



WALTON-on-the-NAZE PRIMARY SCHOOL

BEHAVIOUR POLICY Autumn 2024

Walton School Vision

Choose your Dream and chase it...

Work Hard
Aim high
Love Learning
Think of Others
Open your mind
Never give up

Walton Drivers

- Global Citizenship
 - Individuality
- Tolerance and Knowledge of the World
 - Self-worth and Aspirations

This Policy is based on advice from the Department for Education (DfE) on:

This Policy Aims to:

- support the implementation of a consistent approach to behaviour and expectations
- define what we consider to be unacceptable behaviour, including bullying
- summarise the roles and responsibilities of those within the school community
- outline strategies used to promote good behaviour and relationships
- ensure that any consequences issued are applied justly and fairly.

Rationale

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for teaching and learning. When children and young people feel included, respected, safe and secure, where their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

The culture we create within our schools is everyone's responsibility. Each member of the school community has their part to play to support our children in developing our shared values and ethos. How we behave can be learnt like any other skill. The most powerful tool we have to support children with this, is to model behaviour we see as desirable, consistently and intentionally.

This policy draws on current thinking and practice relating to relationships and behaviour; a key factor in enabling pupils to achieve personal growth and reach their full potential.

'Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they're in is vital for all pupils to succeed personally.'

Behaviour in schools' guidance 2022

Key principles of our approach:

- **School leaders are responsible for establishing a culture of good behaviour;** whereby all adults understand their role in establishing and maintaining systems, structures, and routines.
- **Putting relationships first.** Creating a culture and climate that fosters connection, inclusion, respect, and value for all members of the school community.
- **Being 'fair' is not about everyone getting the same** (equity) but about everyone getting what the need (equality)
- **Understanding behaviour is a form of communication.** Both adults and children use behaviour to communicate throughout every minute of every day. Often negative behaviour in children manifests out of frustration at either not understanding the situation, or being unable to verbally express their wants, needs and feelings. 75% of children and young people who are labelled as having Social, Emotional and Mental Health (SEMH) difficulties also have communication problems. (Henker, 2005).
- **Taking a non-judgmental, curious, and empathetic attitude towards behaviour.** We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that drive certain behaviour, rather than the behaviour itself.
- **Maintaining clear boundaries and expectations around behaviour.** To help children to feel safe, they need both nurture and structure. Children need predictable routines, expectations, and responses to behaviour.

Our School aims to:

- provide a happy, secure, inclusive, and caring environment, where all feel valued
- celebrate all success
- ensure that each individual realises their full potential
- provide inclusive support systems which promote personal, social, and emotional development.

Our agreed aims which are crucial to the success of this policy are to:

- be consistent with how we carry out our approaches to behaviour and relationships
- treat children fairly, but not the same, considering individual needs and challenges
- communicate well as professionals to support the children in our school
- build strong relationships
- have high and attainable expectations
- ensure our approaches to behaviour and relationships are meaningful and positive
- work with all parents and carers to support children's learning and development.

Our policy is underpinned by our school values:

Belonging
Compassion
Resilience
Respect

Rights, Responsibilities and Expectations

We all have the right to feel safe, happy, and respected. This applies to every member of our school community – children, staff, parents, and visitors. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour.

This Policy

A behaviour Policy defines the expected behaviours in school, rather than only a list of prohibited behaviours. It is centred on what successful behaviour looks like and defines it clearly for all parties. We aim to ensure our children know and understand what is expected of them and as with all elements of the curriculum. Our school values and expectations outline this clearly.

To achieve consistency, it is imperative that staff, children, and parents have a shared understanding of our school expectations.

In our school we expect children and adults to follow **Our Three Rights:**

- **The right to feel and be safe**
- **The right to respect**
- **The right to learn**

Our three rights are revisited regularly in class, when speaking with children individually or in groups, and during assemblies.

Roles and Responsibilities:

To demonstrate an understanding of the school's values

Children will:

- follow the school's three rights
- Show strong learning behaviours
- behave well when travelling to and from school and on school trips
- recognise that the school is part of the wider community
- take responsibility for their own actions (sometimes through adult guidance)
- respect difference and individuality
- ask questions to further knowledge and curiosity.

