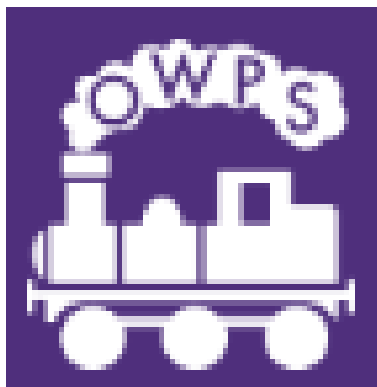


Orton Wistow Primary School



Positive Behaviour Policy

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|-------------|-----------------------|
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| Date: | July 2025 |
| Review Due: | |

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1. Introduction

This policy provides guidance for all members of the school community on how we will achieve positive behaviour in the school.

Vision: All members of the school community will follow our PRIDE Code (Polite, Respect, Independent, Do Your Best, Everybody Matters) We encourage children to be responsible for their own behaviour and the choices they make. We encourage them to make the right choice in all situations in school and when they make the wrong choice we use these incidents as a learning opportunity. The children reflect on their behaviour and consider how it could be improved.

Aims

- To promote teaching and learning
- To enhance pupils' self-esteem and encourage respect for others
- To encourage children to develop independence and self-discipline by becoming responsible for their own behaviour
- To develop interpersonal skills which facilitate co-operation with others
- To eliminate all forms of discrimination, harassment and bullying
- For the school to have a consistent overall approach to behaviour that is communicated clearly to all concerned.

2. Roles & Responsibilities – children, staff, parents/carers

Everyone at Orton Wistow Primary School has the **right** to:

- Be safe
- Be happy and to be respected
- Enjoy learning
- Take an active part in school and community life
- Achieve well in every way

And the **responsibility** to:

- Be kind and helpful
- Be caring and gentle
- Look after our school and property
- Listen to people and show respect
- Work hard and do our best
- Be honest

2.1 Governing Body

The governing body has a statutory duty to ensure that policies regarding behaviour are in place and reviewed annually. Governors will:

- Monitor and evaluate the effectiveness and impact of the behaviour policy.
- Support the headteacher in upholding a culture of high expectations.
- Hold the headteacher to account for the consistent implementation of the policy.
- Ensure compliance with relevant legislation, including the Equality Act 2010.

Headteacher

The headteacher has overall responsibility for the implementation and day-to-day operation of the behaviour policy. The headteacher will:

- Set the tone and culture of the school through vision and strategic leadership.
- Promote high expectations of behaviour for all pupils and staff.
- Ensure procedures are in place for recording, monitoring, and evaluating behaviour data.
- Report regularly to the governing body on behaviour trends and outcomes.
- Oversee exclusions and ensure procedures are legally compliant.

Staff Responsibilities

All staff are expected to model positive behaviour and uphold the school's behaviour expectations consistently. All staff will:

- Establish clear routines and expectations in their respective areas.
- Use positive reinforcement strategies to encourage good behaviour.
- Intervene promptly and appropriately when behaviour falls below expectations.
- Use school systems for reporting and monitoring incidents of concern.
- Undertake training in behaviour management and safeguarding.

Teaching and support staff are key to creating climate and culture at a classroom and school level. They are expected to approach behaviour through a consistent and relational approach, underpinned by the school's values.

Pupil Responsibilities

Pupils are expected to:

- Follow the PRIDE Code and showcase the OWPS Learning Toolkit.
- Treat others with kindness and respect, and show consideration for others' rights and feelings.
- Follow instructions from all staff first time, every time.
- Take responsibility for their actions and behaviour.
- Be punctual, ready to learn, and make positive contributions to lessons and school life.
- Behave appropriately both inside and outside of school, including when representing the school in the community or online.

Pupils will be supported, through the behaviour curriculum, to understand these expectations and develop the skills necessary to meet them.

Parent and Carer Responsibilities

Parents and carers are vital partners in supporting behaviour and discipline. We ask those parents and carers:

- Support the school's behaviour policy and values.
- Encourage their child to take responsibility for their behaviour and learning.
- Work collaboratively with the school to address any difficulties.
- Attend meetings and reviews concerning their child's behaviour when requested.
- Inform the school of any external factors which may impact their child's behaviour.

The school communicates behaviour expectations clearly and regularly with parents via newsletters, website updates, parent events, and informal and formal meetings.

