Waldo Williams Primary School

Relationships and Positive Behaviour Management Policy

Ratified by Governors: November 2026

Review: November 2028

At Waldo Williams our school values of **Ready, Respect, Safe** underpin our school's culture.

Our values are used in every conversation between pupil and staff/ staff and parent/carer and it is very important that the whole school community recognise these values. Developing a growth mindset approach across the school enables a positive environment for all.

Through our values, we strive for consistency from staff to develop a positive culture.

Consistency is striven for in the following areas:

- Language and responses from teachers
- Follow up from staff and SLT
- Positive reinforcement
- Consequences
- Simple rules and expectations
- Respect from adults
- Emotional control from adults
- Behaviour routines and rituals
- Environment

At Waldo Williams the emphasis is on the **positive reinforcement of good behaviour** – catching the children being good and rewarding them for making good (green) choices.

Rewards and *consequences* are applied consistently and fairly across the school, taking account of the individual needs of the child and their stage of development. A range of strategies are used to communicate our high expectations of pupils' behaviour.

- Praising and rewarding positive behaviour – using the language of the values ready, respectful and safe
- All adults in the school modelling positive behaviour
- Teaching the children routines for certain activities e.g. tidying up, meal times, getting ready to go out etc.
- Prompting children to follow expectations and gradually reducing prompts
- Using songs, raps, jingles etc. as a strategy for encouraging/supporting positive behaviour.
- Consideration given to the developmental needs of the children when planning activities and learning experiences
- Using humour to diffuse and distract pupils in situations which are potentially conflictual
- Class house tokens as are given as rewards

Developing a Growth Mindset approach

Growth Mindset refers to a learning theory developed by Dr Carol Dweck. It centres on the belief that you can improve your intelligence, ability and performance, which in turn builds confidence and reduces poor behaviour. The opposite, a fixed mindset, refers to the belief that a person's talents are set in stone. Years of research have shown that mindset is malleable. This means that
by helping children to develop a growth mindset, we can help their learning to be more effective and efficient.

There is no set way to develop a growth mindset in children but at Waldo Williams we will introduce a skill a term to build on and deepen the learner's understanding. Staff will introduce a growth mindset focus each term and add to Class Dojo to celebrate. Staff will consider:

- **Types of Praise** – praising the process, their effort and individual development over the result, encouraging your students to ask for and act on feedback. Encouraging a sense of curiosity.
- **Level of Expectation** – having high, challenging but realistic expectations of their performance and communicating this to your students.
- **Positive Group Norms** – creating a growth culture that values learning, education and development
- H**elpful Self-Talk** – Teaching students to manage how they talk to themselves and to do so in a positive, helpful and energised way.



Waldo Williams Expectations

The following expectations are regarded as **good practice** and are proven to positively influence behaviour within the classroom. We aim to embed these strategies in every classroom and with every member of staff so that pupils would have the same expectation in every lesson and be unable to exploit or explore inconsistencies.

- Meet and greet
- Routine for punctuality
- Positives, not negatives on the board
- A routine for addressing negative behaviour
- A routine for recognising positive behaviour
- IP and RIP (Praise in Public, Reprimand in Private)
- Reduce the power play
- Consistency of consequences, both positive and negative
- Consistent language/script
- Positive framing – know your pupils

- Consistency on the walls: Ready, Respectful & safe; Whole Class Recognition Boards; Class Dojo Rewards & point system

Rewards:

Consistent rewards throughout school:

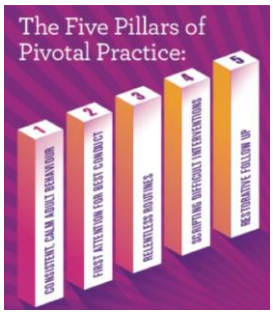
- Praise (use the language of the 4P/Growth Mindset/Values)
- House point tokens
- Individual rewards & whole class rewards
- Positive phone call home (RRS)
- Seren yr Wythnos (based on RRS term 1, moving to 4P term 2)