All staff will:

- be positive role-models
- develop positive relationships with every child
- treat pupils as individuals, get to know pupils and respect them
- understand the impact of trauma and negative life experiences
- use restorative approaches to resolve situations of conflict and provide meaningful solutions for all
- develop an understanding of what children are trying to communicate through their behaviour
- promote intrinsic motivation by reinforcing success and praising children's positive behaviour
- believe, by recognising their strengths, that every child can learn and achieve
- create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- ensure all children have a voice and that their opinion is respected
- engage positively with parents and carers
- realise that success does not always come instantly
- be consistent
- be reflective and adaptable
- be punctual
- have well prepared lessons which engage and enthuse children
- ensure information regarding children is shared in the best interests of the child, whilst maintaining confidentiality
- ensure that incidents are recorded and reported (Cpoms and behavior log)
- ensure that the relevant supportive strategies and interventions are in place to support communication and positive behaviour management
- Model positive relationships
- issue meaningful consequences when required.

Leaders will:

- model expectations
- lead on the development of a culture of positive behaviour and relationships
- visit classes regularly and be visible around the school
- analyse data related to behaviour, using data to inform school improvement planning

- ensure key staff are kept updated and informed relevant pupil information, whilst maintaining appropriate confidentiality
- issue meaningful consequences when required.

Parents and Carers will:

- be positive role-models for their children
- ensure their child arrives to school on time
- ensure that their child is wearing the correct school uniform and has the appropriate equipment
- ensure that their child has something to eat and drink before school
- attend any scheduled meetings regarding their child
- work with the school to share concerns and resolve issues
- inform the school if there is anything that that could affect their child's learning or behaviour.

The Governing Board will:

- review and approve the behaviour and relationships policy
- review the implementation and effectiveness of the behaviour and relationship policy
- interrogate behaviour data presented to them.

Recording behaviour

Incidences of minor and serious behaviour are recorded using CPoms and the Reflection Log. This data is analysed termly by senior leaders and discussed in Vulnerable meetings and SLT. Data is used strategically to consider wider school curriculum and resource implications, alongside individual and group support intervention requirements.

Our Approach to Relationships and Behaviour

"People are born with intrinsic motivation, self-esteem, dignity, curiosity to learn, joy in learning."

W. Edwards Deming

We are committed to improving relationships and behaviour within school. We firmly believe that the 'reward' should be the fulfilment and feeling children feel when they experience success or by doing the right thing. The more we notice/ recognise good behaviour and celebrate success through our current recognition programmes, the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships.

"If you constantly reward minimum standards then children will strive for minimum standards. If you reward children for going over and above, then there is no limit to their excellent behaviour".

Paul Dix

On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in the following ways:

- 1) Use de-escalation techniques to prevent and diffuse situations before they arise. Anticipate situations which might be difficult for some individuals and teach them coping or exit strategies.
- 2) Use a restorative approach where specific questions will be asked in order to address the incident and find meaningful, positive solutions for all involved.
- 3) Where there may be more complex reasons behind behaviours being displayed, seek specialist advice from professionals with appropriate expertise within or beyond the school.

Relationships - Establish - Maintain - Restore

Establish	Maintain	Restore
<i>Intentional practices to cultivate a positive relationship with every child. build trust, connection and understanding.</i> Greet children as you meet them/pass them, addressing them by name and making eye contact. Notice things about children and bring this to their attention. Engage in conversations surrounding interest to find out more about them. Engage with them at play times and lunch times Set clear expectations and boundaries from the outset, ensuring consistency.	<i>Make efforts to prevent relationship from diminishing over time, continue with positive interactions.</i> Recall previous conversations surrounding interests of the pupils and show that you keep them in mind by referring to them Engage in conversations and share experiences surrounding their interests. Be consistent with boundaries and expectations. Provide time and understanding - keep to times allocated to particular children, do not let them down.	<i>Intentionally repairing harm to the relationship after a negative interaction. Reconnect, repair and restore.</i> Make time to repair relationships on a 1:1 basis. Provide a quiet space to reflect and support the child. Provide scaffolds and reassurances you are there for the child during difficulties. Ensure you provide time to re-engage with the pupil, join them at playtime or complete an activity that you both enjoy. Give the child a fresh start every time they need, do not revisit previous behaviour. Explain next steps

The Classroom

Adults should implement routines for transitions, such as the end of a lesson, before lunch, after break, tidying up etc. This will ensure children are aware of what is expected of them and will reduce the likelihood of any unwanted behaviour. Children should be taught the routines of the classroom, so they are familiar, and the children feel safe.

