Winnall Primary School

Behaviour Policy

Ratified by FGB: June 2026

Review due: June 2027

Aims:
Motto, Vision and Values

Motto
'Achieving our Best Together'

Vision

In our school, we will give everybody the opportunity to thrive, empowering them to dream big and aim high. In an inclusive, kind and mutually respectful community, we will relentlessly nurture a love of learning, resilience to flourish and inspire our children to drive their own futures.

Values

Principles

- Everyone in our school has the right to be treated with kindness, feel safe, valued and respected.
- We encourage our children to face challenges with resilience and independence.
- We create a positive partnership between home and school within a welcoming and nurturing environment.
- We prioritise a learning environment that is free from disruption.
- We encourage everyone to contribute positively to the school and local community.
- We will adopt a fair, inclusive and consistent approach, free from discrimination.
- Adults in our school build trusting and caring relationships with children.
- We recognise achievements in learning and celebrate success.

Rewards

At Winnall we aim to reward and praise children for demonstrating our school values and academic success. This happens in a variety of ways. Teachers are encouraged to praise children who have demonstrated a school value.

We will be positive in our approach, to notice and reward good behaviour. A range of rewards will be used to promote good behaviour. The children are made aware of the rewards system in their class and as a whole school.

- House points
- Headteacher's award
- Respect, Teamwork, Aspiration and Curiosity Champions
- Gold leaf award
- Class reward

House Points

House points are a whole school rewards system to encourage the children to work together to follow our shared values.

- All children are grouped into four teams: pine / maple / chestnut / elm (siblings are in the same team)
- Points are given by members of staff for positive behaviour / good work / positive effort / following school values
- Whenever a child receives points s/he writes it on the class chart.
- Each team has a captain chosen from Year 6
- On Friday's, team captains collect the house points from the class charts
- The results are shared weekly in celebration assembly by the team captains and recorded on the house team display
- Each half term a reward is achieved by the house team with the most points

Headteacher's Award

A headteacher's certificate is awarded to a child who has shown one or more of the values that week.

- This is written by the class teacher sharing the reason for the certificate using the language of the values.
- This is presented to the child in Friday's celebration assembly by the headteacher or assistant headteacher.
- A message to a parent/carer is sent on the Wednesday prior to the assembly inviting them to attend.
- The certificate will be awarded and presented to a child whether the parent/carer is/is not present.
- A child has the choice to stand in front of the whole school or remain seated when receiving their certificate.

- Children can share their certificate with their parent/carer at the end of the assembly.
- Certificates are taken home by the parent/carer or by the child at the end of the day.
- First names of children who have received a certificate will be recorded in the newsletter. (permission will be checked by the admin assistant)

Respect, Teamwork, Aspiration and Curiosity Champion Trophy

A respect, teamwork, aspiration and curiosity champion trophy is awarded to a child who has shown exceptional effort in one of the values.

- The child will be chosen by teachers and support staff.
- A trophy will be awarded on the last celebration assembly of autumn, spring and summer half term by the headteacher or assistant headteacher.
- A message to a parent/carer is sent two weeks prior to the assembly inviting them to attend. This will be presented whether the parent/carer is/is not present.
- The trophy will be awarded and presented to a child whether the parent/carer is/is not present.
- A child has the choice to stand in front of the whole school or remain seated when receiving their trophy.
- Children can share their trophy with their parent/carer at the end of the assembly.
- Trophies go home with the child for October and February half term, Easter and Christmas holiday. The trophies in the second half of the summer term are sent home early and need to be returned before the start of the summer holidays.
- Trophies need to be returned after the holiday and will be displayed in the trophy cabinet in reception area with the child's name.
- First names of children who have received a trophy will be recorded in the newsletter. (permission will be checked by the admin assistant)

Gold Leaf Award

A gold leaf award is awarded after a child has received 5 leaves for showing one or more of the values or excellent achievement.

- A child receives a leaf when they have shown one of the values – this is written on the award by an adult.
- All gold leaf awards are displayed in the classrooms on a gold leaf award display
- A gold leaf award is presented to the child in Friday's celebration assembly by the headteacher or assistant headteacher.
- A message to a parent/carer is sent on the Wednesday prior to the assembly inviting them to attend.
- The gold leaf will be awarded and presented to a child whether the parent/carer is/is not present.

