



# Behaviour Policy

**Ownership:** Governing Body  
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**Signature:** *Mrs D Miller*  
**Date:** 6<sup>th</sup> July 2021

**Chair of Governors:** Judith Sparks  
**Signature:** *Mrs J Sparks*  
**Date:** 6<sup>th</sup> July 2021

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## **Vision/Ethos**

Wheatcroft School is known in the community as a happy and caring school. At Wheatcroft we follow a therapeutic approach to behaviour, aligned with Herts Steps, where we emphasise the teaching of internal discipline and have a consistent approach from all adults across the school.

We provide a safe and positive learning environment within which we seek to develop a mutually supportive attitude where children can understand and express their feelings and respect those of others.

The aims of our school:-

- To provide our children with a safe and happy school in which they value learning as an enjoyable experience
- To provide a stimulating, well-resourced environment enabling the achievement of high standards in a broad curriculum
- Encourage a sense of community which aims to develop and support the full potential of all members within the school
- To promote mutual responsibility and respect, enhanced by involvement with the wider community
- To provide support to the school community via good communication and clear, well established routines
- Our expectations of children's work and behaviour are high. These will be supported by carefully planned and appropriate work, thoughtfully marked, assessed and displayed to celebrate achievement

Staff have been trained in Herts Steps and have been involved in the development of a whole school approach to behaviour. This is detailed in this policy for staff to reference and are intended to continue a consistent approach from all adults working with pupils. All staff are to ensure they regularly revisit positive phrasing, disempowering the behaviour, de-escalation script and reflect, repair and restore materials from Herts Steps. This policy in conjunction with Herts Steps material will be of particular value to new members of staff and volunteers joining the school.

## **Wheatcroft Golden Rules**

Work hard

Honest & truthful

Encourage each other to do our best

Always work neatly

Team Spirit

Calm & quiet when working or moving around the school

Respect each other & property

Offer support to each other

Friendly, caring & sharing

Try hard

## **Role of Adults**

The implementation of this policy will be undertaken by all staff and overseen by the Head, Deputy Head and SLT. Midday Assistants (MSAs) will report in the first instance to the Senior MSA and then a member of the SLT responsible for the phase team in which the child belongs.

Teachers in the first instance are responsible for the teaching of behaviour, which includes differentiation where appropriate. The teaching of behaviour should be dealt with firstly by the class teacher and will sometimes need to be done in conjunction with phase leader and/or SLT (see appendix B for additional detail).

Teaching staff record Mid-level and High-level behaviour incidents on Cpoms, with an accurate and objective account of what has happened. Where there is no need for the incident to be escalated to a phase leader or SLT a protective and educational consequence is outlined in the record by the adult dealing with the incident. If support is needed the phase leader or SLT member will update and add the relevant action.

## Rewards and Consequences

Staff at Wheatcroft encourage and promote positive behaviour by:

- example - through their own behaviour and consistency of approach to pupils and colleagues, in line with the requirements of the school Equalities Policy;
- communicating - through positive phrasing, modelling of expectations, facial expressions and thumbs up;
- showing kindness and respect;
- keeping a calm and controlled demeanour;
- utilising day to day incidents when considerate or other desirable behaviour and academic achievements can be acknowledged and praised;
- including behaviour-related social and moral issues in curriculum planning, in particular as part of the weekly planning of moral and health education;
- organising and differentiating teaching and learning activities;
- celebrating success - phone calls home;
- implementing personalised strategies;
- visiting another member of staff such as Head teacher for additional praise;
- formally rewarding politeness, positive behaviour, and hard work through our merit point awards and our awards assembly recognises achievement, persistence and resilience as well as academic effort. It can also celebrate our pursuit of British values and our care for the world around us;
- in addition, Key Stage 2 children can earn team points for showing positive behaviour such as working together, supporting each other and good sportsmanship.

Consequences for anti-social behaviours include both protective and educational consequences and depend on the behaviour shown by the child. See more detail in responses to escalating behaviour in Appendix B.

In a situation where a child's behaviour is deemed as High-level or dangerous (see Appendix B) the adult or teacher in charge will call upon the phase leader or another adult to support the class or individual child.

In some cases individualised plans may be needed to support children. They will be written by the teacher and in conjunction with the phase leader and Deputy Head or Head teacher. This will then be shared with the relevant adults who come into contact with that child.

For persistent or very serious misbehaviour the Head has the right to exclude children from school. In extreme situations, in the absence of the Head, this may be exercised by the Deputy Head. The process is complex and detail is regularly updated. The most recent guidance is available on the Grid or DfE websites. Advice would normally be sought from the local behaviour support team before considering such action.

### Racist or Homophobic remarks

All staff are expected to deal promptly with racist or homophobic remarks and gestures with a firm reprimand. The incident should be recorded on the appropriate form and returned immediately to the Head which is monitored by governors. In persistent cases, parents may be asked to discuss the matter with the Head teacher and the guidance of the authority's behaviour team may be sought.

### Playtimes and Lunchtimes

MSAs are expected to deal directly with minor incidents in the playground and are consistent with the use of Herts Steps. More serious or persistent problems are communicated to the class teacher and should be dealt with in conjunction with the SLT. In the event of serious behaviour, phase leaders or SLT are called upon.

## **Physical Intervention**

Physical intervention may be used to comfort a pupil in distress, gently direct, for activity purposes or to avert danger. Supportive hugs are used to communicate and comfort and are called 'Wheatcroft hugs' by staff and are used to model appropriate physical contact in a school setting. When physical intervention is used because a child is in danger of harming themselves, others or property, staff members are trained in de-escalation strategies of Herts Steps and will firstly use the de-escalation script, only using physical intervention when necessary. Refer to the restrictive physical intervention policy for further guidance.

