

# Zetland Primary School Behaviour Policy



Issued: May 2024  
Reviewed: September 2024



## Behaviour Policy



### How Will Staff Behave?

1. Staff will respect all pupils, parents, visitors and members of the community.
2. Staff will be ready, organised and prepared to teach the children at Zetland Primary School.
3. Staff will keep children and adults safe.
4. Staff will collect children from the yard.
5. Staff will prioritise de-escalation strategies.

### Our School Rules

**Be Ready**

**Be Respectful**

**Be Safe**

### Key Routines

1. Walk respectfully, in single file, with our arms by our sides.
2. Sit quietly in assembly.
3. In the classroom, look at the speaker, actively engage in learning, keep your hands free.
4. Line up in single file, face the direction of travel and walk respectfully.
5. When the first whistle blows at playtime and lunchtime, stand still. When the second whistle blows walk to your line.

**Every child's potential for intellectual, aesthetic, creative, physical, moral, spiritual and social development is enhanced by the quality of experience**

### All staff, everyday

1. Staff will consistently model our school rules: be ready, be respectful, be safe.
2. Staff will greet pupils when they are entering the school building/classroom.
3. Stop Signal – Raise one hand.
4. Listen to our pupils.
5. Praise children who demonstrate behaviours that are representative of our school rules.
6. Consistently follow the steps in the behaviour policy.
7. Use 'fresh face' and redirection to help de-escalate behaviour

### Rewarding Positive Behaviour Choices

- Verbal Praise.
- Class specific rewards
- Raffle ticket/ golden pencil weekly
- Marvellous Me to Parents/ Carers
- Awarded a Pupil of the Week certificate.
- Presented with a Zetland Star Award

### Stepped Sanctions

- "Is there a problem?"/Redirection
- 1<sup>st</sup> Reminder – Warning
- 2<sup>nd</sup> Reminder – 5 min discussion after session
- 10 minute missed play to reflect with an adult (reflection sheets available if appropriate)
- Behaviour referred to SLT – internal exclusion (time spent in another place/ class in school)

Persistent poor behaviour may lead to an internal exclusion or a suspension. In severe cases, a permanent exclusion will occur.

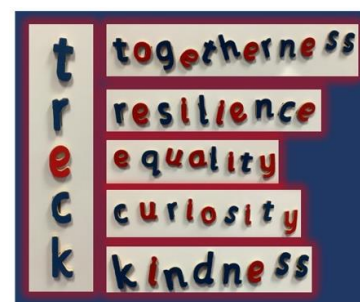
Steps:	Actions:	
	<p>Learners are held responsible for their behaviour.                      Staff will deal with behaviour without delegating. Staff will use all skills at disposal to de-escalate the situation, calling upon members of their team to act as a ‘fresh face’ and redirect where possible. Child must be in a calm state ready to reflect upon behavior. The staff at Zetland Primary School will follow the Behaviour Pathway when faced with behaviour which does not meet the expected standard.                      Children will enter the pathway at the appropriate stage dependent on the behaviour seen.</p>	
<p>“Is there a problem?”/                      Redirection</p>	<p><b>"Is there a problem? Remember we need to follow the three school rules."</b> (refer to the school rules)                      First the child is asked if they have a problem that needs sorting out. If yes, the member of staff will help resolve it. If no, the child is reminded of what they should be doing and encouraged to get on sensibly. Adult to be curious at this stage. Redirect if necessary.</p>	
<p>Stage 1</p>	<p><b>"I can see you are... Think about our school rules. You need to be... If you continue you will... Think carefully about your next step. This is a stage 1 warning."</b></p> <p>Verbal warning given. State to child that this is a stage 1 warning.                      Re-direct – RESET token to other classroom.                      (movement break), new space in class, adult to be in close proximity, positive praise, fresh face, wellbeing toolkit.</p>	<p>Repeatedly talking while an adult is talking.                      Talking when asked not to.                      Repeatedly shouting out                      Poor presentation in books                      Other low-level behaviour; rocking on chairs, inattention,                      Inappropriate behaviour around school; not lining up after break/                      No homework / No PE kit                      Not being ready to learn</p>
<p>Stage 2</p>	<p><b>" I noticed you are...It was the rule about....that you broke. Do you remember when....(link to a positive example of behaviour shown by the child). That is who I need to see today. Thank you for listening. This is a stage 2 warning."</b></p> <p>State to child that this is a stage 2.</p> <p>Miss 5 minutes of playtime – to be kept in class after session has finished to discuss with teacher or to sit out on the yard/ walk with an adult.</p>	<p>Not handing in a phone (Y5 &amp; 6)                      Chewing gum/sweets                      Persistent noise making with the intent to distract                      Running in school/being in a place without permission                      Low level rudeness – answering back, disrespectful tone, eye rolling, tutting,                      Name calling/teasing                      Any persistently poor behaviour                      Persistently forgetting homework &amp; PE kit</p>
<p>Stage 3</p>	<p><b>"I have noticed that you have chosen to (Behaviour). You need to have a time out in (Designated area). I liked it when you (previous positive behaviour)."</b></p> <p>Miss playtime (10 min)                      Share with parent/ carer</p>	<p>Spitting on ground                      Rough play leading to someone being hurt                      Swearing (use of inappropriate language accidentally)                      Potentially harmful behaviour in or around school – dangerous playtime games                      Intentionally hurtful comments                      Dishonesty                      Persistent disobedience                      Using a personal phone in school</p>
<p>Stage 4</p>	<p><b>"I have noticed that you have chosen to (Behaviour). I will now need to ask for a member of SLT to speak to you"</b></p>	<p>Dangerous behaviour in or around school.                      Aggressive behaviour and/or violence                      Abuse/discriminative abuse</p>

