



Wyton on the Hill Primary School Behaviour and Discipline Policy

“Creating a culture with high expectations of behaviour will benefit both staff and pupils, establishing calm, safe and supportive environments conducive to learning.”

(Behaviour in Schools, The Department for Education (DfE), September 2022)

1. Introduction

We believe that good behaviour and relationships within a secure and caring environment offer children the best conditions in which to develop as individuals, be healthy, happy and achieve. Every member of our school community is asked to work towards creating an atmosphere of mutual respect, tolerance and understanding so that the rights and responsibilities of everyone within the school community are accepted, valued and upheld.

We also believe that:

- Good behaviour is not automatically learned but needs to be taught through adult modelling and well-rehearsed routines which empower children to self-regulate and take responsibility for their behaviour choices.
- Any behaviour can change and that we as teachers can assist children to manage their behaviour more effectively.
- Changes in behaviour are most effective when all adults at home and at school are working in partnership to support the child.

This policy should be read in conjunction with the school's Aims and the school's policies on: Anti-bullying, Personal Development, Play & Lunchtimes and Positive Handling.

2. Aims and Expectations

The aim of this policy is to provide a framework which, when adhered to, will:

- Promote a calm, safe, purposeful and happy atmosphere within school;
- Ensure that behaviour does not inhibit learning or impede potential;
- Foster positive, caring attitudes towards everyone, where achievements at all levels are valued;
- Encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour;
- Ensure a consistent approach to rewarding good behaviour and responding to unacceptable behaviour throughout the school with parental co-operation and involvement;
- Encourage children to accept varying degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-reliance and trustworthiness.
- Result in high standards of achievement in all aspects of school life.
- Provide clear boundaries for acceptable behaviour to ensure physical and emotional safety; and
- Help children, staff and parents have a sense of direction and a feeling of common purpose.

Our expectations are as follows:

- Everyone should be treated with courtesy and consideration.
- Everyone should give of their best in work and behaviour.
- Everyone should give and receive respect.

- Everyone's individuality should be respected and positive attributes should be praised and built on.
- Our expectations of each other should be reasonable and achievable.
- Staff will project themselves as good role models, co-operating and supporting one another, and treating colleagues and pupils with courtesy, consideration and respect.

Any child may experience emotional or behavioural problems at any time and we feel that each child has the right to our help and support. Our ultimate aim must be for self-discipline and we hope if we promote a positive approach this will be achievable for all our children.

3. Achieving our aims and expectations: a positive approach to behaviour management

We believe that it is easier to establish a culture of positive behaviour when rules are clear, visible and developed in partnership with all members of the school community and when they are positively promoted through everyday routines and exchanges between adults and children.

3.1 Staff Responsibilities:

Adults working with children need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Well-rehearsed learning and behaviour routines, positive expectations, praise and reward are the key to successful classroom management. Pupils need to know how to make good choices. They need to receive consistent positive encouragement as means of motivation. They need to be taught to manage their own behaviour.

Teachers at Wyton on the Hill Primary School recognise that effective conditions for learning: (practised routines, planning, pitch, pace, participation etc) will impact positively on general classroom behaviour.

Good communication and relationships are essential in achieving good behaviour. In order to foster a climate in which good communication can take place, adults should:

- Set high standards of speech and manner;
- Model the social, emotional and behavioural skills that the school seeks to develop in children;
- Take the initiative in establishing a relationship with every child. I.e. Greet each child by name, speak to, smile at the children;
- Deal with all misbehaviour – to ignore it is to condone it;
- Have at their disposal a range of strategies to deal with behaviour incidents (see Appendix A: Checklist of Responses to unsocial or anti-social behaviour);
- Keep calm;
- Listen;
- Be positive;
- Know the children as individuals and treat them individually;
- Be consistent;
- Follow up problems to their conclusion;
- Be firm but fair.

Adults should avoid:

- Humiliation;
- Shouting;
- Over-reacting;
- Blanket punishments;
- Punishing what can't be proved;
- Sarcasm.

It is the role of the Senior Leadership Team to ensure all staff understand the behavioural expectations and the importance of maintaining them. School leaders should make sure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school.

The school leadership team should be highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining the behaviour culture and an environment where everyone feels safe and supported.