The school's role outside the gate

Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who fail to follow the rules (Section 91 of the Education and Inspections Act 2006). The power also applies to all paid staff with responsibility for pupils, such as support staff.

This may take place when the pupil is:

- taking part in any school-organised or school-related activity or
- travelling to or from school or wearing school uniform or
- in some other way identifiable as a student at the school, including the use of social media.

The school may look to take action when any misbehaviour:

- could have repercussions for the orderly running of the school or
- poses a threat to another student or member of the public or could adversely affect the reputation of the school.

Learning to Behave

It is the responsibility of staff at all levels to help and encourage pupils' understanding of socially acceptable and appropriate behaviour, this is achieved through explicit teaching of:

- Displaying helpful politeness and good manners to everyone at the school and to all visitors to the school
- Speaking quietly and politely to others
- Listening carefully and thinking about what others are saying
- Reflection
- Empathy and tolerance

- Being able to express feelings constructively, thereby learning to manage feelings and resolve conflicts through discussion and the use of specific, shared vocabulary
- Articulate thoughts clearly in order to enhance communication skills
- Walking quietly and sensibly around the school buildings
- Developing positive attitudes to learning and play
- Accepting personal responsibility for actions
- Showing care and respect for the property of others
- Understanding that rules are important and the value of following these rules
- Showing internal discipline, self-regulation of behaviour and a sense of responsibility for positive behaviour.

3. Positive Behaviour – Routines and Rewards

Preventative Strategies

Our approach to behaviour is primarily preventative. High-quality teaching, consistent routines, and a culture of mutual respect underpin behaviour across our school. Staff are trained to maintain a positive climate by:

- Establishing clear boundaries and expectations from day one.
- Using warm, authoritative approaches with firm boundaries.
- Planning engaging and appropriately challenging lessons.
- Having high expectations for every pupil.

Use of Praise and Recognition

Positive reinforcement is central to our behaviour culture. Staff will use praise to reinforce desired behaviours and promote self-motivation.

Good behaviour is rewarded in the following ways:

- Praise from staff
- Verbal comments made in lessons about their work
- Visiting the Headteacher or another member of SLT. Gold, Silver and Bronze stickers given in recognition of positive behaviour and learning.
- Shining Star Certificates
- Honours Award Certificates
- PRIDE Code and Reading recognition via Class Dojo (Y1-6)
- Learning Toolkit stickers will be given to FS pupils.
- Dojo Points Trade In for a Whole Class Reward
- House points (for effort in written learning outcomes)
- Dojo points awarded by Support Staff and MDS with a Dojo Sticker which teachers can then transfer onto Class Dojo.
- Top three Dojo Masters from each class - recognised half termly
- Most improved Dojo Master also recognised from Autumn 2

- Top Dojo Master for the academic year per class to receive a treat with the headteacher

All children and staff in the school are in one of our four School Houses (Nene, Dempsey, Fens and Mallard). There are two Year 6 House Captains for each house, elected by the children.

4. Behaviour Expectations

Code of Conduct for Pupils

Our expectations for pupil conduct are underpinned by our Golden Rules: **See Appendix 2**

These principles are embedded through assemblies, 'Think Time Thursday' reflection time in class, and regular reinforcement.

4.2 Behaviour Across Settings

Pupils are expected to behave positively in all settings, including:

- In classrooms – listening attentively, participating positively, and following instructions.
- In communal areas – behaving respectfully during transitions and breaks.
- During whole school events - assembly, sports days and during collaboration with the wider school community.
- On school trips – representing the school appropriately and following adult instructions.
- Online – following the school's online safety policy and demonstrating respectful digital behaviour.
- Outside of the school day- whilst wearing our uniform in public, children are expected to represent the school positively.

5. Responding to Behaviour Incidents

Consistent Responses

A consistent system of warnings, reflection and sanctions supports pupils in understanding boundaries and consequences. Staff adopt a graduated approach based on the school's strike system.

De-escalation and Supportive Strategies

Staff will use relational, trauma-informed, and dysregulation-aware strategies to reduce conflict and de-escalate incidents, including:

- Offering time and space to reflect.
- Using calm, non-confrontational language.
- Strategic use of seating plans and movement breaks.

