

Behaviour Policy

Wadsworth Fields Primary School 2025

The aim of Wadsworth Fields Primary School is for every member of the school community to feel valued and respected, building positive relationships where everyone can thrive. The school behaviour policy is therefore designed to support that ethos of mutual trust and respect.

At Wadsworth Fields Primary we aim to nourish our children's concept of **respect** for themselves, each other and the shared environment.

We do this by:

- Promoting positive attitudes.
- Promoting caring relationships.
- Encouraging good behaviour.
- Supporting children to be able to self-regulate.
- Creating a school ethos based on mutual respect.

Reinforcing our school motto '***Be the best you can be***'

Principles for behaviour.

- That all children have the right to learn and staff have a right to teach.
- All children should be encouraged to be honest about their behaviour and supported in learning from their actions.
- That behaviour should be treated like any other learning need and as such needs to be taught
- Understand that behaviour often communicates an unmet need

So that children achieve good behaviour we provide the children with a consistent approach throughout school. In every class staff are committed to:

Behaviour checklist

- Meeting and greeting the children upon arrival
- Awarding parallel praise (*praise good behaviour rather than highlighting negative behaviour*)
- Displaying the school rules
- Ensuring a reward system is in place
- Displaying a visual timetable
- Using an attention grabber to ask the children to stop
- Ensuring children line up appropriately– quietly, hands by side, facing front

- Ensuring a smooth transition between classes or to assembly -3 Ss Silently, Sensibly, Single file
- Ensuring children come in from the playground in a calm orderly manner
- Modelling expectations
- Giving feedback to parents (*letting them know about the good days as well as the bad ones*)

School Rules

The children have created a set of school rules.

- **Be kind** in what you say and do.
- **Listen** and do as we are asked
- **Be honest.**
- **Care for** property and the environment
- **Stay safe**

Relational Approach

"Every moment and interaction can be an intervention"

At Wadsworth Fields we strongly believe that a school is built on relationships and as such we work hard to build positive relationships and use emotion coaching to support our children in regulating their own emotions and behaviour.

Research has shown that by using emotion coaching strategies children:

- are better able to control their own impulses
- better able to self soothe when upset
- have fewer behavioural problems
- are more emotionally stable
- are more resilient

1. Stages of emotion coaching

EMPATHY: Recognise the child's feelings and empathise with them	Recognising, empathizing, soothing to calm <i>eg I can see you are upset. I am here</i>
LABEL: labelling feelings and validating them	<i>eg Sounds like you might be feeling angry. I might feel angry too if that happened to me</i>
LIMITS: setting limits on behaviour	If needed <i>eg we can't always get what we want</i>
PROBLEM SOLVING	<i>eg. We can sort this out together</i>

Co-regulation

There may be times when a child has “flipped their lid” This may result in the fight or flight impulse being observed. In this instance the child needs support co-regulating first, before we can begin emotion coaching. This can be done through physical activity *eg walking, running, jumping, deep breathing, colouring*. Once the need to fight or flight has subsided, grounding and calming strategies can then be used to focus on the present, *eg counting breaths in and out, watching clouds, walking with a beanbag on their head, lying with their eyes closed*.

