

Winnington Park Primary School and Nursery

Behaviour Policy



Updated: September 2024

Review date: September 2025

OFSTED March 2022: *“Pupils behave well. Their behaviour reflects the determination that staff have for everyone to be the best they can possibly be. Pupils attend school regularly. They know what is expected of them in lessons and show real determination when work is challenging. Pupils are keen to play their part in the school community. Older pupils take on extra responsibilities with great enthusiasm. They actively support the well-being of other pupils, for example by acting as peer mentors.”*

Rationale

Our aim at Winnington Park Primary School and Nursery is to create a warm, welcoming, happy, respectful and safe community who members value and respect the feelings and beliefs of all in our school community. We believe that building trusting, positive relationships based on mutual respect is key to ensuring children make positive behaviour choices. All members of staff model and promote high standard of behaviour and encourage children to do so as well, placing a strong emphasis on positive praise and encouragement.

Aims

At Winnington Park, we strive to provide an ethos where everyone in our school community feels: safe, valued, respected within an inclusive environment. By promoting a supportive, inclusive environment, we aim to enable all children to reach their full potential, emotionally, socially and academically.

We aim to work together to ensure that:

- We provide an inclusive setting, where children are happy and healthy.
- Our school community is a respectful place where everyone feels safe, secure and valued.
- Children have a safe, welcoming environment where they can learn.
- We build childrens’ confidence, self-esteem and positive relationships.
- We respect the beliefs and values of all members of our community.
- All staff respond consistently with both positive and negative behaviours and work collaboratively with families.

Behaviour Policy

Introduction

Winnington Park Primary School and Nursery promotes positive behaviour and has an ethos of kindness, consideration, calmness, fairness, consistency and understanding. Our school has a positive, proactive approach to behaviour, modelling and rewarding good conduct. As a school, we believe that constantly rewarding minimum standard means children will only strive to achieve minimum standards. We have high expectations and believe that children respond well to this in order to achieve their very best. Therefore,

we recognise and reward high standards with no limits using phrases such as ‘above and beyond’ or ‘over and above’. Inclusion is vital, so it is important that children are equally likely to receive compliments from staff across the school. All adults in school use consistent positive language to praise, motivate and encourage children. We are passionate about building and maintaining positive relationships and believe in order for this to be successful, we must ensure it is done over time in a caring and kind way. All staff speak about children positively and staff are encouraged to feedback to children and colleagues about children who have demonstrated positive behaviours around school.

At our school, we consistently show the children how much we value and respect them. We greet all pupils at the door, take time to talk about their interests and focus on ensuring all children feel a sense of belonging. As a school, adults consistently model, remind and reinforce positive behaviour. To address the whole class, teaching staff use a countdown method from 5-0 in a calm, voice. This ensures that all children have the opportunity to stop and show they are ready for the next instruction.

We understand that some children may face challenges when it comes to maintaining positive behaviour. Where children demonstrate more complex behaviours, we work collaboratively to support their individual needs, which may be through additional support during unstructured times of the school day or regular ‘check in’ sessions with a trusted adult. Senior Leaders regularly monitor, review, update, inform and support staff and families of the individual needs of children. As a school, we try to understand the underlying cause of any behaviours and work with families to identify causes, triggers and resolutions. We believe that de-escalation and restorative conversations maintain a positive relationship between children, families and staff members. We very much believe that praise should be public and addressing complex behaviours through restorative behaviours should be completed in private. Any incidents of bullying are immediately addressed and actions are outlined in our anti-bullying policy.

All staff understand about trauma informed approaches to working with children, and understand and recognise the impact of trauma on children, their families and themselves. Staff use this knowledge when applying the principles and strategies outlined in this policy.

