



Behaviour Policy

Reviewed October 2023

Our expectations

It is a primary aim of Walnut Tree Walk School that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all.

The school has a number of school rules, but 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 of helping everyone to learn. The school expects every member of the school community to behave in a considerate and respectful way towards others at all times.

Implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects and impacts on others. Pupils are respectfully supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate members of society who have the skills to avoid and resolve problems independently.

We expect all children to:

- Respect others, themselves and their environment and to show this in both their behaviour and work
- Be a "credit to the school" both in and out of school activities
- Listen carefully to instructions in lessons
- Learn well and to the best of their ability so that they can 'be the best they can be'
- Help others to learn by behaving well
- Speak to everyone politely and be courteous and well mannered.
- Listen to each other and try to accept others' points of view
- Try to resolve disagreements amongst themselves then if necessary go to an adult for help
- Accept responsibility for their own behaviour and acknowledge the impact it may have on others
- Respect each others' culture, background and differences
- Look after their belongings and the belongings of others
- Take care of the school building and equipment
- Share resources appropriately
- Ask permission to leave the classroom during lesson-time
- Walk around the school building in a sensible manner
- Follow these behaviour expectations if using online platforms and social media, even outside of school hours

All adults are expected to:

- Treat all children fairly and apply this behaviour policy in a consistent way.
- Help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- Promote an environment where everyone feels happy, safe and secure.
- Support the way in which all members of the school can live and work together in an effective and supportive way.

How we promote good behaviour

At Walnut Tree Walk Primary School we believe that positive actions are more effective than negative ones. We help children to learn, recognise and adopt behaviour that is positive and rewarding. We encourage children to take responsibility and contribute to the school community. All members of staff should be committed to promoting good behaviour thus modelling the behaviour that is expected from children. We aim for children to display and model good behaviour and a positive attitude to learning because they want to and they understand that it is the right thing to do, not just to earn rewards. If a class teacher wants to operate a specific positive behaviour strategy, it must be approved by the Headteacher first.

The Restorative Approach

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected. We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future. Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. If a pupil in our school has been negatively affected by someone's negative behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly. If a pupil has done something wrong they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

When our pupils find themselves in conflict or upset, we will ask them:

- **What happened?** Drawing out each person's story one at a time. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- **What were you thinking or feeling when it happened?** What each person was thinking and feeling at the time, before and since.
- **What needs to happen to put this right?** How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.
- **What would you do differently next time?**

We might also say to our pupils:

- What would you think or feel if this happened to you?

- What are you willing to admit to?
- How can we put this right?
- What other choice could you have made?
- How could you make sure that this did not happen again?

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines below.

Praise and Rewards

The school rewards and acknowledges good behaviour as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour rather than merely deter anti-social or inappropriate behaviour.

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

- teachers congratulate children verbally
- we congratulate children in the weekly Achievement Assembly for consistent good work or behaviour, or to acknowledge outstanding effort or acts of kindness in school
- children are congratulated by the Headteacher and other staff
- Children receive postcards home acknowledging good behaviour and good work in class and around the school
- Whole class rewards, such as additional playtime or recreational trips at the end of term, may be awarded in consultation with the Headteacher
- Some children who show exemplary behaviour will be given jobs and responsibilities around the school, eg office helper, peer mediator etc.

Sanctions

The school employs a number of sanctions to enforce the school rules, and to ensure a safe and positive learning environment.

What behaviour is unacceptable?

- Play-fighting, fighting, aggressive acts
- Name-calling and verbal abuse of any kind, particularly sexist, racist, disability, homophobic or religious name-calling
- Bullying, including intimidating, threatening, picking on and excluding others
- Swearing or using offensive language
- Damaging property and school equipment or the property of other children

- Stealing
- Leaving the classroom, school building, learning area or school grounds without permission
- Behaving in a way which disrupts others children's learning
- Refusing to follow a reasonable instruction from an adult
- Being dishonest
- Being disrespectful
- Cyber bullying and misuse of social media

We employ each sanction appropriately to each individual situation, using a whole school policy so that there is consistency across the school and so that the children are very clear about the expectations and consequences of their behaviour. The class teacher discusses the school code of conduct with each class. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of anti-social behaviour the class teacher discusses these with the whole class during 'circle time' where appropriate. Each class has a display of the positive behaviour expected of the children (Appendix 1), as well as the consequences of unacceptable behaviour (see Appendix 2).

