



We believe all children have the right to fairness, unconditional respect, compassion, praise, empathy, listening and encouragement. Staff need to model the types of behaviour that we would want a child to have and demonstrate throughout their lives.

The teacher must build positive relationships with all children, and maintain that positive attitude no matter the behaviour. This policy is built around our core values of:

- **Teamwork**
- **Respect**
- **Achievement**
- **Responsibility**

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

The school has four Core Values and children are reminded of these in order to promote good behaviour, self-discipline and respect so that people can work together in a supportive atmosphere with the common purpose of helping everyone to learn, to be creative, to grow emotionally and physically, and to be happy.

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way in order to regulate pupils conduct.

This policy aims to help children to grow in a safe and secure environment, and to become positive, self-disciplined and increasingly independent members of the school and wider community

The school rewards good behaviour as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter antisocial behaviour.

The policy is designed to help prevent bullying through the anti-bullying strategy that has been implemented

This policy is designed to ensure that pupils complete assigned work. These aims are in accordance with section 89 of the Education and Inspections Act 2006. It is the role and responsibility of the governing body to ensure that good behaviour is promoted consistently and in accordance with this policy.

Establishing Good Behaviour

The governing body, Headteacher, senior leadership team and all staff have an integral part to play in promoting good behaviour and self-discipline and ensuring the school adopts a consistent approach

The role of the Head

It is the responsibility of the Head, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the head teacher to ensure the health, safety and welfare of all children in the school.

The Head supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.

Records of all incidents are logged on Safeguard by the staff member dealing with the incident and serious incidents of misbehaviour are logged on Safeguard by the Behaviour Support Staff or SLT.

If the need arises, the Head (or Deputy Headteacher in his absence) can give fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the head may permanently exclude a child.

The Role of Governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the head teacher in carrying out these guidelines.

The Head has the day-to-day authority to implement the school behaviour and discipline policy, but governors may give advice to the head teacher about particular disciplinary issues. The head teacher must take this into account when making decisions about matters of behaviour.

The Role of Parents

The school works collaboratively with parents, so children receive consistent messages about how to behave at home and at school.

We explain the school's expectations in the school prospectus, and we expect parents to read these and support them. We expect parents to support their child's learning, and to cooperate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions as a consequence of a child's behaviour, parents should support the actions of the school. If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of SLT or the Deputy Headteacher and if the concern still remains contact the Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented by contacting the Chair of Governors using the school's complaints procedure.

The school works closely with the parents of children whose behaviour is affecting their learning to liaise and create plans to engage the child and encourage good behaviour.

Implementation of the Policy in the classroom

The Role of the Class Teacher

It is the responsibility of the class teacher to ensure that the positive behaviour policy is followed, and that their class behaves in a responsible manner during lesson time, around the school and when representing the school during visits.

Have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.

The class teacher treats each child fairly and enforces the classroom code consistently. The teacher treats all children in their class with respect and understanding.

The class teacher reports to parents about the progress of each child in their class, this includes changes in

behaviour and if the behaviour is hindering them or others in the class. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Class teachers have a responsibility to use the measures set out in the policy to promote good behaviour and respond to unwanted behaviour. This is achieved in the following ways:

- All classes should display the core values and base their expectations around them
- There is an expectation that the “Levels of Intervention “ are followed before staff implement the “Steps “ approach (see appendix 1).

Levels of Intervention

- Using non -verbal and verbal cues to refocus a pupil
- Recognise and reward and positive learning behaviours
- Provide a change of activity or sensory break if required
- Recognise and validate a pupil’s actions and feelings and ensure the pupil recognises the behaviour that is stopping learning and takes responsibility for their actions
- Use and refer to the Zones of Regulation displayed in the classroom
- Praise should be used publicly and sanctions or reprimands need to be done quietly or privately. Recording the STEPS should be done in a book or using non-verbal signals.

