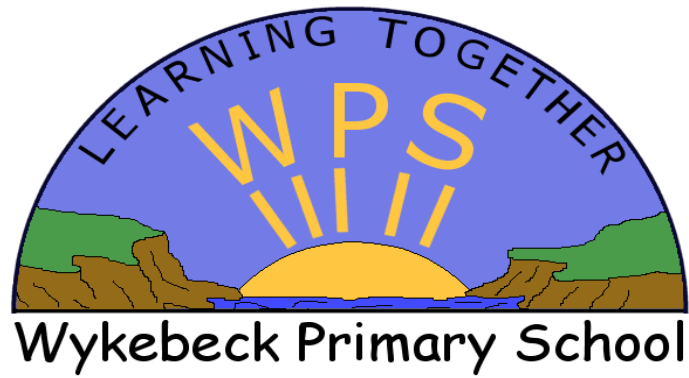




Wykebeck Primary School
Behaviour and Relationships Policy

Adopted by Wykebeck Primary School governing
body on

To be reviewed by governors on July 2027

The Wykebeck Way – Our intent

Wykebeck Primary School is committed to ensuring all children fulfil their potential. We are an inclusive and diverse school and the core values of **Resilience, Responsibility, Respect, Inclusion, Community and Kindness** are embedded in all aspects of school life. There is a strong emphasis on relational practice at Wykebeck and we believe that strong relationships are the bedrock of all success.

We uphold the highest expectations for all of our children and work tirelessly to remove any and all barriers to learning. We work hard to ensure that we have created a calm, orderly and positive environment in which all our children can flourish. We support our staff and families well in managing children's behavior. We do this by providing high support and high challenge.

We champion our wonderfully diverse community and will provide rich and varied opportunities to work in partnership with our families to support their children's learning and development. We have a strong focus on attendance and punctuality and understand the impact good attendance and punctuality has for our children.

Above all, we will lead our school with a nurturing and inclusive approach and teach our children what they need to know and understand for them to be valued and valuable members of the community, where everyone is motivated to learn and grow together and children have positive attitudes to all aspects of school life.

Our school is a safe and secure place where children can develop their understanding of what is right and wrong and to work within our agreed understanding of British values. Our school environment is a place where children feel safe and where bullying, discrimination, sexual harassment and sexual violence (online and offline) are not accepted. We only use exclusion and suspensions as a last resort.

July 2025

Review July 2027

WYKEBECK PRIMARY SCHOOL BEHAVIOUR POLICY

Wykebeck Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

INTRODUCTION

Wykebeck Primary School is a calm and well-ordered learning environment where children thrive academically while growing socially. We value learning above all else and deal swiftly with anything that disturbs this. We believe all behaviours are a form of communication.

Policies and procedures at Wykebeck Primary School promote community cohesion and provide a high quality educational experience.

WHAT IS GOOD BEHAVIOUR?

Good behaviour is:

- Engagement in learning
- Managing emotions appropriately
- Showing respect to all
- Being caring
- Showing consideration towards others

- Addressing adults correctly and respectfully.
- Finding solutions to problems
- Being resilient

This policy underpins every other school policy as it defines how we need to interact with each other to maintain good learning. It has particular links with Attendance, Racial and Equal Opportunities, PSHE (including Sex and Relationships), Anti-Bullying, Safeguarding and Spiritual, Moral, Cultural and Social Development.

This policy aims to provide a clearly defined framework that can be easily understood by children, staff and parents.

OUR WYKEBECK VALUES

The following Wykebeck values are promoted at all times:

We promote our core values of **Resilience, Responsibility, Respect, Inclusion, Community and Kindness**

We believe:

- Everyone has a right to feel safe.
- Everyone has a right to be listened to and understood.
- Everyone has a right to learn.
- All children should feel championed by their adults

OUR BELIEFS

We believe in the principle of **actively teaching good behaviour** and we understand that whilst there is a place for rewards and sanctions, they will not often not change behaviours. Teaching strategies to help children regulate themselves is a more effective way to support children with their behaviour. This is achieved through clear expectations, strong leadership, shared responsibility, and the application of a clear and consistent system of rules and routines underpinned by positive relationships that help children feel emotionally safe. We believe that diversity enriches our lives and it is to be valued. We want all those connected to the school to feel proud of their identity and able to participate fully in school life.

