Behaviour Policy

Wadsworth Fields Primary School

Introduction
Excellent standards of behaviour are essential if children are to learn effectively and flourish as individuals. We believe this does not simply happen but that good habits, choices and routines have to be modelled and taught. Alongside this, and at the heart of a happy and successful school, is teamwork and a strongly embedded ethos.

School Ethos
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. Positive behaviour is central to this. All staff are committed to creating a supportive ethos and culture that promotes positive behaviour and ensures that all pupils have the opportunity to learn in a calm, safe and supportive environment. We all take responsibility to set high expectations and model high standards of behaviour and conduct in how we interact with everyone in schools and as such establish the boundaries and environment in which positive relationships can develop. We support children as they develop their ability to regulate their emotions, understand the impact of their actions and make positive choices. We understand that some children will need extra guidance or additional help to co-regulate. We also recognise that behaviour can be a form of communication and that pupils may signal their needs, anxieties or frustrations through their actions. Staff work to understand these underlying causes so they can respond with clarity, care and fairness.
The school behaviour policy is therefore designed to support that ethos of mutual trust and respect, building positive relationships.

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.
- Supporting children in understanding their behaviour choices
- Creating a school ethos based on mutual respect.

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

<u>Principles for behaviour.</u>

- 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 childs feelings and empathise with them	Recognising, empathizing, soothing to calm *eg I can see you are upset. I am here*
LABEL: labelling feelings and validating them	*eg Sounds like you might be feeling angry. I might feel angry too if that happened to me*
LIMITS: setting limits on behaviour	If needed *eg we can't always get what we want; you can tell me calmly now or in a minute when you are ready*
PROBLEM SOLVING:	*eg. We can sort this out together*

Co-regulation

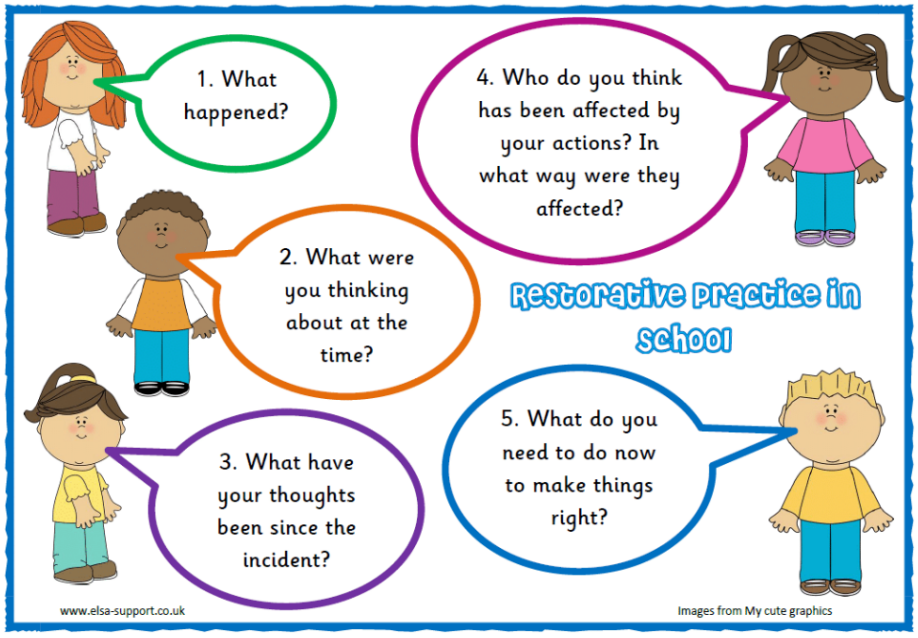
There may be times when a child has "flipped their lid" This may result in the fight or flight impulse being observed. In this instance the child needs support co-regulating first, before we can begin emotion coaching. This can be done through physical activity *eg walking, running, jumping, deep breathing, 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 in the illustration to 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 will be spent completing a reflection sheet, considering what they did, who it impacted and how, how they can make it better, what they would do next time and how it relates to the school rules.

