Behaviour Policy WWLCP

At Winlaton West Lane Community Primary School there is an expectation of excellent behaviour at all times. We believe that high standards of behaviour need to be in place and sustained for effective learning to take place. First and foremost, all staff must act as role models for the children and good relationships based on mutual respect must be established between staff, children, Governors and parents. WWLP is an advocate of the British values of tolerance and respect.

Rationale

Communities are most effective when their members have high esteem and respect for each other. This encourages the development of self-discipline, enabling children to become responsible members of society.

Equal Opportunities

At WWLP we aim to provide an environment where everyone reaches their full potential and feels happy and safe whatever their age, ability, gender, race, religion or sexual orientation.

Purpose

- To develop mutual respect between the members of the school community; staff, children, Governors, parents, visitors.
- To encourage good manners and increase awareness of a code of acceptable behaviour.
- To develop self-awareness of how actions and words are perceived by others.
- To build in children an ability to manage their feelings and to take action to avoid conflict
- To keep all children motivated through systems that reward positive behaviour.
- To develop empathy in children so they understand why people behave the way they do in certain situations
- To develop social skills which enable children to discuss with their peers difficult and challenging issues
- To encourage the development of self-discipline.
- To encourage tolerance and celebration of difference so all equality groups feel equally valued.

Guidelines

- Adults should always demonstrate mutual respect as an example to the children.
- There should be a fair and consistent approach to unacceptable behaviour.
- Positive behaviour and good manners should be praised and held in high esteem.
- Children should be encouraged to reflect upon their actions.

- Children's behaviour is best tackled by motivating them with work which has the correct level of challenge and by using positive reinforcement to promote the desired behaviour.
- Where needed we will apply our Child Protection Procedures where we suspect a child may be at risk

Special Educational Needs

This policy also recognises that pupils with special educational needs may require a flexible and sensitive approach. The behaviour policy will be applied paying attention to the pupils' individual needs. Reasonable adjustments may be made where appropriate. In some circumstances, it may be necessary to agree a behaviour plan or seek advice from the Behaviour Support or SEN Service.

Pupils need to:

- attend school with punctuality
- feel safe and secure
- be valued and appreciated
- be involved and feel ownership of the school
- have stability through consistent clearly defined expectations
- know what their boundaries are and the consequences of not staying within these boundaries
- be offered an appropriate, well balanced curriculum which meets individual needs
- be presented with good role models
- develop an understanding of right and wrong

Staff need to:

- be good role models
- be able to teach without disruption
- be supported by the clear and consistent implementation of the behaviour policy
- work in partnership with parents
- be supported by school staff, governors and other agencies
- be valued, consulted, listened to and informed

Parents and carers need to:

- know that their child is safe and is going to be treated fairly and consistently
- know that their child is receiving high quality teaching
- be welcomed into school as partners in their child's education
- be well informed and involved with their child's life at school
- know that they will be expected to share the responsibility for the behaviour of their child both inside and outside of school
- ensure that their child attends and is punctual

Our motto in school is "Be Ready, Be Respectful, Be Safe".

Teachers will routinely talk to pupils about the school expectations, celebrations, sanctions and behaviour policy, especially at the start of each short term. The children will also be reminded of these whenever it becomes necessary during the day, week or term. All classes must display the behaviour expectations, a behaviour chart, celebrations and sanctions. The children should be reminded of these regularly and be able to say and explain the expectations of "Be Ready, Be Respectful, Be Safe".

Our Behaviour Expectations	Visible Consistencies	Over and Above Recognition Celebrations
Be Ready Be Respectful Be Safe	Daily meet and greet Persistently catching children doing the right thing Picking up on children who are failing to meet expectations Accompanying children during transitions around the school Praising in public, Reminding in private Consistent language	Recognition boards Verbal praise House points Phone calls home Marvellous Me Share work with others SLT praise HT stickers & certificates Post card home

Non-negotiable behaviour expectations at WWL

Be Ready, Be Respectful, Be Safe			
Moving Around School	**In the Classroom**	**Wet Play**	**Outdoor Play**
Walk around school quietly especially in the 'quiet corridors'. Adults lead at start/end of the line, stopping regularly to insist on positive transitions Pupils to hold the door for their peers, staff or visitors. Quiet voices Adults will wait for quiet. Assembly: Pupils and staff should enter and sit in the hall silently	Teacher must not attempt to teach over children's voices; Wait for quiet; Share expectations when needed Children remain in class for teaching and learning session, unless permitted to leave Safety and respect regarded for all property and equipment Children may get a drink or use the toilet only when the teacher is not teaching; one at a time - Respect all people Quiet "Learning" Voices; Children know and understand helpful/unhelpful talk	Children always supervised by a member of staff – TA or class teacher Break kept within normal times to reduce disruption Children to be occupied with milk or water bottle and snack, reading, wet play activities Children to be sent to the toilet a few at a time before lessons resume	Pupils ask permission from an adult to re-enter building for toilet etc. If children need to stay in for any reason, they will be supervised Teaching staff must collect the children promptly at the end of play and lunch Whistle to be blown on time according to the timetable; Children walk to their lines to enter school quietly

School Rules

1. **Always try to do your best**
2. **Always display good manners**
3. **Keep your hands feet and other objects to yourself**
4. **Always be ready to learn**
5. **Respect everyone in our school community**

Good to be Green

Our school philosophy is centred around 'It Is Good To Be Green.' Children are encouraged to display positive behaviour at all times when in our care and will be assigned a green card on their class wall chart.