HOW DO WE ENCOURAGE GOOD BEHAVIOUR?

Our main focus is on encouraging the good behaviours we want to see. We do this this by focusing on building strong relationships. We then ensure that we model:

1. High expectations

Wykebeck Primary School encourages good behaviour through: high expectations, clear procedures, positive relationships and **mutual respect**. Therefore, children are expected to behave well and respond to **praise and encouragement** at all times and demonstrate a pride in individual achievement and collaborative success.

Wykebeck Primary School has clear expectations that are designed to set high standards of behaviour and to be consistently applied by members of staff. These expectations of behaviour are to ensure maximum learning takes place and children feel good about their days in school.

Praise and good humour

Positive praise and good humour helps a child believe they are valued. Praise is delivered in formal and informal ways, in public or in private, in or out of school; it can be awarded to individuals or to groups; it can be earned for the steady maintenance of good standards as well as for particular achievements. We avoid the use of shouting or sarcasm in school and instead, always model the behaviour we want to see from the children. We operate a warm welcome to school in every circumstance on every day.

2. Excellent Communications with parents

Parents / carers, staff and children need to work together to achieve good learning behaviour. Parents/carers know their children better than anyone and therefore it is crucial that school staff and parents have regular informal and formal communications.

We welcome parents and carers in to school life and leaders will be available daily at the school gates. We encourage families to work in partnership with school and have lots of ways to engage families in school life. This means that children and parents/carers feel that all staff are **approachable**, and that they will be **valued** and **respected** in their own right.

Making our school rules clear

Children, staff and parents all have responsibilities to ensure positive behaviour during school time and during school activities, which may take place away from the school premises.

Our rules define the high standard of behaviour and ethos that we expect in school. These are set out below and apply to all our school community.

- **Do show kind hands, feet and words at all times**
- **Do follow instructions from all adults in school, first time**
- **Do complete all learning to the best ability**
- **Do respect everyone, the environment and all equipment**
- **Do speak up for yourself and others**

Children with SEND

As an inclusive school, we work with children with complex needs and SEND. The school may be working with pupils with particular needs in order to improve their behaviour or their attendance. When this is the case, behaviour and conduct must reflect the school's high expectations and their consistent, fair implementation taking account of individual circumstances.

Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND. When a child is identified as having SEND, the graduated approach should be used to assess, plan, deliver and then review the impact of the support being provided.

As part of meeting our legal duties, we will anticipate likely triggers of misbehaviour and put in place support to prevent these. Illustrative examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with sensory issues or who has severe eczema;
- training for staff in understanding conditions such as autism.

Any preventative measure take into account the specific circumstances and requirements of the pupil concerned.

3. Our Routines

Consistency with school routines is essential to maintaining a calm and purposeful learning environment. We use visual timetables to help children understand what is happening when.

Assemblies and Collective Worship

Assemblies are an important feature of each school day, to celebrate achievement and deliver key messages linked to our core values, SMSC and British Values. The children are expected to treat this time with respect.

Celebration assemblies are held every Friday and are devoted towards publicly recognising achievement, certificates are awarded for adhering to the school values. This can be both in and out of school. Parents of award winners are encouraged to attend.

Accessing the toilet

The expectation is mainly that children should not be going to the toilet during lesson time unless they have a medical reason or in an emergency. Children are encouraged to go to the toilet during playtime and lunchtime to avoid disruption to learning.

Attendance

We recognise that good attendance is closely related to good behaviour. We reward good attendance and punctuality in a variety of ways. Children are never sanctioned or challenged about their attendance as we believe there is a parental responsibility in the primary years to get children to school and on time. See our attendance policy.

Lunchtimes

Children should play with any equipment provided correctly and adults model how to use if necessary. High-visible jackets are to be worn at all times by adults when outside on duty. We actively promote our school rules at lunchtime and staff on duty support children to play sensibly and model kind behaviour. Pupil Play Leaders support the younger children in school with planned games and activities. If children make the wrong choices during lunchtime, the midday supervisors will manage any sanctions and inform class teachers where appropriate. A calm down bench or area can be used to help children take the time they may need to reflect on their behaviour choices.

Transition times

We understand the importance of planning for every transition during the school day.

