



Wansdyke School

Behaviour & Attitudes Policy

Date agreed: January 2020
Review Date: January 2023

As part of the following policy we make reference to both behaviour and attitudes.

Behaviour is: the way in which a person acts or conducts themselves, especially towards others.

Attitude is: a person's view or opinion which influences how they behave.

Contents

- 1.1 Our Vision for Behaviour
- 1.2 Behaviour and Attitude Expectations are linked to the school vision
- 1.3 Responsibilities
- 1.4 The Visual Behaviour System
- 1.5 Expectations for learning behaviour and attitudes
- 1.6 Expectations of behaviour around school
- 1.7 Encouraging Positive Behaviour:
- 1.8 Rewards
- 1.9 Consequences for making the wrong behaviour and attitude choices
- 1.10 Recording of Behaviour
- 1.11 SEND and emotional difficulties
- 1.12 Physical Restraint
- 1.13 Exclusions
- 1.14 Related policies

1.1 Our Vision for Behaviour

At Wansdyke School we expect the highest standards of behaviour from our pupils at all times. We believe that without effective behaviour systems and positive attitudes, limited learning and development can take place.

It is vital that all stake holders share a collective responsibility for behaviour and attitudes in the school and there is a consistent implementation of the following policy. We want our children to understand the importance of making positive behaviour choices and how these affect their own and others learning, leading to a safe and calm school environment. Whilst at school, the children will learn strategies to support their behaviour choices, with the aim that these can be used beyond their time at our school.

If the Behaviour and Attitudes policy is understood and implemented by all staff and pupils then:

- Staff will manage behaviour in a positive and reflective way
- Children will have a clear understanding of the school rules
- Children will know what is deemed as acceptable and unacceptable behaviours
- Staff, children and stakeholders will have a clear understanding of the behaviour system in the school and support this in action
- The children will understand and see that all staff deal with behaviours consistently and fairly
- There will be an understanding by all that behaviour reflects the attitudes of the children socially and as learners.

1.2 Behaviour and Attitude Expectations (linked to the school vision)

I	Inclusive	<ul style="list-style-type: none">• Include others
N	Nurturing	<ul style="list-style-type: none">• Care about the people and things within our school
S	Supportive	<ul style="list-style-type: none">• Work well with others
P	Positive	<ul style="list-style-type: none">• Use kind words and actions
I	Independent	<ul style="list-style-type: none">• Take responsibility for your choices
R	Resilient	<ul style="list-style-type: none">• Keep going, even when it feels tough
E	Empowering	<ul style="list-style-type: none">• Believe in yourself

1.3 Responsibilities

All stakeholders at Wansdyke share a collective responsibility for behaviour and therefore the:

Responsibilities of Pupils:

To treat others and the school environment with respect and consideration

To show positive behaviour choices and attitudes at all times

To understand that positive behaviour and attitudes leads to a calm and orderly environment which promotes the best outcomes

To be polite and show good manners to pupils, staff and their parents

To have pride in their appearance and the way they conduct themselves

To observe school rules

To make someone aware if they are not feeling safe in school

To be aware of their own and others well-being with regards to behaviour and attitudes

Rights of Pupils

To feel safe;

To be in an environment that is positive, calm and orderly

To be treated fairly with consideration and respect by all

To know what is expected with regards to their behaviour and attitudes

To be listened to by adults in school

To have any incidents of violence or bullying towards them dealt with fairly and consistently

Responsibilities of all Staff

- To create a safe, calm and positive environment in which pupils can learn
- To treat all pupils with consistency and respect at all times
- To carefully consider their choice of phrase and words when dealing with behaviours and attitudes
- To communicate positive/poor behaviour and attitudes with parents
- To sign and implement the Behaviour and Attitudes policy

Rights of Staff

- To be treated with respect by all pupils and stakeholders
- To be able to teach in a calm and orderly environment
- To expect all children to show a willingness to make good choices with regards to behaviour and attitudes

Responsibilities of Parents

- To know and support the school rules and the behaviour and attitudes policy
- To ensure that children attend school regularly, arrive on time and have everything they need to enable them to be active learners e.g. reading books, PE kits
- To tell the school if they have any concerns about their child
- To support their child's development at home

Rights of Parents

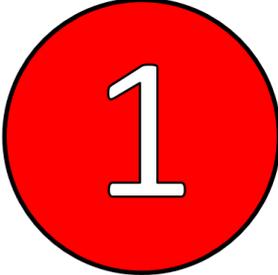
- To know that their children are safe
- To be sure that their children are treated fairly and with respect
- To expect the school to provide a calm and purposeful working environment for their child
- To be able to raise concerns with staff
- To know that the Behaviour and Attitude policy is consistently followed by all staff

1.4 The Visual Behaviour System

The school has a clear behaviour system, which supports the staff and children in knowing the expectations for their behaviour and attitudes and the consequences of poor choices. The visual behaviour system is displayed in each class and is referred to during the day to encourage positive behaviour choices.