Restorative Conversation examples:

What happened?	Listen carefully to any accounts given (truthful or not) Avoid interrupting, leading or judgemental comments Ask openly: what else; is there anything you have forgotten; is there anything that has changed; what else should I know?
What were you thinking about at the time?	Thoughts at the time may seem irrational, but it may not be obvious to the child that their initial thoughts led them down this path.
What have you thought since?	Allows a change of attitude; a shift in explanation; or even an apology. Children may be angry still, go off on a tangent, or get straight to the root. They may need help to tease out the information.
How did this make people feel?	The child may not have noticed the audience; the children watching or moving away or panicking: visitors shocked,

	younger children scared, classmates who were worried.
Who has been affected?	Child may firstly focus on the impact on the themselves and may need prompting to consider others. Children will become better at answering this the more they are asked. They are being taught to use their conscience. Can the child list all the people who were affected? Do they understand it is a lot?
How have they been affected?	Showing children how their behaviour affects others develops empathy. We want to avoid children being selfish having a lack of consideration.
What should we do to put things right?	An apology should not be demanded: a forced apology is worthless and there may be other ways to put things right. A child may only be able to think of an apology as the way to put it right and it may be delivered in a tone you don't feel is appropriate. They may need guidance on something different to do. Why are they still finding it hard to apologise? Have they not understood or accepted the impact of their behaviour on others? Is it appropriate to go back or has the conversation run its course for now?
How can we do things differently in the future?	Forward thinking and visualisation is not a good idea here. It is likely the child will come face to face with the same situation again. This does not mean rehearsing what to do in the same event will change their responses straight away, but it will make them more aware of the positive and negative choices they are making.

For **younger children** 2 important questions:

- Who else has been affected?
- What can we do to make things right?

Quick Guide

For the person who has caused 'upset/harm' to somebody else	For the person who has experienced 'upset/harm' caused by somebody else
<ul style="list-style-type: none"> • What happened? • What were you thinking about at the time? • What have your thoughts been since? • Who has been affected by what you did? • <u>What do you think needs to happen to put things right?</u> 	<ul style="list-style-type: none"> • What happened? • What were you thinking about at the time? • What have your thoughts been since? • Who has been affected by this? How have you/others been affected? • <u>What do you think needs to happen to put things right?</u>

Our Values and School Rules

Aspire, Kind, Safe, Respect, Trust and Pride are Winnington Park's core values.

Alongside our values, we have a set of school rules:

At Winnington Park we are:

- Respectful
- Safe
- Kind
- and always do our best

These rules cover behaviour whilst inside and outside of school, and on the way to and from school. These rules cover any action that may bring the school into disrepute whilst wearing school uniform, and include:

- persistent breaches to the school rules or Behaviour Policy
- verbal or physical abuse towards any pupil or adult
- damage to property
- cyberbullying or inappropriate use of social media
- bringing knives or weapons into school
- possession or use of drugs
- smoking (including e-cigarettes)

Trauma Informed Practice

To support our pupils, staff and parents, Winnington Park will take every reasonable measure to ensure children, families and vulnerable adults across the school community are supported.

Five principles inform a trauma informed way of working:

- Provide a sense of safety
- Calming
- Sense of self and community efficacy
- Connectedness
- Provide hope

To support members of the school community to feel safe we use these strategies:

- Increase familiarity – people and spaces
- Communicate openly, warm body language
- Smile
- Use a calm and quieter voice
- Use humour
- Facilitate mobilisation for all through movement and exercise
- Create safe, retreat spaces of sensory comfort in our schools for both adults and children
- Avoid re-traumatising when a person has experienced trauma
- Consider what experiences a child has had in their lives, at the weekend, before they came to school that day, that play time, that previous lesson

Staff at Winnington Park will:

- Focus on building relationships and establishing routines.
- Place relationships front and centre and build social capital.
- Mark the transition, for leavers, new starters, and 're-starters'.
- Support pupils and staff who are learning, transitioning, and working remotely.
- Review Safeguarding procedures to ensure that all adults are ready and able to listen to children's experiences and respond appropriately to disclosures and indicators of abuse.
- Provide safe places and trusted adults for children to talk to. It will be important to create time and space for children to talk in a way that enables discretion and avoids unnecessary attention from their peers.

