

# Behaviour Policy



WILLINGTON PRIMARY SCHOOL



# Willington Primary Behaviour Policy

## PURPOSE

The purpose of this policy is to guide teachers, pupils and parents on our relationship focused approach to behaviour management. This will allow our pupils at Willington Primary School to enjoy a calm and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Consistency, and clear, calm adult behaviour underpins this. Pupils will be rewarded for behaviours for learning and for following the school rules.

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. Our policy sets out the rules, routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Whenever possible, children are praised publicly and reminded in private.

Our behaviour policy is hinged on the importance we place on the relationships we build. We are here to teach children academic subject matter but also to teach them how to develop as responsible members of society. Just as we would teach them how to read or count when they first come to us - by letting them practise and get it wrong, by encouraging and praising them, by guiding and coaching them - so too do we see it as our role to support them in these very same ways to develop their behaviour. We support and guide and coach and praise. When the children make mistakes, we concentrate on the relationships affected and support the child to repair them. We focus on what the child can learn from it about how to behave more appropriately. We talk about the consequences and place emphasis on each person's own responsibility for their choices and actions. This is our relational, restorative approach which builds self-esteem in each child and an understanding that they are responsible for their behaviour and in doing so, builds a school community with respect and empathy at its heart.

## Underlying Principles

We aim to create an environment that is **safe**, where everyone feels **respected** and where pupils come into each lesson **ready** to engage in learning

## School Rules

The school rules are intentionally few in number and written concisely to ensure children can remember and understand them. The rules are permanently displayed around the school in each classroom and they are consistently referred to by all staff.

- We are ready to engage in learning - BE READY
- We are respectful to everyone and to our environment - BE RESPECTFUL
- We act safely at all times - BE SAFE

## **Aims**

It is a primary aim of Willington Primary School that every member of the school community feels valued and respected and that each person is treated fairly and consistently. This policy is designed to promote and encourage positive attitudes towards good behaviour and to develop the school as a caring and co-operative community by:

- fostering, nurturing and valuing strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- creating a culture of exceptionally good behaviour: for learning, for community and for life
- ensuring that all pupils are treated fairly and shown respect
- refusing to give pupils attention and importance for poor conduct but rather valuing children's achievements and promoting their self-esteem
- helping pupils take control over their behaviour and be responsible for the consequences of it
- providing a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- providing a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.

We believe that self-regulation and respect are at the heart of good behaviour. We foster and expect good behaviour from all children. This means children are expected to treat each other and the School staff with respect because they know this is the right way to behave.

## **Staff expectations**

(This applies to all staff: teachers, support staff, admin and lunchtime staff and also volunteers.)

### **Staff are expected to:**

- Be an exemplary role model for children and colleagues and consistently model healthy respectful behaviour
- Respect all children and treat them fairly through the implementation of consistent expectations, rules and responses to transgressions
- Consistently support children to take responsibility for their own behaviour and the choices they make.
- Raise children's self-esteem and develop their full potential
- Remain calm and keep their emotion for when it is most appreciated by children

- Create a safe and stimulating environment that supports children’s learning, both academically and behaviourally
- Demonstrate unconditional care and compassion

**Pupils are expected to:**

- Follow the school rules
- Take responsibility for their behaviour and conduct
- Show respect to members of staff and each other
- Make it possible for all children to learn
- Make positive choices
- Remind each other of the school rules and the school values and support each other to make positive choices

**Parents/Carers are expected to:**

Parents are expected to support the school’s behaviour policy by:

- making children aware of appropriate behaviour in all situations and being aware of the school rules and expectations
- encouraging independence and self-discipline, showing an interest in all that their child does in school and by being a role model
- fostering good relationships with the school and supporting the school in the implementation of this policy.

**Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure ‘first attention goes to best conduct’ and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*‘The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.’ Paul Dix*

Teachers will create a welcoming environment by greeting pupils every morning through a formal meet and greet at the classroom door. This may be a simple, ‘Good morning’ or offering a handshake to provide a consistent check in and enthusiastic welcome to every child. All adults will be looking out for children who go over and above.