- A child has the choice to stand in front of the whole school or remain seated when receiving their gold leaf award.
- Children can share their award with their parent/carer at the end of the assembly.
- Awards are taken home by the parent/carer or by the child at the end of the day.
- First names of children who have received an award will be recorded in the newsletter. (permission will be checked by the admin assistant)

Successes outside of school

We love to hear about all achievements in and out of school. So if you have received a certificate or medal for anything (e.g. swimming, dancing or kickboxing) we would love to share this in Friday's celebration assembly and our Newsletter.

Class reward

Both the class teacher and whole class decide on their class reward that they are aspiring to reach e.g. visit to the park, mini movie time, extra playtime, ice lolly etc. When a child shows a value they are rewarded with a star which is added into the class reward jar. When the jar is filled the whole class receive their reward within the next 5 school days.

Consequences and Restorative Conversations (scripts)

At Winnall Primary School, we have high expectations which should show respect to adults, their peers, the environment and themselves.

High Expectations

All children are expected to follow the school values and behave in a way that allows themselves and others to learn. If a child disrupts the learning of others, the class teacher and support staff will adopt strategies from our list of non-confrontational behaviour strategies **(Appendix 1)** to support the child to engage with the learning. When an incident is recorded, the school will use CPOMs (a software tool used to monitor safeguarding).

Physical Violence

We have zero tolerance of physical violence towards others. Should a child purposefully hit, push or hurt another child, dependent upon the seriousness of the incident they will be spoken to by either an LSA, a class teacher or senior leadership team using a restorative conversation to talk about the child's actions. Parents/carers will be informed at the end of the school day either face to face or via telephone call from the class teacher or senior leadership time.

If a child should repeatedly cause purposeful physical violence, they will be sent to the Senior Leadership. Following the personalised consequence they will then take part in a restorative conversation with the member of staff who spoke to the child about their actions. Parents/carers will be informed during the school day via telephone call and invited into school to discuss an appropriate plan of action. This type of incident will be recorded on CPOMs.

If a child should cause purposeful violence towards others, causing an injury, the child will be sent to the Senior Leadership team. Parents/carers will be informed and required to attend a meeting with class teacher and member of senior leadership team to discuss an appropriate plan of action, which may/may not include internal/external suspension, alongside a restorative conversation. This type of incident will be recorded on CPOMs.

Other Behaviours

Should a child use obscene words to offend, is verbally abusive towards adults, refuses to obey instruction, destroys own work or others' work, uses insults or name calling, damages property or equipment, threatens violence, bullying or stealing. They will be sent to the Senior Leadership team and appropriate consequences will be actioned according to the needs of the child and the nature of the incident. Following their consequences they will then take part in a restorative conversation with the member of staff who spoke to the child about their actions. Parents/carers will be informed during the school day via telephone call. This type of incident will be recorded on CPOMs.

Should a child display sexualised behaviour, cause serious damage to property (e.g. vandalism), carry a weapon with or without the intention to wound, persistent bullying (or accusation of for investigation), use racist/homophobic/or prejudicial language, continually disrupt the learning of others or use threatening behaviour. They will be sent to the Senior Leadership team. Parents/carers will be informed and required to attend a meeting with class teacher and member of senior leadership team to discuss an appropriate plan of action, which may/may not include internal/external suspension, alongside a restorative conversation. This type of incident will be recorded on CPOMs. Prejudiced based incidents will be recorded using the Hampshire form and uploaded onto CPOMs. In addition, where deemed appropriate we would report these behaviours to external agencies e.g. children' services and police.

Restorative Conversations

Restorative Conversations **(Appendix 2)** are when a member of staff and a child will talk about the child's actions, feelings and different ways that they should handle situations. We will let parents know what has happened at the end of the day and the chosen way of making a different choice if the situation should arise again.

Following a restorative conversation, (as the child has spoken with an LSA, class teacher or member of SLT, had their consequence and completed a restorative conversation) it is important to give the child a chance to start again.

If the class is being covered by another teacher, the cover teacher will pass on the information discretely to the class teacher by the end of the school day.

Missed Learning

We expect all children to try their best when learning, this is the reason they come to school. Should a child refuse to complete learning set they will be sent to another class teacher member to complete their learning. Following the completion of the work a restorative conversation will take place, with the class teacher, getting the child to think about their choices and how they can make a better choice next time. We will let parents know if their child has refused to complete any learning at the end of the school day.

Scripts

Scripts to be used by support staff, class teachers and senior leadership team.