Rewards

- Children are rewarded through the use of praise, body language, Stickers and stamps on work, DOJOS.
- Children can also earn House Points for their teams by demonstrating outstanding effort or excellent attitude and behaviour consistently. They can also send exceptional work to the Phase Leader, Deputy Head or Headteacher to earn House Points.
- Children can also earn certificates for the most DOJOS each week , class prizes or additional rewards may also be used to motivate or encourage children at a teacher’s discretion and the winning team will be announced each term and a cup award

Exclusions

William Read Primary School and Nursery seeks to avoid exclusions and they are extremely rare within the school. They take place only for very serious incidents or when other strategies have been tried and have failed over a period of time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil’s exclusion. This may include an aspect of the following:

- Actions which put the pupil, other pupils or adults health and safety at risk
- Verbal Abuse towards staff or a child
- Physical Abuse towards an adult or child
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high level disruption to lessons

- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Exclusion is a last resort and a result of persistent breaches of the behaviour policy which puts the safety or education of the child or other children at risk. All parents would be consulted in such instances with plans and strategies put in place to support the child in remaining at the school. This may be done as a Fixed-Term Exclusion which could be followed by Permanent Exclusion.

Pupils in KS2 at risk of a permanent exclusion may be considered for attending the Canvey Junior School Restart unit for a fixed period of time (term). To support a pupil in danger of permanent exclusion, multidisciplinary / multi-agency meetings will be held to ensure that all possible measures have been put in place.

Following a fixed term exclusion:

- Parent or carers will be required to attend a back to school meeting to discuss school expectations, a restricted timetable or support from other agencies
- If the school is unable to contact a parent or carer and the pupil comes in to school, the school will contact Social Care for advice as this is a form of parental neglect.
- If the pupil does not attend school following exclusion, the parent or carer will need to telephone the school to give a legitimate reason for absence.

Monitoring and evaluation of behaviour

In order to monitor good behaviour and behaviour causing concern, class teachers have a responsibility to record these and to communicate concerns to children, parents and senior staff. All concerns and behaviour incidents are to be recorded using the Safeguard software.

Physical Restraint

If a child physically hurts another child or member of staff we may need to move him/her. There are very strict guidelines about handling children in school and we would only physically move a child if they were endangering themselves or other pupils. We may need to contact parents/carers to collect their children from the school if they are behaving in this way. This is to safeguard both the child and our staff. Pupils who regularly display aggressive behaviour will have their own IBP incorporating when and how staff members would physically restrain the child. If this is required, staff are to call staff members who are trained in 'Team Teach'. This includes all SLT and behaviour teams.

Lunchtimes

During lunchtimes we expect midday assistants to follow the school's positive approach to behaviour. Pupils are trained to become Play Leaders, DTUs (Double Trouble Untanglers). They support other pupils when they are having friendship difficulties or feel upset at playtimes and lunchtimes. They act as peer mediators for pupils.

Staff Development and Support

Staff training is reviewed and developed annually and in accordance with the current behavioural needs within the school. Essex Steps and Positive Handling training (Team Teach) is offered to all staff and is used as a method of de-escalating poor behaviour.

Pupil Support Systems

School based support work is available for those pupils that could benefit from work with the SENCo and the pastoral teams in Butterfly and Dragonfly. Their behavioural needs are assessed with individual strategies put in place to manage the behaviour. Outside agencies are also engaged to support this when the behaviour needs expertise involvement and guidance as deemed necessary by the Headteacher or SENCo.

APPENDIX 1 - Steps Approach

After the Levels of Intervention have been followed and behaviour does not improve then the following STEPS need to be followed:

Step 1- teachers need to move the pupil to another part of the classroom away from their peers.

Step 2 - ask the pupil to go to a "Buddy Class" for 15 minutes to cool off and complete work there

Step 3 - request the pupil works in the Dragonfly Area. A referral form must be signed by the phase leader or Deputy.

Please be aware that after each STEP, should behaviour improve the child needs to receive praise and an opportunity for a fresh start.

APPENDIX 2 - Class Dojo

At William Read Primary School and Nursery we have introduced the Class Dojo system across the whole school as a digital way to provide instant feedback to our pupils regarding positive (and sometimes negative) behaviours. Each student has a Dojo Avatar and they earn points for their positive behaviours. Class Dojo is used across many schools all over the world and is a tool that teachers find very useful.



As it is online Parents/Carers can join the class and receive information regarding their child/ren instantly, in real time. As is the case with all new technology it is a learning curve for us as all, as we move forward with it we will all, teachers, pupils and parents/carers become more familiar and comfortable with it. It's great to see so many parents/carers have already activated their Class Dojo accounts and are engaging with the app. It is a great communication tool between school and home.

