

Willoughby Primary School



Relational (Behaviour) Policy

Approved By: Full Governing Board

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Policy statement

Willoughby Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

At Willoughby Primary School, we have three rules:

- be ready
- be respectful
- be safe

However, the primary aim of the behaviour policy is not a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose facilitating curiosity, understanding and independence.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life
- To ensure that all children are treated fairly, shown respect and to promote good relationships.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and understanding for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.
- That pastoral care is an integral part of all staff's work.
- To build positive pupil/teacher relationships as the key to classroom control and a positive teaching and learning environment for pupils.
- That sanctions are clear and communicated to all involved, and subject to constant review. All staff are particularly encouraged to appreciate the objectives underlying the rules and to apply them fairly and equitably.
- That special emphasis is placed on dealing with behaviour problems at the point of origin.
- That regular contact is maintained with external support staff in the Local Authority and other bodies, and their direct assistance is available if needed.
- That behaviour patterns are monitored and regularly assessed to identify and address any trends.

Expectations of staff:

We expect staff to:

- Meet and greet
- Refer to 'be ready, be respectful, be safe'
- Refer to our values: curiosity, understanding, independence
- Model positive behaviours, rules and values; and build relationships
- Plan lessons that foster curiosity, understanding and meet the needs of all learners to develop independence
- Use a visible recognition mechanism throughout every lesson.
- Be calm and give 'take up time' when going through the steps.
- Praise and promote good behaviour being specific
- Follow up every time, retain ownership and engage in reflective dialogue with learners.
- Never ignore or walk past learners who are behaving badly.
- Record significant behaviour incidents via CPOMS.

Rewards

Willoughby Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. **Exemplary behaviour will always be rewarded.**

We praise and reward children for good behaviour in a variety of ways:

Awarding 'Willoughby Wonder Stars' to individuals for positive behaviour, where possible linking these awards to our rules and vision: curiosity, understanding and independence.

Children's Willoughby Wonder Stars are added to a grid and when individual children have achieved a multiple of twenty-five, they will receive a bronze, silver, gold, platinum certificate, depending on which multiple of they have gained. These are awarded in our celebration assemblies.

Class awards e.g. marbles are also awarded for when the class or teaching groups have achieved something and/or behaved exemplary. When they have achieved a certain amount, the class will be awarded with 'golden time'.

Every week one child is awarded the Headteacher's Willoughby Award along with a sticker and certificate in recognition of outstanding work/behaviour/actions.

Positive Reinforcement

Staff may also wish to individually reward and celebrate outstanding effort, work and behaviour. The following bullet points give examples of rewards a member of staff may use, in addition to the Willoughby Wonder Stars.

- Direct verbal praise to the child and parent in recognition of their effort
- Written comments in work books and a note made in home to school diaries
- The use of stickers or stamps to reward specific behaviour or success in a task which can be attached to work or worn by the child

- Sharing of good work with the Head Teacher, with appropriate rewards

A positive environment built upon excellent relationships underpins our approach. Some examples:

- A smile
- Thumbs up
- A 'thank you'
- Acknowledgement of appropriate behaviour
- Genuine interest in activity
- Enthusiasm for pupils' learning
- Reinforcement of learning
- Listening
- Positive comments specifically relating to effort or behaviour
- Comment to parents verbally or in a reading diary or email
- Sharing children's successes with peers
- Honest, specific feedback.

Practical steps in managing and modifying poor behaviour

Although the emphasis of this policy is on encouraging and rewarding positive behaviour and attitudes, we recognise that there will be times when it may be necessary to employ a clear and consistent application of sanctions in order to ensure children are following the School Expectations and ensure a safe learning environment.

Adults will follow the Sanction Steps when children do not make positive behaviour choices.

The school will use the following sanctions in a graduated response to unacceptable behaviour:

Step One: A Positive Distraction and Visual Look

In the first instance, adults will visually acknowledge the poor behaviour and try to distract the child from their negative behaviour choice by using a form of distraction such as asking a direct question to a child to re-engage them in their learning or reminding a child of previous positive choices.

Step Two: Verbal reminder

A reminder of the expectations for learners – *be ready, be respectful, be safe* delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Step Three: Intervention and Move

Children are reminded of our behaviour expectations and informed that the consequences of their actions are to have a restorative talk with the teacher at the next opportunity. Adults will always refer to previous good behaviour/learning as a model for the desired behaviour. They will be asked to move to another section of the classroom and this will be recorded.

Step Four: Time Out and Restorative Talk

If the behaviour persists, the child will be required to undertake time-out during breaks, lunchtimes or at a different point, dependent on the needs and age of the children. Children will be expected to complete the same work, as they should have in class. Children who reach Step 4 will be expected to have a Restorative Conversation with an adult at an agreed time. The length of time for the time-out will vary according to the incident. If a child reaches Step 4 on a number of occasions or there is a more serious incident, parents will be invited to be part of a Restorative Conversation where we will work together to redirect undesirable behaviours. Teachers, at this point can speak to or email parents to let them know there have been some repeated misbehaviours.

Step Five: Internal Exclusion

A child may be given an internal exclusion for serious or repeated poor behaviour. The Internal Exclusion will be referred to the Head teacher. Parents will be notified of an Internal Exclusion by either an email, letter or 'phone call. At the end of an Internal Exclusion a Restorative meeting will be held between the child and the Head teacher before they return to their own class. For behaviour that has been repeated more than twice, children will be asked to agree a behaviour contract and put on 'report'. If work is not completed, it may be sent home.

Step Six: External Exclusion

At the discretion of the Head teacher, and for **serious misbehaviours the situation** may be escalated to step 6. Depending on the nature of the behaviour and the behaviour contract agreed, the pupil may be asked to spend time out of school.

The Restorative Conversation:

1. What happened?
2. What were you thinking at the time?
3. Who has been affected?
4. What needs to be done now to make things right?
5. How can we do things differently in the future?

In exceptional cases of persistent bad behaviour or there are safety concerns the following sanctions may also be used, but these are very much a last resort and would not normally be considered.

- Withholding participation in school trips or activities or withdrawal from activities with peers

- If there is a concern about a pupil's behaviour or in the cases of persistent poor behaviour, the parents will be invited into school at the earliest opportunity to discuss the issue with the appropriate staff and the Head teacher and agree a strategy to help the pupil to improve the behaviour.
- Exclusion, either fixed term or permanent. (See The Exclusions Policy which refers to The School Standards and Framework Act 1998 and DfES circular 10/99 Social Inclusion-Pupil Support)
- Should a child need to be escorted with assistance parents will be informed.
- Should poor behaviour persist, the Headteacher class teacher and SENDCO will be involved in a solution focused behaviour plan, including restorative discussion.

Off-site behaviour

Exemplary behaviour is expected at all times, including when off site. Rewards may be given when off-site. Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school, swimming or on a residential.

Pupil support

Willoughby Primary School recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil, we will support all pupils, irrespective of their emotional needs and current behaviour, and will seek to improve all behaviours ensuring that all children can learn.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

January 2025