Sanctions

Our sanctions are applied proportionately and follow a 5-strike system. **(See Appendix 1a and 1b)**

5 Strike System

- Strike 1: Verbal Warning *prior to this, non-verbal gestures
- Strike 2: 5 minute reflection time - relocated to another area of the classroom
- Strike 3: 10 minute reflection time - to complete work in another classroom. – Parent Informed
- Strike 4: Removal to a Team Leader's Class to complete learning (30minutes) - Parent Informed
- Strike 5: Internal Time Out with Assistant Head or Headteacher. Parent Informed

(Strike 3,4 and 5 may require work to come home to be completed – this will be communicated with parents if necessary).

-
- Strike 6 and Strike 7 (External Suspension and Permanent Exclusion - please see additional information below).

Sanctions will be logged on Microsoft Excel and monitored to ensure fairness, transparency and proportionality. Behaviour incidents are logged through the school's management information system. Data includes:

- Type and severity of incidents.
- Staff and pupil involved.
- Time, location, and context.
- Responses and outcomes.

After each strike, the teacher can revert to a verbal warning with an explanation rather than immediately issuing an additional strike. Each day is considered a new opportunity for the children and strikes are not carried forward to the next day, but the sanction may be where appropriate.

Adaptations to the above Strike System for our Foundation Stage Pupils:

- 2- and 5-mins thinking time instead of 5 and 10 at Strike 2 and 3 – both of these times will happen in the FS unit and not another classroom, where a pupil will sit on the thinking cushion. A discussion around behaviour choices will happen with a familiar adult, both before and after their thinking time.
- At Strike 4, FS pupil will have 10minutes on the thinking cushion and will not be expected to complete learning during this time or be in a different classroom. A discussion with the FS Leader may happen if necessary.

- Parents will be informed verbally or via a phone call from a member of FS staff regarding Strike 3 or above.

Suspensions and Exclusions (Strike 6 and Strike 7)

The school follows DfE statutory guidance on suspensions and permanent exclusions (2023) and the principles of fairness, reasonableness and last resort. Parents are fully informed, and the pupil has an opportunity to give their account.

We do not wish to suspend any child from school, but sometimes this may be necessary. Suspension will only be used in cases of very serious or persistent indiscipline. The Headteacher alone will decide, under advice from Senior Leadership, whether to exclude. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year.

Permanent exclusion is only used in the case of very extreme or repeated indiscipline and is subject to confirmation by the Chair of the Governing Body and the wider Trustees.

Suspension

Behaviours that could lead to suspension are:

- Premeditated violence
- Actions which put the pupil or others in danger
 - Use of abusive or offensive language to staff or other pupils
- Vandalism of the school or an individual's property including school transport
- Racist, homophobic or disablist incidents
 - Arson
- Theft
- Possession of illegal substances
- Bringing dangerous items into the school
- Serious misuse of technology
- Smoking/vaping on the school site, or to and from school
- Challenging the authority of the school
- Acting in a manner which causes damage to the school and its pupils' reputation
- Persistent unacceptable behaviour which other consequences and strategies have not been successful in modifying.

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that suspension is an appropriate consequence. In most instances fixed-term suspensions will increase in length as used. A senior leader will coordinate the collection of work for pupils to do whilst suspended. Pupils may be internally suspended, i.e. suspended from the school population on site, if deemed more appropriate than being at home.

After a suspension, a reintegration meeting and pastoral support are provided. Governors will be notified and may review decisions depending on the length and frequency of incidents.

Permanent Exclusion

Permanent Exclusion may be necessary as a means of maintaining high standards of behaviour and discipline within the school. We feel that it is important to uphold the principles of natural justice. i) the right to present a case (the defence) ii) the right to be represented and iii) the right of appeal.

Our permanent exclusion procedures are as follows:

- i. Parents are phoned and informed of the decision
- ii. Letter home within 24 hours giving parents the opportunity to discuss
- iii. Permanent Exclusion Report compiled. Copies to parents, Chair of Disciplinary Hearing Committee, Local Authority (if necessary, to support potential re-provision of education) and Governing Body representatives.
- iv. Permanent exclusion hearing within 15 school days of decision with notification to Chair of Disciplinary Hearing Committee, Governor representatives, pupils, parents (and parent representative if requested), and relevant school staff.
- v. Governing Body representatives make a decision to uphold or reinstate the permanent exclusion.
- vi. Parents given 15 school days from the date of the Disciplinary Hearing Committee meeting in which to lodge an Independent Hearing
- vii. The Hearing outcome and any appeal outcome must be copied to the Chair of the Governing Body, the parents and the Local Authority

6. Supporting Pupils

Reasonable Adjustments

We make reasonable adjustments to behaviour systems and expectations to support pupils with SEND or health conditions under the Equality Act 2010. This includes differentiated responses and personalised support plans. We will use a wide range of appropriate support and intervention plans to support the needs of the individual.