- The Visual Behaviour system is prominently displayed in the classroom next to the Behaviour and Attitude Expectations
- Each day (and often session) is a fresh start. Children should begin the day on 4

What will the adult see?		What will the consequence be?
<ul style="list-style-type: none"> • You are modelling outstanding behaviour and attitudes • You are modelling the schools vision: Inclusive Nurturing Supportive Positive Independent Resilient Empowering 		<ul style="list-style-type: none"> • You will feel proud of yourself • Your success will be celebrated • You will receive a 'let's tell everyone about it' sticker • You will earn a house point as you are exceeding expectations • Parents will be informed of your outstanding behaviour and attitude
<ul style="list-style-type: none"> • You are demonstrating expected behaviour and attitudes • You are making good choices (even in difficult situations) 		<ul style="list-style-type: none"> • You will feel good • You are maximising yours and others chances to learn • You are helping to create a calm and purposeful environment • You will be given praise for your good choices • You will be earning class rewards

<ul style="list-style-type: none"> You are beginning to make the wrong choices and need to think about how to turn your behaviour and attitude round You are disrupting others learning. You are not engaged in your learning. 		<ul style="list-style-type: none"> You will be given a warning. You have a choice to carry on or change your behaviour. If your teacher has to speak to you again, you will be moved to "2" 	
<ul style="list-style-type: none"> You have chosen to continue to make poor behaviour choices You are showing continued poor attitude to learning You have ignored adults trying to help you 	<p>You have made a very poor behaviour choice which warrants no warning being given at "3"</p>		<ul style="list-style-type: none"> You will be asked to move to a different space away from your peers. At the end of the lesson you will complete an ABCD form with your teacher in your own time. These will be put in the behaviour book.
<ul style="list-style-type: none"> You are being disrespectful to your peers and adults. You are repeatedly disrupting the class and preventing learning. You are unable to control your choices You have ignored adults trying to help you 	<ul style="list-style-type: none"> You have deliberately hurt someone. You have deliberately damaged school property. 		<ul style="list-style-type: none"> You will be asked to leave the learning area and complete an ABCD with the Key Stage Leaders. Your parents will be contacted. You <u>will</u> lose some of your free time. There will be instances when SLT will become involved

For serious incidents SLT will be involved and may supersede the above behaviour system. These may include instances of racism, homophobic or transphobic bullying, vandalism or aggression towards staff members.

1.5 Expectations for learning behaviour and attitudes

At Wansdyke we recognise that in order for pupils to reach their full potential, positive learning attitudes and behaviours are crucial. It is expected that:

- Children are engaged, motivated and committed to learning
- Mistakes are valued and shared openly in the class
- There is purposeful talk
- Pupils demonstrate respect to each other.
- Respect for adults in the room is clear
- There is a sense of pride from the children about their learning
- Pupils are willing to have a go and take risks
- Pupils are keen to learn and share their knowledge
- Pupils are independently accessing appropriate learning tools
- Pupils take care and pride in the presentation of their work
- Children maintain strong focus during a lesson

To ensure these important behaviours and attitudes are shown, the school uses the behaviour system as well as the acronym **S.T.A.R**

Sit up

Track the speaker

Ask and answer questions

Respect those around you

1.6 Expectations of behaviour around school

There is an expectation that children follow the school vision and behaviour and attitudes expectations at all times, whether in class, break times, lunchtimes, collective times and between lessons.

Start of the day:

Children should not be on the playground before 8.35am. Once they are on-site and their parents have left, the school are responsible for them, including when they attend Breakfast Club. Pupils should not be taking part in highly active games. They should not be using any balls on the playground and should be aware of the parents and younger siblings on the playground. Pupils should not be on the field.

There is supervision on the main playground from 8.35am until 8.45am. At this time, a bell is rung and children quietly line up and enter the school calmly with their teacher leading them.

