

Werrington Behaviour Policy

Editions and Revisions

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Addition of Physical Intervention details and Appendix 1	February 2021
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Revised	September 22
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**This policy should be read in conjunction with the WPS:
Equality Policy, SEN, Safeguarding and Child Protection Policies and
Soke Education Trust Behaviour Statement.**

At Werrington Primary School we want every member of the school community to feel valued, respected and aim to treat each person fairly and well. We are a caring community, whose ethos is built on trust and respect for all. The school's behaviour policy is designed to support the way in which we can all learn and work together in a supportive way. We aim to make our school a safe, happy and stimulating learning environment.

Legislation and Statutory requirements

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff, 2024](#)
- [Searching, screening and confiscation: advice for schools, 2022](#)
- [The Equality Act, 2010](#)
- [Keeping Children Safe in education, 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2024](#)
- [Use of reasonable force in schools, 2013 \(reviewed 2015\)](#)
- [Supporting pupils with medical conditions at school, 2014 \(updated 2015\)](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice, 2015 \(updated 2020\)](#)

Ethos, in relation to behaviour

A well-managed, well planned and engaging environment decreases potential for problems.

All teachers ensure that activities are well planned and resources well organised in order to ensure that every child knows what is expected of them and when. We need to teach behaviour as we teach other aspects of the curriculum. At Werrington Primary School we believe that well-organised classes with carefully prepared lessons that take into account the range of abilities within the class tend to have fewer discipline problems. A calm controlled learning environment is conducive to positive learning as well as good behaviour. All children are treated sensitively to maintain their self-esteem.

Children are listened to and spoken to calmly. Every effort is made to diffuse potential problems before they arise through discussion, good organisation, consultation etc.

When disputes arise, all children involved are given a chance to explain their actions. They are encouraged to find a solution. No blame is given to one child more than the other until the facts have been determined.

School ensures that parents are involved in discussions as we recognise that parents often have an understanding of the route of behaviours, and working together is highly beneficial.

Positive Language

Staff try to phrase instructions to describe what they do want children to do, rather than what they do not, as we recognise that this is easier for children to process. For example: 'Walk.' rather than, 'Don't run.'
Saying 'thank you' after an instruction is also helpful as it implies that staff believe the child will comply. For example, 'Walk. Thank you.'

How Positive Behaviour is Encouraged and Recognised

We believe that positive re-enforcement of good behaviour is more effective than negative punishments.

Positive behaviour management is likely to greatly reduce the need for reprimands and sanctions. Using this strategy shows all pupils that adults give more attention when behaviour is good.

Some children, for a variety of reasons, find this harder and will need more praise and rewards to maintain their good behaviour. Other children will be encouraged to understand this as those who find things difficult in any area will need more encouragement.

The school rewards good behaviour, as we believe that this will develop an ethos of kindness and co-operation. We praise and reward children in a variety of ways:

Rewards will not be taken, once given. Rewards may be given for effort in work, behaviour or attitude.

Please see the behaviour summary below for strategies used consistently across the school.

Rewards – these may be used throughout school but not necessarily in every year group.

-Verbal praise is given on most occasions when a reward is merited - some children will prefer to receive this discretely

- House points – via the Class Dojo online system

At Werrington we use ‘dojo points’ to reward pupils for demonstrating progress towards our eight essential skills for life. These skills are immersed throughout the school and into everyday learning. Dojo points are also collated each week to act as our ongoing House Point count. This is celebrated each week in our Celebration Assembly and a prize is awarded for the winning house at the end of each term (a movie afternoon with popcorn and squash to drink – served by the HT)



-Responsibilities

-Stickers

-Stars of the week

-Written comments in books

-Letter of acknowledgement / note/ email home, conversation with parents or communication through reading diaries

-Accelerated reader golden ticket to choose a book

-Achievement jar for class reward (collect marbles or other objects for class reward.)

-Secret student

-Sending work to other adults

-Celebration assembly

-Positive notes/ emails sent home (or speak to parents.)

How Unacceptable Behaviour is Discouraged

To develop into adults with an understanding of the impact that their choices have on themselves and others, children must be taught that their behaviour has a consequence and sometimes speaking with the child about their actions will not be sufficient to help them understand this. In school we aim to teach pupils that a positive behaviour has a positive consequence (see above) and negative behaviour has a negative consequence.

Behaviour Curriculum:

The SOKE Educational Trust – Set for Success Curriculum has been introduced (**See Appendix A**) to teach our children how to meet our set expectations for behaviour in and around our school. The three overarching behaviour principles for children to follow so they are ready to learn are to:

1. Be Ready
2. Be Respectful
3. Be Safe

Addressing unacceptable behaviour

All staff are expected to support the behaviour policy and challenge poor behaviour (as well as praise good behaviour) when they encounter it.

In most situations, a conversation with an adult about the behaviour being unacceptable will be the most appropriate response to unwanted behaviour. This conversation should be held as soon as possible after the behaviour has occurred. It should be done calmly. If an adult does not feel able to do this calmly, for any reason, they should ask another member of staff for support.

