

Wimboldsley Primary School

Behaviour Policy

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Approvers::

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Aim

At Wimboldsley Primary School, we expect and encourage good behaviour and self-discipline from all our pupils in order to achieve an environment which enables emotional development, effective learning, and high standards.

We achieve this through visible consistency, which is tightened through three simplified core rules. We believe that this consistency supports the children to make good choices wherever they may be.

Our aim is to provide an inclusive, calm, quiet atmosphere in the school where all children feel safe and secure. However, our expectations of the children can only be realised through the co-operation and support between home and school. Should any difficulties be encountered, we invite parents to work with us to resolve them.

Our Rules:

1. Be Ready

Children are encouraged to be ready to learn – this is both in their attitude towards learning and in having the practical things they need to learn such as PE kits, looking after their books and equipment. To be ready to learn, children need to ensure they are listening to staff and follow instructions.

2. Be Respectful

Respectful behaviour is encouraged at all times – this is being respectful to themselves, their peers, all staff members and visitors to the school. Children are also taught to treat equipment, resources and property with respect.

3. Be Safe

Keeping children safe is our priority, as is teaching them how to keep themselves and others safe by making safe choices.

We believe that behaviour needs to be taught and should always be modelled by the adult; explained in a consistent, calm manner, with the attention firstly drawn to the best conduct. This is underpinned by the five pillars of pivotal practice:

1. Consistent, calm adult behaviour

We encourage good behaviour through our practice of having consistent, high expectations; following a clear policy and upholding an ethos which fosters discipline and mutual respect between pupils, and between staff and pupils. Adults will not display frustration or anger towards children and will actively model and promote the behaviour they expect from the children.

2. First attention for best conduct

We believe in celebrating the children who consistently follow the school rules and who conduct themselves in an exemplary manner. We focus our efforts on recognising and praising good behaviour and will give our attention first and foremost to those children who are demonstrating the behaviour we expect giving clear and concise feedback about what they are doing well.

3. Relentless routines

A consistent approach is vital and all staff are expected to follow clear routines that actively promote **Ready, Respectful and Safe** behaviour. All staff have a responsibility to support behaviour management and we expect it to be promoted throughout all areas of the school and at all times of the school day.

4. Scripting interventions

Whilst the majority of our pupils do behave extremely well, we recognise that children are very much still learning about social conventions and what behaviour is appropriate in school. As such, there are times when intervention is needed. To maintain our calm, consistent approach, staff will follow a clear, scripted process that it summarised below.

5. Restorative approaches

When a member of staff has had to intervene to manage a child's behaviour or somebody has been hurt or upset, it is important that the relationship and trust is not damaged. We believe in holding restorative conversations and interactions with children following such an intervention.

Where adults are involved, It is the adult's responsibility to look out for ways to rebuild positive relationships with the child and it is important to be vigilant for ways to praise and promote any positive behaviour resulting from the intervention.

Rewards

Rewards are given a much higher priority than sanctions and this is evident from the systems of rewards that are in place. Achievement is celebrated in every classroom and all efforts are valued. At Wimboldsley Primary School, we use the following rewards:

1. Verbal comments of specific praise are given to pupils regularly by staff. We aim for them to be clear and sincere and refer to **Ready, Respectful and Safe** as much as possible.
 2. Children are placed onto the 'Wonderwall' within each classroom if they achieve the short term target that is shared with the children (Nb. a session could be a lesson, part of a lesson, ½ day, day depending on the goal). This can be a behaviour target or learning target.
 3. Team points and Well Done Awards will be awarded to individuals inside and outside of class for demonstrating they are **Ready, Respectful and Safe**. Well Done Awards lead to badges that the children achieve. The Team points are collated and celebrated in assembly. The winning team will receive a reward at the end of the half term.
 4. Weekly celebration assemblies will be held to share the achievements with the school. This will include children being presented with rosettes for learning, achievements and behaviour.
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Consequences

If a pupil is making the choices not to follow our three core rules:

We follow the agreed structure below:

1. Remind the children of our 3 core rules: **Ready, Respectful and Safe** in a private conversation where possible, with deliberate calm.
2. Explain the mistake they have made and which school rule that it relates to.
3. Explain the immediate consequence (focusing on immediacy not severity)
4. Remind the child of a time when they have followed the rules and explain that that is what we want to see.
5. Thank the child for listening and ask them to rejoin their activity.

This will be a 30 second conversation.

Once the behaviour has been addressed, the behaviour is forgotten and everyone moves on.

Break & Lunchtime

Staff on duty during these times deal with incidents using the core rules: **Ready, Respectful and Safe** in a private conversation where possible. At times, incidents will need to be reported to an individual child's class teacher. If the incident has been dealt with, there are no further consequences.