Consequences

At Winnington Park, we believe that children should not visit a member of SLT as a default response. Staff are encouraged to send children to a member of SLT to share positive news and work. If a child is displaying challenging behaviours, SLT will support staff by teaching the class so the teacher can be removed from the situation to speak to the child privately. This is to maintain the relationship between children and adults in school. SLT will always support staff and be involved in dealing with unacceptable behaviour and will discipline children when required.

'Significant punishment' is not something which takes place at Winnington Park. For many children it fuels their reputation and for others, it breaks the trust and relationships between children and adults. Significant punishment can stop short term behaviours but does not improve future behaviour. Instead, we believe that the 'inconvenience' of talking to a child at the start of break or lunch time is much more powerful.

School staff ensure that they know the reasons for challenging behaviours and refuse to be drawn in by children displaying poor behaviour choices. When children behave poorly, staff give them a calming response. If children persist with trying to argue, we 'stop, notice, remind and move on'. Staff are able to remove themselves from the situation to gain more information and they inform children that they are going to do this. Most importantly, if staff have received incorrect information, we apologise to maintain the relationship.

Working collaboratively with families is key to successful behaviour and we inform parents privately regarding both positive and poor behaviour choices and thank them for their continued support.

We believe children need constant: modelling, reminding and reinforcing of positive expectations.

We recognise, that some children may breach the school rules. When this happens, school staff:

- Remind the child about making positive behaviour choices.
- Identify which rule has been broken and what behaviours staff would like to see them demonstrate.
- Remind the child that if this behaviour continues, there will be a consequence.
- All staff remain calm and use de-escalation techniques.
- When the child is calm, staff members listen to the child. As a school, we feel it is vital that children feel heard. The staff member uses restorative conversations with the child and discuss how the situation could have been different.
- Two key strands of restorative conversations are to develop empathy towards others through understanding who has been affected, and to seek to restore by focusing on how to make the situation 'right'.
- School staff will explain the consequence, inform SLT, record any serious incidents on CPOMs and inform parents and carers in private. We strongly believe that children should not feel they are being portrayed negatively.
- Consequences given will relate to the behaviour that has occurred. For example: if a display has been damaged, a child may help to repair the display with an adult; if work has not been completed, a child may complete this in their own time; if a child has purposefully made a mess or damaged, they will help to clean up or repair.
- If children consistently make poor behaviour choices, SLT may make the decision to make a Behaviour Plan with parents, carers and class teachers. Triggers, behaviours and outcomes for individual pupils may be monitored using an ABCD chart. A Positive Handling Plan (PHP) or a Reducing Anxiety Management Plan (RAMP) may be written if this is need to support the child, staff, and families to achieve better behaviour in school.
- Where pupils, staff and others are at risk due to inappropriate or unacceptable behaviour risk assessments and action plans are put in place and procedures followed to ensure that everyone is safe. These are evaluated and amended as and when appropriate.
- Exclusions: this procedure will be actioned only by the Headteacher and where there is a serious breach to the school's Behaviour Policy. Accordingly, fixed-term or permanent exclusions will be conducted in conjunction with current DfE and Local Authority guidance.

Natural and Logical Consequences

Natural consequences allow children to learn from the natural outcomes of a situation and logical consequences allow an appropriate adult to set the consequences of a child's undesired actions or behaviours. Logical consequences work best when consequences are immediate and consistent. It is also important to talk with the child about the behaviour and to discuss what alternative behaviours would be better to use.

As a school, we acknowledge that children will experience natural consequences to their behaviour choices and staff will set logical consequences for undesired actions or behaviours where appropriate. If a consequence cannot be directly linked to the behaviour, then staff will choose an appropriate consequence that is 'best fit' for the behaviour.