The environment

All school staff are committed to creating a calm, safe environment and have high expectations of behaviour. Clear and consistent routines are established to support every child in understanding what the expectations are. These include:

Classroom routines

- 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

School routines

- 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
- Children walk around school quietly and calmly
- At the start and end of the school day, scooters and bikes are to be dismounted at the school gates and walked to the storage area

Playtime and lunch routines

- A whistles signal the end of any break time. Children stop and stand still on the first whistle and line up on the second whistle.
- Children line up and are silent as teacher collects and re-enter the school building
- Ensuring children line up appropriately– quietly, hands by side, facing front

Assembly routines

- Children come in and out of assembly in silence-3 Ss Silently, Sensibly, Single file
- Ensuring children line up appropriately– quietly, hands by side, facing front
- During assembly children do not speak unless they have been asked to participate

Rewards and consequences

Rewards

It is essential that good behaviour, hard work and success and rewarded – not only for the individual but as a recognition for their positive contribution to school life. Our emphasis on rewards is to reinforce good behaviour, raising self-esteem and nurturing a sense of belonging. We believe that rewards have a motivational role, helping children to see that good behaviour is valued.

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

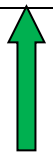
In Foundation 2

- 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 to save for a whole class reward

- 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

In Key Stage 1

- Certificates and praise during the weekly Golden Assembly
- Every class having a marble jar, to save for a whole class reward
- 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.
- Awarded Team points
- 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

In Key Stage 2

- Certificates and praise during the weekly Golden Assembly
- Every class having a marble jar to save for a whole class reward
- Every month Members of School Parliament present two children in their class with an award for good behaviour or positive attitude
- Awarded Team points
- 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

Although rewards are central to the encouragement of positive behaviour, there is a need for logical and clear consequences to acknowledge when behaviour is unacceptable to protect the security, safety and stability of the school community and to support pupils displaying distress behaviour.

<table>
<tr><th colspan="5">Behaviours</th></tr>
<tr><th>Stage 1</th><th>Stage 2</th><th>Stage 3</th><th colspan="2">Stage 4</th></tr>
<tr>
<td>• Talking when a teacher is talking
• Shouting out in class
• Not listening
• Not following instructions
• Inappropriate language
• Not lining up correctly
• Fiddling with equipment
• Name calling
• Being unkind
• Play fighting</td>
<td>• Swearing
• Shouting at an adult
• Fighting/aggression
• Bullying
• Vandalism
• Leaving class without permission
• Spitting
• Discriminatory behaviour
• Refusal/defiance</td>
<td>• Physical violence towards a child
• Physical violence towards an adult
• Verbal abuse towards a child
• Verbal abuse towards an adult
• Serious discriminatory behaviour
• Serious bullying behaviour
• Theft
• Persistent refusal to obey rules</td>
<td colspan="2">• Carrying an offensive weapon
• Arson
• Supply of drugs</td>
</tr>
<tr><th colspan="5">Consequences</th></tr>
<tr><th colspan="3">1st Instance</th><th>Persistent instances</th><th>1st or persistent instances</th></tr>
<tr><td colspan="3">1st Instance ➡ Persistent instances</td><td>Fixed term exclusion internal or external</td><td>Permanent exclusion</td></tr>
<tr>
<td>Verbal warning
↓
Miss mins of playtime, complete reflection sheet
↓
Miss whole playtime, complete reflection sheet and Parents informed
↓
Recorded in Behaviour Log
↓
Missed playtime over more than one day, complete reflection sheet. Parents informed</td>
<td>Move to another class, for part of lesson. Parents informed
↓
Loss of privileges. Parents informed
↓
Recorded in Behaviour Log</td>
<td>Removal from class for half/whole day. Parents informed
↓
Behaviour plan/Report card, meeting with parents
↓
Recorded in Behaviour Log</td>
<td>• Set number of days at school in isolation
• Or
• Fixed term external exclusion
• Re-integration meeting with parents
• Behaviour plan
• Possible involvement of external agencies</td>
<td>Permanent exclusion from the school</td>
</tr>
</table>

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.

Behaviour Log

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

Behaviour Support Plan

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.

Suspension and Permanent Exclusion

Suspensions and permanent exclusions are seen as the final step in a process for dealing with poor behaviour following a wide range of other strategies, which have been tried without success. It is an acknowledgement that the school has either exhausted all available strategies for dealing with the child and will only be used as a last resort or the severity of the incident is such that it warrants a suspension or permanent exclusion.