Entry and Exit	Learning starts at the classroom door; a well-established routine supports the development of consistent expectations	Adult positioning – Stand in doorway to ensure both corridor and classroom are in view Reinforce expectations of calm, silent transition Ensure children line up and leave in groups
----------------	--	---

Organisation	A well - organised classroom models the expectations of children	Ensure resources are well organised and accessible Use a visual timetable to support Ensure seating enables children to work effectively: • Can you move around the classroom? • Can you see children's faces? • Can they see you? • Can everyone see the board? • Can the children see one another? Ensure end of lesson expectations for tidying up; ensure you allow a few minutes to achieve this. Develop a well-rehearsed method for gaining attention – clap, count down, chimes etc.
Teacher Positioning	Non-verbal communication is key to establishing effective routines and expectations, so the position of the teacher is key.	try not to stand or sit with your back to any children, enabling you to identify appropriate and inappropriate behaviours immediately and respond appropriately. When using a board, write on an angle to have a full view of the classroom. Use gentle touch to ensure children know you have them in mind 'The look, nod, wink' are all powerful non-verbal tools to both discreetly reinforce positives and deter unwanted behaviours. Model how you sit, good posture, eye contact etc

Restorative approach - Reflect, Repair and Restore

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this basically means that instead of simply being punished, as a result of 'bad behaviour', a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others, and seek ways to bring about resolution and restoration.

A restorative approach following an incident brings together the harmed and the wrong doer. All people affected by an incident should re-visit the experience by retelling and talking about the incident. Where possible, together, they should negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

A restorative approach is highly effective because it:

- transforms wrongdoing into a learning opportunity
- supports the needs of the 'harmed'
- creates obligations and support for 'harmers'
- encourages a school-wide culture of mutual respect and care.

Restorative Interventions take the form of:

- restorative conversations (enquiry / chat / dialogue) (reflection)
- Classroom restorative conferences
- Problem solving circles.
- Social stories

Consequences

A consequence is something that logically or naturally follows from an action. There are two types of consequences:

- Protective consequences: removal or freedom to manage harm.
- Educational consequences: the learning, rehearsing or teaching so that the freedom can be returned.

In some cases, it is not always appropriate to follow up an event with a consequence. Consequences are not punishments, and they are about reparation and 'righting the wrong'.

All consequences must be logical and must make links to the incident. Not all children will be able to apologise, and this could be a trigger for further behaviour. With the support of parents and carers, children will need to find ways to make the situation 'right'.

Other consequences that may be used if a restorative approach is deemed to be inappropriate:

Low-level behaviour responses – in consultation with class teacher

- Time out of class.
- Time out within class
- Use of positive praise for model behaviour

Medium level responses - in consultation with senior leaders

- Letter or conversation with parents
- Time out with member of the leadership team
- Possible referral to SENCO.
- Loss of play time

High Level response in consultation with headteacher/deputy

Sent directly to the Headteacher

- Appropriate consequences issued
- Possible referral to SENCO
- Possible referral to outside agencies
- Implementation of strategies to support long term behaviour change.

Levels of Behaviour

The chart that follows outlines examples of behaviours and responses. Whilst the aim is to provide some degree of clarity, it is important to remember that we are dealing with individuals in unique situations. The relationships you develop with children will enable you to know how to best intervene with them in a fair and consistent way.

	Behaviour	Approach	Follow up
Low Level	Example: • Out of seat • Calling out • Interrupting other pupils • Silly noises, actions • Fiddling with resources • Talking to other pupils • Pushing in line • Running in school	• Praise of other children • Eye contact (stern stare, raised eyebrow etc) • Assertive body language • Name/pause technique • Frown • Being close and whispering a firm reminder • Direct to seat • Quiet unobtrusive 'can you show me your learning/ other distracting conversation?' • Reassuring touch • Humour Distracting and deflect away from the behaviour. 'Can you pass me...' Reminding the pupil what they should be doing, using positive phrasing. • Walking, thank you. • Stay seated in your chair, thank you. « Limited choice • Put the pen on the table or in the box. • Are you sitting on your own or in a group? Tactical ignoring.	Logging of incident not required Discussion and conversation away from the incident to determine any underlying causes for the behaviour If repeated several times behaviour may move to mid-level response Consider speaking with/ observation from SENDCo