One area that parents/carers have expressed concerns over is when their child receives a negative dojo. We would ask that should your child receive a negative dojo...or dojos please don't be alarmed by this. In a way using the Class Dojo has opened up our classrooms to you, our pupils have heard teachers correct their behaviours before, we would have been doing this verbally and it would not have been recorded. We use the dojos as it is often more effective and keeps our interactions more low key which is better for everyone. The Class Dojo has not replaced our Sanctions Ladder; rather we use this as means to help prevent pupils from getting on the sanction ladder. Please be assured that if we have a concern regarding your child's behaviour we will contact you directly to discuss this matter.

Class Dojo has a number of tools on it which we also use as part of our daily teaching. This includes a timer which provides a very visual cue for our pupils when we set them so much time to complete a task. It also has a randomiser which we use to ensure we cast a wide net when we are questioning pupils as part of our lessons.

Messaging – the app also has the capacity for the teachers to contact parents directly and vice versa which is a very powerful communication tool. Please note however that if the matter is urgent it is best that you still contact the school via the office, while we are using the Class Dojo throughout the day we are not always able to check the messaging until the end of the day as we are busy teaching.

If you haven't joined up to Class Dojo yet and would like to, please see your child's class teacher and they can print off a parent letter with your unique parent code.

For further information you can visit:

<https://classdojo.zendesk.com/hc/en-us/categories/200185365-For-parents>

APPENDIX 3 -Parental Information About Bullying

For your information, below are some definitions of bullying:

Bullying involves repeated acts of physical, emotional or social behaviour that are intentional, controlling and hurtful. All bullying behaviour usually has the following six features.

1. Repetitive and persistent verbal or physical actions towards others
2. Premeditated harmful actions to cause distress to others
3. Racist remarks towards others
4. Sexualised behaviour
5. Harmful verbal or written remarks via social networking
6. Any actions that causes an individual to feel an imbalance of power, helplessness, distress, fear, loneliness and lack of confidence

'In Essex we are agreed that bullying in any form is unacceptable. We aim to empower all individuals, institutions and communities to challenge, remedy and prevent bullying and create a culture where the rights of the individual are valued and upheld' Essex County Council Anti-Bullying Policy

Bullying is not tolerated. However, from time to time, instances of bullying arise in most schools. In this event, we feel it is very important that they are taken seriously and that all the children concerned in a given incident should have the opportunity to discuss what has happened. The Pastoral Team in school offers support to any victims of bullying.

Anti-bullying programmes

All pupils are made aware (via assemblies, PSHE lessons) of what constitutes bullying (including racism / racist comments / homophobia / cyber bullying) and of the need to tell. Through the curriculum, pupils are educated about issues around bullying so they feel informed and empowered.

All instances of racist bullying are treated as racist incidents and are recorded in line with Essex County Council procedures.

Cyber bullying: all e-communications used on the school site as part of school activities are monitored and restricted as necessary. Mobile phones are allowed in school, but should be handed to class teachers and not used throughout the school day.

We work with outside agencies to provide individual help for children when necessary. Strategies for Anti-bullying are discussed during assemblies and class PSHE times, promoting anti-bullying behaviour.

Indicators of bullying:

1. Making excuses to remain in a school building during play times.
2. Remaining close to adults whenever possible.
3. Having damaged bags, clothing or possessions and, when asked about the damage, being very unforthcoming.
4. Being withdrawn, isolated and distant.
5. Being clearly unhappy, but when asked about their feelings becoming very reticent.
6. Making excuses to leave school at the end of the day after all the other pupils, e.g. by 5-10 minutes.
7. Being wary/nervous when other pupils walk by or come close to them.
8. Being wary/nervous of rapid movements nearby them.
9. Avoiding eye contact and being non-committal in body language, especially if this is occurring during non-confrontational and/or non-disciplinary conversations.
10. Refusal to come to school.
11. Sometimes pupils will become overly friendly and subservient towards an aggressor.
12. Pupils may become exploited by an aggressor; this can lead to pupils arriving at school with inappropriate amounts of money, toys etc. and sometimes even to stealing.

13. There are a number of general indications of abuse such as bed-wetting, sleep disturbance, eating disorders, psychosomatic difficulties, concentration/work difficulties etc. However, these are symptoms of many forms of emotional disturbance, including those caused by other forms of abuse.