**Motivating Positive Behaviour (preventative measures)**

We aim to motivate children to make positive choices in their behaviour through the following measures:

- Raising pupils’ self-esteem through positive communication
- Ensuring successful experiences
- Emphasising children’s own responsibility through providing choices
- Explicitly and consistently developing children’s understanding of the school values and how they influence behaviour

- Ensuring each day brings a new start
- Providing children with a forum to have their voice heard - through individual discussions, class work and school/ pupil council
- Ensuring the environment is attractive and well organised and cared for
- Varying groups in class according to friendship and abilities
- Displaying and celebrating children's outcomes (finished work and photos of positive actions)

### **Enabling Positive Behaviour through the Curriculum**

- Provide quality teaching which encourages engagement and exploration
- Ensure engaging and impactful activities matched to pupil abilities
- Vary lesson pace
- Plan for and support SEND students
- Effectively deploy other adults around school and lessons
- Set challenging but achievable goals
- Explain tasks well
- Provide a comprehensive programme of PSHE and be prepared to provide responsive lessons to unforeseen events in school, the wider community, nationally and internationally

### **Enabling Positive Behaviour through Classroom Management**

- Ensure efficient use of time
- Establish clear routines (end of lessons/day and activities)
- Share explicit expectations for behaviour and routinely reinforce these
- Allow time for clearing up, questions, and children to finish work
- Allow children to organise their own time and tasks where possible and appropriate
- Plan for quality activities for those who finish quickly
- Develop a culture of pupils evaluating their own completed work (Have they worked hard enough? Is it their best? Could they present it better?).
- Have clear movement routes around the classroom
- Ensure resources are easily available and kept tidy
- Discourage wastefulness

### **Enabling Positive Behaviour through Personal Growth**

We aim to develop pupils' personal growth through a climate where the following are cultivated:

- An ability to recognise their own feelings and understand they have a choice in how to act on them
- Respect for self and others
- Acceptance so people can be themselves and express beliefs
- Trust in themselves and others

- Self-discovery – find out about themselves and meet own needs
- Non-threatening climate to challenge others
- Openness to the ideas of others and tolerance for differences
- Right to make mistakes
- Respect and admiration for differences in learning style and interest

## Addressing misbehaviour

At Willington Primary School, we encourage positive behaviour which reflects our values and rules. Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach.

However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident. For children with behaviour as an additional need, examples of these will be detailed on a personalised plan.

Staff will always respond to poor behaviour **calmly** and **in private**. These such incidents are viewed as an opportunity to help a child reflect on their choices and identify how they can learn from the situation.

*‘Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.’ Paul Dix*

Staff intervene briefly when a child is misbehaving with a planned and predictable script:

Steps	Actions
Reminder	A reminder of the rules delivered privately wherever possible. ‘Remember our rule about being safe – running in the corridor could lead to...’
30-second script	<p>If the pupil still does not engage, use the 30-second script.</p> <p>‘I noticed you are...’ (e.g. wandering around the classroom chatting... )</p> <p>‘You are not showing our value of respect’....</p> <p>‘You have chosen to.....’ (consequence e.g. stay in for ... minutes at playtime to finish your work)</p> <p>‘You are better than the behaviour you are showing today.’</p> <p>‘Do you remember when...’ (e.g. you finished all your writing and took it to show..)</p> <p>‘That is what I need to see today.</p>

	<p>'Thank you for ...listening.'</p> <p><b><u>NB You must enforce the consequence</u></b></p>
<p><b>Time out/reflection area (KS1 pupils)</b></p>	<p>For KS1 pupils, a short period of time out may be appropriate- e.g. 3 minute egg timer in specified area of classroom. Work should <u>not</u> be taken to time out - this time is intended to be for reflection on behaviour. This is not the time for the adult and child to discuss the incident. At the end of the time out the pupil returns to their normal seat/classroom and continues with their work. Any missed work must be caught up within the lesson or as soon as possible afterwards (break/lunch time). If the pupil is not ready to re-join the class, the class teacher can arrange for the pupil to work with a member of the SLT for the remainder of the session.</p>
<p><b>Restorative conversation - Repair and restore</b></p>	<p>This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, then the child needs to understand that they will need to catch up.</p> <p>Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.</p>

## Restorative Conversations

Where a child has behaved in a way which is counter to the school rules and values, a restorative conversation may be held between the member of staff dealing with the incident and the pupil. It is important to note that not all incidents need to be resolved in this way.

The atmosphere in a restorative conversation is supportive and reflective rather than a judgmental attack on a child's behaviour. Restorative conversations follow a consistent script (which can be worded differently to meet different children's understanding but always ensuring the crux remains the same). The scripts are based on a **selection** of the following questions (not all questions would be asked):

1. What has happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How were they affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

Depending on the child's responses, there may be further supplementary questions. As part of the restorative conversation, the child is given the opportunity, and supported, to reflect on the impact of their behaviour and how they can make things right.

