

Zetland Primary School Behaviour Policy



Issued: May 2024

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Behaviour Policy



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 greet children as they enter the classroom.
5. Staff will support pupils in self-regulation.

Key Routines

1. Walk respectfully around school.
2. Sit respectfully in assembly.
3. Be ready to learn when in the classroom.
4. When the first whistle blows at playtime and lunchtime, stand still. When the second whistle blows walk safely and respectfully into school.
5. Classrooms are for learning, where possible playtime problems are resolved at playtime.
6. Marble jar to provide visual prompt

Our School Rules

Be Ready

Be Respectful

Be Safe

Rewarding Positive Behaviour Choices

- Verbal Praise.
- Class reward earned with reward currency (Marbles)
- Raffle tickets/ golden pencil weekly
- Marvellous Me to Parents/ Carers
- Awarded a Pupil of the Week certificate.
- Presented with a Zetland Star Award

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 and wait.
4. Look, notice and comment on positive behaviour
5. Consistently follow the behaviour policy.
6. Use 'fresh face' and redirection to help de-escalate behaviour
7. Seek positive connection with our children.

Scripts

- Is there a problem?
- It is learning time now; classroom time is learning time.
- I can see you are upset; we will talk about this later.
- This learning will need to be completed in your own time.
- That ... is inappropriate, there will be a consequence.
- I need you to..., thank you.
- I wonder how you were feeling when...
- New lesson, new start.

Our School Rules

Be Ready

To listen
To learn
To follow instructions

Be Respectful

In actions
In words
In treatment of others

Be Safe

When moving
When sitting
When playing

At Zetland Primary school we recognise that behaviour is a form of communication. We consider this whilst also understanding the importance in teaching children how to self-regulate within a community. Learners are held responsible for their behaviour and are supported to behave in manner which is safe, respectful and ready to learn.

Staff at school recognise the importance for focusing on the behaviour that we want to see more of, and as a result have a focus upon positive noticing. Staff explicitly teach and model what 'be ready, be respectful and be safe' looks like in practice and then reward pupils both individually and as a group for displaying. Classrooms have consistency in the way that behaviour visuals are used and the way in which self-regulation is taught and supported.

Staff will support pupil's 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.

Once children are regulated, they will be given the opportunity to reflect upon their actions.

All incidents of inappropriate behaviour will be considered individually and an appropriate consequence for the behaviour displayed will be given. Staff will consider the situation, trigger, action and response for each incident.

Below outlines examples of behaviour addressed within school and possible consequences, the Head Teacher and the Governing Body reserve the right to consider each instance individually and respond appropriately.

Appendix i – Zetland Primary School

<p>Adult should always seek to establish if there is a problem which needs addressing or if the child requires a prompt to behave appropriately.</p>		
Stage of Behaviour	Sanction	Behaviour Displayed
Stage 1	<p>Prompt given – to remind what is expected?</p> <p>Re-direct – RESET token to another classroom (movement break), new space in class, adult to be in close proximity, positive praise, fresh face, wellbeing toolkit.</p> <p>Name moved out of jar to visualise current behaviour/consequence.</p>	Low Level Disruption
Stage 2	<p>Work to be continued or completed in own time i.e., playtime, lunchtime or before home.</p> <p>5-minute time out to reset – either in a quiet space or alongside an adult.</p> <p>Appropriate consequence fitting to behaviour displayed.</p>	Continued Low Level Disruption Behaviour displayed which is intentionally disrespectful or unsafe but without risk of significant harm or distress.
Stage 3	<p>Appropriate consequence fitting to behaviour displayed.</p> <p>e.g. time out – 10 minutes</p> <p>loss of privilege – no football</p> <p>act of community service to repair damage</p> <p>parent informed</p> <p>apology</p>	Behaviour displayed which is intentionally not respectful or safe with resulting harm or distress caused.
Stage 4	<p>Internal exclusion. Child taught away from home class for a period of time either on their own supported by an adult, or in another classroom space (dependent on level of risk)</p> <p>SLT informed - Appropriate consequence fitting to behaviour displayed.</p> <p>Child may require a structured lunch time – an example of this could be a 20:20:20 structure of 20 minutes supervised indoor play, 20 minutes for lunch and 20 minutes outside free play supported by Mrs Piggins.</p> <p>Communication to parent with consideration of next steps</p> <p>Recorded on CPOMs.</p>	Harmful behaviour which places the safety of others or the environment at risk.
Stage 5	<p>Continuation or escalation of Stage 4 behaviour.zz</p> <p>SLT informed - Appropriate consequence fitting to behaviour displayed</p> <p>e.g., loss of school privileges/ responsibilities</p> <p>suspension from school activities/ school visits until behaviour improves</p> <p>meeting with parents to share behaviour and make a plan</p> <p>Child removed from home class for a period of time and taught on their own, supported by an adult</p> <p>Support sourced from external agencies</p> <p>Further exclusions may apply if more letters/calls made to parents</p> <p>Recorded on CPOMs</p>	<p>Harmful, dangerous behaviour which causes actual harm and distress to others or the environment.</p> <p>Persistent disruptive behaviour</p> <p>Physical assault</p> <p>Verbal/ racial/ discriminatory abuse.</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>		

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 develops independence and confidence in social situations.

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.