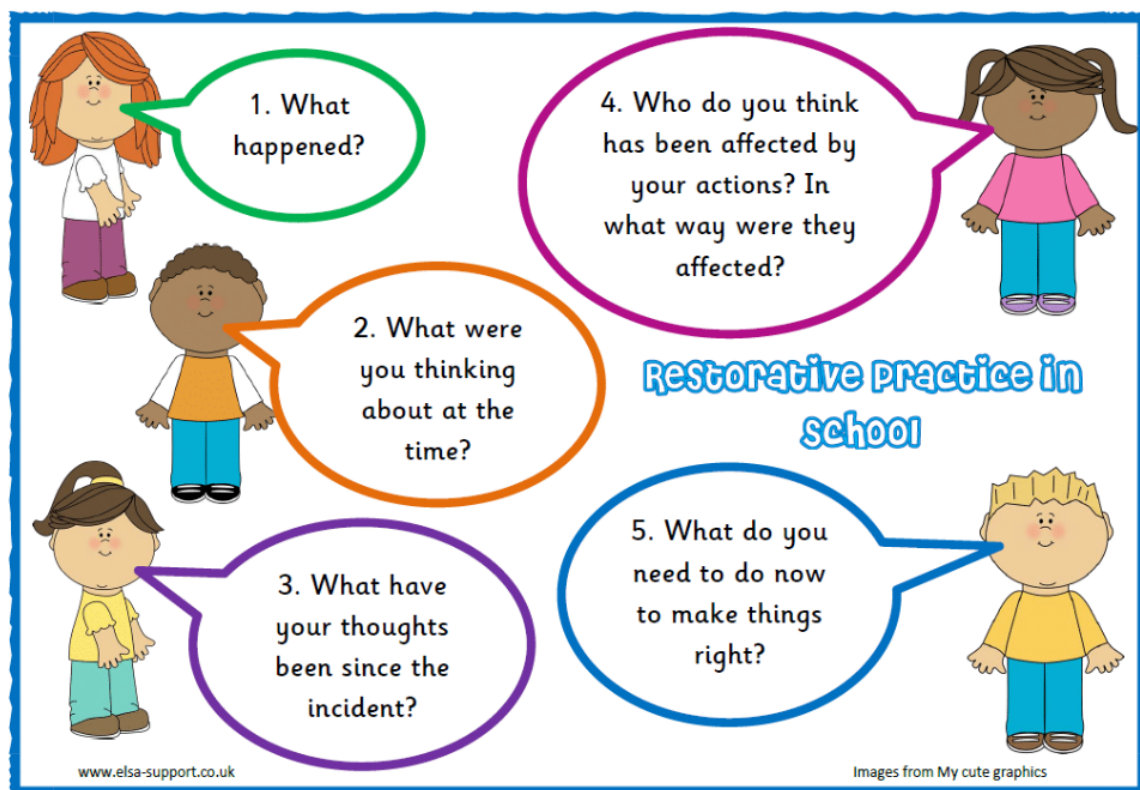
Only when a child is calm can we begin to discuss what has happened and consider a restorative approach

2. Restorative Practice

Restorative practice is based on the idea that the best way to help someone who has done wrong is to give them the opportunity to put things right.

At its most basic, restorative practices improve the quality of relationships we have. Using this approach can both avoid and minimise conflict, and help us to manage it better when it does arise.

Staff will use the questions below frame conversations with children and agree consequences:



Using a restorative approach means consequences for unacceptable behaviour should relate to the child's action. A missed break may be spent:

- considering how they could make a child feel better if they have upset them, talking together that child*
- tidying an area where they may have thrown equipment*
- list words they could use when angry if they have been swearing*

Rewards and consequences

Staff members use a variety of methods to reward children to ensure their approach is relevant and age appropriate.

In Foundation 2

Rewards

- Name being placed on the smiley side and given a sticker at the end of the day
- Certificates and praise during the weekly golden assembly
- Every class having a marble jar
- Lots of verbal praise both individually and as part of groups
- Feedback to parents in the form of School Diary, texts sent or oral feedback


Consequences

1. Class reminder of expectations (*general reminder to class*)
2. Verbal warning (*specific child is reminded of school rules and what it is they are expected to do*)
3. Name on sad side
4. Miss 5 mins break (*children miss 5 mins of their break time but have to hold the hand of the teacher on duty outside.*)

In Key Stage 1

Rewards

- Certificates and praise during the weekly golden assembly
- Every class having a marble jar
- Lots of verbal praise both individually and as part of groups
- Feedback to parents in the form of School Diary, texts sent or oral feedback
- Every month Members of School Parliament present two children in their class with an award for good behaviour or positive attitude.
- A Reward ladder is used to praise positive attitude, behaviour or good work, as below

	Brainbox prize
	Text home
	5 team points and big sticker
	1 team point and small sticker

Consequences

1. Class reminder of expectations (*general reminder to class*)
2. Verbal warning (*specific child is reminded of school rules and what it is they are expected to do*)
3. Name on sad side
4. Spend 5 mins in another class (*children are sent to another class for 5 mins to reflect on their behaviour.*)
5. Miss 5 mins break (*children miss 5 mins of their break time but have to hold the hand of the teacher on duty outside.*)
6. Parents are informed

In Key Stage 2

Rewards

- Certificates and praise during the weekly golden assembly
- Every class having a marble jar
- Every month Members of School Parliament present two children in their class with an award for good behaviour or positive attitude
- Key Stage 2 operate a tiered reward system. Children are allocated a reward on Level 1, 2 or 3 and are able to select their reward, by placing their photograph on this. This ensures that rewards appeal to children and are valued by them

