

# Willaston Primary School

## Behaviour Policy



At Willaston School we support a culture in which respectful behaviours are an expectation for everyone, giving every learner the opportunity to learn in a safe, respectful environment.

Positive, constructive behaviour is encouraged by positive reinforcement, caring relationships and a relevant curriculum which incorporates a variety of teaching and learning styles.

Our values of **Fair, Respect, Safe** underpin all that we do.

### **This policy aims to:**

- Create an environment which encourages and reinforces **Fair, Respectful, Safe** behaviours for all.
- Define protocols which ensure behaviour is managed consistently throughout the school. - Behaviour Blueprint
- Promote self esteem and self discipline among the pupils.
- Involve the whole school community in supporting and promoting positive behaviour.

### **Staff**

Positive behaviour is based around establishing and modelling positive relationships . Staff are responsible for creating a positive learning environment, having expectations for behaviour which are clear and consistent, whilst having an appreciation for the differing needs of every child.

We have consistent expectations around 'meet and greet', 'corridor expectations', 'hands up for silence' and 'whole body listening'. See appendix 'definitions'.

As per our behaviour blueprint

**We expect ALL adults to:**

- Greet every child with a smile and say a positive goodbye
- Be calm, consistent and fair
- Be relentlessly bothered
- Catch children 'doing it right'
- Presume the best and listen
- Respect every child

As per our **Behaviour Blueprint** - Stepped Sanctions, Microscript and Restorative Questions are to be consistently applied.

In addition staff will:-

- Recognise children who go 'over and above' using
  - text home -
  - positive post -

hot chocolate/milkshake morning-

- Adopt self regulation plans for identified children (see appendix)
- Record summarised detail of meetings with parents/carers in orange pupil record/ Arbor
- Record brief outline of phone call home onto Arbor

## **Pupils**

Willaston School promotes self-discipline, independence and responsibility.

Every child in our school is expected to adhere to our values of **Fair, Respect, Safe** at all times.

**Fair** - everyone in our school community expects to be treated fairly and be able to learn without disruption

**Respect** - everyone and everything in and around our school community deserves to be treated with respect

**Safe** - everyone in our school community expects to feel safe to develop as confident, responsible citizens

## **Parents**

Parents/carers are encouraged to uphold the values of **Fair, Respect, Safe** at all times with their children

Parents/carers are expected to uphold the values of **Fair, Respect, Safe** when communicating with staff in school (see policy for managing vexatious behaviours)

Good communication between school and home is very important. We encourage parents to:

- Inform school of any issues or trauma which may affect your child's ability to be ready to learn.

## **Bullying**

Bullying is not tolerated at Willaston School. We endeavour to apply the S.T.O.P. (several times on purpose) approach to all potential incidents. (see bullying policy)

## **School Council**

Each class from Rec - Year 6 to elect 2 School Council

## **Buddies**

A responsibility for Year 6 children.

This policy is based around the work of Paul Dix "When Adults Change Everything Changes" <https://pivotaleducation.com>

### OUR VALUES

- \* Fair
- \* Respect
- \* Safe

### OVER AND ABOVE

- \* Text home
- \* Positive post
- \* Hot Chocolate



### WE EXPECT ALL ADULTS TO:

- \* Greet every child with a smile and say a positive goodbye.
- \* Be calm, consistent and fair.
- \* Be relentlessly bothered.
- \* Catch children 'doing it right.'
- \* Presume the best and listen.
- \* Respect every child.

### MICROSCRIPT

I've noticed that ..... You know our school values fair, respect, safe..... Can you remember \* (remind child of a positive) and how that felt? I expect you to make the right choices.....

### STEPPED SANCTIONS IN PRIVATE

Numerous positive drive by's to have taken place **before** stepped sanctions.

1. **Support** - "Do you need some help...?" (identify value)
2. **Repeat reminder** - reinforce specific value "I've noticed that ...(link back to value) by....." Use micro script.
3. **Space** - "I'd like you to take your learning to (your buddy classroom). Bring your learning back to me at...."  
**Receiving adult** - acknowledge the child, **do not** discuss behaviour
4. **Restorative conversation** this is to be carried out with the initial adult as soon as possible
5. If child refuses or behaviour persists in buddy classroom, ask child to have some space in Viking.

### RESTORATIVE QUESTIONS

- Is there anything you'd like to share with me about your choices today?
- What needs to happen to put things right?
- If you are ready to learn, we welcome you back into class...

### RELENTLESS ROUTINES

All Staff to pay attention to:

How we move through school  
'Catch them doing it right'

Ensure the start & end of the day  
is caring and positive.

Respecting our environment



Sample self regulation plan to be completed in collaboration with CFSW/teacher/ESO and child. Shared at staff meeting and housed on the cloud

# Willaston Primary School

Name of Child

## Self Regulation Plan



These are things I find difficult and need to work on

 hands up to speak	 share and take turns
 Ask an adult for permission to leave the classroom	 do not slump

There are things that can make it difficult.

Sitting too long on the carpet	Working with .....
When I am late for school in the morning	When I am worried about.....

If I need time in Viking, this is what will help me to get back to learning....


I am now expected to go back to my class to learn.



exercise



digging in the garden



throwing heavy things



drinking cold water through a straw



quiet colouring



bouncing



climbing



kicking a ball



hoovering



listening to music



being left alone



eating crunchy things



# Meet and Greet



**When:** \* At the start of the day.  
\* After playtime/brain break  
\* After lunchtime

**Where:** At the door/entrance to your classroom.

**Who:** Everybody! Class teachers are their classroom doors. All other staff in the corridors throughout school.

**What:** **At the start of the day:**

“Good morning”

“Great to see you”

“Have a great day!”

“How are you?”

**After playtime/brain break:**

“How was your play?”

“Let’s carry on with our learning”

**After lunchtime:**

“Hope you’ve had a lovely lunch”

“Welcome back”

**Suggested contact:** Tap on the shoulder/head.  
No handshakes/hugs/high fives - all to aid consistency.





# Hands up for silence



**When:** Whenever the attention of a large group of children is needed. eg, in the hall at lunchtime/during class time when the class is busy etc

**Who:** Any adult can do this to get the children's attention.

**What:**

- 1.) Hand straight up. (*No clapping/countdown/verbal warning etc*)
- 2.) Thank children who have stopped and are ready. This will encourage the rest.
- 3.) If children continue to talk, walk over and gently tap the child whilst still praising the other children.
- 4.) Once everyone's attention is gained, put your hand down.
- 5.) Now deliver the message/instruction.





# Corridor Expectations



**When:** Whenever you are in the corridor.

**Who:** Any adult must remind children of expectations.

**What:**

Use phrases such as:

“Thank you for walking down our corridor”

“I need you to walk thank you”

“Thank you for remembering how we walk down the corridor”

“Do you need some help to remember how to stay safe in our corridors?”

“To be safe you need to walk thank you”

Do not use phrases such as:

“WALK!!!!!!!!!!!!!!”

“Stop running!”





# Whole Body Listening



**When:** Whenever you need to remind children to listen or when you want their attention when ‘hands up for silence’ isn’t appropriate.

**Who:** Any adult can use this.

**What:**

The phrase you need to use is:

“Whole body listening, thank you”