When a child becomes identified as being at risk of suspension or permanent exclusion, the school will pursue the following course of action beforehand:

1. clear identification with the child of the relevant behaviour
2. appropriate sanctions short of suspension or permanent exclusion will be used to discourage recurrence of such behaviour
3. parents will be notified of concerns
4. working with the parents (where possible) a clear action plan will be put into place to support the child
5. if behaviour is repeated, discussion with the child regarding possible suspension or permanent exclusion if behaviour does not improve
6. external agencies will become involved, in particular the School Behaviour and Attendance Partnership (SBAP) and the Educational Psychologist

Occasionally the behaviour of a pupil will be such that suspension or permanent exclusion will be an immediate response. Such action will be exceptional and generally relate to extreme behaviour, constituting a serious breach of school rules. However, the Headteacher reserves the right to suspend or to exclude permanently where the health, safety, welfare or education of others is threatened by an action of a pupil.

The school will follow the Statutory Guidance on exclusions as set out by the Department for Education.

Any pupils who seriously assaults another child, or where it is deemed that their behaviour puts themselves or others at risk, will be excluded for a fixed period (up to 45 days per school year) or permanently at the discretion of the Head Teacher and Governors. Cases are dealt with individually; assaults on members of staff are regarded seriously.

Children with Special Educational Needs

We are an inclusive school and welcome children from all backgrounds. While we expect every child within the school to adhere to the school rules and the rules set, we do recognise that behaviour that doesn't meet expectations can stem from Special Educational Needs (SEN) or personal problems and difficulties. We aim to ensure that our Behaviour Policy is implemented fairly and consistently. However, we recognise that in some instances, children with SEN need this to be implemented based around their specific needs (equity) with reasonable adjustments and adaptations being made. Our restorative approach is designed to ensure good relationships between those with SEN and staff members and ensuring equity in the implementation of the Behaviour Policy.

We recognise that some learning difficulties and disabilities occur across a range of cognitive ability and can manifest itself as disaffection, emotional or behavioural difficulties. If pupils are identified as having a SEN which impacts on their behaviour, short term, detailed behaviour support plans and risk assessments related to behaviour will be agreed between the SENCo, parents and class teacher.

The school maintains close links with external support services such as the South Broxtowe School Behaviour and Attendance Partnership (SBAP), Inclusion Support Services and the Educational Psychology Service. These services are used to provide guidance and strategies for children with SEN who experience behavioural difficulties. We adopt a multi-agency approach, seeking out information and support from Social and Family Services, such as the Early Help service, when appropriate

This Policy acknowledges the school's duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEN.

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**.

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**)

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**)

Mobile Phones

Mobile phones are not routinely permitted in school, with the exception of pupils in Year 5 or Year 6 who may require one for safeguarding purposes, such as walking to or from school independently. Phones brought by Year 5/6 pupils must follow these rules:

• A gate to gate policy meaning phones must be switched off at the school gate and not switched on again until children leave the school gate.
• Phones must be handed to the class teacher on arrival.
• They are stored securely and returned at home time.
• Phones must not be used, seen or heard on school premises.
• Smart watches with messaging or calling functions are treated the same as mobile phones.

If these rules are not followed, parents will be contacted and the privilege may be withdrawn. The purpose of this approach is to ensure school remains a calm, safe and distraction-free environment, while still supporting older pupils who need a phone for genuine safeguarding reasons.

This policy will be reviewed in Autumn 2028

Lynn Corner-Brown in consultation with all staff
Autumn 2026



My Reflection sheet

Name: _____ **Date:**_____

Think What happened?				
Didn't follow instructions	Made an unsafe choice	Hurt someone's feelings	Not where I should be	Interrupted learning

Impact My choices made it harder for:			
Teacher to teach	Midday to do their job	Class to learn	Others to feel safe
They may have felt:			
Sad	Cross	Frustrated	

Hurt	Scared	Worried

Feel How am I feeling?		
Angry	Overwhelmed	Calm
Sad	Frustrated	Worried
Other		

The Fix I can make things right by		
Saying sorry	Helping tidy up	Writing a card or letter
Other		

Next time I will…		
Take deep breaths	Listen the first time	Follow instructions
Walk away	Stop and think	Choose kindness

 Use my words	 Ask for help	 Count to 10
Other		

 Which school rule did you break?				
Be kind in what you say and do	Listen and do as you are asked	Be honest	Care for property and the environment	Stay safe

 **Remember:** *Everybody makes mistakes. What matters is learning from them and making things right*

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