Level 3	Brainbox		
Level 2	Text home	10 Team points	
Level 1	5 Team points	Sticker	Share success with another member of staff

Consequences

1. Class reminder of expectations (*general reminder to class*)
2. Verbal warning (*specific child is reminded of school rules and what it is they are expected to do*)
3. Spend 5 mins in another class (*children are sent to another class for 5 mins to reflect on their behaviour.*)
4. Miss 5 mins break (*children miss 5 mins of their break time by sitting on the bench*)
5. Parents are informed

Report card

When a child's behaviour has not shown improvement despite any consequences they can be placed on report. This is a record of how each session has gone throughout the day and is also an opportunity for the child to receive praise and positive feedback. This card will have to be signed each session, as well as by the Head, Deputy or Assistant Head at the end of each day and shared with their parents. The format of this report card will reflect the age and needs of the child.

Behaviour Log

Children who have missed their break as a result of breaking a school rule are recorded in a Behaviour Log. This is monitored by the Head teacher and the link Governor for behaviour.

Specific Behaviour Programmes

Children with specific behavioural needs may need additional support or an individual programme which would be devised with parental involvement and input from the child. This may include ELSA, Advice may be sought from outside agencies where appropriate to create a bespoke programme when needed. School are aware that children may have a range of needs and that these need to be accommodated for in line with the Equality Act. (See **Equality Policy**)

For some children this will include them having time out of class in order to be able to regulate their behaviour and emotions, before returning to class, calm and ready to learn.

Bullying

Bullying is distinguished from other forms of aggression in that it involves dominance of one pupil by another, or groups of others, is pre-meditated and usually forms a pattern of behaviour. This could be physical, verbal or emotional and could include contact through online interaction out of school.

At Wadsworth Fields we take bullying very seriously. As such there is a separate policy on how we tackle bullying in our school. (See **Anti Bullying Policy**)

Child on Child abuse

In line with Keeping Children Safe in Education, school take seriously the occurrence of child on child abuse and staff are aware that children are capable of abusing their peers. This includes engagement online with images, information and websites as well as face to face interactions. Issues are addressed explicitly through RSHE lessons and children are reminded that talking about things which are happening is important. Staff understand that this may go unreported by children, but must maintain an understanding that it could happen here.

(See **Child on Child Abuse Policy**)

Online safety

Behaviour online and online safety is taught both through computing lessons and RSHE (content, contact, conduct and commerce). This deals with issues explicitly and children are aware that how they behave online (or how they respond to

online content) is important. Children are taught that interactions with people online should have the same standards as those taking place face to face. Children are encouraged to talk to adults if something has upset them and they are supported to deal with difficult messages and situations. There is an awareness that children have more access to mobile devices and instant messaging and that they need explicit teaching about how to manage this (incl cyberbullying). Staff have the expectation that these behaviours will be happening and so need to be addressed and are aware that they might observe changes in a child's behaviour rather than being explicitly informed.

(See **Online Safety Policy** within **Computing Policy**)

Discriminatory behaviour

School actively promotes equality and works hard to create an environment that tackles discriminatory behaviour and stereotypes, through education.

Reported incidents of discriminatory behaviour are recorded separately in the school Behaviour Log. (See **Equality Policy**)

Physical intervention and the use of reasonable force

We take the safety of our pupils and staff very seriously. We believe that all pupils and staff have the right to be and feel safe whilst at school.

As a school we are firmly committed to creating a calm and safe environment which minimises the risk of incidents arising that might require the use of reasonable force. We will only use physical intervention as a last resort when a child is at risk of harming themselves or others and strongly believe in de-escalating any incidents as they arise to prevent them from reaching a crisis point. Staff have had CPI training. Further details can be found in the **Physical Intervention policy**.

Exclusions

An exclusion would be a last resort and would only be considered when all alternative options have been tried but have not been successful in improving behaviour. The Governing Body would comply with the procedures outlined by Nottingham County Council.

This policy should be read in conjunction with our Physical intervention and Child Protection policies.

This policy will be reviewed in Spring 2028
Lynn Corner-Brown in consultation with all staff and pupils
Spring 2025