



**Wedmore First School Academy**

## **Wedmore First School Academy Behaviour Policy**

This policy applies to Wedmore First School Academy. It will be reviewed by the Local Governing Body annually or as necessary to reflect changes in the School's strategy, or UK/EU law and any changes will be brought to the attention of all staff.

Signature:

Date: 18/6/24

Name: Shelley Kent

Position: Headteacher

Signature:

Date: 18/6/24

Name: William Fox

Position: Chair of the Local Governing Body

Date ratified by Local Governing Body: 18/6/24

Review Date: June 2025

Wedmore First School Academy

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## Introduction

At Wedmore First School Academy, all staff treat everyone with unconditional positive regard and have high expectations for childrens' learning and social behaviours. We believe all behaviour is communication, in response to a feeling, experience or stimulus.

We aim to provide a safe and secure learning environment where children feel happy and valued. This is built on an understanding that the presence of positive relationships is crucial for this. Adults within the school environment have a duty to provide positive role models in all areas of behaviour and attitude. Children will be encouraged to learn a pattern of behaviour that will enable them to grow up into confident, caring and responsible members of society. They will be taught to self-regulate and manage their feelings and know how and when to seek help.

## Aims:

- We create a safe, calm and orderly environment where there is mutual respect and unconditional positive regard for all
- Staff act as positive role models to promote appropriate behaviour
- Positive behaviour is noticed, reinforced and rewarded
- Confrontation is avoided
- Relevant support is put in place for children demonstrating challenging behaviour
- Individual strategies will be used to help support children to behave in a positive way
- Exclusions are rare and kept to a minimum
- We promote and encourage the continual development of all staff in the understanding and response to challenging behaviour
- We develop a partnership with parents and carers that recognises and respects important factors in the home life and experience of the child

## Principles

At Wedmore First School Academy, we believe that:

- children who feel safe, valued and successful are likely to respond in a more positive and appropriate way
- when children are treated consistently, they are able to distinguish between desirable and undesirable behaviour

Children are more likely to feel safe and secure in a predictable environment, enabling them to take risks in their learning

- When the ethos of the classroom and the school is positive, there will be an atmosphere of mutual respect and enhancement of self-esteem
- good discipline can be clear and firm, yet supportive
- children who feel happy and secure learn better

### Encouraging good behaviour – positive reinforcement

In order to encourage pupils to behave well, adults will let them know when they have seen them behaving well and give appropriate praise. We reward good behaviour in many ways including:

- Smiles, nods, thumbs up, claps and high-5s
- Individual and class Dojos (Dojos from other adults to be written on a post-it note with reason for the Dojo and given to the child to pass on to the teacher)
- Certificates for Dojos – 50, 100, 150, 200, etc.
- Verbal praise – a quiet word or more publicly giving the child clear feedback
- Stickers in class and/or from the Headteacher
- Class reward systems such as marbles in a jar
- House points – The pupils in the school are divided into 4 houses. House points will be handed out by any member of staff and the winning house team will be announced weekly and half termly
- Sharing excellent work or achievements with another class, adult or parents / carers
- Star of the Week – one child in each class is chosen to show excellent work, behaviour or attitude in celebration assembly
- Celebration Assemblies each Friday to share the Star of the Week and sometimes Times Tables Rockstar competition results. Children are also encouraged to bring in any awards they have achieved outside of school. It is important to us that their achievements outside of school are also celebrated.

### Managing social and emotional needs

Children throughout the school will learn about social skills and managing emotions as part of the PSHE curriculum, the Jigsaw scheme of work is used. This includes teaching the children strategies to keep themselves calm, such as mindfulness, and how to ask for help. Systems for enabling children to trigger help will be used across the school, for example, Help Hedgehogs.

Children who are identified as needing additional help will be supported, for example, using the ELSA programme or having regular check ins with a trusted adult. These children will have this support recorded on a pupil passport.

### Golden rules

The following rules have been drawn up from consultations. These are simple, easy to understand and are discussed regularly with children so that they know what the rules are and why they are important. They are known as Golden rules and apply across the school at all times.

- We will be ready (to learn)
- We will be respectful (of our school environment and all the people in it)
- We will be safe (and follow instructions from all adults)

School Council will produce a child-friendly version of this. These rules are displayed in all classrooms, main teaching spaces and the staffroom. In addition, each class will discuss and establish with their teacher a set of classroom rules (class charter) that promote a happy and productive learning environment. Class Charters are displayed in each classroom.

#### Playground Rules

- Play safely with others.
- Remember the 'Please Stop' rule
- Stay off the muddy areas
- Stand still when you hear the whistle.
- Line up sensibly and quietly.

#### Dining Hall Rules

- We walk quietly into and around the hall
- We speak quietly to those around us
- We clear up after ourselves

#### Responding to behaviour that disrupts or challenges

The majority of our children are well behaved but we ensure we address any challenging behaviour issues that occur. We believe that behaviour is a form of communication. We take time to think of what the triggers could be and how to support the child .