Break time and Lunchtime:

When an incident occurs on the playground, within steps 2 and 3 of the visual behaviour system a child will be expected to stand by the TA or MDSA's. For serious incidents an ABCD form will need to be completed and given to the class teacher who will follow it up and file it in the behaviour book.

At the end of break time:

When the first internal bell rings, this is to alert the teachers that break will end shortly and they should begin to make their way to their class. On the second bell, an adult on the playground will ring the bell outside and the children will be lined up. Teachers will collect their class from the playground, walking to class is performed in a quiet, calm and respectful manner.

Lunchtime:

The children are dismissed from their classes at 12:15 by the class teacher and then the MDSAs become responsible for them along with SLT.

In the dinner hall it is expected that children show good manners, are polite and respectful of each other and the staff. They need to be calm and considerate towards others and be aware of their volume. When on the playground they follow the same playtime rules and expectations. The MDSA's will use the same visual behaviour systems which they will have a copy of on themselves.

When the first internal bell rings, this is to alert the teachers that lunchtime will end shortly and they should begin to make their way to their class. On the second bell, an adult on the playground will ring the bell outside and the children will be lined up. Teachers will collect their class from the playground, walking to class is performed in a quiet, calm and respectful manner.

Movement around the School:

Walking to assembly and anywhere else around school is performed quietly, calmly and respectfully. Children do not run or shout in the corridors. They are polite and respectful

towards others in the corridors. Y4, 5 and 6 are expected to use their lockers respectfully, keeping them clean and free of clutter (not spilling out).

End of the school day:

At the end of school, all teachers go outside with their children, ensuring a safe hand over of pupils to their parents, or guardians. Children should not be using the school field after 3.15pm.

1.7 Encouraging Positive Behaviour:

Encouraging outstanding behaviour and attitudes in the responsibility of everyone in the school. We aim to create an ethos where children's strengths and positive behaviour are continually acknowledged and reinforced by praise. It is our intention to reward and promote appropriate behaviour and challenge and change inappropriate behaviour through the public and private recognition of what is good. This can be done through:

- Praise and recognition from an adult
- Teachers can send children to the Headteacher to be entered in the Good Learning Book.
- Teachers can send children to the Key Stage lead.
- Children can earn housepoints or class rewards from any member of staff in the school.
- Children may be asked to take on a special responsibility within the classroom.
- Receive an INSPIRE award during the Monday assembly and come to the front in assembly.
- Teachers may chose to give out stickers in their classroom for specific reasons. The child should be clear as to why they are receiving a sticker from the adult.
- Teachers informing parents of positive things that the pupil has done in class.

1,8 Rewards

House points:

We have four houses (named after famous people). Upon entry into the school each child is placed into one. This is intended to show recognition for the day-to-day good work, behaviour and attitudes shown by the pupils, teachers may give stickers when awarding House Points too. Through their choices and actions individuals earn 'house points' which are celebrated with certificates in our Monday assembly.

Once they have collected 20 house points, they will earn an iron certificate, 40 points for bronze, 60 for silver, 80 for gold, 100 earns a platinum certificate whilst 130 points is for the Diamond certificate. Prizes will be given when certain house point cards are reached with a pin badge when the Diamond certificate is achieved.

Every term, the house captains (Year 6 pupils) collect up the scores and add them to a running total announced in assembly. At the end of each long term, the house with the most points win the cup. These houses are also used in sporting activities and other whole school events, building a strong community and network of friends throughout the whole school.

INSPIRE award:

Children who have been spotted enacting the school's vision will be awarded an INSPIRE Award. This will mean the child comes to the front of the school in assembly and receives a certificate and gold cup, to celebrate their achievement. Their teacher will explain to the school why the individual has been chosen to receive an INSPIRE award. They will also have a message and photo sent home to their parents via Seesaw/Tapestry.

Good Learning Book:

Children who have produced work of high quality, relative to their own attainment can visit the Headteacher to be placed in the Good Learning Book. Children will receive a sticker and their name will appear in the next Newsletter. They will also have a message and photo sent home to their parents via Seesaw.

Other Achievements:

Pupils who have achieved personal goals can be celebrated in assembly. E.g. sporting, musical, club or other achievements.

Lunchtime Behaviour:

Staff looking after classes at lunchtime can select 2 children per class to sit on the lunchtime table for the week. They will be chosen for showing continued good manners, politeness and respect to others including staff.

Reading Races and Book Shelf Challenge:

Children who complete 5 reading races visit the Headteacher and are able to choose a book to take home. They receive a ribbon for each race they complete. KS2 have a bookshelf challenge where children they are rewarded for completing a number of books per term.

