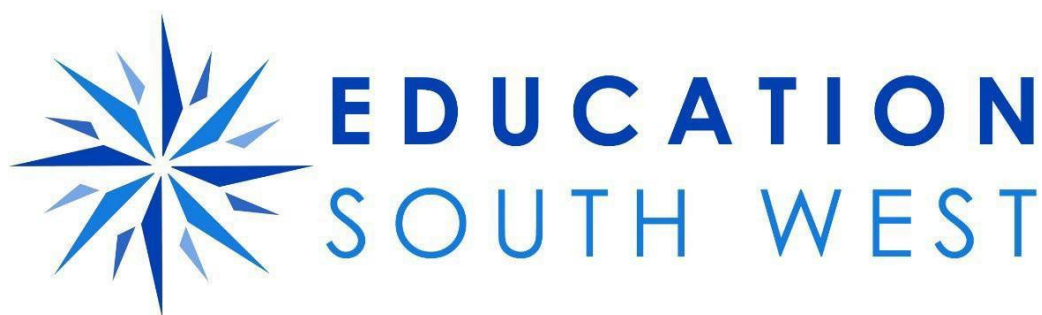




Wynstream Primary School Positive Behaviour Policy

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Education South West (ESW) Behaviour and Culture Policy

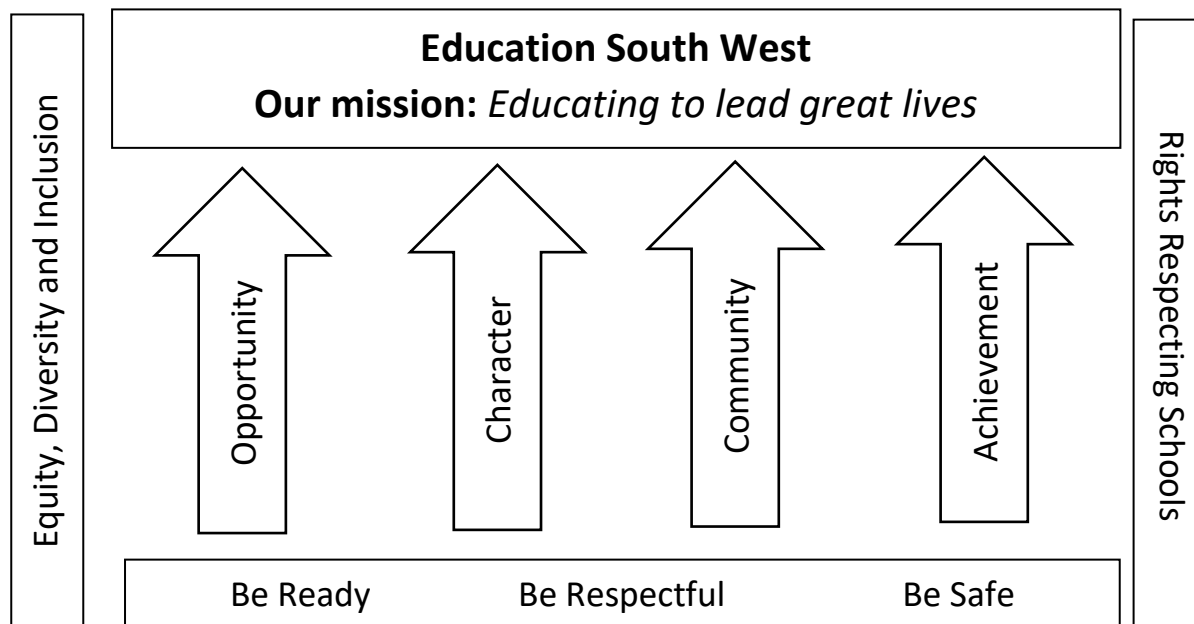
Part A: The ESW approach to behaviour and culture in our schools

A1. Vision, values and ethos in an ESW school:

The culture of our schools is built upon a unifying belief that we are '*educating to lead great lives*'. This mission statement is further embedded in the pillars (values) of our Trust - Opportunity, Character, Community and Achievement.

In order for children and young people to belong, thrive and achieve in our schools we aim to create a culture built upon the same core principles – be ready, be respectful, be safe.

We believe that if we embed the principles of ready, respectful and safe in every school we will create orderly and calm environments. These environments will minimise distraction and disruption enabling every pupil to belong, thrive and succeed through learning.



A2. The role of Equity, Diversity and Inclusion (EDI) in our school culture:

EDI are key concepts in creating fair and supportive environments across our schools for children and young people, families and staff. EDI sits at the heart of every policy.

