



# Walkeringham Primary School

## Behaviour Policy

**Revised date: September 2025**

**Next review date: September 2026**

## **Aims**

- To create an environment which encourages and reinforces good behaviour.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour.
- To promote self-esteem, self-discipline and positive relationships.
- To ensure that the school's expectations and strategies are widely known and understood.
- To encourage the involvement of both home and school in the implementation of this policy.

## **Ethos Statement**

At Walkeringham Primary School we aim to provide a safe, caring and friendly environment for all our pupils to allow them to learn effectively, improve their life chances and help them maximise their potential. We expect pupils to feel safe in school, including that they understand the issues relating to safety, such as bullying and that they feel confident to seek support from school should they feel unsafe. We believe children should be encouraged to acquire citizenship skills that will equip them with strategies to help them to harmoniously interact with their fellow pupils and adults. We believe that respect for one another is enhanced by the modelling of appropriate behaviour and forms of communication by all adults in school. We believe by promoting positive behaviour and teaching pupil's strategies which enable them to handle any conflict in a non-aggressive manner that, along with the messages they receive from home, they will begin to acquire citizenship skills of tolerance, understanding and a respect for their own needs and those of others.

## **Rules and Values**

As part of our ongoing commitment to the safety and welfare of our pupils we at Walkeringham Primary School have developed the following strategies to promote positive behaviour and discourage negative behaviour.

Children and adults in school have worked to devise a set of values which will underpin behaviour and attitude to learning throughout school. We refer to these as our 'Walkeringham Ways':

### **Think Smart, Be Kind**

I am truthful

I am resilient

I am respectful

I am responsible

I am independent

I am curious

Teaching of these values is explicit through a weekly assembly focus, during which the children are introduced to the Walkeringham Way of the week and asked to consider how they might demonstrate this attribute.

The pupils will be in contact with adults who demonstrate consistency, consideration, good manners and caring attitudes in their behaviour and who have high expectations of good behaviour from pupils in all areas of the school. In lessons, at playtimes and lunchtimes the language of the Walkeringham Ways will be used by all staff. This will encourage consistency and embed the values throughout.

### **Classroom Management**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative. Furniture should be arranged to provide an environment conducive to on-task behaviour. Materials and resources should be arranged to aid accessibility. Displays should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the skills, knowledge and understanding which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

### **How children can sort out their own difficulties**

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion.

Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse.

### **Suggested Strategy for resolving conflict**

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- 1) what the other(s) has/have done to upset them
- 2) how they feel about it
- 3) how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken,
- children adhere to the three steps

- they listen to each other and maintain eye contact.

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

## **Reward System**

Our emphasis is on rewards to reinforce good behaviour. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. We praise attainment, work effort and behaviour equally. These include rewards for those children who consistently behave well. There will be a whole school approach to recognising, rewarding and praising appropriate behaviour. Rewards include:

- Dojo points, which are used to reward children who are following our Walkeringham Ways.
- If a class accumulates a certain number of dojos, they receive a joint award;
  - 250 – 10 minutes extra play
  - 500 -15 mins extra play
  - 750 – 1 hour choosing
  - 1000 -Film afternoon
- One team member of the week will be awarded a Walkeringham Way certificate for the week's attribute. The team winner will be communicated to parents through newsletters.

## **Sanctions**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour. This can often be avoided by engaging with the child in a conversation about their choices and their actions moving forward.

The use of sanctions should be characterised by certain features:

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanctions.
- It should be the behaviour rather than the person that is the focus of the sanction.

In all classes the sanctions depend on the action and developmental age of the child. Incidents are dealt with on an individual basis. These may include: verbal warnings; withdrawal of privileges; referral to the Headteacher, conversations or emails to parents and, ultimately and in the last resort, exclusion (following the LEA guidelines). Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions.

Where anti-social, disruptive or aggressive behaviour (including the use of any offensive object or item to cause harm or threaten others) is frequent, sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures should take place to eliminate these as

contributory factors. Additional specialist help and advice from the Educational Psychologist or Support Agencies may be necessary. This possibility should be discussed with the SENDCO/Headteacher.

