

# Behaviour Policy



WILLINGTON PRIMARY SCHOOL



# Willington Primary Behaviour Policy

September 2023

## PURPOSE

The purpose of this policy is to guide teachers, pupils and parents on our relationship focussed approach to behaviour management. This will allow the pupils at WPS 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.

## 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

Our 3 school rules are:

- 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

Class teachers will discuss these rules with their class and break them down into more specific examples at a level appropriate for their year group.

## Aims

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide 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.

*'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'*

Paul Dix

### **The Head teacher and The Senior Leadership Team will:**

- Be a visible presence around the school
- Regularly celebrate staff and children whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Support teachers in managing children with more complex or challenging behaviours

### **Members of staff will:**

- Deliberately and persistently catch children doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all children
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by children
- Demonstrate unconditional care and compassion

### **Pupils are expected to:**

- Take responsibility for their behaviour and conduct
- Show respect to members of staff and each other
- Make it possible for all children to learn

## **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.**

**‘Over and above’** behaviours include exceeding our school values, impacting the wider Wellington community and showing initiative.

Ways that children will be recognised for doing so:

- Friday reward assembly certificates
- Positive message/ note home e.g. Dojo
- School Facebook posts

## Consequences - Steps in dealing with behaviour

*‘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*

At WPS, 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.

Steps	Actions
<b>Reminder</b>	A reminder of the rules delivered privately wherever possible. ‘Remember our rule about being safe – running in the corridor could lead to...’
<b>Final warning</b>	A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue. Use the phrase, <u>‘Think carefully about your next step.’</u> Give the pupil a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
<b>30-second script</b>  (See appendix A for rationale)	If the pupil still does not engage, use the 30-second script.  ‘I noticed you are....’ (e.g. wandering around the classroom chatting... )  ‘You are not showing our value of respect’....  ‘You have chosen to.....’ (e.g. stay in for .... minutes at playtime to finish your work)  ‘Do you remember when...’ (e.g. you finished all your writing and took it to show..)  ‘That is what I need to see today. Thank you for... listening.’

	<p><b><u>NB You must enforce the staying behind for ....minutes</u></b></p> <p>Example 30 second script structure:</p> <ol style="list-style-type: none"> <li>1. Open well and do not start a dialogue with the child – “I’ve noticed you’ve had a problem starting work this morning.” Physical approach – kneel down next to the child, pull a chair up or stand at the side of the classroom side by side with them – preferably have the child looking down at you</li> <li>2. Refer to why you are there and a specific rule – “You know our rule about being ready to engage with learning. I can’t have you sitting doing nothing, I need you to be involved.”</li> <li>3. Sanction – at this stage of a stepped consequence system – “I’m going to need to see you for five minutes at lunchtime today.” The pupil will more than likely protest at this stage. It’s important at this point to remind the child of previous good behaviour that you have ‘pegged’ in a positive note or other previous interaction. “Do you remember last Thursday, I gave you the note to take home? You had a brilliant week last week. You were kind, you brought in that extra research, your group work was great – that’s the behaviour I need to see now, that’s the behaviour I want to see from you. Thanks very much for listening.” Then you leave the situation. It’s almost impossible to argue with someone who is praising your previous good behaviour. Holding your nerve at this moment is the real heart of behaviour management. This is where you can model that emotionally resilient adult behaviour for the children.</li> </ol>
<p><b>Time out/reflection area</b>  <b>(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> <ol style="list-style-type: none"> <li>1. What happened? (Neutral, dispassionate language.)</li> <li>2. What were you feeling at the time</li> <li>3. What have you felt since?</li> </ol>

	<ol style="list-style-type: none"> <li>4. How did this make people feel?</li> <li>5. <b>Who has been affected?</b> (use age/stage appropriate language e.g. <b>'hurt / upset'</b> for KS1 children)</li> <li>6. How have they been affected?</li> <li>7. <b>What should we do to put things right?</b></li> <li>8. How can we do things differently in the future?</li> </ol>
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## 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.