Our working definition of EDI:

- **Equity:** This involves ensuring fair treatment, opportunities, and advancement while striving to identify and eliminate barriers that have prevented the full participation of some groups. It's about providing varying levels of support based on individual needs to achieve fairness in outcomes.
- **Diversity:** This refers to the presence of differences within a given setting. In the workplace, it includes differences in race, ethnicity, gender, age, religion, disability, and sexual orientation, as well as other attributes like socio-economic background and neurodiversity.
- **Inclusion:** This is about creating environments where any individual or group can be and feel welcomed, respected, supported, and valued. It's about fostering a sense of belonging and ensuring that everyone can participate fully and equally.

These principles are not only about compliance with legal standards, such as the Equality Act 2010, but also about fostering a culture where everyone can thrive.

A3. The role of Rights Respecting Schools in developing our school culture:

As Rights Respecting Schools (RRS) we integrate the principles of the United Nations Convention on the Rights of the Child (UNCRC) into our ethos and policies, including our behaviour and culture policies. Here are some key ways they link:

- **Positive relationships:** RRS focuses on building positive relationships between pupils, families and staff. Behaviour policies in these schools emphasise respect, dignity, and non-discrimination, fostering a supportive environment.
- **Student participation:** Pupils are actively involved in creating and reviewing our school behaviour policies. This includes working with the very youngest pupils as well as the oldest. This participation ensures that policies reflect their views and needs, promoting a sense of ownership and responsibilities.
- **Restorative practices:** Restorative practices are used alongside sanctions and interventions. RRS often use restorative practices to resolve conflicts. This approach encourages pupils to understand the impact of their actions and work towards repairing harm.
- **Rights education:** Behaviour policies are aligned with educating pupils about their rights and responsibilities. This education helps pupils understand the importance of respecting others' rights, leading to better behaviour overall.
- **Wellbeing focus:** By prioritising children's rights, RRS creates a safe and nurturing environment. This focus on wellbeing is reflected in behaviour policies that aim to support rather than punish pupils.

A4. ESW Behaviour and Culture Policies have a set of guiding principles:

The guiding principles which underpin all behaviour management in our schools are in line with our mission to *'educate to lead great lives'*:

- **Behaviour is a form of communication:** We assume that most behaviour is a form of communication. We meet this need through wellbeing support and the graduated

response which underpins our Trust Special Educational Needs and Disabilities (SEND) policy and processes. The core needs of pupils with SEND are met through the Ordinarily Available Inclusive Provision (OAIP) in each school.

- **Every interaction is an intervention:** Every interaction between staff and students is an opportunity to positively influence behaviour, learning, and wellbeing. This approach emphasises the importance of using daily interactions to support pupils' development, mental health, and relationships, while also addressing behaviour through understanding and restorative practices.
- **Consistency is key:** Clear expectations and consistent responses to behaviour create a predictable and safe environment in which all young people can learn and thrive. All pupils need consistency and none more so than those with protected characteristics including those pupils with additional needs (SEND) or those who experience poverty (Disadvantage).
- **Relentless routines:** Simple, repeated routines which are explicitly laid down by school leaders and are taught and upheld by all adults, help establish a positive culture of behaviour in which all children can thrive and belong. Routines help maintain the high expectations needs for all pupils to learn and achieve.
- **First attention to best conduct:** We prioritise recognising and celebrating positive behaviour over focusing on poor behaviour. This positively framed approach builds the sense of belonging all pupils have with their school community.
- **Restorative practices:** Mistakes are learning opportunities. Restorative conversations help repair relationships and rebuild trust alongside sanctions and interventions where necessary. Restorative practices can help repair relationships and promote better future conduct.
- **Emotionally intelligent:** Adults model emotional regulation and positive behaviours for pupils to emulate. All interactions with children and young people are positively framed through our key rules (see below).

The individual behaviour and culture policies in each of our schools (PART B) are underpinned by these core principles. Furthermore:

A5. ESW Behaviour expectations apply to all members of the school community. These include:

- Showing **respect** for themselves, others, and the school environment.
- Acting with **kindness and consideration** in their interactions.
- Taking **responsibility** for their actions and decisions.
- Striving to **achieve** their best in all areas of school life.

A6. These expectations are summarised in our three rules:

1. Be **ready**
2. Be **respectful**
3. Be **safe**

A7. Legislation, statutory requirements and statutory guidance

Each of our individual school policies are based on legislation and advice from the Department for Education (DfE) on:

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

A8. Monitoring and Evaluation of Part A – reflected in Trust and school monitoring

The implementation of this policy will be regularly reviewed through:

- Observations of staff consistency during the annual peer review cycle
- Student, parent/carers and staff feedback.
- Analysis of behaviour data to identify patterns and inform interventions.
- Ofsted inspections

By adopting these principles and practices, we aim to create a school culture where all pupils feel they belong, can learn effectively, and grow into responsible, respectful, and resilient individuals.