Although staff will use their discretion in regards specific individual/group sanctions, in most cases staff will apply the tiered approach to behaviour allowing for a consistent and progress response to children.

### Tiered Approach - Example

Reminder	-Reminder of the Rules
Caution	- Deliver in private if possible. Make the child aware of his/her <u>behaviour</u> and clearly outline consequence if he/she continues (2 minutes of missed break)
Last Chance (includes 2 minutes at break)	Offer opportunity to engage in positive behaviour. 2 minutes is owed and cannot be negotiated.
Time-Out – (Yellow Card)	If the child hasn't engaged after the third reminder he/she needs a 5 minute time out this is a few minutes for the child to think about his/her behaviour and calm down. Followed by:
Repair	This might be a quick chat at breaktime in the playground or more formal meeting.
<b>Serious – (Red Card)</b> Violence Defiance / rudeness towards any adult Persistent taunting, teasing and bullying behaviour Stealing Spitting Swearing	Any of these behaviours will result in an instant move to Time Out (see above) as well as an additional sanction specific to the child and behaviour which will be decided by the class teacher in conjunction with SLT.

### Malicious allegations

Where a student makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

Where a student makes an allegation of sexual violence or sexual harassment against another student and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the student in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the student who made the allegation is in need of

help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and students accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other students.

### **Extreme Behaviour**

If behaviour is extreme support will be sought from the Bassetlaw Primary Behaviour Partnership and if behaviour continues to create a significant risk for other pupils or staff, significantly disrupts others learning and/or causes harm to staff and pupils then fixed and permanent exclusions will be considered.

### **Communication and parental partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since these are crucial in promoting and maintaining high standards of behaviour.

Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of the strategies to be used. The class teacher has the initial responsibility for the child's welfare and any concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required.

The school will communicate policy and expectations to parents. Where behaviour is causing concern parents will be informed at an early stage, and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents.

### **Roles and Responsibilities**

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

#### Children's responsibilities:

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect.
- To obey the instructions of members of staff.
- To take care of the school property and environment.
- To cooperate with other children and adults.

#### Staff responsibilities:

- To offer good role models.

- To provide a challenging, interesting and relevant curriculum.
- To create an environment that is safe, secure, interesting and pleasant.
- To treat all children fairly and with respect.
- To use rules and sanctions clearly and consistently.
- To foster good relationships with parents/carers.
- To recognise that each child is an individual and to be aware of their needs.

#### Parents' responsibilities:

- To be aware of the school rules and expectations.
- To support staff in the implementation of the policy.
- To foster good relationships with the school.
- To make their child aware of appropriate behaviour at all times.
- To show an interest in all that their child does in school.
- To encourage independence and self-discipline.

#### Responsibilities for all:

- To not make posts relating to school on Facebook or other social networking sites.
- To follow the School Code of Conduct
- To support the aims of our British Values, Safeguarding and Prevent Duty Policies.

### **Use of Force**

It is anticipated at Walkeringham Primary School that all the above measures will ensure the behaviour of young people is safe and acceptable. However, there may be occasion when despite all the best efforts of staff there is no alternative than to physically intervene with young people to ensure their safety or the safety of others.

#### Key Points Regarding Use of Force:

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action.
- Suspension should not be an automatic response when a member of staff has been accused of using excessive force.
- Senior school leaders should support their staff when they use this power.

#### What is Reasonable Force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.
2. Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

5. Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

6. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

## **Conclusion**

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, where children enjoy coming to school because they feel safe and secure. It is up to all of us, Staff, Governors and Parents to ensure that the children of Walkeringham Primary School are educated in a caring, friendly and orderly school. We have to work together to ensure that we achieve these worthwhile goals.

The Behaviour Policy should be read in tandem with the following:

- Exclusion Policy
- Special Educational Needs Policy
- Equality & Diversity Policy.
- Anti-Bullying Policy