## Appendix i – Zetland Primary School

	<p>Internal exclusion. Child is sent to work in another place in school for an agreed period of time</p> <p>Pupil must apologise and state how they will put things right and behave in future using reflection sheet. This will be after the child has calmed following the incident.</p> <p>A letter sent home explaining that the what happened. "Today your child showed .... a stage 4 behaviour, a repeat of this type of behavior will result in an internal exclusion and may result in a suspension if it continues"</p> <p>2 x stages 4 behaviours = 1 stage 5</p> <p>Confiscation of phone – screening may be necessary and consider contact with external agencies.</p> <p>Recorded on CPOMs.</p>	<p>Fighting, punching, kicking, strangling, marks made on skin, spitting at somebody</p> <p>Vandalism/graffiti</p> <p>Rude/inappropriate language</p> <p>Swearing at someone</p> <p>Refusing to follow specific direction from an adult</p> <p>Absconding</p> <p>Inappropriate use of a phone at school</p> <p>Bullying</p> <p>Theft</p> <p>Racism</p> <p>Inciting/Premeditated violence</p> <p>Running out of school.</p>
<p>Next Steps</p>	<p>Meeting with parents informing them of their child's behaviour.</p> <p>Internal exclusion lasting for 1 day.</p> <p>Suspend from after school activities/ school visits until behaviour improves.</p> <p>Lose any school privileges/ responsibilities.</p> <p>When one stage 5 is given outside agencies should be considered in order to prevent exclusion</p> <p>"Today your child displayed serious behavior ..... , a repeat of this type of behavior will result in a suspension. "</p> <p>Repeat of behavior seen above resulting in a suspension.</p> <p>One single serious incident in severe breach of school rules/ policy = 1<sup>st</sup> external suspension</p> <p>Further exclusions may apply if more letters/calls made to parents</p> <p>Recorded on CPOMs</p>	
<p>Each case will be given individual consideration and is at the discretion of the Head and Governing Body to determine the outcome.</p>		

## Encourage Positive Behaviours

- Praise the children for demonstrating our TRECK Values
- Build positive relationships with the children and use positive language.
- Stay calm in every situation and be a good listener.
- Know and reinforce the school rules (Be Ready, Be Respectful, Be Safe).
- Encourage the children to help you with jobs or other little roles.
- Show an interest in them and build a mutual respect.
- Participate in games with the children.
- Encourage the children to join in with organised games run by our Play Leader and sports leaders.
- Keep children busy – spot ‘hotspots’ and be proactive in either redirecting to another game or participating to model good choices.