Parents will be kept fully informed of any additional support provided to their children.

Pastoral and Targeted Interventions

For pupils at risk of escalation or disengagement, we may offer:

- Behaviour Support Plans.
- Pastoral mentoring.
- External counselling or early help referrals.
- Reduced or adapted timetables (temporary and reviewed regularly).
- Access, Plan, Do and Review (APDR Paperwork)
- Safety Plans
- Alternative provision within another Trust or Alternative Provision school
- EHA – Early Help Assessment
- Forest School
- Local Authority Behaviour Panel
- Therapeutic Intervention

This list provides examples of interventions used to support the progress of identified pupils. It is not exhaustive, and all interventions will be designed to support the individual. Interventions are tracked and reviewed for impact.

Where possible we will also use a range of de-escalation and behaviour management strategies to aid communication and management of behaviour within our pupils.

De-escalation is aimed at calmly communicating with a pupil in order to understand, manage, resolve their concerns and move the situation onto a positive outcome. **See Appendix 3**

Bullying and Prejudice-Based Incidents

All incidents involving bullying, prejudice or discrimination are recorded, investigated, and addressed using restorative approaches and appropriate sanctions in line with our anti-bullying and equality policy.

Partnership with External Agencies

When necessary, we work collaboratively with:

- Behaviour support services.
- Local Authority early help teams.
- Educational psychologists.
- CAMHS and health professionals.
- Youth support and safeguarding teams.

All referrals follow appropriate processes and respect data protection regulations.

Appendix 1a:

5 Strike System

| Orton Wistow Primary School- Behaviour for Learning- Strike Consequences System | | |
|---|--|--|
| | Behaviour | Consequence |
| S t r i k e 1 | <u>Low-level disturbance</u> <ul style="list-style-type: none"> • Making inappropriate noises • Calling out or talking out of turn • Not following instructions from an adult immediately • Distracting others or being a distraction • Being unkind • Not following school routines • Refusing to attempt work | <u>Verbal Warning</u> <ul style="list-style-type: none"> • Following a non-verbal 1st reminder from an adult, a 2nd reminder from an adult is given. This is usually discreet and verbal. • Child spoken to 1:1 by staff (where possible) • Adults direct positive behaviour choices <p><i>Positive framing Praise children in the class making the right behaviour</i></p> |
| S t r i k e 2 | <u>Continuation of low-level disturbance</u> <ul style="list-style-type: none"> • Repeated incidences of Strike 1 | <u>Reflect (5 minutes)</u> <ul style="list-style-type: none"> • Child informed that there will be a consequence for their behaviour • Opportunity given for child to reflect away from main classroom environment <p><i>'Lets try to come up with some strategies to help you make the right choice'</i></p> |

| | | |
|--|---|--|
| S t r i k e 3 | <ul style="list-style-type: none"> • Continuation of persistent disruption of learning and teaching • Persistent defiance towards adults • Persistently breaking the same rule • Inappropriate use of property (including mobile phones) • Anti-social behaviour (i.e spitting) • Persistent refusal to complete work • Provoking a reaction in others • Running away from an adult | <u>Reflect and Discuss (10 minutes)</u> <ul style="list-style-type: none"> • Child sent to another year group classroom to complete work. • Incomplete work to be sent home • Review of need for additional interventions/behaviour support plan/SEND • Opportunity given for child to reflect and discuss strategies for moving forward. • Strike 3 incidents recorded by class teacher. • Class teacher to inform parents via Class Dojo. • Record made on Excel sheet on Sharepoint. |
| S t r i k e 4 | <ul style="list-style-type: none"> • Theft • Vandalism or deliberate damage to property • Rude gestures to adults or peers • Swearing • Severe disruption where a lesson cannot continue • Racist/homophobic/discriminatory/misogynistic behaviour towards others • Behaviour that compromises the safety of others • Malicious allegation | <u>Discussion with TL</u> <ul style="list-style-type: none"> • Child completes schoolwork away from peers with a phase leader. • TL completes reflection conversation with child • TL puts into place additional behaviour provision (i.e report card, daily check in) • TL calls parents or arranges face to face meeting to discuss behaviour. • Record made on Excel sheet on Sharepoint. |