These conversations are likely to explore what happened and investigate if there is more than one point of view. They are also likely to consider the impact of the child's choice, including explaining the feelings of others impacted by the behaviour and agree a way forward considering whether the child feels able to change their behaviour or make amends or whether a further consequence is needed. (Restorative justice approach.) Prompt cards are available to use with children as a visual resource, during these discussions.

How staff address unacceptable behaviour

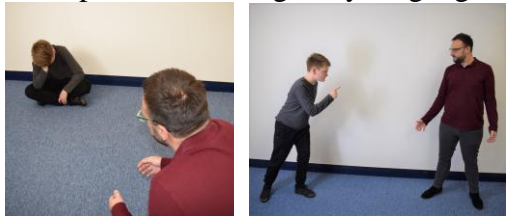
Staff will endeavour to stand at least two steps from the child they are reprimanding so that their behaviour is not construed as threatening. A firm tone will usually be used but 'shouting' is not beneficial. There are times when staff may need to shout to alert a child of danger or prevent an aggressive or risky action from the child – this is likely to be a short instruction or calling of

the child's name – shouting for longer periods of time is not part of the school's behaviour management policy.

Staff will always endeavour to use deescalating body language, rather than escalating body language. This is likely to include giving a dysregulated child space.



Example of escalating body language.



Examples of deescalating body language.

In some situations, there needs to be a consequence beyond explaining the impact of the actions. We believe that consequences are most powerful when they are logical. When this happens, it is easier for a child to understand that the consequence is a result of their behaviour. This means that there cannot be a set consequence for all instances of undesirable behaviour and staff will need to consider each situation as it arises to determine an appropriate consequence. Consequences are short term and may be used to protect others while the child is educated about changing their behaviour.

Please see further information about consequences in **Appendix B**, which outlines our graduated consequence levels when our expectations stated in our 'Set for Success Behaviour Curriculum' are not met.

De-escalation

If a child is extremely dysregulated it may be necessary to give that child time and space to calm down. Staff will make judgements about how to keep everyone safe while this occurs. This may include encouraging the child to leave the area or involving a different adult. In some cases, other children may need to be removed from the area to ensure their safety. This should be done calmly and staff will give reassurance to the children involved.

Sometimes, a child may be a slightly dysregulated or staff may know that this is likely to happen. A de-escalation script can be used in this situation. Please see the example below.

De-escalation script

Child's name

I can see something has happened

I am here to help

Talk and I will listen

Come with me and ...

This can be adapted. The key principals are, use the child's name, repeat as needed, stay calm, don't ask questions.

Consider giving limited choices eg. 'Are you going to go to the sensory room with me or Miss Z?'

Other strategies that can be used to de-escalate include:

- Appearing calm and using a modulated, low tone of voice
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".

Logical consequences

Staff assess whether the consequence is logical by considering if it can be explained using the word 'obviously'. (They do not always use this word when explaining to children as this may not be appropriate for some pupils.)

For example:

'You chose not to complete the work in the session so obviously you will need to complete it at break time.'

You hurt at lunchtime so obviously you will need to stay with an adult at lunchtime tomorrow.

You stopped the others from learning when you were with group so obviously you cannot work with them today.

'You were unkind to in class so obviously you will need to sit with the teacher today' or the adult may say 'spend some time at lunch time considering how this made her feel so you do not make this choice again'.

Other examples of consequences

Logical Consequences:

For children who are not making good choices

- Child to receive a warning
- Child to be moved to a different location within the classroom
- Child to be given a behaviour slip if the warning does not lead to modified behaviour in line with our expectations (see below)

Behaviour slip		
Child's name:		
Class:	Subject:	
Incident:	Time:	Staff initials:

<i>*Once this slip has been recorded on Arbor it can be thrown away.</i>		

- Remove from current learning space to different area of classroom.
- Remove out of classroom to teaching partner or Phase Leader.
- Missed minutes led by class teacher.
- Restorative conversation at break or lunch time with teacher on behaviour duty
- All behaviour incidents that lead to a behaviour slip being given are to be logged within Arbor

Behaviour logging via Arbor online system:

- Inform parents if pupil receives a Level 2 behaviour slip or above
- Behaviour logs monitored weekly by SLT and tracked to identify trends and put appropriate support in place for the child
- If child is consistently receiving behaviour slips and is not responding to restorative conversations and failing to modify their behaviour – involve SLT and start a behaviour contract, with a report card put in place (**See Appendix C**)

In very serious cases

Very serious incidents are immediately referred to the headteacher or deputy head.

Exclusion and Suspension

The DFE 2017 Guidance on Exclusion will be followed.

The Headteacher has the responsibility of issuing fixed-term suspensions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. These actions are taken only after the school governors have been notified. The Peterborough Local Authority and DFE guidance for exclusion/suspension will be followed.