## **Home/School Relationship**

The parent / school partnership is particularly important in promoting the development and teaching of positive behaviour. Parents are kept informed about school activities through the regular newsletter. The school also keeps parents informed regularly about their child's progress through reports, consultation meetings and informal contacts. When any behaviour or work problems arise, parents are contacted at an early stage.

Full support is expected from parents in dealing with their child's behaviour. Parents are encouraged to alert the school to health problems or any changes at home, such as bereavements, which might affect a child's performance and/or behaviour at school.

## **Agencies**

Close links are established with external support agencies – Integrated services for learning, Educational Psychologists, Primary Outreach Team, DSPL 3, Children's Services, CAMHS, Health Service, Family Support Workers and Police - and contact is made when appropriate.

## **Monitoring and review of policy**

Evaluation of the effectiveness of the policy will be continuous and made through observations by staff of general behaviour, and by regular review of reports and records:

- Merit award and team point scheme
- Racial/Homophobic abuse incident file
- Bullying / significant misbehaviour record file
- Any relevant injury / accident reports relating to misbehaviour
- Cpoms
- Reports to governors

Review of these records and any changes in legislation or other relevant developments will inform the need to revise this policy.

## **Appendix A: Dealing with bullying**

Definitions - The three main types of bullying are

- Physical - hitting, kicking, taking belongings
- Verbal - name-calling, insulting, racist remarks
- Indirect - spreading nasty stories about someone, excluding someone from social groups

Bullying behaviour has three things in common:

- It is deliberately hurtful
- It is repeated often over a period of time
- It is difficult for those being bullied to defend themselves

Teachers and other staff often become aware of bullying when:

- a child shows physical marks
- a child is looking miserable
- a child's work or social behaviour changes dramatically
- a child is scared of going home or coming to school
- a child is afraid to be near someone else
- a child is isolated and deliberately not chosen for groups or teams

### **Identifying bullying**

Bullying can be identified at an earlier stage by allowing positive discussion in class. This could take the form of focused conversation where problem and solutions are discussed. There is an agreed framework of guidelines and it provides an opportunity for group encouragement and self-esteem building. The children must be encouraged to tell staff of any problems as they occur.

### **Strategies for dealing with bullying incidents**

Following a case of bullying, the issues should be discussed with both parties, and then the offender(s) should be dealt with in an appropriate manner. Incidents should be recorded in the bullying or racism logs which are monitored regularly by the Head. In cases of serious bullying the offender's parents will be informed and involved. Progress should be discussed with victims to keep a continued dialogue on the situation.

### **Control measures to help prevent bullying**

- Children are taught that it is always right to tell.
- Adults should take care to listen and be seen to take such approaches seriously.
- Children are helped to build up their own self-esteem by positive self-evaluation, role play, assertiveness training and positive reward strategies such as our merit point scheme.
- Children are taught protective behaviours and how to walk away from incidents without hitting back or losing face.
- Regular discussion time is created in order to talk through issues and problems together.
- Buddying Schemes are in place for cohorts across the school. Play leaders are trained to lead inclusive playground activities and games
- Buddying & friendship benches requested by the school council have been provided and feature as part of their regular assembly talks to the whole school

**Cyberbullying** — inappropriate online communications intended to cause harm

This presents its own complexities as it mainly occurs outside school. Our “acceptable use” and “esafety” policies apply and have further information. In broad terms the principles above apply in these situations. It is likely that early engagement with parents or carers will be necessary to successfully resolve cyberbullying incidents.

### **Confidentiality**

Staff are reminded of the protocols included in the Acceptable Use Policy and particular note should be taken of the need for appropriate confidentiality when dealing with social networking & cyberbullying issues. If in any doubt about how to manage such an issue consult the Head, Deputy head teacher.

## Appendix B: Behaviour and Consequence Matrix

Behaviours	Protective Consequence	Educational Consequence
<p>Low-level behaviour:</p> <p>For example: shouting out, not following directions from an adult, making faces and/or gestures, making noises to disrupt, moving around the classroom when directed to sit.</p>	<ul style="list-style-type: none"> <li>• Differentiated learning space</li> <li>• Time out of class</li> <li>• Limited access to resources or spaces (playground)</li> </ul>	<ul style="list-style-type: none"> <li>• Comic strip/social stories</li> <li>• Observation of pro social behaviour in different areas of the school or times</li> <li>• Practising of routines/expectations</li> <li>• Creating new pro social strategies and practising them</li> <li>• Restorative conversations</li> <li>• Roots and Fruits/Anxiety mapping</li> </ul>
<p>Mid-level behaviour:</p> <p>Persistently repeating the above when directed more than once not to, pushing/shoving, answering back, destroying property or defacing work, name-calling/sarcastic asides, throwing small objects.</p> <p>These behaviours are to be recorded on Cpoms.</p> <p>When an adult/teacher has persistently used protective and educational consequences to support a child without success, they are to then seek support of SLT and the behaviour would be considered High-level behaviour.</p>		
<p>High-level behaviour:</p> <p>Persistently repeating the above and/or hitting/kicking/punching, fighting, throwing objects with intent to hurt, swearing, absconding, permanent destruction of property, stealing</p>	<p>Meeting with parents            Risk assessment calculator completed            Individual risk management plan completed if above 6 on calculator and/or possible use of behaviour contract</p> <p>Possible agencies/further documentation called to support:            External referrals: Educational Psychologist, Primary Outreach Team (The Rivers)            Pastoral support plan (PSP) in place            Safety and support plan (SSP)            Risk assessment management plan (RAMP)            Exclusion/ Permanent Exclusion</p>	