Celebration Assembly every Friday

Consistent behaviour management throughout school:

The Five Pillars*

1. Consistent, Calm Adult Behaviour
2. First Attention for Best Conduct
3. Relentless Routines
4. Scripted Difficult Interventions
5. Restorative Follow-up



*Paul Dix/Pivotal Education

Practical Steps in managing and modifying behaviour

(Paul Dix – Diffuse and Divert)

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the following steps for dealing with poor conduct:

Step One: The Reminder

A reminder of the expectations for learners – **Ready, Respectful, Safe -** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing. De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. Ensure the pupil not only knows what they have done wrong but also what behaviour you expect of them. If the pupil has ALN, ensure that your approach reflects that outlined in their Individual Education Plan (IEP) or Individual Behaviour Plan (IBP).

Step Two: 1st warning

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has the opportunity to make the right choices. Learners will be reminded of their previous good conduct to prove that they can make good

choices. *(Ensure the consequences are reasonable and proportionate to the behaviour and are suitable for the needs and understanding of the pupil - especially for those with ALN.)*

Step 3: 2nd warning (a quiet chat)

Scripted approaches at this stage are encouraged: *30 second intervention*

1. Gentle approach, personal, non-intimidating, side on, eye level or lower
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the consequence of their action is. Refer to previous good behaviour/ learning as a model for desired behaviour and refer to previous examples of good behaviour to reinforce expectations. Remain calm and keep your body language neutral (*avoid finger wagging or demanding the pupil looks you in the eye – almost impossible for an anxious child or one with ASD*)

4. Walk away; allow the learner time to decide what to do next. If there are comments as you walk away they can be followed up later.

At **Waldo Williams** we resist endless discussions around behaviour and spend our energy returning learners to their learning.

Step Four: Time out within class – 5 minutes

1. A 5-minute timer is set away, but in sight of the learner
2. The learner is asked to reflect on their next step. Again they are reminded of their previous good conduct/attitude/learning.
3. The learner is given final opportunity to reengage with the learning/follow instructions before starting

Step Five: Time out in another class – 10 minutes

If step 4 is unsuccessful, or if a learner refuses to take a time out then the learner will be asked to leave the room to work in a classroom nearby under a pre-existing agreement between colleagues (the use of a desk in the main corridor is <u>not</u> advised). A short restorative conversation **should** take place as soon as possible afterwards. This should be a positive conversation where you listen to the pupil and you talk about future expectations rather than another opportunity to tell them off.

Learners who reach step 5 will be expected to attend a Restorative Meeting at an agreed time. Learners may also request a Restorative Meeting if they feel they have been unfairly treated.

For the vast majority of learners, a gentle reminder or nudge in the right direction is all that is needed. If learners choose to ignore early interventions, then a more formal process is required. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Teacher must log this incident on Edukey and inform a member of SMT.

Team-Teach

Team-Teach promotes the least intrusive positive handling strategy and a continuum of gradual and graded techniques, with an emphasis and preference for the use of verbal, non-verbal de-escalation strategies being used and exhausted before positive handling strategies are utilised.

The Team-Teach training has enabled us to develop acceptable and authorised responses to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positive relationships and provides safety for all.

If a child is causing harm to themselves or others, deliberately damaging property or doing something that outside of school would constitute a criminal act then Restrictive Physical Intervention may be necessary when de-escalation strategies have been exhausted.

Points to note:

- Staff are required to record all incidents of Positive Handling using the school proforma and in The Bound Book.
- Learners who are not working in class/responding to the Scripted Intervention should not be sent outside the class area and left unattended but should be escorted to an agreed area for each class as part of an agreed known process.
- Learners should not be sent to the Head Teacher's office: we must all pick up our own tab. *

***Ten reasons for following up incidents personally**

1. The adult best placed to have impact on the behaviour of the pupil is the class teacher.

2. Senior colleagues cannot control the behaviour of pupils remotely.

3. The pupil may come to the next lessons with resentment if previous incidents have not been resolved.

4. Inclusion is about building relationships with every pupil regardless of their individual needs.

5. You have a responsibly to talk to the pupil about their behaviour, repair trust and reinforce appropriate high expectations for the next lesson.