Examples of Consequences		
Undesired action / behaviour	Natural Consequence	Logical Consequence
If a pupil is unkind to someone at break time or lunch time.	The children who they have been unkind to may not want to be their friend anymore.	The children should be supported to repair the relationship using restorative conversations.
If a pupil intentionally damages something e.g. tearing a display in the classroom.	Once calm, the child will feel guilty about the display being damaged and will have to explain to the teacher what has happened.	They have 'time-in' with a key adult to emotionally regulate. Once calm they help the to fix what is broken e.g. put the display back together.
If a pupil is disruptive during a lesson, leading to their work not being completed.	The child will not understand the learning which has taken place, impacting on their progress.	With support from an adult, the work will need to be completed in their own time (break or lunch).

Classroom Learning	Recognition of Good Behaviour	Use of restorative conversations and consequences
<ol style="list-style-type: none"> Name / encouragement / praise R.I.P (scripted intervention) Private conversation after the lesson Use natural and logical consequences Be 'inconvenient' to the children e.g talk to them during their own time. <p><u>Why is the child struggling to engage with the learning/routines?</u></p> <p>Hungry? Tired? Upset? Too hard? Too easy? Bored? Do not understand? External influences?</p> <p>Children shouldn't miss curriculum time (e.g PE/Music) as a consequence unless it is part of a plan of ongoing support.</p>	<ul style="list-style-type: none"> Star of the Day Star of the Week Star of the Half term Proud Cards Sharing achievements with other staff Parents (phone calls, face to face conversations). 	<ol style="list-style-type: none"> Reminder of good choices Reprimand in private (R.I.P) and restorative conversation Natural or logical consequence. Inform parents requesting support Ongoing support SLT.

Strategies to Motivate and Support our Children

Recognition of Good Behaviour

At Winnington Park, staff ensure that they 'Praise in Public' and 'Reprimand in Private'. We believe children need to be taught and retaught expected behaviours so they can achieve success. As well as this, we use several positive strategies to motivate our children:

- Star of the Day is awarded on a rota system each morning at registration in the Foundation Stage and both key stages.
- Every pupil will have the opportunity of receiving 'Star of the Week' or 'Star of the Half Term' for an appropriate achievement; this will be awarded for achievement, behaviour or social effort. However, it is recognised that for pupils in classes with

larger numbers of pupils, this will occur less frequently than those in smaller cohorts.

- Children will be encouraged to share their achievements with other adults so praise and knowledge of effort and achievement are shared.
- Positive recognition that communicates with home is very powerful. Proud cards are sent home to recognise moments when the child is having their most determined effort, their greatest show of resilience and their best behaviour. All school staff ensure that all children have an equal opportunity to gain a proud card.
- Reader, Writer and Mathematician of the Week is awarded by the Head Teacher or member of SLT during weekly celebration assemblies alongside Star of the Week and the School Councillor Award.

Support for Children who are Vulnerable or with SEND

The school's legal duties under the Equality Act 2010 in respect of safeguarding, students with Special Educational Needs and all vulnerable students should be adhered to. At Winnington Park, we treat all children equally, and with this in mind, behaviour rewards and consequences may be adapted by SLT to support individual needs. Any amendments for specific children are reviewed regularly with SLT, families, children and the SENDCO.

Additional Support for Children at Winnington Park

Various tools and approaches are used to support the pupils at Winnington Park and this policy should be read alongside our Safeguarding Policy and Anti-bullying Policy. A non-exhaustive list includes: two Emotional Literacy Support Assistants in role; a family support worker; a lunchtime nurture room; 'Theraplay' sessions; social skills interventions; trauma informed practice; attachment friendly practice; ParentTalk training available for parents; new ways of working; extended transitions for SEND children; staff are trained in emotionally based school non-attendance. Phys Kids - Year 6 pupils are trained and deliver Phys Kids to younger pupils to provide physical activity during lunch time and teach activity games to promote good behaviour on the playground. Peer Mentors - Year 6 pupils are trained as Peer Mentors and have responsibility for supporting younger pupils to develop strategies to work out fall-outs and low-level issues and supported and trained by a senior member of staff. A wide range of constructive lunchtime activities are offered through the employment of sports coaches four times a week, PTA volunteers and teaching assistants and teachers lead games groups, 'quiet lunch' and gardening clubs.