Lunchtimes

- Lunchtime supervisors and TAs will wear high visibility jackets so that the children can see them easily. They will stand in specific sites unless they need to deal with an issue. (These sites are described on the rota or see the lunchtime coordinator for further details.)
- Lunchtime supervisors will carry key fobs with restorative justice cards. These will not be used in every instance but will be used regularly in more complex situations.
- A key role of supervision staff is to prevent issues from occurring, in addition to dealing with them, when they have occurred. Supervisors will approach children who seem unhappy and speak with them.
- Notes about any behaviour incidents at lunchtime should be made on behaviour slips and given to the child, who will then have the restorative conversation with the teacher on duty. These will then be handed directly to the class teacher at the end of lunch to be entered onto the Arbor online system.
- More serious incidents (for example involving protected characteristics/ bullying/ significant harm or upset to someone) is likely to need further consequences and may need bringing to the teachers/ SLTs notice as soon as it happens.
- Play equipment will be available to each year group. Children will be encouraged to treat this equipment with respect and care.
- Each year group have sessions at lunch with PE coaches, supporting sports games and activities.

- In Years 1 to 4, children will be given bands when coming in to the toilet or for a drink so adults can monitor the number of children indoors.
- Activities such as drawing/ music etc. are provided at various times for children at lunchtime.

At break and lunchtimes so that everyone stays safe we:

- Stay where we can be seen. (Make sure you can see a high visibility jacket and they can see you.)
- Keep our feet on the ground (when we are not on the trim trail.)
- Play gently – making sure no-one gets hurt.
- Sit when we are eating.
- Wear a band to go inside.
- Wear sensible clothes for the weather.
- Respect nature and the school environment.
- Use equipment respectfully.
- Only play football with the agreement of an adult.

Behaviour Involving Bullying or Protected Characteristics

Protected characteristics are:

- age
- gender or being LGBTQ
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief

‘Bullying is behaviour that hurts someone else. It includes name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere- at school, at home or online. It’s usually repeated over a long period of time and can hurt a child both physically and emotionally.’

NSPCC

‘Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.’

ANTI-BULLYING ALLIANCE

These incidents are taken seriously and reported to the senior leadership team, on My Concern and often verbally too. It may be necessary to explain to pupils that staff will need to discuss and investigate what has happened and this may take time. While this is happening, the adults will separate the alleged victim/s and perpetrator/s. They will ensure that the victim/s are with other adults or in a place they feel safe.

Behaviour Contracts

All children are encouraged to take responsibility for their own behaviour – to a level that is appropriate to their understanding and ability. In some cases, a behaviour contract may be drawn up, with an individual to help the student focus on what is expected of them. This will be done in consultation with relevant staff and parents. The child will then have a report card (**Appendix C**) for the class teacher to complete. This will allow further analysis to identify trigger times or lessons, which can then be addressed

Recording of Safeguarding concerns:

My Concern is used to record serious incidents or those with safeguarding implications. My Concern is monitored regularly by SLT to look for emerging patterns and appropriate action is then taken. For example, they may need to speak with a group, child or parent if there are frequent concerns or discuss an activity that is generating several logs (e.g. football at break) in assembly or increase supervision at that time.

The role of the Class Teacher

It is the role of each class teacher to ensure that school rules are followed in their classes and that pupils behave in a responsible manner.

Effective classroom management and stimulating lessons minimises poor behaviour and it is the responsibility of the class teacher to ensure that this is in place.

All class teachers at Werrington Primary School have high expectations of the children with regard to behaviour and they aim for all children to work to the best of their ability. Pupils are treated fairly with understanding by the class teacher and classroom codes are consistently enforced.

Efforts are made to build up an understanding of and relationship with the child. This makes discussion of attitudes and criticism of poor achievements or behaviour acceptable and can also provide an awareness of any underlying problems.

If a child misbehaves in class, the teacher deals with incidents, however, if the misbehaviour continues the teacher seeks help and guidance from other members of staff.

Parents/ Carers

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school. School ensures that parents are involved in discussions as we recognise that parents often have an understanding of the route of behaviours, and working together is highly beneficial.

We aim to inform parents of any incidents that involves their child in a timely manner. Parents will be contacted promptly about any major incidents. Recurring minor incidents will be shared with parents and action taken as necessary.

We expect parents to support their child's learning, and to co-operate with the school, as set out in the Home/School agreement. We endeavour to build a dialogue between home and school and we inform parents promptly if we have any concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school. If parents have any concern about the way their child has been treated, they should initially contact the class teacher. Parents can contact class teachers by email (class email addresses will be sent out to parents) or by phone via the office. If the concern remains, they should contact a member of the Senior Leadership Team, via the office. If the matter cannot be resolved, parents/carers should make contact with the school governors (contact details can be obtained from the school office). If these final discussions cannot resolve the problem a formal grievance or appeal process can be implemented.

Parents will be updated regularly of any decisions that could impact on their child's learning or well-being; including the return of a perpetrator who has been absent.

Parents sign a home/school agreement when their children enter the school so that they are aware of the school's expectations.

The Role of the Headteacher and Governing Bodies

The governing board has overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

Use of Reasonable Force

Staff will only intervene physically when there is **no other practical option** and with regard to the guidance below.