6. If you pass responsibility to a senior colleague, the pupil begins to imagine that you are not able to manage their behaviour.

7. You can use the opportunity to speak privately to the pupil and redraw the boundaries for your relationship.

8. Many pupils with chaotic home lives are testing whether adults around them are going to give up and pass them onto someone else.

9. You may discover information about the incident or background to it that will prove useful when managing the pupil in future.

10. Colleagues see that you are committed to managing the behaviour of all pupils; when you ask for support it is more likely to be provided enthusiastically.

Ten ways to be fair with sanctions:

1. Pupils must not be able to reduce negative consequences.
2. Teachers must not take away rewards that have been given.
3. Don't make deals with sanctions.
4. Negative sanctions must be reasonable and proportionate. Don't suffocate children with punishment, and if you've already given that same punishment to the pupil a dozen times before, it clearly isn't working *so find another one!*
5. Whole class punishments are <u>always</u> unfair.
6. Try not to invent punishment on the spot. You will soon regret it.
7. When you give any kind of negative consequence make sure you tell the pupil!
8. Write down warnings/reminders that you give to pupils.
9. New day means a clean sheet, every time.
10. Don't jump sanctions, steps or accelerate through sanctions.

And the 11th rule – don't hold grudges. Remember, you are the adult, don't take it personally - everyone can have a bad day!

Classroom teacher support

The Headteacher and the Family Liaison Officer can be utilised as an on-call support for more serious behaviour incidents.

It is very important to achieve consistency with this resource as misuse of this system can result in exposing your behaviour policy and overloading either the classroom teacher or the support put in place.

Clear guidance on what constitutes a behaviour call-out is shared amongst staff. It should only be after the routine for addressing negative behaviour has not been successful.

It is also important that the on-call members of staff adhere to classroom routines in particular, RIP and PIP, Positive framing, and the school script.

Quite often if an incident is managed appropriately at this point, then the pupil can be returned to class with conditions, perhaps a further check in later and a near future consequence. If the issue cannot be resolved however, then removal from the class as per the school behaviour and discipline policy must occur.

Restorative Approach

The principle behind the Restorative Approach is that each person has the opportunity to take responsibility for their own behaviour. In most cases this will mainly be around the pupils' behaviour, but it can also be useful to include the teacher's behaviour.

Each person takes responsibility for their own behaviour at different speeds and in different ways, some can do this instantly and have a clear recollection, others struggle with this in the time frame expected of them. This is particularly true for some pupils with ALN, especially those with ASD or anxiety issues.

As professionals, we often expect pupils to take responsibility for their actions instantly. Adults often struggle to do this, and children generally take even longer.

A fair process is using restorative questions to show pupils that everyone has to take responsibility for their actions. If restorative meetings are used consistently and frequently, pupils will understand the system and use them.

A restorative approach may include having a 'restorative conversation'. These conversations may happen during the school day and teachers will use restorative language and questions to allow pupils to understand the impact of their behaviours.
More serious incidents may require teachers to hold a formal meeting and involve parents or families where appropriate. Examples of questions used in a formal meeting include Questions to be answered by all involved (including adults)

1. What's happened?
2. What was each person thinking?
3. Who feels harmed and why?
4. What has each person thought since?
5. What behaviours will each person show next time?
6. Reaffirm your commitment to building a trusting relationship?