All staff ensure a child who has displayed challenging behaviour is given the opportunity to reflect and repair. The process should be as follows:

- We attune with the child and support them to regulate and calm
  - We talk through what has taken place, listening to the child's perspective. We help the child develop an understanding of right and wrong choices and the impact of these on others
  - We support the child with problem solving to put it right, always encouraging the child to take the lead
  - We ensure the child has the opportunity to apologise to those involved, keeping in mind how shame and embarrassment may impact on a child (in some situations it might be more appropriate for a child to write a letter or note of apology)
- We ensure the child is clear about their negative behaviour and help with ideas to prevent it reoccurring.

**All staff are clear that they communicate it is the behaviour which is disapproved of, not the child.**

#### Behaviour Management stages

Level 1	<b>Low level reminder</b>
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	<p>A non-verbal signal such as a shake of the head or a 'look' (the aim is to cause as little disruption as possible) If the behaviour persists, a success reminder will be given so that the child knows what is expected of them.</p> <p><b>Adults will look for opportunities to acknowledge good behaviour.</b></p>
Level 2	<p><b>Success reminder</b></p> <p>A conversation will take place between adult and child if the behaviour continues to persist, the aim is to find out what the barrier is to the child behaving as expected. This will be on an individual basis rather than publicly.</p>
Level 3	<p><b>Thinking time</b></p> <p>If the challenging behaviour continues, loss of play or lunchtime will be a consequence. The adult will take up to 10 minutes from the next play/lunch time to discuss fully and ensure the child is clear on making better choices next time. Thinking time in another class may be issued for the child to reflect on their behaviour. This could take place in another class where child continues work/discusses behaviour with another adult in that class. If thinking time is issued, the adult will state how long the child is to stay there and help find an appropriate place for them to position themselves.</p> <p><b>After thinking time the adult will always ensure they welcome the child back and reconnect positively with them.</b></p>
Level 4	<p><b>Serious incident or disrespectful behaviour</b></p> <p>Any incidents of fighting, hurting others or threatening behaviour will be responded to as quickly as possible. All adults will ensure they speak to the children involved to find out what happened, why, and ensure the children have put things right. This will also be the case for disrespectful behaviour. A discussion will take place to ensure the children are clear on how to make a better choice next time. Thinking time will be issued that day or the next. Parents will be notified of serious incidents or disrespectful behaviour.</p> <p><b>The adult dealing with any serious incidents will ensure they have recorded it on safeguard my School and informed the class teacher.</b></p>
Level 5	<p><b>Parent / carer support</b></p> <p>If challenging behaviour continues or if there has been a serious incident the class teacher will invite parents / carers for a meeting, this is an informal discussion and may occur on more than one occasion. The purpose of this is to keep parents / carers fully informed of their child's behaviour and ensure all adults are working together to support the child.</p>
Level 6	<p><b>Individual behaviour plan / Positive handling plan</b></p> <p>If the behaviour is severe or persistent, the class teacher will arrange a meeting with parents to set up an individual behaviour plan with the SENDCO. It could be that the child is unhappy, angry or suffering from low self-esteem. In such cases it is important for the adults to identify what the issue/s are and put in place a bespoke plan. This will have specific, measurable achievable targets and detail support strategies. This will form part of the child's pupil passport, the child will be recorded on the SEND or Inclusion register (depending on whether the support is universal provision or individualised).</p> <p>We have staff who are trained in positive handling (Team Teach). On the rare occasion a child puts themselves or others at risk of harm, then these strategies may</p>

	be used. If this happens, it is always discussed with the parents after the event and a positive handling plan (PHP) will be drawn up.
Level 7	<p><b>Outside agency support</b></p> <p>If behaviour is not improving over time, the SENDCo will involve professional outside agencies (eg Family Liaison Officers/Educational Psychologist). Interventions/ outside agencies used to support behaviour include Outreach support from specialist provisions , observing pupils and advising on new strategies, reduced timetable, advice on classroom management and organisation and support to develop expertise of individual class teachers.</p>
Level 8	<p><b>Suspension</b></p> <p>Temporary exclusion from school is an extreme measure. It will be used only when a child’s misbehaviour has become a danger to others, or is so severe as to be hindering the learning of the class. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time class teacher and SENDCo can discuss and implement additional support strategies so that the pupil’s return is a positive experience.</p>
Level 9	<p><b>Permanent exclusion</b></p> <p>This would be a last resort and only occur when all interventions for support have been exhausted and staff believe that Wedmore First School Academy is unable to meet the child’s needs.</p>

**Children with special educational needs will need a sensitive and differentiated approach. Adults will ensure they have made reasonable adjustments to support and safeguard these children in line with the Equality Act 2010.**

EYFS

*For children in the early years foundation stage, there are a few adjustments to the policy:*