To create a positive learning environment at the start of the school day and after each break in the routine of the day. The following system will be used:

1. At the end of a break a staff member will blow a whistle

2. The whistle will be a signal for **all** children to stand still. Once this has happened the whistle will then be blown again signalling children to walk **calmly and quietly** to line up.
3. Classes will walk quietly and calmly into school, led by their class teacher, in the morning to be ready to learn. Adults will ensure the entry back into school is calm and purposeful
4. Active learning should begin immediately upon entering classrooms

WHAT ARE OUR REWARDS AND HOUSE TEAMS?

There is a consistent approach for rewarding and encouraging good behaviour, based on the collection of ‘**House Points**’. House points may be awarded for following school rules and modelling our school values. Once a house point has been awarded it can never be deducted. Any staff member can award house points to any child. This reinforces our philosophy that the care of all our children is the responsibility of all adults in school.

The school is divided into 4 houses – Oak, Ash, Beech and Sycamore.

Houses are used for organisation in school and for events. When House points are given staff will be explicit about the reasons they are being given. House points will be counted each week, displayed in the school hall and celebrated half-termly in a variety of ways.

We also reward children for displays of positive conduct. If a child is considered as an ‘always’ child and consistently displays good behaviour then class a member of staff will also make contact with parents to show appreciation and recognition for this behaviour either by telephone, face to face or letter.

EXAMPLES OF WHY HOUSE POINTS SHOULD BE AWARDED

- Particularly good learning/effort
- Managing distractions
- Lining up and coming into school appropriately
- Appropriate behaviour in assembly
- Consistently engaged in learning opportunities
- Moving around the school appropriately
- Showing respect for others
- Responding to feedback to improve learning
- Displaying good manners
- Achievement out of school
- Holding doors open for others
- Displaying a caring attitude towards others
- Staying focused
- Demonstrating good learning behaviours
- Consistently displaying good listening skills
- Homework always on time and completed to a very high standard
- Completing extra research at home
- Helping a visitor out in school
- Being a good role model
- Produces more learning than is expected – challenges themselves
- Being an excellent ambassador for the school

What is preferred to sanctions is the focus on planning to proactively meet children’s needs and adapting the adult approach to do this. Quality first teaching remains the most vital aspect of promoting good behaviour. At Wykebeck, quality first teaching includes:

- **Understanding of need**

- Provide a safe place in the classroom
- Organised and calm classroom provision
- Clear and positive communication
- No negative reinforcement, sarcasm or low expectations
- Positive framing, explicit praise and high expectations
- Use of Humour
- Distraction to avoid heightened behaviour
- Clear short instructions and processing time for learners
- Sensory Circuit built in to child's provision
- Praise for good work outcomes - showing off good work, use of visualisers, SLT and parental communication
- Praise for small steps towards behaviour targets
- 1:1 Emotional check ins from all members of teaching team and pastoral staff if needed
- TA support that is inclusive and nurturing in nature
- Pupil groupings for peer support and collaboration
- Adaptive teaching techniques (pre-teaching, scaffolding, formative assessment techniques)