3.2 A Positive Whole School Environment

A positive, supportive environment provides firm foundations for good behaviour. We aim to achieve this by ensuring that:

- There is a friendly, welcoming atmosphere;
- Shared areas are well-structured and well-maintained, in order to foster a sense of pride and calm;
- Displays in shared areas value effort and achievement across a wide range of activities, interests and aptitudes, including behaviour;
- Expectations of positive behaviour and attitudes are clearly displayed and encouraged in shared areas of the school;
- Pupils are encouraged to take an appropriate level of responsibility for keeping their environment safe and purposeful;
- Support / advice available for children, should they find themselves feeling unsafe or threatened, are clearly signposted.

Within the classroom, teachers will aim to create and sustain a positive, supportive and secure environment by:

- Being in the classroom to receive children;
- Motivating all children by providing challenging and well matched tasks;
- Noticing and praising positive behaviour;
- Setting a high standard of organisation with familiar behaviour and learning routines to foster independence and self-regulation;
- Creating quality displays and good care of the classroom;
- Ensuring children are aware of what is expected of them (e.g. through display, verbal references to school / class rules etc);
- Structuring activities which give children opportunities to practise responsibility and trust whenever possible.

In the playground at lunch and breaktimes, the following actions should be followed in order to support positive behaviour:

- Ensure that staff on duty are aware of potential problems - and try to diffuse them before they start;
- Seek out children who may have social / emotional issues on that day and talk with them briefly, offering support if needed;
- Maintain a high profile - move around a lot;
- Pass on relevant information about behaviour targets / issues;
- Encourage a range of games and playground activities;
- Follow the lunch time procedures as set out in the Play & Lunchtime Policy

3.3 A Clear Set of School Rules and Codes of Conduct

School rules are kept to an essential minimum and are included in our home/school agreement and school assemblies. They have been developed to be meaningful to children. None are too difficult.

They are all designed to develop courtesy, good manners and mutual respect. They are to protect children from injury, to care for equipment and to maintain a hygienic, healthy environment.

Unsocial behaviour is always discussed with pupils and anti-social behaviour is not condoned. It is essential that parents and teachers work together through discussion and action on any problems which develop.

Our Code of Conduct is based on 3 principles: RRS

Be Ready
Be Respectful
Be Safe

1. <u>Be Ready</u>	
Always	<ul style="list-style-type: none"> • Make sure you are paying attention to what is going on around you and be ready to join in with your learning and your play.
Never	<ul style="list-style-type: none"> • Do anything silly or dangerous where you might be hurt. • Stay in school at break times or leave school without permission. • Talk to strangers in school unless they have a school badge.

2. <u>Be Respectful</u>	
Always	<ul style="list-style-type: none"> • Be polite and friendly to visitors, newcomers and other children and remember to use your words to tell someone if you are unhappy about your work or your relationships.
Never	<ul style="list-style-type: none"> • Do anything to hurt others (either physically or emotionally). • Distract others from working. • Be cheeky, rude or mean to adults or other children.

3. <u>Be Safe</u>	
Always	<ul style="list-style-type: none"> • Choose the safe option.
Never	<ul style="list-style-type: none"> • Do anything silly or dangerous where you or someone else might be hurt. • Stay in school at break times or leave school without permission. • Talk to anyone who comes to the school fence.

These basic rules are simplified and displayed in all classrooms and corridors and regularly verbalized at FS and KS1. We also have two other codes which support our Code of Conduct:

Our Listening Code

When I am asked for my attention I:

Stop what I am doing
Show empty hands
Look at the teacher
Keep quiet and still
Listen to instructions

Our Line up Code

When I am asked to line up I:

Walk to the end of the line
Leave a person space
Keep my hands and my feet to myself
Keep quiet and still
Listen to instructions
Face in the direction we'll be travelling ('toe to heel')

Other school rules including those related to **food and drink, jewellery, school clothing (including PE kit), personal property and mobile phones** can be found on the school website under 'beginning of term reminders'.

3.4 Parental Involvement

We believe it is essential to encourage parents to take an active part in the education of their children and, furthermore, that involving parents in a partnership approach to behaviour management is crucial to developing effective strategies for handling behaviour challenges at home and school.