Please also see the DfE guidance on use of reasonable force, July 2013. In addition to other details, this guidance states that:

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In a school, force is used for two main purposes – to control pupils or to restrain them.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. 2 Section 93, Education and Inspections Act 2006 5

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools can use reasonable force to:

- remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;

- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Schools cannot:

- use force as a punishment – it is always unlawful to use force as a punishment.

If an incident occurs where a member of staff needs to intervene physically that incident should always be logged and parents should be informed promptly. The incident should be recorded on the school form (Appendix 1) and placed as soon as is practically possible in the bound book in the office. Further instructions about how to log an incident of this type can be found in the bound books. Parents/ carers will be informed promptly.

Physical intervention of any sort will be kept to a minimum. If involved in a physical intervention the child will **not** also be being reprimanded verbally. If the child is doing something dangerous the member of staff may need to give an instruction, calmly and clearly, e.g. 'Put your feet down. Thank you.' During a physical intervention it is not appropriate to reprimand a child. A restorative justice approach is likely to be used later, when the child is calm and the situation is safe.

It may be appropriate to guide children gently using hands on shoulders/ back/ caring cs.

Lifting down from furniture/ holding will only be used when necessary for safety reasons. If needed, this will always be logged in the bound red book in the office. Parents/carers will always be informed when this occurs.

Links to Other Policies

This policy links closely with the Policies for PSHE, Lunchtimes, and Equality Act.

Training and Development

Further training with specific groups of staff is given as needed and information is sent out to all staff about any changes or reviews to the policy.

Werrington Behaviour and Expectations Summary – for staff

Set and teach the 'Set for Success Behaviour Curriculum' in the first 2 weeks of term and then embed and be consistent. The HT will help to embed the expectations via Whole School Assemblies.

Coming into the classroom:

KS1

- Silent
- Lined up
- Soft instrumental music playing (morning, after break and lunch)

KS2

- Silent
- Teacher greet at the door – positive start to each session
- Soft instrumental music playing (morning, after break and lunch)

Getting children's attention:

Raise hand – say STOP, LOOK and LISTEN. Children respond by raising their hand. Teacher to say THANK YOU and children lower their hand.

Transitions:

1, 2, 3

Adult to use fingers (and voice where appropriate)

- 1 – Stand up, Stand Still and Silent
- 2 – Stand behind your chair
- 3 – Move – either silently or with a purposeful transition (e.g. counting in multiples)

Rule - we walk everywhere in school.

Adults have presence when moving around school – modelling, praising and reminding.

Wet Playtime Activities:

Agreed list for KS1 and KS2 distributed.

Logical Consequences:

For children who are not making good choices

- Remove from current learning space to different area of classroom.
- Remove out of classroom to teaching partner or SLT.
- Missed minutes led by class teacher.
- Restorative conversation.
- Log behaviour onto Arbor online platform

Talk Partners:

- Agreed phrase to use - TURN, TALK and TELL
- Use sentence stems
- Agreed Success Criteria as a staff
- Teach the children how to be a successful talk partner and plan in LOTS of opportunities to develop this skill in the first 2 weeks of term.

Break Times:

- High Viz worn by all adults on duty at playtime and lunch breaks
- Bands for children coming into the toilet at break and lunch.

SOKE EDUCATION TRUST*

SET for Success - Behaviour Curriculum

SET Values	Honest	Inspiring	Nurturing	Professional	Collaborative
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School Values					
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<p>The aims of the behaviour curriculum</p>	<p>Successful relationships are underpinned by the positive ethos promoted in the school culture; a culture which demands high expectations of staff and pupils and which also demonstrates respect and understanding of difference, in the drive towards equity of opportunity and high aspirations for all by:</p> <ul style="list-style-type: none"> • creating a culture of exceptionally good behaviour: for learning, for life and for the world we live in by having a simple set of behaviour principles. • building a community based on our values, to help learners take control over their behaviour and be responsible for the consequences of it. <p>By encouraging helpful behaviours we can promote good relationships throughout our community. We believe that as pupils practise these behaviours, over time they become habits that positively shape how they feel about themselves and how other people perceive them. As philosopher Paul Durant states “We are what we repeatedly do. Excellence, then, is not an act, but a habit.” (1926)</p>
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<p>Teaching the Curriculum</p>	<ul style="list-style-type: none"> • Good behaviours are explicitly taught and regularly refreshed to ensure all pupils understand the expectations of them. Our learning behaviour and expectations set out clear parameters for behaviours for learning, standards and routines so that we have a shared and consistent language of expectations across school. • The curriculum is taught explicitly during the first week in Autumn term alongside the other Curriculum subjects • Children should learn the content of the curriculum so that they can recall the information and act upon it. At the start of each term, our Behaviour Curriculum is revisited with pupils and will continue to be reinforced throughout the year. As with other curriculum content, this should be taught using explicit teaching strategies. • All adults in school demonstrate these behaviours and ensure pupils have many opportunities to practice these throughout the year. 	<p>The process for teaching behaviour explicitly is as follows</p>
		<ul style="list-style-type: none"> • IDENTIFY the behaviour we expect • Explicitly TEACH behaviour • MODEL the behaviour we are expecting • PRACTISE behaviour • NOTICE excellent behaviour • CREATE conditions for excellent behaviour <p>It is important that all school staff know the details of this curriculum, teach it explicitly to children and continuously maintain the high standards we set. By doing so we support each other to create a culture where pupils feel safe and are able to learn in an optimised environment and where teachers are free to teach</p>