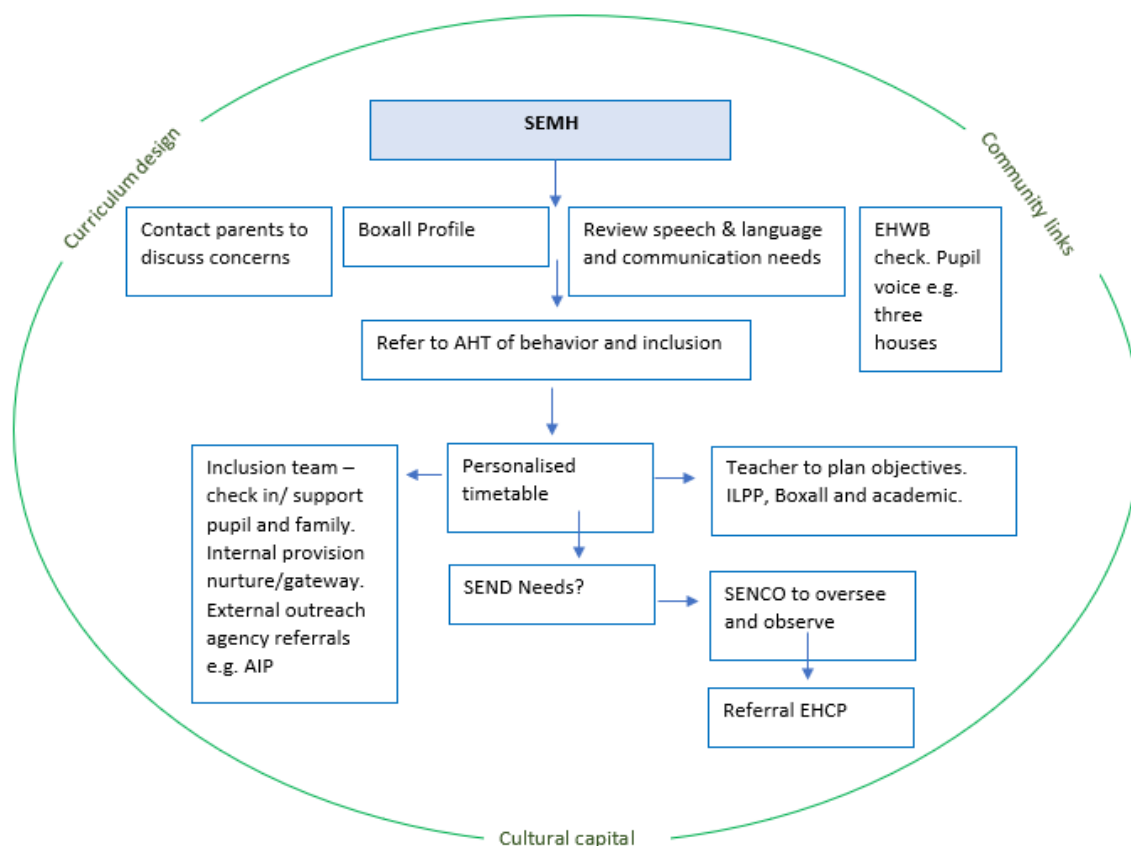
SANCTIONS FOR MISBEHAVIOUR

The best behaviour management is based upon **mutual respect**. Where sanctions are sometimes needed, they are best applied by the member of staff using fair and proportionate thinking. The aim is to always repair and improve relationships and allow children to understand the consequences of their actions. Should a child's behaviour in the classroom be unacceptable and disrupt teaching and learning, then the class teacher will intervene. These are the agreed interventions when low-level behaviour prevents teaching and learning from taking place:

- a verbal reprimand and reminder of the expectations of behaviour;
 - loss of privileges – for instance, the loss of a prized responsibility; loss of football at playtime loss of playtime with some time set aside for restorative work;
 - being placed on a targeted behaviour support plan for behaviour monitoring;
 - Liaison with parents and carers re concerns and progress against targets;
 - Regular check ins with SLT until behaviour improves;
 - Temporary change to timetable or provision;
 - Suspension
- And in the most serious of circumstances:
- permanent exclusion.

How do we manage unwanted behaviour?

We understand that sometimes children behave in ways that are unacceptable and we need to teach them better strategies to self-regulate. We do this by considering the reasons behind behaviour and we plan ways to support children making better choices. This is a holistic way of managing behaviour and ensures that all barriers to learning are addressed. How we do this is highlighted in the diagram below:



WHAT THE LAW ALLOWS

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil. Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school. In these circumstances, the Headteacher will make the decision about any school action.

Physical chastisement is illegal and is never used or recommended in any circumstances.

THE USE OF REASONABLE FORCE

There are circumstances when it is appropriate for staff in school to use reasonable force. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. Authorised school staff may also use such force as is reasonable given the circumstances when conducting a search for knives or weapons, alcohol, illegal

drugs, stolen items, tobacco, fireworks, pornographic images or articles that they reasonably suspect have been or are likely to be used to commit an offence or cause harm. When considering using reasonable force staff will, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

SEARCHING, SCREENING AND CONFISCATION

Searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item listed in paragraph 31 of the Department for Education's Searching, Screening and Confiscation guidance (July 2022) or any other item that the school rules.

Being in possession of a prohibited item – especially knives, weapons, illegal drugs or stolen items – may mean that the pupil is involved, or at risk of being involved, in anti social or criminal behaviour including gang involvement, and in some cases may be involved in child criminal exploitation. A search may play a vital role in identifying pupils who may benefit from early help or a referral to the local authority children's social care services. (See Keeping children safe in education and Working together to safeguard children.)