Information about what is expected of their children while they are at school and ways in which parents can help their children is provided in the school welcome pack. Additionally, parents are issued with a copy of the school behaviour policy and informed of updates through the weekly newsletter and the school website. Where necessary / appropriate, parents will be informed if their child has demonstrated uncharacteristically unsocial or anti-social behaviour. We also keep parents informed about their child's progress through progress reports, consultation meetings and informal contacts. Parents are encouraged to let the school know about any health problems or changes at home which may affect a child at school.

Whilst we believe it is important to discuss matters with parents, we feel that care must be taken not to over stress the negative points of their child's behaviour and we should highlight their children's positive achievements as well.

Should high-level behaviour incidents occur regularly, either at home or at school, the school has a full-time Inclusion Leader, who can assist in developing effective individual behaviour management plans in partnership with families and other agencies.

3.5 Encouraging and Rewarding good behaviour

At Wyton on the Hill Primary School, we believe that learning and relationships are their own reward. Teachers should therefore ensure that lessons are designed to provide the right measure of support and stretch so that pupils can experience the intrinsic rewards that effortful learning brings.

However, we also recognize that every child needs to feel that the adults in school value his/her efforts. Positive rather reinforcement assists learning and the development of good social attitudes.

For this reason, recognising and rewarding good behaviour is a fundamental part of our Behaviour Policy. There are many ways in which we may do this, depending on the situation:

- Favourable comments, which can and should be entered on pieces of work or given as verbal feedback
- Annual written school reports should comment favourably on good work, behaviour, involvement in and general attitude to school life
- Recognition can be given to success of differing kinds in assemblies, e.g. Head teacher's Award Certificates, presentation of swimming and cycling proficiency awards etc.
- Children's work can/should be displayed as much as possible both in the classroom and corridors of the school
- A visit to the Head teacher for commendations.
- Specific privileges can be awarded to individuals/groups of children (e.g. in the use of school facilities at lunch or play times - computers, library, games equipment, etc.).
- Opportunities for giving children greater responsibility in school should be fostered e.g. Pupil Jobs, a role on the school's Rights Respecting Council etc.
- Above all, action / individual specific praise and encouragement in and out of lessons should be used as much as possible.

3.6 Responses to unsocial or anti-social behaviour choices

3.7

When responding to unsocial or anti-social behaviour choices, we ask that all staff:

- Rehearse routines (e.g. practice lining up / moving around the corridor safely) so that they become habitual;
- Redirect the behaviour by positive framing (e.g. "I'd like 100% of you looking this way, please."; "I'd like you looking this way, please, Beinn.");
- Make explicit reference to the school code of conduct (**RRS**);
- Make reference to the agreed framework of rights, responsibilities, rules and routines in the classroom / school;
- Make explicit their concern and positive regard for the child and their learning when speaking to children about their behaviour;
- Use opportunities to repair and build relationships whenever possible;
- Offer appropriate opportunities to 'make amends';
- Remain aware of their own emotional response to challenging behaviour and seek to manage their own response (see checklist of responses to higher-level challenges).

We recognize that all behaviour is a form of communication. Therefore, should a child consistently exhibiting unsocial or anti-social behaviour choices, the class teacher and supporting adults will support the

child by initiating a 'roots and fruits' analysis and developing an individualised plan designed to support the child.

Very rarely, in an extreme cases, it may be necessary to employ the school's Behaviour Management Strategies for Unsocial and Anti-Social Behaviours (see Appendix A).

4. Evaluation

The effectiveness of this policy will be measured by:

- A reduction in the number of children being sent to the head teacher/deputy head teacher
- A reduction in the number of children referred to external agencies
- A reduction in incidents recorded on MyConcern
- A reduction in the number of exclusions
- Positive feedback collected from pupils, parents, members of staff and other colleagues, including, for example supply teachers and visitors.

7. Monitoring and Review

This policy will be reviewed annually by the delegated committee of the Governing Body.

Appendix A: Behaviour Management Strategies for Unsocial and Anti-social Behaviours

“Schools should be clear about which behaviours are permitted and prohibited; the values, attitudes, and beliefs they promote and the social norms and routines that should be encouraged throughout the school community. The behaviour policy is the starting point for laying out this vision and is one of the important ways the school culture is communicated to pupils, staff, and parents and carers.”