| | | |
|----------|---|---|
| Strike 5 | <ul style="list-style-type: none"> • Escalation or continued behaviours from Strike 3 and 4 • Disruption or defiance when removed from class • Dangerous behaviour/heightened state • Verbal aggression towards a member of staff | <ul style="list-style-type: none"> • Child completes schoolwork away from peers with an AHT. • Is likely to lead to an internal isolation or suspension. (decision made by HT) • Meeting with parents face to face or via telephone • Behaviour Plan and/or Safety Plan put into place • Record made on Excel sheet on Sharepoint. Where required LA informed. |
|----------|---|---|

| | | |
|----------|--|---|
| Strike 6 | <ul style="list-style-type: none"> • Extreme difficulties with behaviour • Possession of a weapon or items that may be intended to be used as a weapon • Possession or use of illegal substances • Deliberate violence towards a member of staff | <ul style="list-style-type: none"> • External suspension for a fixed period. • Decision made by headteacher • Is likely to lead to a permanent exclusion • See policy for process |
| Strike 7 | <ul style="list-style-type: none"> • Permanent Exclusion | |

Appendix 1b

5 Strike System (Child Friendly)

5 Strike System

| | <u>Behaviour</u> | <u>Consequence</u> |
|---|--|--|
|  | <u>Low-level disturbance</u> <ul style="list-style-type: none"> • Making inappropriate noises • Calling out or talking out of turn • Not following instructions from an adult immediately • Distracting others or being a distraction • Being unkind • Not following school routines • Refusing to attempt work | <u>Verbal Warning</u> |
|  | <u>Continuation of low-level disturbance</u> <ul style="list-style-type: none"> • Repeated incidences of Strike 1 | <u>Reflect</u> (5 minutes) – in class |
|  | <u>Continuation of persistent disruption of learning and teaching</u> <ul style="list-style-type: none"> • Persistent defiance towards adults • Persistently breaking the same rule • Inappropriate use of property (including mobile phones) • Anti-social behaviour (i.e. spitting) • Persistent refusal to complete work • Provoking a reaction in others • Running away from an adult | <u>Reflect and Discuss</u> (10 minutes) – in another classroom Incomplete work sent home. Parent Informed |
|  | <ul style="list-style-type: none"> • Theft • Vandalism or deliberate damage to property • Rude gestures to adults or peers • Swearing • Severe disruption where a lesson cannot continue • Racist/homophobic/discriminatory/misogynistic behaviour towards others • Behaviour that compromises the safety of others • Malicious allegation | <u>Discussion with Team Leader</u> Complete work away from class for 30minutes Parent Informed |
|  | <ul style="list-style-type: none"> • Escalation or continued behaviours from Strike 3 and 4 • Disruption or defiance when removed from class • Dangerous behaviour/heightened state | <u>Internal Suspension</u> Complete work with Assistant Headteacher or Headteacher Parent Informed |

Appendix 2Our Golden Rules

We always follow the
PRIDE Code

PRIDE

We listen to and show
respect to ALL adults in
our school



We manage our
distractions



We do not become
the distraction



We walk quietly
through the school



We look after the school
building and equipment



We are kind



Appendix 3

De-Escalation and Behaviour Management Strategies

| | |
|-------------------------------------|---|
| Non-verbal | <ul style="list-style-type: none"> - Glance/look at the child to alert them that their behaviour has been noticed - Stand by the child to closely observe them |
| Positive phrasing, e.g. | <ul style="list-style-type: none"> - "Stand next to me." - "Put the toy on the table." - "Walk beside me." - "Thank you to all those pupils who have..." |
| Limited choice, e.g. | <ul style="list-style-type: none"> - "Put the pen on the table or in the box." - "When we are inside, Lego or drawing?" - "Talk to me here or in the courtyard." |
| Disempowering the behaviour, e.g. | <ul style="list-style-type: none"> - "You can listen from there." - "Come and find me when you come back." - "Come down in your own time." |
| Use of a de-escalation script, e.g. | <ul style="list-style-type: none"> - Use the person's name – "Jack" - Acknowledge their right to their feelings – "I can see something is wrong." - Tell them you are there – "I am here when you are ready to talk." - Offer help – "Talk to me and I will listen." - Offer a "get-out" (positive phrasing) – "Come with me and..." |