The list of **prohibited** items is:

- knives and weapons;
- alcohol;
- stolen items;

any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).

an article specified in regulations:

- tobacco and cigarette papers;
- fireworks; and
- pornographic images.

The list of Banned items is:

- Phones or electronic device without permission (all phones must be handed in to office upon arrival.
- Smart watches and devices which can be used for recording purposes
- Vapes
- Any item which can be edited to be used as a 'sharp,' including dermablades, razors
- Henna or other skin markers and tattoos
- Nail varnish and make up
- Aerosols

A search can be considered if the member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed. The staff trained to search are Headteacher, Deputy headteachers and Assistant Headteachers.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

The authorised member of staff should always seek the co-operation of the pupil before conducting a search. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item;
- do not understand the instruction;
- are unaware of what a search may involve; or
- have had a previous distressing experience of being searched.

If a pupil continues to refuse to co-operate, the member of staff may sanction the pupil and contact parents / guardians to come to school immediately to support.

SUSPENSIONS AND PERMANENT EXCLUSION

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour which has not improved following in-school sanctions and interventions. The Headteacher refers to the DfE guidance on Suspensions and permanent exclusions,

https://assets.publishing.service.gov.uk/media/66be0d92c32366481ca4918a/Suspensions_and_permanent_exclusions_guidance.pdf

BEHAVIOUR OUTSIDE OF SCHOOL PREMISES

Schools has the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable.

Conduct outside the school premises, including online conduct, that schools might sanction pupils for include misbehaviour:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school.

SANCTIONS FOR HARMFUL SEXUAL BEHAVIOURS

Incidents of a sexual nature such as sexual violence, sexual harassment, 'upskirting,' sexting and initiation/hazing type violence and rituals will be investigated by the safeguarding team and Senior Leadership team. Incidents of this nature will result in both a serious action, and consequence being implemented by the school based on the outcome of the investigation, and the discussion between safe-guarding/ SLT. Parents / carers of all parties will be informed and incidents of this nature will be recorded using CPOMs. The support of outside agencies such as police and social care may be requested in cases of harmful sexual behaviour.

HOW DO WE PROMOTE ANTI BULLYING?

Wykebeck Primary School is a caring, friendly and safe environment. Incidents of reported bullying are always taken seriously and will be addressed immediately at school. Bullying can be defined as being when a person or group of people **deliberately and repeatedly target someone else to hurt them or get them into trouble**. It can be emotional, cyber, discriminatory, prejudicial, social, verbal and/or physical in nature. Bullying can happen between different people including children with SEND such as learning or physical disabilities; young carers, Looked After Children, those from varying ethnic and racial groups and young people who may be perceived as lesbian, gay, bi-sexual, transgender or questioning their gender role.

Occasionally, an incident may be deemed to be bullying even if the behaviour has not been repeated or persistent – if it fulfils all other descriptions of bullying. This possibility should be considered, particularly in cases of sexual, prejudice, sexist, racist, homophobic or discriminatory bullying and when children with disabilities are involved.

All forms of bullying will be taken equally seriously and dealt with appropriately and recorded on CPOMs. A meeting with parents will follow for the children involved and every step will be taken to stop any further repetition.

We intend that all possible bullying incidents are **recorded electronically and followed up immediately to ensure that it is obvious such behaviour is not repeated**. We oppose all forms of racism, disablist bullying or homophobic bullying by both adults and children, in the firm belief that everyone has the right to the best possible education through equal opportunity and access in a healthy, safe, caring and stimulating environment. We work hard to ensure that all members of our school community understand what the Protected Characteristics are as set out in the Equalities ACT 2010 and we actively teach that it is unlawful to discriminate against someone on the grounds of any of these characteristics: (For more details see our Anti-bullying policy).

Emotional health and mental well-being

When children are concerned about something, children and staff have access to a well-being champion, Mrs Tasker, and a referral system to 'Place 2 Be' counselling service. Staff will then deal with the incident according to the relevant policies and also using the networks of support we have available to us in school, including our nurture groups, pastoral intervention and Place 2 be counselling services. Mrs Tasker and the Pastoral Team can be a support for children struggling with their emotional mental health and well-being and can signpost parents and carers to appropriate support networks if this is helpful or appropriate. We understand the links between mental health and behaviour and know where and how to put support in place, including working with external agencies if we think this will benefit a child. Wykebeck advocates for trauma informed practice and ongoing training is provided to staff to ensure we can offer children who have been exposed to adverse childhood experiences the best possible care and support.