(Behaviour in Schools, The Department for Education (DfE), September 2022)

Most behaviour will be managed on a daily basis through the implementation of the whole-school positive / pro-social behaviour approaches outlined in Section 3 of this policy. However, on occasion, it may be necessary to adopt a more strategic / personalized response to an individual's behaviour, in order to support them.

1. Responses to low-level disruption and off-task behaviours (unsocial behaviours)

Low-level disruptive / 'unsocial' behaviours include:

- Fidgeting / fiddling
- Telling tales
- Punctuality
- Dropping litter
- Being noisy e.g. talking/shouting
- Failing to keep on task
- Leaving seat / desk without permission
- Poor effort
- Unkind remarks
- Bad language (one off)
- Time wasting
- Telling lies
- Running in corridors
- Pushing in line
- Chewing gum
- Borrowing without permission
- Leaving work area untidy
- Talking in assembly
- Inappropriate jewellery / clothing

Responses to low-level disruptive / 'unsocial' behaviours include:

- Proximity praise (praising a child nearby who is behaving appropriately)
- Moving towards the child or group while talking, using non-threatening body language as a prompt to follow the rules
- Rule repetition/restatement of request to the class
- Rule repetition/restatement for the individual, using 'Name ... pause ... direction' format
- Use of individual's name within sentence, to remind them of the behaviour you want to see
- The use of privately understood signals, agreed with the individual child
- 'Tactical ignoring'
- Reminding the child that there may be (reasonable) consequences if they continue to demonstrate the unsocial behaviour, and the opportunity they have to make a different choice
- 'When ... then ...' instructions
- The use of humour (but never sarcasm) to defuse or deflect challenges
- A quiet discussion with the pupil aware from their peers to talk through alternative behaviour choices

2. Responses to higher-level / anti-social behaviours

Higher level / anti-social behaviours include:

- Not listening to adults or refusal to follow instructions / refusal to co-operate

- Verbal aggression towards a peer or adult
- Physical aggression towards a peer or adult
- Intimidation
- Swearing or abusive language towards / about a peer or adult
- Deliberately sexually inappropriate or unsafe behaviour towards / about a peer or adult
- Breaking the school's agreed internet use policy and/or intentionally viewing unsuitable materials on the internet
- Any bullying, including e-bullying
- Consistently shouting out in a manner which is intimidating to others and / or compromises the mental health and well-being of others
- Distracting others
- Fighting
- Stealing
- Graffiti / throwing school equipment etc

If the behaviour is a 'one-off' or is uncharacteristic of the child, responses to high-level disruptive / 'anti-social' behaviours include:

- Time with a trusted adult to reflect on the behaviour and its impact and to explore the triggers for the behaviour
- An opportunity to apologise to those impacted on by the behaviour or to make amends
- An appointment with parents / carers to inform them of the behaviour and to discuss support
- Implementation of a 'social story'
- If necessary, alternative arrangements for play and lunchtimes, supported by an adult – e.g. nurture group / structured play
- A 'script' for defusing or redirection, which is written to meet the child's needs
- Physical intervention (If physical intervention of any kind is required then 'The Blue Book' must be completed as soon as possible (see also our policy Physical Intervention Policy)).

If the behaviour is becoming part of a pattern of repeated behaviours, responses to high-level disruptive / 'anti-social' behaviours include:

- A 'roots and fruits' / risk assessment to explore the triggers for the behaviour
- Adaptations / reasonable adjustments made to the child's timetable
- Implementation of a 'social story'
- Implementation of sensory breaks
- Involvement of specialist services
- Parents invited to a meeting to plan support and intervention (APDR)

3. Responses to extreme level anti-social behaviours

Extreme-level anti-social behaviours include:

- Physical assault towards any member of the school community (assault)
- Dangerous or inappropriate behaviour
- Leaving school without permission (absconding)
- Vandalism / damage to school property
- Failure to respond to previous bullying guidance / sanctions
- Deliberately intimidating behaviour
- Deliberate use of sexual behaviour towards / about a peer or adult
- Prolonged or significant disruption of the smooth running of the school which may be detrimental to the mental health / well-being or safety of pupils or staff.

Responses to extreme-level 'anti-social' behaviours may include:

- Physical intervention (If physical intervention of any kind is required then 'The Blue Book' must be completed as soon as possible (see also our policy Physical Intervention Policy)).
- internal exclusion (being taught separately from peers for all / parts of the day)
- suspension or exclusion