### **FOLLOW UP, REPAIR AND RESTORE**

The number of questions to be used **MUST** depend on the age of the child. Those in **BOLD** should be used with the youngest children.

\*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

### **Playground sanctions**

Adults will all follow the warning and caution steps above. If these are not successful they will move straight to the timeout step. Timeout area will be either on the wall or in school with the first aider.

For more extreme behaviours a member of the SLT will be sent for to remove the child from the playground.

### Appendix A

#### 30 second intervention rationale

Limit your formal one-to-one intervention for poor behaviour in class to 30 seconds each time. Get in, deliver the message, "anchor" their behaviour with an example of the child's previous good behaviour, and get out with your dignity and the child's dignity intact. That is the "win-win."

The 30 second intervention demands careful, often scripted language. The idea is simple. The performance takes practice. The 30 second intervention is not designed to force a child to play "good puppy," beg for forgiveness, and turn their life around before break time. It is a carefully

planned, utterly predictable, and safe way to send a clear message to the child. “You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today (and I can prove it).”

The moment you deliver a sanction is the moment that confrontation/complaint/ protest will emerge. Counter this defensive response in your 30 second intervention by immediately reminding the child of a previous example of their personal discipline. “Do you remember yesterday/last week when you helped me tidy up/led the group/ gave me that excellent homework? Remember mom’s face when she got the note? That is the person I know—that is the Chelsea I need to see today.” Then use “Thank you for listening” as an excuse to move away and leave the child to their choice.

Walk away. Don’t turn back. Even if you have just perfectly performed the 30 second intervention, the child may need time to make a choice, time to get back to work, and time for other children to turn their attention away. As you walk away, Chelsea will be busy baiting a hook to fish you back. Her bait box is full of tasty teacher triggers: a loud swearsy mutter, perhaps the classic “finger,” or the utterly disrespectful teeth kissing coupled with quietly insulting murmurs. Don’t be tempted to take the bait. Keep walking. The rest of the class will realize that you didn’t let it go soon enough. If you rush back in to confront the secondary behaviours, you pass control over to the child. You have lost. A full-blown confrontation is the ultimate reward for the child who likes to provoke. All your hard work is soon undone as the emotions accelerate to swearsy, door-slamming, report-writing segregation cell nastiness.

Of course, as you walk away, your first job is to write down, discreetly, what just happened so that you can speak to the child when everyone is calm. You might prefer to wait until the cold light of the morning to share the note you made with the child. In time, the certainty of your follow-up soon ripples through the rest of the class. “She’ll get you; she won’t do anything now, but she’ll get you.” A pointy finger, looming presence, or sarcastic tone will undermine the technique. Everything about your physical and tonal approach must say, “I haven’t come here for an argument.” Pull up a chair or get on your knees. Take away every nuance of anger, every drop of anger fuel that some children crave. Strip out the negative reinforcements and leave the child feeling that they can have control of their behaviour themselves.

With a 30 second intervention, you no longer need to improvise. The script is set, the pace predetermined, and the arc of the intervention fine-tuned. The brevity of the intervention affords no time for the gradual crescendo of the improvised chastisement. Neither is it driven by big sticks and heavy punishment. It leaves the child thinking about their actions, knowing that someone important believes they are better. At the pivotal point of behaviour management, you can address difficult behaviour while leaving your relationship perfectly intact. Performing the 30 second intervention well is truly skilful behaviour and emotion management. It takes a great deal of self-control to stop your emotions from creeping out. Reminding children of their good behaviour in the middle of dealing with their poor behaviour takes practice. Matching humility and certainty takes some emotional resilience on your part. Yet when everyone sees that poor behaviour is no longer rewarded, and that interventions are quick, efficient, and predictable, the classroom becomes a safer and less explosive place to learn.

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