HOW OUR CURRICULUM SUPPORTS GOOD LEARNING BEHAVIOUR

We believe in teaching and modelling the behaviours we want to see from our children. **Wykebeck Value assemblies and lessons** are used to communicate the message that bullying will not be tolerated. We promote British values through our curriculum, collective worship and community events and links. By doing so, we ensure that all our children understand the values that have traditionally underpinned British society. We prepare our children for life in England with an increasingly rich diversity of backgrounds, origins, beliefs. We ensure these values are promoted in all curriculum areas. We recognise that it is the responsibility of the entire school community to seek to provide equality of opportunity for all children, staff, parents and carers. This is irrespective of culture, language, religion, ethnicity, ability, disability, gender, sexuality or social circumstance.

Opportunities are given to children across school to take responsibility for their own and others' behaviour. Roles are given out at the start of the year to encourage this peer to peer collaborations such as Head boy and Girl, prefect positions, Play leaders, Class Ambassadors and Reading leaders.

There are opportunities in our curriculum to teach about online safety and safe behaviour. We permit the bringing of mobile phones in to school by children but they must be stored by the class teacher or in the office and not used during the school day. We will confiscate mobile devices in school (and return them to a parent / carer) if the child does not follow the agreed guidelines or if we have concerns about online behaviour in or outside of school.

WHAT ARE OUR STRATEGIES FOR DEALING WITH UNWANTED BEHAVIOUR?

POSITIVE BEHAVIOUR PLANS

We believe that good behaviour can be taught can be learned in most cases. How we as adults choose to respond is very important in teaching and achieving the desired behaviour. The class teacher and behaviour support worker will jointly create 'Individual Behaviour Plans' when behaviour strategies have failed to change behaviour patterns in a child. The class teacher, child and parent will regularly review these plans. If it is felt a child requires extra support the SENDCo may make a referral to outside agencies – for eg; Play therapist, SENIT. Children with Social, Emotional, Mental and Health (SEMH) needs will have provisions in place to support them. As a final outcome we may consider an alternate provision in agreement with parents and agencies.

EMOTIONAL COACHING

Key pupils may require support in developing their ability to manage their emotions, and relations with others. Emotional coaching refers to helping pupils become aware of their emotions and manage and take ownership of their feelings. This supports them in managing frustrating situations and can reduce instances of behaviour by developing pupils emotional and social development and awareness.

POSITIVE HANDLING

All members of staff are aware of the regulations regarding the use of positive handling by teachers, as set out in the DfE document 'Use of Reasonable Force', published in 2012. Staff will only intervene to positively handle a child if children are at risk of causing harm to themselves or others. Many staff are trained in Team Teach techniques; this training is reviewed on a regular basis. Incidents are required to be recorded and monitored.

EXPRESSING A CONCERN

Parents and carers have the right to raise their concerns. If you wish to do so, you can seek to resolve matters by contacting the members of staff below in the order given:

1. Your child's Class Teacher
2. Schools Behaviour Leader, Mr Linton
3. The Deputy Head Teacher, Mr Mulvihill or Mrs Wilkinson
4. The Head teacher, Miss Watson

It is never appropriate to raise your voice or to be aggressive (verbally or physically on the school site. Parents and carers are asked to let staff deal with the situations involving children's behaviour and refrain from trying to manage this themselves with other children or families.

A copy of the school complaints procedure is available on the school website. If you have a complaint about a member of staff you should address this with the Headteacher if you feel you cannot address this with the staff member. If you have a complaint about the Headteacher, this should be referred to the Chair of Governors whose contact details will be made available on request.

RESPONSIBILITIES OF GOVERNORS

The Leadership Team and governors will regularly monitor the effectiveness of this policy through discussions with all stakeholders and analysis of behaviour data – in particular, any incidents of bullying that occur.