Part B

Positive behaviour is an essential ingredient of an effective school. We are always aware that we, as teachers, share responsibility with the parents/carers for the children in our care and make every effort to provide the care which any responsible parent would be expected to make.

Here at Wynstream Primary School, we expect and encourage good behaviour and self-discipline from all pupils to achieve an environment which enables emotional development, effective learning and high standards. We are restorative in our approach, using a range of methods and strategies to maintain positive relationships and we achieve this through visible consistency which is tightened through three simplified core rules:

Ready Respectful Safe

These are referred to and used regularly by all adults working in our school. Our aim is to provide an inclusive, calm, quiet atmosphere in the school and to encourage children to move around in a controlled manner.

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. Within school, positive behaviour is the collective responsibility of every member of staff and this extends beyond the individual classroom, to cover every child and every area of the school and playground.

We acknowledge our legal duties under the Equality Act 2010, in respect of Safeguarding, and in respect of pupils with Special Educational Needs and Disabilities (SEND). The recent SEND reform (2015) has removed behaviour as a special need and now concentrates on the reasons for behaviour under the umbrella of 'Social, Emotional and Mental Health needs'.

Aims of the Policy

- To develop a moral framework within which children can mature emotionally and in which relationships can flourish.
- To enable children to develop a sense of self-worth, respect and tolerance for others.
- To produce an environment in which children are **ready, respectful and safe**.

Objectives For children to show

- Self-respect by having a positive view of themselves
- Self-confidence • Self-control • Respect, courtesy and tolerance towards teachers, other staff and towards each other
- Pride in their achievements
- Interest in their activities
- Empathy with others' feelings
- Respect for their environment and community
- Children's understanding of the policy to be supported by the teaching of PSHE Association. Linked to Community and responsibility. Behaviour Lead to deliver an assembly on **RRS** half termly.

Greeting Pupils and Parents

- At the start of every day, pupil and parents are greeted by staff on the school gate.
- Pupils are greeted into class by offering a smile and a personal moment/comment to form the bedrock of trusting relationships.

Rewards

- Rewards are given a much higher priority than sanctions
- Achievement is celebrated in every classroom and all efforts are valued.

Forms of Rewards:

1. **Verbal comments** of specific praise are given regularly by all teachers, learning support assistants and other members of staff. We aim for them to be clear and sincere.

2. **Class Dojos** these can be awarded by any member of staff or a visitor for effort, achievement, manners and kindness. They will be awarded for any child who stands out as an outstanding role model. The number of class Dojo's will be collected each week and the winning child will be celebrated in the celebration assembly.

3. **Celebration Assemblies** are held weekly to celebrate achievement and effort linked to our 5 school values. **Curiosity, Resilience, Inspiration, Responsibility and Aspiration-**

Each week staff choose one pupil from their class to receive a Head Teachers award in Celebration Assembly. These pupils will receive a gold sticker and the teacher will give a brief talk about the pupil's work and can include statements from their peers.

Parents are invited to attend.

4. **Lunchtime Award** - Each week, the lunchtime staff choose children to receive an Headteachers award in assembly for their behaviour and conduct at lunchtimes.

5. **Attendance** - Those children with outstanding attendance of 97%+ receive a certificate.

The class with the highest attendance each week is presented with the 'Attendance Bear' and an 'Attendance Cup' in Assembly.

6. **Praise Postcard** - Each term, teachers will choose a pupil from their class who has gone above and beyond. A surprise postcard is completed and posted home, so that parents/carers receive information from the teacher and can celebrate their child's achievement.

7. **Phone Calls Home / Message on Class Dojo**- At least once every term, teachers are encouraged to make a phone home to share with parents/carers how well their child is doing in school or about something specific that their child did that day/week.

8. **Other celebrations** – As a school we strongly believe in the importance of developing the whole child. We therefore also celebrate all other achievements and accolades, such as sporting certificates/medals, awards from achievements outside of school and any other causes for celebration.

Behavioural Consequence System:

If a pupil is making poor choices, first quietly comment. E.g. "Are you ok? Do you know what you've got to do? Do you have all the equipment you need?" Pick out and publicly celebrate someone who is doing the right thing. If this doesn't work, follow these steps:

Reminder

- Remind the child of our school rules, this will include pointing to a display which will be in every classroom, school hall and corridors. This will support children of all ages and those who rely on visual reminders.
- All staff to use the Core Ten Pedagogical Principles.
- **Ready, Respectful, Safe** Deliver this privately wherever possible.
- Give a clear verbal caution, delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
- "Think carefully about your next step. If you continue, you will need to see me at break/lunchtime." Time Out If the child continues to make poor choices, use the 30 seconds script (see below). The child will need to stay behind at the end of the session, even if they now engage (this cannot be removed, reduced, or substituted).