	Behaviour	Approach	Follow up
Mid level	Beginning to Challenge -Example: Continuing low level behaviours from step despite warnings Not completing reasonable amount of learning in a set time due to behaviour Deliberate disruption, creating a disturbance, e.g., trying to distract other pupils Lying or refusing to take responsibility for actions when they have been witnessed Deliberately throwing small objects to cause disruption Being silly in the toilets Refusing to follow adult instructions. Leaving the classroom without permission (once) Swearing (not directly at an individual)	Use strategies as above Plus: Disempowering the behaviour You can listen from there. Come and find me when you are ready to talk Ask the child to spend a short period of time in parallel class to reflect Time away from game if playtime	Behaviour recorded Inform class teacher and relevant staff members. Discussion and conversation away from the incident to determine any underlying causes for the behaviour (this could be pupils or parents/carers). Restorative conversation Class teacher to notify parent/carer by telephone or in person. Possible discussion with SENCO Agree appropriate consequence Complete missed learning in own time (if required) (Not sent home) Could be reflection.
High level	Serious and deliberate Example: Recurrent medium level behaviour Deliberately throwing objects with the intention of causing harm Deliberately hurting someone Damaging school/other child's property Leaving class without permission – repeatedly Repeated refusal Verbal abuse Prejudice related incident (first occurrence) Bullying (first occurrence) Directed offensive language, including swearing Stealing Child on child abuse Sexualised language	Use strategies as above. Seek support from the leadership team. Use the de-escalation strategies	Behaviour recorded Report to Senior Leader/ Reflection Restorative conversation once the child is calm after the incident Senior leader to agree and implement a meaningful consequence Senior leader to notify parent/carer by telephone or in person. Possible referral to the SENCO Consideration of Individual behaviour support plan or risk assessment Review individual behaviour support plan if already in place

	Behaviour	Approach	Follow up
Crisis Level	Very Serious - Behaviour is creating a health and safety risk Example: Running out of school and leaving the school grounds. Intentional physical harm to other children Throwing/kicking large objects at someone or around the room to cause harm or damage Serious damage to school property or someone else's belongings. Serious theft, e.g. taking money or a mobile phone from an adult's bag Persistent bullying Intentional prejudice behaviour	Use strategies as above. Plus Seek support from the senior leadership team Use the de-escalation strategies Encourage the pupil to move to a "safe place" Watch the pupil from a distance if they are safe Change of adult <i>If the children is at risk of immediate danger to self or others and is not responding to other strategies, physical intervention may be required. This must only be used as a last resort. See Positive Handling Policy</i>	Behaviour is recorded Must involve a member of the leadership team Restorative conversation once the child is calm after the incident. Leader to agree appropriate sanction Internal class suspension at the very least Possible suspension (HT decision only) Consideration of appropriateness of school placement Leader to meet with parent You may consider a temporary timetable reduction – this would need to be agreed in line with the Local Authorities procedures

Managing unacceptable behaviour – de-escalation

The vast majority of our children behave well and behaviour is managed within the classroom.

On the rare occasion that we do have to deal with behaviour that is considered unacceptable and is escalating, staff need to use de-escalation strategies to minimise the risks and reduce the behaviour response. To support this, we will ensure our body language is as follows:

- Pupils are outside of an outstretched arm.
- Good distance between adults and children.
- Adults have a sideways stance.
- When in a room, leave the door open.

When approaching a child who is demonstrating the unacceptable behaviour, the following de-escalation script should be used, in any order as appropriate, after addressing the child by their name.

Script	Additional Information
Address the child by their name I see you _____... Are you feeling ...(angry)? I can see that you are... (angry). What are you ...(angry) about? So you're ...(angry) about _____. Is that right? What do you want? What have you tried? How well has that worked? What else are you willing to try? Will you let me know how it goes?	Identify the behaviour that indicates the student is emotionally escalated Inquire if you interpret the observed behaviour correctly. Affirm what the student says. Enquire why the pupil is feeling that emotion. Restate what you heard to verify your understanding and demonstrate that you are listening. Assist the pupil in identifying what options are reasonably available. Guide the student through a process of self-reflection Help the pupil assess their progress in dealing with the situation Provide alternatives if the pupil is struggling with identifying other ways to deal with the situation- students chooses the next step. Follow up with the student in appropriate amount of time; this will build trust.
Do Not	Do
Force a pupil to talk De-escalate in an overly public manner Tell a Pupil how they are feeling Get hung up on the flow of script Be sarcastic React if you feel attacked by what the pupil says Tell a student what to do Blame a student for the situation Continue doing or saying anything that seems to escalate the situation Argue with a student	Get to know your pupils and know what might lead to or provoke an escalated response Stay calm when engaging in verbal de-escalation Allow the pupil some cool down or processing time during the verbal de-escalation- provide wait time and check back later.