There are three overarching behaviour principles:		
Be Ready	Be Respectful	Be Safe
<ul style="list-style-type: none"> • We arrive at school on time, every time • We get to lessons on time. • We wear the correct uniform with pride and have the right clothes for PE and playing outdoors. • We make sure we have the right equipment for the day. • We take part fully in lessons and show resilience. 	<ul style="list-style-type: none"> • We always listen when an adult is talking. • We always listen to pupils in our class giving ideas and feedback. • We are polite and show good manners to everyone • We respect difference and know we are all equal. • We look after our equipment and share it. • We look after our environment and never drop litter. • We respect the law and the rules of school and society 	<ul style="list-style-type: none"> • We follow instructions -first time, every time. • We do not tolerate bullying of any kind. • We walk sensibly around our school. • We line up sensibly. • We know who to go to for help and support. • We stay safe online and outside school. • We use equipment safely.

<p>SEND: While this curriculum is for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. For example, pupils who have autistic spectrum conditions may find it very uncomfortable to maintain eye-contact with adults. Sensitivity must be applied at all times when teaching the curriculum unimpeded. The following programmes are used to provide additional support when necessary.</p>		
Cambridgeshire Therapeutic Teaching	Team Teach	Trauma Informed
<p>The Cambridgeshire Therapeutic Teaching approach is a developmental and trauma-sensitive approach to meeting the emotional and social needs of children. Children are better placed to engage with their learning and with life.</p>	<p>The positive behaviour management strategies that Team Teach develops and promotes emphasise team building, personal safety, communication, and verbal and non-verbal de-escalation techniques for dealing with challenging behaviour which reduce the need for physical intervention.</p>	<p>Support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning.</p>
<p>These approaches are linked to the PSHCE curriculum with regards to pupil wellbeing and mental health.</p>		

Knowledge & Skills Grids

Our Pupils will be taught and know the following expectations and routines.

Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> ● Know that you should always say ‘please’ when you are asking for something and that you should always say ‘thank you’ when you receive something or someone does something nice for you. ● Know that you should let any waiting adults through a doorway before walking through yourself. ● Know that you should say ‘Good morning/afternoon’ to adults if spoken to. ● Know that it is polite to give eye contact to the person you are talking to. ● Know that it is important to show gratitude to others by thanking people for what they have done for you ● Know that if you respect someone, you have a good opinion of their character or ideas. ● Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> ● Know that we wear a full uniform and it is worn correctly - shirts tucked in etc. ● Know to remove outdoor clothing (coat, hats, gloves, scarves etc.) once inside the building and hang them up appropriately ● Know that we can wear a watch and no other jewellery ● Know to bring correct PE kit as appropriate 	<ul style="list-style-type: none"> ● Know that we enter/exit in silence and we walk into/out of the hall ● Ensure uniform is worn correctly (tuck shirt in etc.) on entry and exit ● Know the expectations for sitting ● Know that we sit cross-legged with hands still ● Know that we face the assembly leader and face forwards with eyes on the speaker ● Know that we use silent hands-up to contribute ● Know that we use manners when speaking ● Know that we participate actively singing etc. 	<ul style="list-style-type: none"> ● Know that we walk around school in silence ● Know that we walk in a straight line, on the left so others can pass by too ● Know that we line up in our agreed line order ● Know that we are polite and courteous to adults / other children with a greeting ● Know that we open doors for others ● Know that we pick up litter, coats and resources if on the floor or untidy ● Know that we knock on and wait for permission to enter a room (where appropriate e.g., staffroom, office, another classroom) 	<ul style="list-style-type: none"> ● Know that we use a quiet voice and talk to the children opposite or adjacent to them only ● Know that we line up – one behind the other, quietly. ● Know that when eating, we stay in our seats facing our food ● Know that we use a knife and fork appropriately (this is explicitly taught in EYFS / KS1) ● Know that we chew with our mouths closed ● Know that we say please and thank you ● Know that we put our hand up for adult attention ● Know that we walk in the dining room ● Know that if we have eaten a school dinner, we collect own rubbish and put in bin ● Know that we clear away our table space, cutlery, plate, cup and leave tidy. ● Know that we ask an adult to leave the dining room