Members of staff will use their own judgement about whether it is appropriate to hold the conversation immediately or if it is better to delay it. For example, the child and/or adult may require a short period of 'cooling down' time to ensure that the restorative conversation is held when all parties are best placed to benefit from it. Equally, it may not be possible to hold the conversation immediately if this will impact on lessons and learning opportunities.

In some cases and for a variety of reasons, the member of staff who has discovered the incident may feel it is more appropriate to refer the child to a colleague, such as the SENDCo, the deputy head or the head teacher. In this case, the restorative conversation, following the same consistent script, would be held by the person to whom the incident was referred.

## **Restorative Conversations where there has been a conflict**

Where there is conflict between two or more pupils:

- this is investigated fully by a member of staff
- children involved are given the opportunity to share their concerns and views about the conflict (including using the script above)
- the member of staff acts as a facilitator to help resolve the conflict and supports and encourages all parties involved to seek a resolution.

## **Frame of Language for Pupils**

Through coaching and role play, we explicitly teach children how to handle conflict. We provide children with a frame of language, which is appropriate to their age and misbehaviour, to support this. For example:

1. "When you were running away from X how do you think X felt? Do you think X understood why you were running away? Maybe instead of running away next time you could say something like 'I know you're just trying to help me X but I need some time by myself. Please can I come and find you later when I have cooled off'."

2. "What happened after you pushed Y? Do you think it solved the problem? Maybe next time instead of pushing, you could take two steps back and say to Y 'I didn't like it when you did/said XYZ, please don't say that to me again' in a firm voice".

## **Emotional Literacy**

We employ a catalogue of emoji style images to help children to develop the vocabulary required to express their emotions. We then explicitly teach children how their feelings and difficulties impact their behaviour.

There is an expectation that teachers help all children become more aware of how behaviour can be a result of a challenge that a child is experiencing and that at different times, children may need different techniques or strategies to help them, and that this is relevant for some children more than others. This helps children to better understand why their peer may need, for example, a fidget tool or ear defenders as a strategy, because they listen better when moving or they concentrate better when other noise is removed for instance. These kinds of strategies are offered



as a general way of coping for whoever will benefit from them and this helps to ensure that neurodivergent children don't feel embarrassed to use them, especially as they grow older.

## **Physical Strategies to Support Self-Regulation**

We deploy physical strategies as self-regulation tools. These include:

- Sensory tools suited to the different sensory needs of the children
- Use of the breakout space/sensory area
- Movement breaks

**Visual cues to help identified children make the correct choices (now and next boards, visual timetables etc)**

## **Taking Responsibility for Choices - logical consequences**

Following a discussion with the child, staff may feel, in some instances, it is necessary and appropriate for there to be a consequence for the child's behaviour. Consequences should always be related (and never arbitrary) to the misbehaviour **so the child can learn from it**. However, it is not expected that there will always be a consequence; an alternative such as focusing on solutions, creating routines, offering limited choices or dealing with the belief behind the behaviour may be more appropriate.

In some cases, the child will be directed to carry out community service. This should be explained in a meaningful way to the child so they understand there is a direct link between their actions and the consequences. For example, if a child has made the yard an unpleasant place during playtime due to being unkind to other children, their community service could be to pick litter up from the yard to make it a nicer place for everyone else to be.

## **Support Step**

In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, or another class teacher. This will be specified on a personalised Plan for certain children identified with behaviour as an additional support need. For example – a child may spend time out of class with SLT. This could be anything from 5 minutes to the remainder of the lesson depending on circumstances.

## **Informing Parents**

It may be necessary to inform parents of the misbehaviour if it is serious or if it is part of a pattern of behaviour. This will usually be done by either the class teacher or a member of SLT. In some cases, Parents may be invited into school for a meeting.

## **Persistent Misbehaviour**

We are aware that there are experiences in school that can trigger patterns of behaviour in pupils. These triggers may relate to learning, peers, adults/authority, or other factors in a child's life. Where

a child repeatedly misbehaves, we keep a log of the child's behaviours on CPOMS and the situation surrounding them. In doing this, we can:

- increase our awareness
- recognise potentially disruptive situations and attempt to minimise them
- implement strategies to manage behaviour within the school e.g. some pupils may be unable to co-operate in a group situation for very long and they would require closer observation/greater input.

