known as the 'Incredible Us! Time. This session will have a tight focus on building and maintaining relationships within the classroom. During 'Incredible Us!' time, we will:

- plan an activity that engages all pupils and staff members (this may be an Incredible Me! activity)
- staff will ensure that time is spent with all pupils in their classroom
- pupils will be encouraged to engage with pupils that they would not normally engage with
- classes will use the nature reserve at least once each term
- Lilian Fitchett will spend one afternoon with each class, each term, engaging all in an art activity
- Ryan Smith will spend one afternoon with each class, each term, engaging all in a sporting activity.

Assemblies

As a school, we will regularly hold assemblies that promote positive relationships and develop the pupils' understanding of relationships and the success of others.

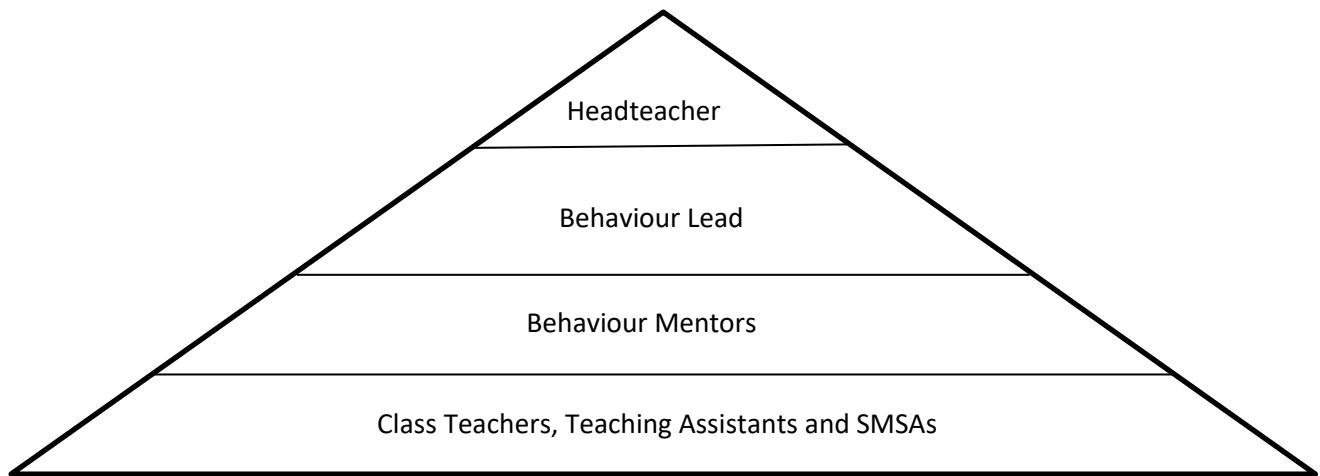
Every week there will be a Golden Book assembly that focuses on one particular golden rule. The rule changes every week. From each class (this includes nursery, when they are ready to join in), a child is chosen for following and being an outstanding role model for that rule. Their name is written within the Golden Book which will be on display throughout the week, where the whole school celebrates and awards them.

Helping Hands

Each pupil in school will create a 'helping hand'. This will have the names of the staff members that each pupil feels is best able to support them. These will be displayed on the classroom doors so that anyone who does not usually work in that classroom is aware of who is best to support each individual.

Managing Behaviour

Staff will hold ownership over effectively managing behaviour. Behaviour will be escalated using the behaviour pyramid below.



All behaviour incidents will initially be resolved by class teachers, Teaching Assistants or SMSAs. This will then escalate to behaviour mentors, the behaviour lead and finally to the Headteacher. Escalation to the Headteacher should be a last resort and must only occur under serious incident and when all other escalations have been utilised.

Restorative Practice

Where consequences have been implemented, staff must spend time supporting the child with understanding why those consequences were necessary. Staff should aim to repair the relationship after this so that they are back in good stead to manage the child's behaviour and so that the child feels regulated on return.

Post Incident Learning

Following on from any incident, staff will complete a post incident learning sheet with the pupil (Annex B). Staff will explore the situation and ask the child:

- What happened?
- How did you feel?
- You could try...

This will allow the child to understand why they reacted in such a way and what they can do next time to support themselves. Initially these will be completed with staff members. Once the systems are embedded, KS2 children may be encouraged to be reflective and complete them themselves before discussing with an adult. These will be stored in the class' behaviour folder and handed into the behaviour lead each half term for analysis and monitoring purposes.

Incredible Me! Room

The school will have a dedicated Incredible Me! room. This room will be resourced to support with behaviour intervention and it will provide a base for supporting children with regulating their emotions.

Regulation Area

Each classroom will have a dedicated self-regulation zone where pupils can go to communicate that they are in distress (Annex C). If a child is dysregulated, they will be encouraged to take themselves to this area.

