

Walton on the Hill Primary School

Behaviour Policy



THE PURPOSE OF OUR BEHAVIOUR POLICY

This document provides a framework for the creation of a welcoming, secure and orderly environment in which children can learn and develop as caring, compassionate and responsible community members. Underpinning our policy are the six key principles of nurture, as we continue to foster and embed the nurturing school ethos in to every aspect of our practices. We are committed to maintaining high expectations of good behaviour and to applying those expectations consistently and fairly to enable children to develop their resilience, confidence and independence while promoting and protecting their physical and mental well-being. This policy is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it with clarity and uniformity.

PRINCIPLES

- To recognise every member of the school community as unique and value their contribution and achievement
- Children's learning and behaviours are understood developmentally
- That the school is nurturing at heart and offers a secure and safe environment for all stakeholders
- All community members recognise that behaviour is communication and that language -the way that we talk and interact - plays a crucial role in developing and influencing that behaviour
- All personal interactions promote visible consistency and kindness
- All members of the school community to be treated with equal respect
- Self-esteem is crucial and wherever possible and appropriate behavioural interactions would be dealt with discretely and privately
- We respect diversity and foster a culture to create an environment which will never tolerate bullying, peer on peer abuse or discrimination
- All children have the right to learn, develop their abilities and personalities, to be safe and to be happy
- The behavior policy is simple, clear and understood and adhered to by all

AIMS

Our aims are that all pupils will

- be tolerant and understanding with consideration for the rights, views and property of others
- reflect high expectations of the school in their behavior and conduct in all environments
- demonstrate a positive attitude to learning, be resilient to setbacks and take pride in their learning
- know how to protect their physical and mental well-being, and demonstrate a willingness to develop their confidence and independence
- become responsible, respectful, active citizens who contribute positively to society
- develop their understanding of the school's core values and the fundamental British values that underpin the culture of the school
- take pride and a responsible interest in caring for their environment
- **Be Ready, Be Respectful, Be Safe!**

RESPONSIBILITIES

All members of the school community (teaching and non-teaching staff, voluntary helpers, governors, parents and pupils) will work towards our aims by:

- nurturing the self-esteem and well-being of children and adults by respecting their rights, values and beliefs and appreciating and understanding their individual needs
- ensuring that the school environment provides a safe and secure base for all community members

- fostering and promoting positive, respectful relationships and a sense of belonging to the school community
- sharing a common understanding of behavioural expectations and philosophy
- respecting diversity and equal opportunities in all aspects of school life and wider community
- recognising behaviour as communication and working collaboratively to address wider issues negatively impacting on emotional well-being and stability
- rejecting all conduct involving bullying, harassment or discrimination
- working in partnership between school and the home environment to provide the maximum amount of consistency and security
- caring for, and taking pride in, the physical environment
- working as a team to ensure positive behavioural role modelling in and out of school

The Leadership Team (Headteacher, senior staff and governors) will work towards our aims by:

- taking a lead in the promotion and establishment of a nurturing school ethos
- ensuring all staff are appropriately trained and informed to maintain uniformity and consistency of approach
- role-modelling correct and appropriate personal interactions reflecting the school's culture of nurture, kindness and respect
- ensuring wider community members are aware of the behavioural policy and are encouraged to reflect and promote the school's philosophy at home and in the wider community
- providing clear and concise guidance as to the practical application of this behaviour policy
- monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that revisions are undertaken as and when needed
- recording and monitoring attendance and punctuality and responding incisively when group or individual targets are not met
- recording and reporting incidents of serious misconduct following the prescribed protocol

All staff will work towards our aims by:

- working collaboratively to establish a shared ethos, acceptable boundaries and setting consistent expectations
- applying practical aspects of this policy regarding expectations, rewards, sanctions and restorative approaches without deviation from the accepted protocols and procedures
- providing and teaching a curriculum which gives adequate opportunity to promote, explain and unpick our ethos through continued discussion and evaluation of its aims – both through PSHE and the wider curriculum
- working collaboratively with senior leadership, SEND team and parents to ensure behavioural interventions are timely, well-considered, reviewed and evaluated
- role-modelling correct and appropriate personal interactions reflecting the school's culture of nurture, kindness and respect
- taking prompt, considered, assertive action to prevent one child inhibiting another's progress or impacting on their physical and/or emotional well-being
- following prescribed protocols when dealing with issues of discrimination, peer on peer abuse and bullying