If a child regularly displays poor behaviour and a pattern is detected, this should be reported to our SENDCo who will work alongside the class teacher to identify appropriate and personalised support for the child. The parents should also be informed of this information.

## **Child on Child Abuse**

See separate Anti-bullying Policy.

## **Serious Incidents**

We have the right to take measures to keep pupils and staff safe. These measures include:

- The legal right to confiscate inappropriate items from pupils such as mobile phones
- The Head Teacher has the power to search groups of pupils if they suspect one of them is carrying a knife or other offensive weapon
- A legal duty on schools to make provision to tackle all forms of bullying
- Searching bags if there has been an incident of theft.

There will be zero tolerance of any form of serious assault on pupils or staff.

## **Positive Handling (using physical restraint)**

Staff will be trained in the use of physical restraint using 'Team Teach'. Positive handling will only ever be used as a last resort when all other de-escalation strategies have been exhausted or where there is an immediate risk of harm if physical restraint is not employed. Physical force will **never** be used as a form of punishment.

Incidents that require the use of positive handling /restraint can be very upsetting to all involved and may result in injuries to pupils or staff. Until an incident has subsided, it is essential to reduce risk of re-escalation and to ensure the situation remains calm. Staff should avoid saying or doing anything that might inflame the situation during the recovery phase. Pupils should be given time and space to calm down after an incident and when ready, be reintegrated back into their classroom as soon as possible. Staff should also be offered a short break out of the classroom where possible after an incident. It is important to ensure that staff and pupils are given emotional support and basic first aid treatment for any injuries. Immediate action should be taken to ensure that medical help is accessed for any injuries that require more than basic first aid. All injuries should be reported and recorded on an accident form in the accident log book.

Whenever positive handling /restraint is used, the incident must be recorded on CPOMS by the member of staff involved and any witnesses within 24 hours of the incident.

## Exclusion

At Willington Primary School, we view exclusion as the very last resort and aim to work with parents and external agencies to avoid this option as far as possible, whilst at the same time considering and ensuring the safety and well-being of the rest of the school community.

Only the Head Teacher can exclude a child.

The reason(s) for exclusion has to be so serious that this merits the child being off-site for either a fixed term exclusion or in very serious circumstances, permanent exclusion. Permanent exclusion is a very last resort.

The reasons for a Fixed Term exclusion may include:

- Physical harm to another child
- Persistent racist behaviour
- Actual serious damage to school property
- Assault or verbal abuse to staff
- Persistent disruptive behaviour to peers in class (preventing learning taking place) or at playtimes for which all other methods of reforming of attitude have been exhausted
- Any involvement with drugs
- Carrying or bringing into school what constitutes an offensive weapon, something which can cause harm to another person (e.g. screwdrivers, knives/penknives, nails, baseball bats etc.)

The exclusion procedure is laid down by specific guidelines and includes informing the child's parents and LA.

Durham County Council agreed Exclusion Policy will be followed.

Policy written:	February 2025 by K Harker
Policy approved by Governing Body:	5 <sup>th</sup> March 2025
Policy to be reviewed:	March 2027

Appendix A

Appendix 1: Restorative Approach Visuals

**RESTORATIVE QUESTIONS**

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected? and how?
- What needs to happen now?
- What do you need to do now?

Broke something	Scribbled on something	Hurt someone	Was unsafe
Something different	What happened?		Wasn't respectful
Destroyed my work	Threw something	Didn't listen to instructions	Used negative language

Confused	Worried	Sad	Excited	Distracted
Something different	What were you feeling?			Scared
Angry	Anxious	Giggly	Silly	Fizzy

Sad	Sorry	Guilty	Ashamed	Tired
Fizzy	How do you feel now?			Worried
Calm	Better	Okay	Something different	Unsure

**RESTORATIVE QUESTIONS**

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected? and how?
- What needs to happen now?
- What do you need to do now?

Me	A friend	A teacher	My class	Other children
My Dad	Who has been affected?			A group
My Mum	My family	Animals	Community members	Someone else

Write it down	Write a letter	Talk with someone	Say sorry to someone	Fix something
Have thinking time	What needs to happen to put it right?			Tidy Up/clean something
Make a change	Make a plan	Practice	Finish my work	Something else

Something else	Ask to go outside	Go to a calm space	Get a fiddle toy	Tell someone how I feel
Count to 10	Next time I could...			Tell an adult
Walk away	Play with someone else	I need help	Make a change	Take deep breaths