Class teachers collect pupils from the playground promptly and follow a consistent set routine that is familiar to them.

Individual Behaviour Systems

There are some children in the school who require an individual behaviour system and for whom the whole school policy needs to be adapted but will always follow the rules of **Ready, Respectful and Safe**.

Class teachers will design the systems in conjunction with a member of the Senior Leadership Team, the SENDco, parents/carers and, if appropriate, external agencies.

All members of staff working with the child should be clear on how to manage challenging behaviour and the expectations that are in place for the child.

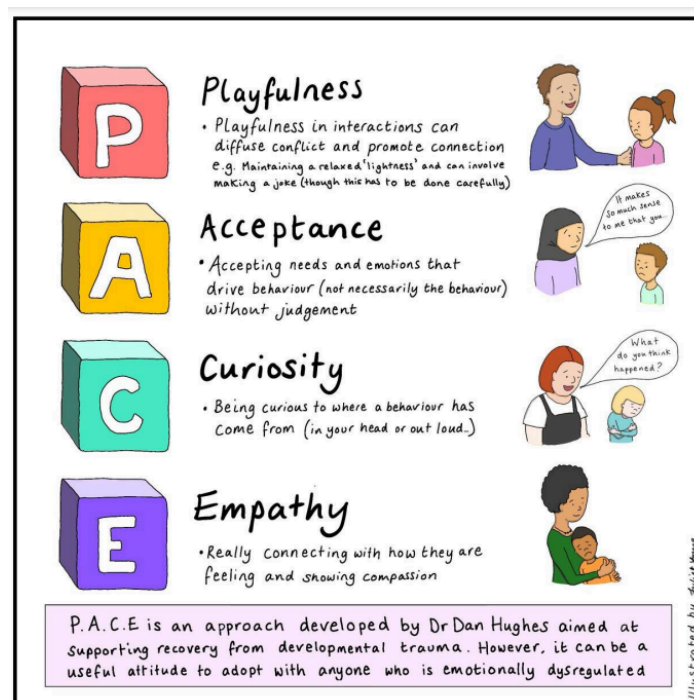
Children who have an individual plan will have a risk assessment which will be reviewed regularly and identify strategies used and possible triggers. These are shared by the class teacher with all adults working in the room and also with parents.

Dysregulation

Some children are vulnerable to experiencing 'fight, flight or freeze' reactions in everyday situations which would not normally make children feel afraid.

We are aware that this reaction is not conscious, is completely involuntary and out of their control. In order for children to be ready to learn, however, they need to be in a calm, open and engaged state. It is only when they are in this state that they can engage with others and think about what has happened and how to understand it together.

Where children become emotionally dysregulated, all staff use the PACE model (playfulness, acceptance, curiosity and empathy) to help the child to regulate their emotions and help them to feel safe. This happens when the staff deem a child ready to engage through their body language, words or actions.



This Policy should be read in conjunction with our Exclusion Policy, our Anti-Bullying Policy and our SEND/Inclusion Policy.

Government guidelines include: 'Behaviour and Discipline in Schools' (January 2016); 'Exclusion from maintained schools, academies and pupil referral units in England' (September 2017); 'Special educational needs and disability code of practice: 0 to 25 years' (January 2015).

Updated January 2025

Appendix 1

Wimboldsley Primary School Behaviours and Consequences

Listed are an example of behaviours and potential consequences. This list is not exhaustive and the needs of the individual need to be taken into consideration when providing a consequence.

The consequence should not be severe but should be immediate.

Language similar to below:

I noticed that you have had trouble with...

It was the rule about being (safe/respectful/ready) that you have broken

You have chosen to (consequence)

Do you remember last week/yesterday where you _____ (positive)

That's the (name) we need to see today.

Thank you for listening.

Behaviours	Possible Consequences
Repeated low-level disruption in class	Complete 5 minutes of work at playtime
Refusing to do their work	Complete their work at playtime/lunchtimes
Deliberately damaging property or equipment	Removal of equipment Missing of playtime
Repeated talking in the line	Go to the end of the line away from friends
Calling people names	Apology and change in behaviour If repeated, an apology letter to be written and given
Being disrespectful to staff	5 minutes to reflect at playtime resulting in an apology. If repeated behaviour, an apology letter.
Fighting at playtime/hurting somebody	Immediate removal of playtime equipment and of that playtime. Depending on the severity of the incident, this may impact further playtimes.
Racial/homophobic language or actions	Immediate conversation regarding not being acceptable SLT involvement Parents spoken to Behaviour discussed Formal apology letter to be addressed to the child.