All pupils will work towards our aims by:

Being Ready

- attending school regularly and willingly
- being punctual and ready to begin lessons on time
- being organised – bringing in necessary equipment, taking home letters and messages

- wearing appropriate school uniform and taking pride in one's appearance
- taking responsibility for one's own belongings and school property alike
- developing an increased responsibility for their own learning, conduct and attitudes
- demonstrating a willingness to have a go and a resilience to perceived failure
- showing a positive attitude towards learning and the school community

Being Respectful

- demonstrating a respectful attitude towards all peers and adults
- developing a healthy respect for property, the school and wider environment
- respecting individuality and diversity and understanding and upholding our core value of equality
- respecting fundamental British values and the importance of the rule of law
- reminding oneself of the Walton Ways – *Is it kind? Is it necessary? Is it correct?*

Being Safe

- taking care to avoid unnecessary risks and accidents
- thinking carefully about the potential consequences of an action
- moving safely around the school
- respecting personal space and playing safely
- dealing with frustrations in a calm and appropriate manner
- speaking to an adult first when aggrieved or upset by the actions of another
- avoiding aggressive confrontation and/or language

Parents will work towards our aims by:

- providing support for the behavioural philosophy and policies adopted within the school
- ensuring that children attend school regularly (this involves taking holidays only out of term time), punctually, and in good health
- ensuring that children are appropriately equipped, wear appropriate school uniform and come to school clean and tidy
- providing prompt communication to explain all absences
- raising prompt concerns about behaviour while supporting the school to address issues as swiftly and satisfactorily as possible
- respecting and trusting the professionalism of school staff to deal with behavioural issues in a timely and appropriate way
- highlighting concerns to more senior members of staff or governors as appropriate when feeling aggrieved or unhappy with the way an incident has been dealt with
- taking an active interest in children's learning by supporting in class where appropriate, giving due importance to home learning, reading and assisting in learning of tables and spellings
- allowing children to take increasing personal and social responsibility as they progress throughout the school
- accepting responsibility for the conduct of their children and supporting the decisions of the school when rewards or sanctions are deemed appropriate or necessary

STRATEGIES AND PROCEDURES

STRATEGIES AND PROCEDURES FOR ENSURING INVOLVEMENT OF ALL MEMBERS OF THE SCHOOL COMMUNITY INCLUDE:

- a 'children first' protocol in all school briefings, teacher meetings, key stage meetings – in this way children who are raising or causing concern are regularly discussed and a standard and consistent strategy can be applied uniformly by all staff

- information sharing is integral to the school culture and all staff are encouraged to work collaboratively with colleagues, through informal conversations, coaching dialogue or more formal meetings to ensure a supportive, caring and consistent intervention
- timetabled meetings with the SENDCo allow for appropriate and focused intervention either in class or, where appropriate, in a group setting or 1-1
- listening to the views of members of the school community at all levels – parent surveys and questionnaires, parent voice sessions, parenting forums, governor meetings, behavioural ambassador liaison, pupil parliament meetings, whole school and class assemblies, worry and suggestion boxes – as well as an open door policy for parents
- SLT presence on the school gate at the start and end of every day fosters strong home-school connections and allows for open channels of communication
- Behaviour and attendance are discussed, reviewed and evaluated at each and every senior leadership meeting
- Appropriate continuing professional development to be accessible to all staff and governors and records of it kept and shared as appropriate

STRATEGIES AND PROCEDURES FOR DEVELOPING GOOD PARTNERSHIP WITH PARENTS INCLUDE:

- open availability of staff at start and the end of the day
- half termly open office with the Head teacher
- half termly parent forum to discuss all elements of child development, behaviour and parenting issues
- termly consultation and/or open evenings
- meet the teacher meetings and invitational events to share key messages
- termly reports considering personal and behavioural development as well as academic
- a weekly 'celebration assembly' to which all parents are invited
- a weekly newsletter and termly newspaper
- appropriate updates shared via class dojo, school website and email
- school open days
- Friends Association events
- an induction programme for new pupils and parents
- our Home School Agreement detailing school, family and pupil responsibilities
- welcoming parents into the classroom, both on a regular basis (to offer assistance with reading etc.) and for occasional demonstrations or discussions
- involving parents in the life of the school e.g. assisting with resources, accompanying educational visits and helping with extra-curricular activities
- a procedure for the monitoring of home learning and parental support with reading etc.