Behaviour Management Ladder stages

Level 1	<p><b>Low level reminder</b></p> <p><i>A non-verbal signal such as a shake of the head or a ‘look’ (the aim is to cause as little disruption as possible) If the behaviour persists, a success reminder will be given so that the child knows what is expected of them.</i></p> <p><b>Adults will look for opportunities to acknowledge good behaviour.</b></p>
Level 2	<p><b>Success reminder</b></p> <p><i>A conversation will take place between adult and child if the behaviour continues to persist, the aim is to find out what the barrier is to the child behaving as expected. This will be on an individual basis rather than publicly.</i></p>
Level 3	<p><b>Thinking time</b></p> <p><i>If the challenging behaviour continues, loss of time will be a consequence. The adult will take 1 minute to discuss fully and ensure the child is clear on making better choices next time.</i></p> <p><b>After thinking time the adult will always ensure they reconnect positively with the child.</b></p>

	<i>The adult will usually speak to parent / carers about challenging behaviour and the good choices they promoted.</i>
Level 4	<p><b>Serious incident</b>  <i>Any incidents of fighting, hurting others or threatening behaviour will be responded to as quickly as possible. All adults will ensure they speak to the children involved to find out what happened, why, and ensure the children have put things right. A discussion will take place to ensure the children are clear on how to make a better choice next time.</i></p> <p><b>The adult dealing with any serious incidents will ensure they have recorded it on safeguard my School and informed the class teacher.</b></p>
Level 5	<p><b>Parent / carer support</b>  <i>If challenging behaviour continues or if there has been a serious incident the class teacher informs parents / carers (this is an informal discussion and may occur on more than one occasion.) The purpose of this is to keep parents / carers fully informed of their child's behaviour and ensure all adults are working together to support the child.</i></p>
Level 6	<p><b>Individual behaviour plan / Positive handling plan</b>  <i>If the behaviour is severe or persistent, the class teacher will arrange a meeting with parents to set up an individual behaviour plan with the SENDCO. It could be that the child is unhappy, angry or suffering from low self-esteem. In such cases it is important for the adults to identify what the issue/s are and put in place a bespoke plan. In Nursery, this will involve the parent/carer coming into the setting for agreed sessions and support their child 1:1. This close partnership means that that the child gets a consistent message from both home and Nursery, resulting in improvements in behaviour.</i></p> <p><i>We have staff who are trained in positive handling (Team Teach). On the rare occasion a child puts themselves or others at risk of harm, then these strategies may be used. If this happens, it is always discussed with the parents after the event and a positive handling plan (PHP) will be drawn up. Further details are included in the <b>Positive Handling Policy</b>.</i></p>
Level 7	<p><b>Outside agency support</b>  <i>If behaviour is not improving over time, the SENDCo will involve professional outside agencies (eg Family Liaison Officers/Educational Psychologist). Interventions/ outside agencies used to support behaviour include Outreach support from specialist provisions , observing pupils and advising on new strategies, reduced timetable, advice on classroom management and organisation and support to develop expertise of individual class teachers, speech and language assessment.</i></p>
Level 8	<p><b>Suspension</b>  <i>Temporary exclusion from school is an extreme measure. It will be used only when a child's misbehaviour has become a danger to others, or is so severe as to be hindering the learning of the class. This is to give the child a period of time to reflect on the behaviours that have been deemed unacceptable. During this time class teacher and SENDCo can discuss and implement additional support strategies so that the pupil's return is a positive experience.</i></p>
Level 9	<b>Permanent exclusion</b>

	<i>This would be a last resort and only occur when all interventions for support have been exhausted and staff believe that Wedmore First School Academy is unable to meet the child's needs.</i>
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### EYFS golden rules

- *Kind words*
- *Walking feet*
- *Be a good friend and help each other*
- *Good listening*
- *Kind hands*
- *Think safe and play safe*

### Recording behaviour

Challenging behaviour will be logged by staff on Safeguard My School in order to maintain an accurate picture of the way each child conducts themselves and of behaviour across the school. It will also inform any intervention that needs to be put in place to support a child in managing their behaviour. When recording incidents, staff outline what happened- when/where- outcome to inform who/ why and support needed.

Incidents which happen at lunchtime will be recorded by the adult who dealt with the situation, they will also ensure the class teacher is informed of the incident.

### Bullying

In our school bullying is always unacceptable. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such following our AntiBulling Policy.

### Mobile phones

Children aren't permitted to bring mobile phones to school. If this happens, the class teacher will put it in a secure place for safe keeping. The teacher will give the device back to the child at the end of the day and speak to parents.

### Appropriate touch

Staff may offer a hug, hold a child's hand or put an arm around the shoulder of a child who is unhappy or distressed. Children are taught that they should always ask someone's permission before touching them and are show our "school hug" (sideways hug). At Wedmore First School, staff respond warmly to hugs from children and may offer a hug or high five to celebrate a happy moment.



## Evaluation

This policy has been written to manage the behaviour in our school in the best possible way. If it is to be effective it must be used by our whole school community with confidence and consistency. Throughout, it is the principle of always promoting good behaviour that will apply. The policy is to be reviewed annually and updated as necessary in the light of experience.