Positive Praise

Name of child, well done for showing (Respect, Teamwork, Aspiration or Curiosity)
You showed this by…

Choice and consequence

You have a choice you can choose to X or you can choose to Y . If you choose to X then you will have to go and see (another member of staff) or you can choose to Y and we can help you to complete your learning/ make safe choices and you can then go back to class with your friends. It's up to you it's your choice?

(give 3-5 minutes take up time, then return to child.)

I can see you have chosen X. Therefore you have chosen to go and see (another member of staff).
OR
I can see you have chosen Y. Well done you have made a great choice, you are showing the school values of…… I will come and help you complete your learning.

Help Script

I can see you have stopped …… That's telling me that you want to make the situation better- well done! The next positive decision could be…… Great, now you are controlling your emotions instead of them controlling you.

Consequence Script

I can see that you have been asked to come and see me because you haven't been able to follow our values. Tell me why you are here. *Child explains* Thank you for being honest and explaining. Because you chose to ……, you are not following our school value of ……. *Adult shows correct emotion* That makes me feel disappointed / sad / …….. I expect you to follow our school values and turn your behaviour around / make a better behaviour choice. What are you going to do differently next time? *Child tells adult or adult explains a better choice to child.* Your teacher will be telling your parents about this – how do you think they will feel? As you have chosen not to follow our school values, you will be missing some playtime to think about making better choices.

Missed learning Script

I can see that you have been asked to come and see me because you haven't been able to follow our values. Tell me why you are here. Child explains Thank you for being honest and explaining. Because you chose not to complete your learning in lesson time, you will be completing your work with me now or at playtime. Adult shows correct emotion That makes me feel disappointed as I expect you to follow our school values and complete your learning to the best of your ability during the lesson. What are you going to do differently next time? Child tells adult or adult explains a better choice to child. Your teacher will be telling your parents about this – how do you think they will feel? As you have chosen not to complete your learning, you will be missing some playtime to complete it.

Positive Script

I am so pleased / proud / positive affirmation to see that you have shown our value of ….. because you have done …….. learning / behaviour so well! (recognise effort and outcome) You

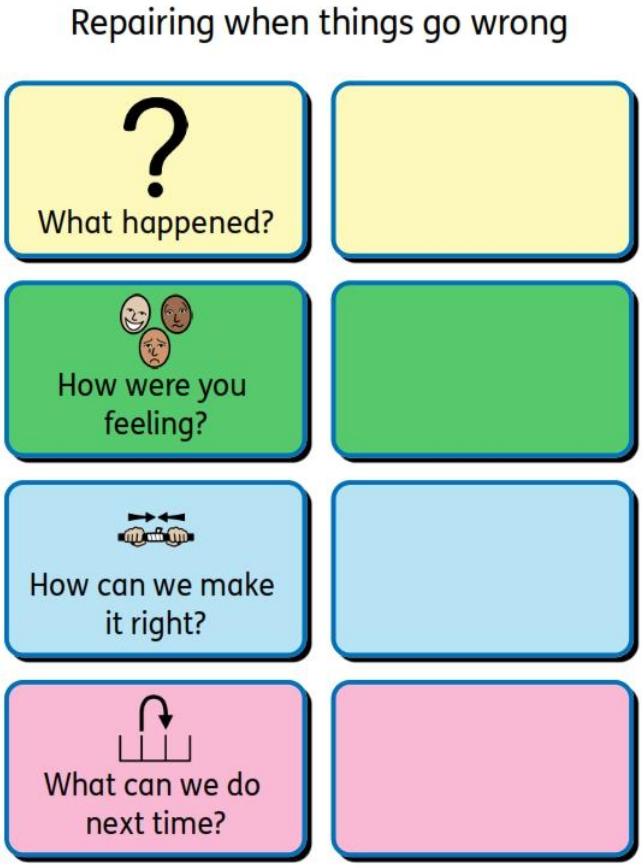
should be really proud of yourself. Make sure you tell someone at home how great you are. Well done NAME and keep it up!