Attendance & Punctuality	Ready to Learn	Transitions - in class	Transitions - Communal Areas	Presentation in Books
<ul style="list-style-type: none"> Know that you must try to attend school every day. Know that you must try to arrive at school on time every day. Know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> Know how to follow the stopping strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, With no noise. Know that we have good sitting posture: Ensure 6 feet on the floor Tummy Near Table (TNT) Bottoms in the Back of their Chair (BBC) Know that we keep our workspaces /resources tidy (before/during/after work) 	<ul style="list-style-type: none"> Know that we walk to the line sensibly know that we line up in the order displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner 	<ul style="list-style-type: none"> Know that we are respectful of the learning environment Know to take care of displays when lining up Know to place all litter in a dustbin, do not walk past Know to walk around school in a quiet, sensible manner Know that we pick up coats and place back on pegs / report to the class teacher 	<p>We know how to set out our work in our books:</p> <ul style="list-style-type: none"> Date – left hand side next to margin in words (except for day number); 6 digit format used in Maths books along with Roman numerals in Upper KS2 to reinforce Date underlined with ruler and sharpened pencil Error correction – ruled line through in maths; use of crosses round word(s) to be removed in other books Handwriting expectations to be followed in all subjects – use of pen or sharpened pencil Maths books – one digit one square question number followed by dot and then one square work on left hand side so right side can be used for marking and teacher modelling or further questions Sketch books – use of words and labels following handwriting expectations. Use of rulers, pens and sharpened pencils.
Playtime Behaviour	<ul style="list-style-type: none"> Know to be punctual Know how to be ready for the lesson e.g., had a drink, toilet break etc. Know that we walk to the line sensibly Know that we line up in the order displayed in the classroom Know that we place chair under the table when leaving seat Know that we walk in a quiet, calm manner around the classroom Know that we treat equipment appropriately and with respect 	Lining Up	Behaviour outside of school	
<ul style="list-style-type: none"> Know that you must walk from your classroom to the playground using Fantastic Walking. Know that you must play safely without hurting anyone. Know that we do not 'play fight' because we may hurt someone by accident. Know that you must be kind, by including people in your games and sharing equipment. Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people. Know that, when called, you must line up in your lining up order quickly 		<ul style="list-style-type: none"> Know that we place our arms by our side Know that we face forward Know that we stand with straight backs / good posture Know that we line up in silent Know that we walk in single file Know that we 	<ul style="list-style-type: none"> Know that when wearing school uniform we are representing the school community and must always behave responsibly and respectfully. Know that we should be considerate of other people arriving and leaving school. Know that being considerate means thinking about other people's needs, wishes and feelings. Being considerate on the way home includes walking not running, giving people plenty of space, using a quiet 	

			<ul style="list-style-type: none"> voice not shouting. We know how to stay safe online and use technology sensibly and safely. We know who to go to for help and support 	
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All adults will know and model the expectations and routines.

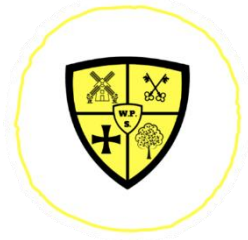
Respectful – Manners	Uniform	Assembly	Moving around school	Dining Room
<ul style="list-style-type: none"> Model always saying ‘please’ when you are asking for something and say ‘thank you’ when you receive something or someone does something nice for you. Model holding doors and letting other people through a doorway before walking through yourself. Model saying ‘Good morning/afternoon’ Model making eye contact to the person you are talking to. Know that it is important to show gratitude to others by thanking people for what they have done for you Know that if you respect someone, you have a good opinion of their character or ideas. Know that being responsible means being able to be trusted to do the right things that are expected of you without supervision. 	<ul style="list-style-type: none"> Ensure uniform is correct at all times Provide ‘spare’ correct uniform as appropriate Engage in dialogue with families when uniform is not correct, to understand what causes this and break down barriers to wearing the correct uniform. Be understanding and fair yet uphold the standards expected Check uniform regularly, in line with the routines part of this document Present themselves in appropriate dress, in line with staff policy 	<ul style="list-style-type: none"> Verbally remind children of expectations and praise children for meeting them Organise class into appropriate order in classroom Ensure uniform is checked Lead class into the hall and clearly indicate where children are to sit (ensuring adequate space for other lines/pupils) Praise/remind children for following expectations of sitting and participation Remind children to gain attention if necessary Lead children into assembly modelling expectations Actively engage with assembly Ensure orderly exit from hall and return to class Praise and reward as appropriate 	<ul style="list-style-type: none"> Regularly remind class of expectations when moving through school Line the class up - establish a class order Check smartness of pupils before and after moving In instances of unwanted behaviour – stop the class and recap expectations Be polite and courteous to adults / other children with a greeting and hold/open doors for one another Take pride in appearance – shirts tucked in etc. Praise and reward children Model manners and showing courtesy to others- e.g., holding doors open Do not set off with a class/group until all expectations are met-including uniform and volume 	<ul style="list-style-type: none"> Check uniform on entry and exit of dining hall Use the trust ‘attention’ signal Support and model to pupils to use knife and fork Remind pupils of expectations Monitor the cleaning of plates and cutlery Check and remind of manner Check spaces as pupils leave the eating space <p>Praise and reward the correct behaviour</p>