Sanctions employed by the school include:

- If children do not listen in class or if they are not completing sufficient work, we ask them either to move to a place nearer the teacher, or to sit on their own. If this still does not see an acceptable improvement then the child may miss some of their playtime or lunchtime.
- We expect children to try their best in all activities. If they do not do so, we may ask them to redo a task. This may also be during a break time.
- If a child is disruptive in class, the teacher reprimands him or her. If a child misbehaves repeatedly, they will be taken by a member of staff to Andrew or a member of senior staff.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.
- If a child continues to behave inappropriately following a warning, they may face an internal exclusion through a temporary move to another class or exclusion from a class visit.
- If a child threatens, hurts or bullies another pupil, the child is referred to the Head Teacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.
- Any behaviour incidents at playtime or lunchtime will be dealt with initially by a member of the staff in the playground. Consequences may include a verbal reprimand, time out from playing by sitting on the bench or being sent to Andrew or a senior member of staff.

Good discipline is the shared responsibility of all staff. We know that if we expect the children to behave well, the adults in the school must model good behaviour themselves. We strive to avoid:

- humiliation;
- shouting;
- over reacting – the problem will grow;
- blanket punishment – this is unjust towards the innocent;
- threatening children with someone else's discipline;
- using an area of the curriculum as a punishment (e.g. extra maths or no P.E.)

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such

behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Exclusions

Exclusion from school is for very serious incidents and could be for 1 or more days according to the nature of the offence and previous exclusions. At Walnut Tree Walk we are an inclusive school that rarely uses exclusion from school as a sanction. Everything possible in terms of support will be offered to the child concerned and their family before exclusion is considered. The criteria for exclusions are:

- The behaviour of the child puts him/her self or others at risk
- The child's behaviour impacts significantly on the education of other children
- Controlling the child's behaviour impacts significantly on the general running of the school
- COVID-19 UPDATE: Although we are aiming to have a more 'normal' 22-23 academic year, COVID-19 measures may have to be reintroduced and things can change very quickly. During the period of COVID-19, a child who does not follow the instructions/measures in place at the time in terms of for example remaining in their bubble, or not following the age appropriate social distancing and hygiene measures, or who is causing disruption to the learning of others, will face an immediate exclusion as his/her actions put themselves and others at risk.

Immediate exclusion from school will be sought if the Headteacher considers it necessary due to the severity of the behaviour. The Chair of Governors will be informed of this decision. In very serious cases or when there are repeated fixed term exclusions, a permanent exclusion may be considered.

Monitoring and Review

This policy will be reviewed annually by the Senior Management Team and the Governing Body. The Governing Body will also monitor any exclusions and conduct any appeal processes.

Policy agreed by Governors: 13th October 2022

Date of most recent review: 19th October 2023

Signed (Headteacher):

Signed (Chair of Governors):

Appendix 1:

The positive behaviour we expect of the children should be displayed and referred to in each classroom. The 6 key areas are:

TAKE PRIDE in your work, in yourself and in your surroundings

SHOW RESPECT to others, to your friends, to the equipment, to adults, to differences and to your school

BE RESPONSIBLE – move around the schools calmly, quietly and safely

ALWAYS LISTEN to instructions and to others' ideas and opinions

LOOK AFTER your classroom, your belongings, the equipment and your school



Appendix 2: Consequences of unacceptable behaviour



Keep our school safe.

Negative Behaviour Actions

Stage 1: Verbal warning that the following actions will begin the next time you are spoken to.



Keep our school a happy place.

Yellow:

Behaviour	Action
<ul style="list-style-type: none"> Not taking pride in your work Not listening to instructions Distracting each other from learning Not looking after equipment 	<ul style="list-style-type: none"> Sit in individual workspace in classroom Complete task while others are doing something 'more' fun Time in allocated place in class to reflect/think Redo work
<p><i>These types of behaviour impact on your learning and the general learning environment around you. This will be recorded in the behaviour log.</i></p>	

Orange:

Behaviour	Action
<ul style="list-style-type: none"> Repeated Yellow stage behaviour Name calling and being unkind to others Being dishonest Distracting others who are trying to concentrate Showing a lack of respect for others 	<ul style="list-style-type: none"> Miss period of <u>breaktime</u> Work in another class Time in another class to reflect/think Redo work for a period of <u>breaktime</u>
<p><i>These types of behaviour impact on your learning, the learning of others who are trying to work and/or upset a member of the class. This will be recorded in the behaviour log.</i></p>	

Red:

Behaviour	Action
<ul style="list-style-type: none"> Deliberate injury to others Racial abuse Bullying Swearing Walking out of class without permission 	<p>You will be sent to Andrew, Sue or Connor to decide on action:</p> <ul style="list-style-type: none"> Call parents In-school exclusion (significant time in another class) Ban from football, trips, clubs etc. Fixed-term exclusion
<p><i>These types of behaviour have a significant risk to yourself and others. They make the school environment unsafe for yourself and others. This will be recorded by Andrew, Sue or Connor.</i></p>	



Take care of our school.

At Walnut Tree Walk School we take care of each other.