STRATEGIES AND PROCEDURES FOR PROVIDING CHILDREN WITH OPPORTUNITIES TO DISCUSS APPROPRIATE BEHAVIOUR INCLUDE:

- all staff to be approachable, available and to facilitate sufficient opportunity and recourse for pupils to share worries and discuss concerns
- whole school assemblies outlining expected behaviours in school, instilling appropriate values and promoting a culture of kindness
- the setting up of a Pupil Parliament with pupil and staff representatives which meets at least twice a term to discuss behavioural policy in school
- the use of behavioural ambassadors as direct involvement in the administration of the behavioural policy but also as outreach to other schools to learn from our colleagues and make suggestions for new initiatives
- a programme of Personal, Social and Health Education designed to promote mutual respect, self-discipline and social responsibility
- a clear and simple set of expectations with consistent adults who can be depended upon to react and respond fairly, kindly and uniformly

- simple rules which children can articulate, understand and appreciate – Be Ready, Be Respectful, Be Safe

BEHAVIOUR GUIDELINES AND PROTOCOLS

At Walton on the Hill Primary School the children are expected to Be Ready, Be Respectful and Be Safe. They are encouraged to reflect upon their rights and responsibilities and adopt and uphold our core values of Collaboration, Resilience, Equality, Compassion, Creativity and Exploration. When faced with a difficult choice, children are encouraged to reflect before acting – Is it kind? Is it necessary? Is it correct? Is my behaviour respectful and safe? By embedding these simple messages in to the vernacular of the school, the aim is to achieve fairness, understanding and consistency at all levels.

We recognise the importance of language when addressing behavior and use behavioural scripts to promote and ensure consistency across all staff. Adults are encouraged to be compassionate and understanding and when dealing with a challenging situation refer back to the core principles of behaviour management in our setting:

- Absolute visible consistency from all including consistency of language, approach and ethos
- Simplicity and clarity – Be Ready - Be Respectful – Be Safe
- Clear, shared expectations – expectations are dynamic and will change given the situation, task or environment. Be sure to share these and check that learners appreciate what is expected
- Positive behaviour first! We always lead with the positive affirmation of desired behaviours.
- Stay calm (deliberate calm) – don't let your own emotions cloud your reaction
- Deal with behaviour in private (wherever possible)
- All behaviour is communication – name the behaviour rather than labelling the child
- Use assertive language – be firm and fair
- Refer back to scripted conversations (WIBIT script) *see appendix A.*
- Allow the child time to regulate their emotions before dealing with the behaviour

Rewards and Sanctions

We recognise that token economies can encourage a culture which rewards quite typical behaviour which we might routinely expect to see as part of our culture of high standards. At our school we are looking to use rewards to influence behavioural change or to reward behaviour over and above the norm. The rewards given are hard earned and further promote our high expectations of behaviour.

We use whole school assemblies to celebrate behaviour, evidencing our core values and award weekly certificates where appropriate. On a termly basis, learning and behavioural values are assessed and particularly high achievers are rewarded further with Head teacher commendations.

On a day to day level children are awarded **Dojo** points. Dojo points are to be awarded for positive behaviour reflecting:

- ▶ Class behavioural targets
- ▶ Playground behavioural targets
- ▶ Whole school behavioural targets
- ▶ Behaviour over and above the norm

These points can contribute to a class target (eg. 50/100 dojo points) which will result in a whole class reward eg. Hot Choc for all or a movie afternoon as and when appropriate.

Personal messages highlighting positive behavior can also be sent to parents and pupils via dojo using the direct message or portfolio tool. Where whole class targets have been achieved, please share this information with all parents on the class story.

Stepped Sanctions

Clear boundaries are a vital part of a consistent approach to behaviour and, as such, at times it may be appropriate to impose a sanction to re-iterate the importance of that boundary and deter children from making a negative choice. We are mindful that sanctions need to be applied as soon after the event as is practically possible - to enhance the immediacy of impact and limit any long term impact on mood or self-esteem.