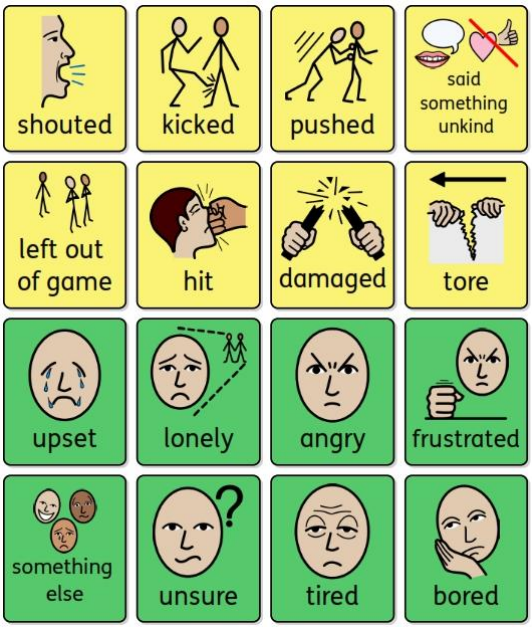
Appendix 1: Tool box of Non-confrontational behaviour management techniques

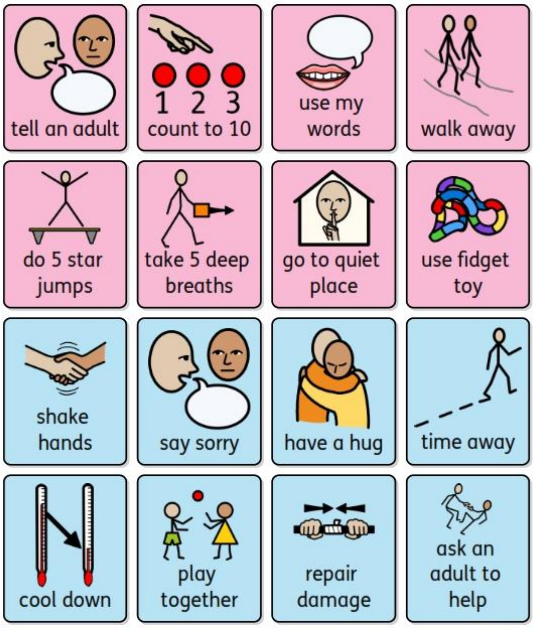
- ***The Nice and Nice:*** Provide 2 clear choices, both of which are fair.
- ***Ear-shotting:*** Talk about the child in a positive way to another adult in ear shot of child. Role play between 2 known adults e.g. teacher and LSA.
- ***The Never say No:*** 'No' can be a trigger for some children. Use 'yes, as soon as …'
- ***Don't say don't:*** 'Don't can be a trigger for some children. Use 'we need to…'
- ***Thank you not Please:*** Use 'Name of child…Instruction…Thank you'.
- ***Use conditioner:*** Use 'When…Then…' When (you've done what I've asked), then you can (do what you're asking)
- ***Proximity Praise:*** Remain positive by ignoring the negative behaviour and praising the good behaviour nearby.
- ***The Bogus Note:*** Act as distraction. Child is sent to another adult with a fictitious message or job.
- ***Call the cavalry:*** Call for help from a member of SLT. SLT steps into the class and the class teacher manages the situation. Adult involves needs to repair the relationship with the child after the incident.
- ***Change of Face:*** A different adult swops/steps in and uses a different strategy.

(All taken from whole school Primary Behaviour Support training)

Appendix 2: Restorative Conversation







Appendix 3: Additional Support

Additional Support

We believe that all behaviour is a communication of an unmet need. Therefore, our restorative conversations are used to develop the children's emotional literacy. Thus enabling them to be able to communicate their needs more effectively.

The child will receive:

- A restorative Conversation
- A key adult to support their emotional needs
- Primary Behaviour Service support

Staff will:

- Be supported by the SENCo and the Senior Leadership Team
- Be supported by outside agencies such as Primary Behaviour Service or Inclusion Service

Parents/Carers will:

- Be supported by school staff and the Senior Leadership Team
- Be able to speak with Mrs Miles via an appointment
- Be signposted to Parenting Support and Courses

Expectations of behaviour

Around the school building

- Children will be expected to walk quietly and behave respectfully when moving around school and when other children are learning

During learning times

- Children will be expected to listen to the adults in their classes
- Adults within a classroom will be expected to model the expectations when the teacher is talking
- Children will be expected to try their very best to follow the values at all times

Lunchtimes and Playtimes

- Children will be expected to enter the hall calmly and quietly for lunch
- Children will be expected to wait patiently for their lunch
- Children will be expected to talk quietly to each other while eating lunch
- Children will be expected to line up at the end of playtime and lunchtime calmly ready for learning time
- Children will be expected to walk calmly to the playground once they have finished eating and an adult has allowed them to leave (KS2)
- Children will stop and listen when they hear the tambourine and line up with their adult once they have finished eating (EYFS/KS1)