Attendance & Punctuality	Ready to Learn	Transitions - in class	Transitions - Communal Areas	Presentation in Books
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<ul style="list-style-type: none"> ● Ensure pupils know that you must try to attend school every day. ● Ensure pupils know that you must try to arrive at school on time every day. ● Ensure pupils know that attending school on time every day is important so that you don't miss important learning 	<ul style="list-style-type: none"> ● Stop children using the agreed strategy: '3' stop what you are doing '2' everything out of your hands '1' eyes on the front/eye contact with adult, no noise ● Establish, teach and model routines and expectations ● Greet children and adults on entry to the room 	<ul style="list-style-type: none"> ● Use agreed stopping strategies ● Ensure children line up in order- in line with school decision on how that order is decided ● Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> ● Ensure tidy work spaces including their desk area ● Ensure all space outside their classroom is clutter free ● Pick up any rubbish and place in the dustbin, do not walk past it ● Ensure all displays are kept in good order ● Pick up coats and place back on pegs / report to the class teacher ● Praise/reward/prompt children as required 	<ul style="list-style-type: none"> ● Ensure the front cover is neat and presentable- printed label name, year group or class, subject with capital letters appropriately used ● Cut any sheets used down to size neatly, stick them in aligned to lines in the book and positioned with the margin. Use the appropriate amount of glue to stick in. ● Follow the marking and feedback policy ● Model the expectations of presentation in their marking – handwriting and no crossing out in pen
Playtime Behaviour		Lining Up	Behaviour outside of school	
<ul style="list-style-type: none"> ● Model walking from your classroom to the playground using Fantastic Walking. ● Highlight times when someone is kind, behaves in a gentle, caring, or helpful way towards other people. ● Be ready to receive the line at the end of playtimes. 	<ul style="list-style-type: none"> ● Use clear instructional language ● Be on time to each lesson ● To be consistent in routines/behaviour/expectations ● Ensure allocated places for pupils – table/carpet ● Be organised and well prepared for the lesson: Ensure resources are ready and accessible – pencils sharp, dictionaries available, hand out on tables, books available, other resources required for lesson ready, supportive and challenge activities ready, CIP (communicate in print), water bottles etc. ● Ensure workspaces/classroom is tidy, including their own desk ● Have the lining up order displayed in the classroom ● Use transitional songs /rhymes etc. where appropriate 	<ul style="list-style-type: none"> ● Use agreed stopping strategies ● Ensure children line up in order- in line with school decision on how that order is decided ● Praise or stop and reinforce expectations as required 	<ul style="list-style-type: none"> ● Know that when children are wearing school uniform they are representing the school community and must always behave responsibly and respectfully. ● Know that pupils should be considerate of other people arriving and leaving school. ● Highlight examples of being considerate on the way home/school trips e.g. walking not running, giving people plenty of space, using a quiet voice not shouting. ● Know how children stay safe online and use technology sensibly and safely. ● Ensure pupils know who to go to for help and support 	

Appendix B

Werrington Primary School Behaviour Consequence Levels



LEVEL 1: Recorded as Behaviour Level 1 – Low level recorded on Arbor

Examples of Behaviour Level 1:

- Not getting on with work
- Stopping other children from working
- Talking at an inappropriate time
- Overstepping familiarity or cheekiness with staff
- Running inside school
- Rough play

Consequence/Action:

Low-level behaviour will be dealt with within the classroom by any staff member by using a selection or combination of these three simple strategies:

- **Warning** - This may be a visual warning (teacher uses a disapproving facial expression or may show an agreed symbol or card to the child to alter their behaviour) or verbal warning by the teacher.
- **A move** - To another part of the classroom or supervised area.
- **A move** – To peer year group classroom if the Level 1 behaviour continues.

The child will have a restorative discussion with the senior member of staff that is on behaviour duty to discuss the nature of their poor behaviour choice. **Then the child will miss 5 minutes of their playtime** to reflect on the conversation and their actions. Level 1's are monitored by our **Behaviour Lead (DHT)** weekly, to identify trends and contact parents if a child receives three or more in any one week. Our behaviour analysis is shared within SLT fortnightly and appropriate pastoral support is put in place for any child that requires it to improve their behaviour.

LEVEL 2: Recorded as Behaviour Level 2 on Arbor

Examples of Behaviour Level 2:

- Pushing other children
- Throwing something inappropriately
- Failing to modify behaviour after a first adult request
- Name-calling
- Repeatedly disrupting an activity
- Being dishonest
- Not producing expected work (without a specific reason)
- Running dangerously inside school
- Any inappropriate language
- Deliberately causing minor damage to property (first instance)
- Injuring others through thoughtless behaviour
- Unkindness to other children
- Writing on or damaging school property

Consequence/Action:

As at Level 1, Level 2 behaviour will be dealt with within the classroom by any staff member by using a selection or combination of these three simple strategies:

- **Warning** - This may be a visual warning (teacher uses a disapproving facial expression or may show an agreed symbol or card to the child to alter their behaviour) or verbal warning by the teacher.
- **A move** - To another part of the classroom or supervised area
- **A move** - Sent to **Phase Leader** to explain their actions.

The child will then miss one full breaktime (15 minutes) in the designated area with a senior staff member where a restorative discussion will take place regarding their behaviour choices and actions for next time.

Parents to be informed by the Class teacher by telephone call. SLT will be made aware via monitoring of Arbor.