Consequences

It is important that, when a child's actions are not okay, consequences are issued. These will differ for each individual child but they may include:

- a verbal warning
- missing a playtime
- a phone call home
- quiet time
- time out.

The consequences will be directly linked to the incident that has taken place and will be appropriate to the child.

Child on a page

For children who display more complex and challenging behavioural needs, staff may complete a Child On A Page (COAP) document (Annex D). This will ensure that a consistent approach is used with all staff members.

Rewards

Recognition Board

Our main reward system will be the use of a recognition board in each classroom (Annex E). Each class will be set a target and each child will aim to get a picture of themselves onto the target met section. This will change frequently and will have a main focus on behaviours. Staff in class will celebrate any behaviours which help meet this target within lessons, to create a positive culture.

Other Rewards

Staff will consistently use positive praise to encourage children and highlight achievements.

Staff members may choose to give out other rewards, such as:

- stickers
- certificates
- notes home
- phone calls home
- Dojos

Incredible Me!

At Wombwell Park Street Primary School, we have identified the importance of how, as a school, we can support children who may find it hard to express their needs in an appropriate way. Through identifying children who have more considerable needs, using *Incredible Me!* will provide activities and strategies through completing screening assessment that creates an individual or group action plan. With the use of the language, the Vital Relational Functions (VRFs), the activities and effectively training staff through school, these children will further support and develop their understanding of their emotions and actions.

Expectations for Positive Behaviour off the School Site

At Wombwell Park Street Primary we have high expectations of the behaviour of our pupils when off school premises. This includes behaviour on activities arranged by the school such as educational visits, sporting events, behaviour on the way to and from school and behaviour when wearing the school uniform in a public place.

Child on child Abuse

Children can abuse other children (often referred to as child on child abuse) and it can take many forms.

It **can** happen both inside and outside of school and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports. This **can** include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nude and semi-nude images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) **can** be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

At Wombwell Park Street primary school we would take a zero tolerance approach to such behaviour and work with families, children and outside professionals to support all parties involved.

Equal Opportunities

All children are treated equally regardless of gender, race, disability or ethnicity. This means that all children have access to the same reward and consequence systems. However, where necessary, amendments and modifications to the systems may be made. Our policies have the advantage of consistency but we will always make reasonable adjustments for pupils' special educational needs. Therefore, when adults deal with inappropriate behaviour we accept that there will be circumstances in which some pupils may be treated differently from others and we will take account of these individual pupil needs when applying consequences.

We understand that schools play a crucial role in preventative education. This will be addressed in the context of a whole school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. This will be underpinned by:

- Our Safeguarding Policy
- A pastoral support system
- A planned programme of RSHE delivered regularly, tackling issues such as: boundaries, consent, body confidence, stereotyping and sexual harassment.

Commitment to Continuous Professional Development (CPD)

At Wombwell Park Street Primary, we acknowledge that CPD plays an essential role to support staff and develop their knowledge and understanding. As a school, we will regularly hold CPD session to support and develop practitioners.

Chair of Governors	E. Oliver
Headteacher	C.Lawson
Date	04.09.23

Incredible Me!

The Power of Connection



Relationships

Relationships are the key to supporting others.

Empathise

Show that you understand others' feelings.

Attune

Allow yourself to be in another's emotional state.

Contain, Calm and Sooth

Support with emotional management and regulation.

Talk

**Talk about what has happened and what can be
done in the future.**

Annex B – W.H.Y – Post Incident Learning



W.H.Y



What happened? How did you feel? You could try...

Name: _____

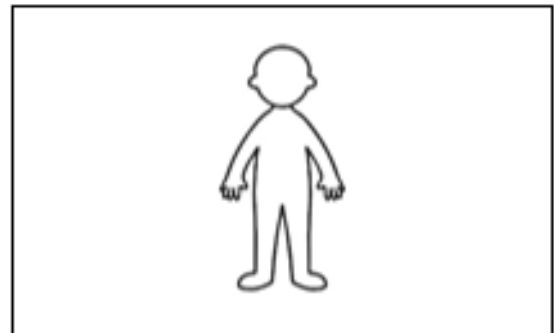
Team: _____

Date: _____

What happened?

How did you feel?

emotions	cross	excited	disappointed
shocked	angry	happy	embarrassed
sad	tired	grumpy	fired
scared	worried	confused	upset



You could try...

Ready for learning?

Yes	No	Next Steps:

Annex C – Regulation Area



Annex D – COAP Document



Every Child Matters Academy Trust
Children at the heart

Wombwell Park Street Primary School

Child on a Page

Insert photograph

My name is _____

A little bit about me

I have ...

Things I am finding difficult

Type difficulties here

Agreed methods to support me

Type Strategies here

Annex E – Recognition Board

Incredible Us!