Use of Physical Restraint:

Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. There is no legal definition of legal force. However, there are legal justifications for the use of force such if the child is in danger of hurting themselves, endangering the safety of others (both pupils and staff,) are disrupting the prejudicial good order of the classroom or are destroying property. The use of force can only be reasonable if the circumstances to the incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent

Searching, Screening and Confiscation

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Suspensions and Exclusions

As an inclusive group of schools, suspension or exclusion is only ever resorted to when it is the final option. Only the Headteacher has the power to exclude a pupil from school.

Suspensions can be:

- Internal – the child remains in school, but this is away from their class in an office or another classroom for a fixed period of time
- External – the child remains at home for a fixed period of time

An exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with the Governors.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis.

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police.

Please refer to our child protection and safeguarding policy for more information.

Children with SEND

There may be occasions in which children require extrinsic rewards as an intervention to support the development of motivation and good learning behaviour. These are implemented in consultation with the SENCO and are implemented as part of a wider behaviour support plan.

Children with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors (Aird 2017). Responses to these difficulties should be supported and planned as part of a multi-professional approach within schools

We recognise that some children may respond to their 'flight instinct' when feeling a heightened sense of anxiety. Some children may require time to calm down and reflect before being able to confront an issue. We have a designated 'safe space' or quiet rooms for children who benefit from this intervention. Children should always be supervised using these spaces/rooms to ensure their well-being and safety.

Training

- Behaviour and relationships training forms part of continuing professional development
- Induction procedures includes the implementation of this policy
- Identified members of staff have undertaken accredited positive handling training which looks at the theory behind behaviour as well de-escalation strategies which includes the use of guides, escorts, and restraint.

Summary

Our ultimate aim is that every member of our school community feels: safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

Monitoring, evaluation, and review

The Governing Body will assess the implementation and effectiveness of this policy.

This Policy will be reviewed by the Governors on an annual cycle.

Policy adopted:	Autumn Term 2024
Other related Policies	Suspension and Exclusion Safeguarding Special educational needs Online Safety
Next Review:	Autumn Term 2025

Appendix 1: Home/School Agreement

By taking up a place at Walton on the Naze Primary School, the school and the family agree to the following:

Home and School Agreement (See separate document)

Appendix 2 : Restorative Justice

The Restorative Justice questions:

Establishing the past	What happened? (<i>where, who was present, what was said or done</i>) What were you thinking/feeling at the time?
Establishing the present	What do you think and feel about it now?
Reflection and establishing the future	Who else has been affected? (explore all possible affected people, parents, peers in class, teachers, etc) What do you need to happen in order to fix this and move on? How can we repair your relationship?

Additionally, where any mediation is to take place adults should ensure the following structure:

- The harmer admits their wrongdoing
- Ask all parties if they wish to participate
- Risk assesses if it is safe to bring all participants together
- A private and safe room must be used
- How are they bring children to the meeting (all together, harmer(s) first or harmed first)?
- Seating arrangements, especially if it is a large group
- Reflective sheets should be filled and discussed prior to group conference
- Mediators must remain impartial during the whole process.

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters regarding safeguarding
- If young people do not follow rules or are still/become angry, stop mediation!

Restorative Conversations:

This is the starting point for all restorative processes. The conversation will involve one-to-one dialogue. The role of the adult is to demonstrate good active listening, helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves, using 'RJ questions' as a guide for the dialogue. In this type of conversation, as with others e.g. mediation, it is important for the adults to remain impartial, with a positive active listening and body language.

Restorative Conferences:

These occur in response to issues in a whole class or as a resolution chosen during a restorative conference. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT / another teacher) to resolve conflict, repair relationships and move forward. The conference follows 'RJ Questions'. Teachers should make SLT aware that they want to have a class conference and they will either facilitate the conference or provide cover to enable another teacher to facilitate the conference. Written agreements may be developed to summarise the agreements set out at the conference.

Problem Solving Circles

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.