Principles & Rewards

- A consistent whole-school approach is used to reinforce and maintain high standards of behaviour
- Opportunities to reward, celebrate and reinforce good behaviour are in place
- A differentiated approach to the specific needs of individuals are set within the whole school framework for rewarding positive behaviour (e.g. House Points, Head Teacher awards, Star Assembly).
- The Emphasis is mainly centred around rewarding positive behaviour in the following way:

Strategies
Praise,
Stickers,
House points
Certificates
Parents informed
Star awards
Incentives e.g. extra playtime, choosing time

Behaviours to be discouraged:

Poor attitude
Lack of respect
Not doing what is asked
Not following school rules
Disrespectful behaviour
Using hurtful words or behaviour towards others
Physical violence
Swearing
Telling lies and blaming others
Aggressive confrontation towards staff
Misusing school resources resulting in damage
Disrupting lessons
Putting another child/ staff member at risk and make them unsafe
Racial/ Homophobic and Transphobic slurs
Leaving the premises/classroom without permission
Misuse of technology

Actions/ Sanctions

1.Verbal Warning - Children will be given a verbal reminder about their behaviour in the first instance

2.A yellow card is given which constitutes 5 minutes time out, a yellow card will be displayed on the wall chart and staff record these on CPOMs. In EYFS this is classed as time out. If three yellow cards are given out in a short period of time the child will be spoken to by a member of SLT.

3.A red Card is given and a key stage lead is informed and if necessary the headteacher or deputy head teacher are informed and the child is spoken to by them. The red card is recorded on CPOMs and a parent is informed.

Children who are given yellow or red cards will receive a consequence including missing part of or all of their playtime, they may be asked to write a reflection and be reminded about the school rules.

As a school we believe in restorative practise where we focus on accountability of actions with the children emphasising empathy and repairing harm. To that end we seek to address underlying issues of misbehaviour and reintegrate children back into the school and classroom with positivity and a way forward.

MONITORING

Class behaviour is monitored every half term by the Head Teacher. The Head Teacher also conducts behaviour 'drop ins' to check class behaviour charts. Patterns of behaviour are monitored on CPOMs and from behaviour charts. Continued poor behaviour (after a red card has been given/ if a regular pattern of warnings, yellow/red cards has been noted) then the child is sent to the Head Teacher and parents are contacted to discuss behaviour.

It is equally important to recognise improvements in behaviour when monitoring patterns. Pupils will be praised for improving and maintaining good behaviour and will be rewarded as set out in the Rewards section above.

Exclusions

Every effort will be made to maintain children in school but if persistent unacceptable behaviour continues or extreme incidents occur despite the support /strategies / intervention measures taken then this will result in the child's exclusion from the school. The following points outline exclusion procedures.

- Exclusions guidance is based upon current Gateshead Council and DfE guidance and current legislation, which sets out responsibility of Head Teacher, governing body and the LA.
- Exclusions will not be used if there are alternative solutions available

- Only the Head Teacher, or the Deputy Head Teacher, in the absence of the Head Teacher, has the authority to exclude and will notify parents/carers within one school day by phone and letter.
- Detailed records of incidents are kept and exclusions reviewed by governing bodies.
- Exclusions will only be used for serious breaches of school policy
- As soon as the pupil is excluded, the school will provide appropriate work to be collected by parent/carer and returned for marking.
- Parents will be required to attend a re-integration meeting upon the child's return to school.
- If a pupil is at risk of permanent exclusion, a Pastoral Support Programme will be implemented.

Permanent Exclusions

Permanent exclusion is an extremely serious step, and an acknowledgement that the school can no longer cope with the pupil.

This can arise from an accumulation of fixed-term exclusions or as a result of a very serious one-off offence.

Positive Handling – the Use of Reasonable Force

Positive handling is limited to emergency situations and used only as a last resort. Reasonable force can only be used to prevent a pupil from:

- causing injury to themselves or others;
- causing serious damage to the property;
- seriously prejudicing discipline and good order in school;
- absconding from the site.

Restraint will be in line with school policy and guidelines. Some staff in school are trained in Team Teach restraint techniques.

See Positive Handling Policy for full details.

School Policies

This behaviour Policy should operate in conjunction with policies for

- Equal opportunities
- Positive Handling
- Anti-bullying
- Safeguarding and Child protection
- SEN
- Home school agreement

Racial Incidents or Homophobic Incidents

Racial and Homophobic incidents, including name calling, are to be reported to the Head Teacher in order to log such incidents. These will be reported to the LA where necessary.

Emergencies

Parents will be informed if a child's behaviour is disruptive over a period of time or if there is a serious incident.

BEHAVIOUR – GUIDELINES and PROCEDURES
PLAYTIME and LUNCH TIME

Regular staff meetings will be held to discuss discipline/behaviour and agreed ways of dealing with children presenting behavioural difficulties during play time/lunch time so that a common approach can be developed and implemented.

Cases of Bullying

- It shall be made clear to all children and staff that bullying behaviours will not be tolerated.
- Staff will act, and be seen to act, firmly and promptly.
- Support and advice will be provided for the victim.
- In addition to punishment, help will be provided for the bully encouraging empathy with the victim and the development of desirable behaviour. (see Anti-Bullying policy)
- Cyberbullying and online bullying will not be tolerated and children will be educated about this to keep themselves and their peers safe.
- Any form of prejudice or discriminatory bullying will not be tolerated and be investigated fully.

Conclusion

Discipline around the school is everyone's responsibility. Children's positive behaviour should be praised and unacceptable behaviour challenged. A community where everyone feels safe and valued and takes responsibility for their actions will flourish.

Reviewed and agreed:
November 2026