KEY OBJECTIVES OF THE POLICY AND REPONSIBILITIES

- To ensure that everyone connected with the well-being of the school is familiar with this policy (i.e. children, staff, parents, governors) and therefore **prevent unacceptable behaviour** in school.
- To develop **trusting relationships** at every level throughout the school, so encouraging a safe, calm, purposeful and happy atmosphere within the school.
- To set a good example at adult level and raise awareness about appropriate behaviour.
- To foster a wide partnership between parents, governors, community and other agencies e.g. police.
- To develop and **encourage mutual respect** throughout the school and foster positive caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
- To ensure the provision of appropriate learning (planning, pitch, pace and participation) is consistent across school
- To encourage increasing independence and self-discipline so that each child learns to **accept responsibility** for his/her behaviour and the impact of that behaviour on others.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety of all children and adults.
- To help children, staff and parents have a sense of direction and feeling of common purpose.
- To ensure **fairness** of treatment for all.
- To promote early intervention.

STAFF RESPONSIBILITIES ARE:

- To treat all children fairly and with respect
- To ensure children are allowed to discuss events using fair Restorative questions
- To ensure that all children use the behaviour expectation to manage their distractions
- To praise and reward;

- To follow a no shouting policy unless there is danger present
- To have high expectations of learning behaviour;
- To raise children's self-esteem and develop their full potential;
- To plan and provide a challenging, interesting and relevant curriculum;
- To create a safe environment, physically and emotionally;
- To provide opportunities for children to take the initiative and involve them in learning;
- To use rules and consequences clearly and consistently;
- To be a good role model; to lead by example;
- To form a good relationship with parents, so that all children can see that the key adults in their lives share a common aim;
- To recognise that each child is an individual, and to be aware of their needs;
- To offer a framework for social and emotional education.

CHILDREN'S RESPONSIBILITIES ARE:

- To learn to the best of their abilities and allow others to do the same;
- To apply the school rules to help them manage their distractions;
- To treat others with respect, courtesy, consideration and tolerance;
- To cooperate with the instructions of the school staff;
- To take care of property and the environment in and out of school;
- To discuss incidents using restorative language
- To co-operate with other children and adults.
- To be ambassadors for the school at all times

PARENTS' RESPONSIBILITIES ARE:

- To make children aware of appropriate behaviour in all situations;
- To encourage independence and self-discipline;
- To show an interest in all that their child does in school;
- To foster good relationships with the school;
- To be aware of the school rules and expectations;
- To support the school in the implementation of this policy;
- To ensure children attend school in full uniform, worn correctly and be on time for school
- To ensure they model safe and calm behaviour in the school grounds at all times – shouting, swearing, smoking and all forms of aggressive behaviour will not be tolerated.

BEHAVIOUR EXPECTATIONS

CHILDREN

- Children should not leave their classroom provision during lesson times unless instructed to do so by an adult
- Children should always try to follow the school values and behaviour charters in classes.
- Children should always show respect to each other and to the adults in school;
- Children should use Wykebeck language from the moment they enter school – in particular, no foul language or swearing and no using 'street language' to talk to staff;
- Children should stay focused on their learning and not be distracted by others, using strategies to help keep focused.
- In class, children must have four chair legs on the floor. Children should not climb on furniture or windows.

- At the end of each lesson, children must leave the classroom tidy including putting chairs under tables.
- Children to walk quietly and with smart hands around school *e.g. by their sides*.
- Children must be encouraged to look smart and wear the correct school uniform (including PE kits). Children are asked not to wear makeup, nail varnish or false nails and jewellery. A neutral lip balm is acceptable. Temporary tattoos should be removed.
- Hairstyles – we recognise the importance of encouraging individuality and cultural / religious

STAFF

- To model the behaviour expected of children at all times
- To eliminate low level disruptions in class by following the behaviour policy
- To provide provision of appropriate learning for all children; setting suitable learning challenges
- To respond positively to children's diverse needs
- To overcome potential barriers to learning
- To provide positive expectations, praise and rewards
- No hot drinks to be taken out of the staffroom unless in flasks or lidded safety cups and not to be drunk during lesson times.
- No shouting - unless to warn of immediate danger

PARENTS/VISITORS

- To report to Reception when wanting to enter school.
- No parent is permitted to walk through school to drop off/collect other children.
- Parents should leave staff to manage all behaviour incidents and not to approach other families or children to discuss a behaviour concern
- No school business should be discussed or shared online or via social media

If you would like to discuss a behaviour incident or need to make an appointment about any aspect of

behaviour, please contact Mrs Wilkinson or Miss Watson, Headteacher via

office@wykebeckprimary.co.uk