## Warning: Reminder of School Rules

- A child may need the support of an adult to de-escalate a matter (e.g. several children come to you saying, “It wasn’t me, he was doing it too!”) Don’t enter into a debate with the children and remain calm. Always use a calm voice.
- Give the children an opportunity to speak separately and remove any audience/groups of children who have gathered. If needed, give the child/children a reminder about the behaviour you expect to see, reminding them of the school rules.
- Remind the children involved that the adults on the yard will continue to monitor the situation to make sure the school rules are followed. Offer support in guiding children to a resolution.
- In some cases, the child might benefit from you asking them to support you with a job, or it might be best to encourage them to join in with organised games run by our Play Leader to remove them from a situation that may escalate. The child could also make use of the wellbeing toolkit as well.

\*These incidents that have been resolved do not need to be passed on to the year group staff.

## Time Out: Stage 2 5mins

If the behaviour continues, then the child must walk around quietly with an adult to give them time to calm down and think about their behavior, or may sit quietly for time-out in a supervised place on the playground (e.g. benches). Remember that the purpose of this is to calm down and de-escalate the situation – not a punishment. Building a relationship with a child during this time, showing empathy, being curious about the problem is helpful.

After 5 mins, speak to the child and give them two choices:

- Re-join the children playing sensibly following the school rules  
Or
- Take some more time and continue to stand/walk with the adult

## Escalation: Child to come to the on-duty adult

- For any inappropriate behavior (Behaviour stage 3+) or for a child who has not responded to the above interventions (e.g. time out) then the on duty adult must be informed.
- Child completes reflection time with a member of staff
- Parent/Carer to be informed.

\*These incidents need to be passed on to the class teacher

## Guidance for identified children

- Please ensure you follow specific guidance from class teachers for identified children. This guidance may include all incidents being reported to year group staff whether minor or otherwise or removing a child from the playground immediately if an incident occurs.



# Reflection Time

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Which rule didn't you follow? Please tick.**

Be Ready

Be Respectful

Be Safe

**Who was involved? Please tick.**

Myself

Class mates (Please name) \_\_\_\_\_

Others (Please name) \_\_\_\_\_

**When did it happen? Please tick.**

Lesson time

Play time

Lunch time

Other (please say when) \_\_\_\_\_



**What happened?**

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How are you feeling? Please tick.

				
Angry	Happy	Sad	Unhappy	Confused
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How do you think the choices or actions you choose made others feel? Please tick.

				
Angry	Happy	Sad	Unhappy	Confused
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What do you need to do now to make the situation better?



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What will you do differently next time? Please tick.

- Ignore it
- Walk away
- Talk friendly ("I don't like it when you \_\_\_\_\_!")
- Talk firmly (Tell them to STOP)
- Talk to an adult and ask for help
- Say you're sorry

Checked by: \_\_\_\_\_





# Reflection Time

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

**Which rule didn't you follow? Please tick.**

Be Ready

Be Respectful

Be Safe

**Who was involved?**

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**Where did it happen?**

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**When did it happen?**

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**Why did it happen?**

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**What happened?**

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**How do you think the choices you made or actions affected others?**

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**What will you do differently next time?**

- Ignore it
- Walk away
- Talk friendly (“I don’t like it when you \_\_\_\_\_!”)
- Talk firmly (Tell them to STOP)
- Talk to an adult and ask for help
- Say you’re sorry

**Checked by:** \_\_\_\_\_

At Zetland Primary School, we encourage pupils to use the 'High 5' as a reminder of the five things that help them take control of the situation.

We believe that trying to self-solve empowers the child and does not allow others to try to intimidate.

1. Ignore - Do not respond to a rise.
2. Walk Away - Remove yourself from a situation you don't like.
3. Talk Friendly - E.g. 'Please don't say that.'
4. Talk Firmly - E.g. 'I REALLY don't like you doing that!'
5. Tell an Adult - Tell an adult on duty if other steps have been exhausted. – Adult to support children through the other steps by acting as a mediator.