Whenever we impose a sanction we follow a stepped approach (examples are given below):

Disruptive Classroom Behaviour:

In the event of classroom behaviour negatively impacting on children's learning the following approach provides a model:

Negative Choice 1

- ▶ Find an example of contradictory positive behaviour first
- ▶ **Reminder** given– delivered privately if possible and referring to **Ready – Respectful – Safe**

Negative Choice 2

- ▶ **Caution** – Clearly outline the **consequences** of the next choice. Use assertive sentences or follow the WIBIT script

Negative Choice 3

- ▶ **Intervention** – Offer a final chance to engage. Refer to previous examples of good behaviour. Sanction is now due. (e.g 2 minutes owed). Clearly outline the consequences of the next choice. Refer to the behaviour not the child

Negative Choice 4

- ▶ Behaviour fails to improve
- ▶ 2nd Caution – 5 minutes now owed
- ▶ **Repair** – a restorative conversation at break time or at a later time if necessary to consider impact and reasoning behind the negative choices

As soon as this behaviour becomes more than an isolated incident, parents and SLT would need to be informed. Teachers should engage with parents and, if behaviour does not improve, a more formal meeting would be arranged to discuss appropriate strategies to address issues underpinning the negative behaviour.

Behavioural Incidents

For more severe behavioural incidents a different approach is required and senior leadership and parental involvement is likely to be appropriate. In the event of:

- ▶ Aggressive/threatening behaviour or fighting
- ▶ Racist/Homophobic or other discriminatory remarks
- ▶ Offensive language
- ▶ Deliberate damage to property
- ▶ Ongoing issues to monitor specific behaviour of highlighted children – eg. Bullying
- ▶ Disrespect or defiance to adult requests after appropriate reminders and cautions
- ▶ Inappropriate touching or sexual behaviours

The senior leadership team should be informed at the earliest opportunity. The staff member closest to the incident is responsible for completing a behavioural incident form and sharing relevant details with the class teacher and leadership team member. On the same day, parents or carers must also be informed of the incident either face to face or by telephone or email. An appropriate way forward can then be agreed as part of the wider restorative process.

In certain situations it may be necessary to remove the child from the classroom or playground. Where this is deemed appropriate, this is to be done discretely and calmly avoiding unnecessary negative attention if at all possible.

The Restorative Approach

We recognise and support the importance of a restorative approach in dealing with behavioural incidents. Restorative practice is a set of principles and practice that encourages children to take responsibility for their behaviour by thinking through the causes and consequences. We should avoid merely telling children what it is they have done wrong and then imposing sanction as a consequence. This approach fails to afford children the opportunity to think through their behaviour, what caused it and how they can make it better. At our school we believe in developing, maintaining and repairing relationships, building a community based around empathy and self-learning, where children take responsibility for their behavior.

In our school we exemplify how to use restorative practices through role play in assemblies and PSHE lessons. All children are given the opportunity to discuss incidents, both hypothetical and real, and to consider the consequences of choices made.

We believe that the restorative approach gives pupils the skills to manage conflicts, strengthen relationships, and take responsibility by developing empathy and emotional literacy. Proven benefits include:

- Improved positivity, resilience and responsibility-taking
- Better behaviour management
- Greater respect and courtesy towards teachers and each other
- Increased empathy
- An understanding of how to make wrongs right

Restorative Questions:

Although the restorative approach is far more than just a set of questions and the response will need to be tailored relevant to age and experience, the questions below offer an excellent starting point for a restorative conference:

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?

Monitoring and Evaluation

This policy and the impact of procedural changes as a consequence of it, will be reviewed and evaluated by all stakeholders and school leaders will undertake regular review as part of ongoing leadership meetings and implementation of the monitoring cycle.

The impact on staff workload will be reviewed through ongoing consultation, in appraisal meetings and through the staff survey.

Policy Review

This policy has been agreed by staff and governors in the July of 2024 and will reviewed after 12 months.

Date of Next Review: July 2025

Policy written by Richard Laing.

Linked Policies:

Liked Policies:

- Child Protection Policy
- Safeguarding Statement
- Teaching and Learning Policy and Handbook
- Positive Touch Policy
- Home and School Agreement