Class rewards:

Each class has a jar which the pupils can earn a token towards a class treat. In the CNRB and KS1 this may be up to twice a term. In KS2, the jar should be filled roughly every term. Class rewards should not be removed as a consequence of poor choices. The class rewards are carefully chosen by the class and teacher and the choices are monitored by the Key Stage Lead.

1.9 Consequences for making the wrong behaviour and attitude choices:**Sanctions:**

- Working away from others
- Move to a different area
- Working on their own rather than with others
- Standing with a TA or MDSA when outside at break/lunchtime
- Need to complete and ABCD form with an adult, in their own time
- Individuals may miss all or a proportion of their free time
- Withdrawal of privileges
- Seeing the Key Stage Leader
- Seeing SLT
- Missing out on off-site activities

Dealing with poor behaviour:

- Tactical ignoring of inappropriate behaviour and reinforcement of positive behaviour
- Using non-verbal gestures to communicate poor behaviour. (Shake of head, finger to lips, eye contact.
- Set clear boundaries.
- High levels of consistency in approach from all members of staff
- Providing structure and routine for the children

- Use of direct identification of the inappropriate behaviour e.g. 'You're out of your seat.'
Do not use rhetorical questions to address behaviour – 'why are you out of your seat?'
Use of language such as 'In our school, we don't leave our seats during lesson time'

Staff should maintain a calm and measured approach to poor behaviour. It is the behaviour of the pupil which is being questioned, not the pupil. Adults should not use any form of degrading treatment or language to 'punish' a pupil. The use of sarcasm, demeaning or insensitive comments towards pupil and young people is not acceptable in any situation. Teacher's should deal with behaviour incidents within the vicinity of other staff to avoid words being misinterpreted or allegations being made against the staff member.

If the behaviour of the class as a whole has fallen below the expected standard, the class teacher may arrange a circle time or discussion to address the behaviour and decide as a class how this can be addressed. Teachers should avoid whole class sanctions wherever possible as they create a feeling of injustice and a failure to identify pupils who have behaved correctly.

1.10 Recording of Behaviour

Following a child arriving at a '3', pupils should complete an ABCD form with a member of staff during their own free time. These address what prompted the behaviour, who has been affected by the behaviour and provide an opportunity to reflect on what could have been done differently. These are kept in the behaviour book as a record. SLT will monitor the occurrences of these and if there are several repeated incidents this will be informed and this will be discussed.

1.11 SEND and emotional difficulties

Difficult behaviour may be linked with Special Educational Needs and may constitute a Special Need in itself. Children in this situation may have an Individual Behaviour Plan or a Deescalation plan. drawn up in consultation with the child, class teacher, Special Educational Needs Coordinator and parents. This may lead to the involvement of outside agencies, e.g. Educational Psychologist, Behaviour Support Team. The school has an Emotional Literacy Support assistant who can deliver specific support for challenging behaviour, including social skills, anger management, support with anxieties, worries and life-changing events and One to one time to talk.

1.12 Physical Restraint

Physical restraint will only be used if there is an immediate risk to the child or another person. The method of restraint used will use minimum force for minimum time. Incidents will be recorded on an Incident Form and will follow Wiltshire Council Policy and Guidance on the Use of Physical Restraint in Schools. Wherever possible, restraint will only be administered by a Team Teach trained member of staff.

1.13 Exclusions

Some extreme behaviour can lead to exclusion. see our exclusions policy. This may include:

- Bullying: See our anti- bullying policy for more details
- Racist Behaviour: See Equality Policy for further details

1.14 Related policies

- Anti-Bullying Policy
- Attendance Policy
- Complaints Policy
- Equality and equal opportunities policy
- Exclusions Policy
- SEND Policy

It is expected that all staff and stake holders associated with the school read and adhere to the Behaviour and Attitudes Policy and therefore they are asked to sign and return the slip overleaf to say this is the case.

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Wansdyke School – Behaviour & Attitudes Policy

I have read, fully understand and will comply with the above policy regarding the behaviour and attitude expectations within school.

Name: _____

Signed: _____

Date: _____

Appendix 1: ABCD Form

Date/ Time	Adult/s involved	Action- what was the behaviour?	Before- what was happening before and as the action happened?	Consequence	What could I have done Differently?
17-02-20	JB	Repeated interruptions during whole class session	I was not listening to the teachers instructions or thinking about others	I am stopping other learning	Listened Put my hand up