LEVEL THREE: Recorded as Behaviour Level 3 on Arbor

Examples of Behaviour Level 3:

- Deliberately throwing things in a dangerous manner, likely to cause damage or harm
- Persistent insolence to a member of staff
- Using violence and endangering peers or staff
- Threatening or intimidating others
- Persistent name-calling or teasing or repeated aggressive/threatening behaviour to one child (to be treated as "bullying", including any homophobic or racist taunts)
- Persistent use of inappropriate language or obscene hand gestures
- Deliberately damaging property
- Persistent disobedience
- Stealing
- Persistent dishonesty
- Spitting
- Leaving school premises or being found in inappropriate areas where they may be at risk
- Bringing dangerous prohibited items into school – such as:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Consequence/Action:

Always involves the **Headteacher or Deputy Headteacher (SLT)** and communication to parents of all parties.

There are three distinct stages within Level 3:

Stage 1: Pupils removed to safe area i.e. the nest for the safety of all. SLT and SEND to be informed. Where appropriate an 'internal exclusion' may be used. An incident report will be put onto Arbor and parents will be informed and invited in to create a collaborative behaviour plan which will be monitored by a weekly report card. A risk assessment will be completed to minimise the prospect of repeat behaviour by listing warning signs to be aware of and possible de-escalation methods that have worked previously with the child. This will be shared with all staff that come into regular contact with the child and will be reviewed as needed. Additional adult support will be put in place if appropriate and staffing levels allow.

In the event that the behaviour continues after Stage 1, we would progress to Stage 2.

Stage 2: An incident report will be put on Arbor and parents will be invited into school for a follow-up meeting with the Headteacher or Deputy Headteacher. Outside behavioural agencies will be involved and behaviour plans reviewed and adapted. Where necessary internal exclusions may continue. **Parents will be made aware that their child is at risk of a 'fixed term exclusion'.**

In the event that the behaviour continues after Stage 2, we would progress to Stage 3.

Stage 3: The child will be sent to the Headteacher and a 'fixed term exclusion' will be issued. Parents will be informed immediately and asked to come to school. An incident report will be recorded on Arbor and sent to relevant parties (including Local Authority). Length of exclusion will vary in according with appropriateness. NB. In certain circumstances, if the offence is particularly serious or a repetition of a previous serious incident, a fixed term exclusion may be imposed without stages one or two being undertaken. For example: Physical harm to an adult or child, and/or intimidating behaviour or threat of violence to a child or adult.

If the behaviour continues after Stage 3, this step will be repeated with a longer exclusion period guided by advice from PRT and other outside agencies, a reduced timetable may be considered.

If this behaviour continues after the repeat of stage 3, we would progress to Stage 4.

Stage 4: Stage 4 is the most serious option and will warrant instant and permanent exclusion as the repeated fixed-term exclusions have not modified behaviour.

Report Card Scoring System:

- 1 – Given a Level 2 behaviour slip
- 0 – Given a Level 1 behaviour slip
- 1 – Received one warning
- 3 – Behaved in line with expectations for all children
- 5 – Awarded a Dojo point

In order to be removed from the report system a pupil must earn 100 points through good behavior over the course of one week.

If a child receives a Level 3 behaviour slip at any point in the week, they will remain on report for the whole of the following week.

Report cards should be issued by a member of SLT and signed after each session by the class teacher or adult that has worked with the child in that session.

The child should show the report card to a member of SLT at the end of each day to check in with daily behaviour and daily score.

Parents should be shown the card at the end of each day to ensure communication is clear and consistent. This will be in-person where possible.

Pupil reflection upon reaching 100 points:

Parent comment and signature:

**Report Card**

Name:

Class:

Date started:



Day	Session 1	Session 2	Break	Session 3	Session 4	Lunch	Session 5	Session 6	End of Day Total	Week Total	Signed

Appendix D To be filled in and stapled into the bound book in the office.

WPS RECORD OF PHYSICAL INTERVENTION	
Date of incident:	Time of incident:
Pupil Name:	D.o.B:
Member(s) of staff involved:	
Adult witnesses to intervention:	
Pupil witnesses to intervention:	
Outline of event leading to intervention:	
Outline of incident of intervention (including method used):	
Description of any injury sustained and any subsequent treatment:	
Date /time parent/carer informed of incident:	
By whom informed:	
Outline of parent/carer response:	
Signatures of staff completing report:	
Brief description of any subsequent inquiry/complaint or action:	

Appendix E: Behaviour Contract

Section 1 – agreement

This contract is a written agreement between you and your teacher. The aim is to identify clear goals for you and support you in the classroom to improve your behaviour. Once this contract is in place, you should do everything you can to stick to your goals.

Pupil name: _____ Date: _____

My goals







To



prevent my challenging behaviour, I can:

1. _____
2. _____
3. _____

When I




demonstrate challenging behaviour, you can help me by:

1. _____

2. _____

3. _____

These  **are the consequences if I don't meet my goals:**

These  **are the rewards if I meet my goals:**

My contract will be reviewed on: date

Pupil signature: _____

Teacher signature: _____

Guidance about type of behaviour on yellow forms/ My Concern