- Make a note. Reception = 5 minutes time out KS1 = 7 minutes time out KS2 = 10 minutes time out. The child may need a few minutes to calm down and breathe.
- This could be in the class calm area, or out of class if necessary. If calming time is needed outside of the classroom, an adult will always be with the child.

Repair- Use the repair script (see below). The child will also lose their age in minutes. Log on Cpoms, including the script was used and any follow up ACTION required including informing parents.

30 second script

Limit formal one-to-one interventions for poor behaviour in class to 30 seconds each time.

Get in, deliver the message, anchor the child's behaviour with an example of their previous good behaviour and walk away.

As you walk away, the child may attempt to hook you back; if you rush back to confront secondary behaviour you pass over control to the child. For some children, a full-blown confrontation is exactly what they want. *Walk away and write down what just happened*, so that you can speak to the child about it when they are calm. Scripted response: "I have noticed you are..." (having trouble getting started etc.) "It was our rule about... that you broke." "You have chosen to..." (catch up with your work at break, come and talk to me at break etc.) Do you remember last week when you (positive)? That's who I need to see today." "Thank you for listening." Repair script

1. "What happened?" Listen carefully and dispassionately. Give your account from your perspective without judgement. Go slowly.
2. "What were you thinking at the time?" This helps the child to reconsider their actions. Do not accept a shrug of the shoulders; give them time to fully reflect.
3. "Who has been affected?"
4. "How have they been affected?" It is important that the child considers others and the impact of their behaviour.
5. "What do you think about what happened now?"
6. "What should we do to put things right?" This may not always be an apology as a forced apology is worthless.
7. "How can we do things differently in the future?" On some occasions it may be necessary for a child to miss some, or all of their break time without the warnings,

particularly if the child has physically hurt another child, or has used abusive/foul language.

Parents will be informed when there has been a serious incident, the child has missed some of their lunch break (Reflection), or if speaking to the child at break times is becoming frequent and therefore concerning.

Class teachers with the support of SLT as appropriate, will have a discussion about the behaviour and share their parents the planned way forward.

Children in **Foundation** will have three questions. With younger children, focus on who else has been affected and what they can do to make things right. This time will be supported by an adult using restorative questions. If a child is repeatedly making poor choices, SLT will support staff in identifying any pattern in the child's behaviour, and will offer support for the child, staff members involved and family. If additional support is required to de-escalate a situation, staff members may phone the SLT for assistance.

Actions

Sometimes the class may need to be covered, so the most appropriate staff member/key adult supports the child. If the above sanctions do not lead to a modification of behaviour, the following actions may be considered:

- Having a child's place withdrawn from ASC or Breakfast Club may be necessary, if the child is unable to follow the policy. Parents will be informed and given the opportunity to make other arrangements.
- The school may also deem it necessary to suspend a child from a club before or after school. SLT, in conjunction with the class teacher, will also make the decision to suspend a child from a school trip or make appropriate provision for them in either asking the child's parent to accompany the trip, or make arrangements for the child to complete their learning in another class.
- Removal from a favoured activity that day
- Retraction from the right to represent the school e.g. in a sporting event
- A requirement for a written apology
- Meeting with a senior staff member
- A message or phone call home
- A meeting with parents
- Exclusion from class where the child
- Suspension from school (LA guidelines to be followed for either fixed term or permanent exclusions.) SEND / Vulnerable Pupils We acknowledge that our behaviour systems will not work for ALL pupils and note that some children may need different strategies, rewards and sanctions and these will be discussed with the class team, SENDCO and SLT, so that all pupils have a system to follow which is motivational, realistic and achievable. More significant behaviour will be shared with parents and carers at pick up time.

De-escalation -Every effort will always be made to de-escalate a situation to ensure that learning can continue in a safe and positive environment. Staff will receive regular training on this.

There are many ways to do this such as distraction, humour, change of task or person, and/or partial agreement. On occasions there may be times when it might be necessary for a child to go from the playground or classroom to a safe area.

They may need to be guided or positively handled for their own safety and that of others. Parents of the child will be informed by phone call or in person.

The incident will be recorded on CPOMs.

Positive Handling

At times a child may require moving to a safer area until they can calm and start to regulate their disruptive/dangerous actions. The child will be always monitored and incidents recorded appropriately. See Positive Handling 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).