Internal Exclusion Guidance

As part of a whole school approach to behaviour and attendance, internal exclusion usually offers immediate, short-term provision in order that learning and teaching for the majority of pupils can continue uninterrupted. Any period of internal exclusion **must** be for the shortest time possible. It is **good practice** to develop a clear and shared understanding between all staff, children and young people, parents and carers about the policy and practice involved in internal exclusion.

The school has adopted the guidance from Welsh Government 'Exclusion from schools and pupil referral units.' (Guidance document no; 171/2015)

Internal Exclusion rooms should be used:

- for pupils who have been internally excluded and referred through the correct channels

- when a potentially explosive situation can be resolved by placing pupils in the Internal Exclusion room for a short period
- in line with the school's behaviour and discipline policy

Internal Exclusion rooms should not be used:

- for statutory education provision for excluded pupils
- as a place where pupils catch up on coursework or missed exams and tests
- to shelter a pupil from bullying or for their own safety with respect to an injury or illness
- for pupils sent there without using the school's referral mechanism

Internal exclusion should not become:

- a provision for long-term respite care
- a 'dumping ground' for pupils who may need specific support
- a 'badge of honour' for children and young people (i.e. they can gain inappropriate approval from their peers)
- a fast track to permanent exclusion

NB- Internal Exclusion rooms are a sanction for inappropriate behaviour. They are not the same as **Inclusion Rooms** which are places for support and nurture; to enable pupils to learn the skills to return successfully to mainstream classrooms.

Referrals

There should be a transparent referral system for pupils who are internally excluded. An internal exclusion could, for example, be authorised by a senior member of staff on the recommendation of the class teacher. The reasons for the referral to the Internal Exclusion room should be made clear to the pupil (and parents/carers if appropriate). The referral should also include information on what lessons the pupil will be missing and any suggested work that can be completed in the Internal Exclusion room. All referrals **must** be reported to the Headteacher. Schools should inform parents of any referral to the Internal Exclusion room. This would help to emphasise the seriousness of the sanction.

Parents and carers need to know and understand the school's policy on internal exclusion, as part of the school's behaviour and discipline policy.

Education in the Internal Exclusion Room

Pupils should understand that they will be required to complete set work whilst excluded from class and this work should be provided by teachers. Pupils should also be encouraged to reflect on the reasons for their internal exclusion. Where pupils are placed in internal exclusion for more than half a day, particular attention should be given to the activities they will undertake during this time.
These activities might include:

- completing a task set by the class teacher
- completing a task set by staff supervising internal exclusion
- discussing the incident with an adult
- with support, understanding the impact of what they have done, resulting in a practical outcome such as a written apology
- analysis of the pupil's behaviour with supervising staff, with suggestions as to how the same situation can be avoided in the future

Monitoring

SLT **should** monitor all referrals to the Internal Exclusion (IE) room on a regular basis and also the class from which they were removed and the length of time each pupil spends in the Internal Exclusion room. This can result in a useful set
of data that will help with early intervention projects and school self-evaluation. Schools can use the data to analyse referrals to IE and identify any trends that may occur including the number of times any given pupil is sent to IE. Clearly, for any pupil who becomes a 'frequent flyer', the use of Internal Exclusion is not an effective method of addressing their unacceptable behaviour and so other avenues should be considered. Schools **should** also consider the number of pupils with ALN and LAC who are sent to Internal Exclusion and **must**[4] consider if such sanctions are the most suitable method of addressing particular behaviours for pupils with ALN or whether a reasonable adjustment could be made for such individual pupils.

Partnership with parents/carers

If a child has a pattern of behaviour that causes concern, then the parent/carer is invited to come in to school to discuss the behaviour with the teacher and/or FLO and/or Head Teacher. The school then works in consultation with the parent/carer to plan appropriate support for their child's development in this area.

This may include if felt needed by the development of an Individual Behaviour Plan or a Pastoral Support Programme. This may also include a referral to the Behaviour Support Teacher within the Local Authority.

We regard the school/family relationship as vital to the development and educational progress of our pupils. Waldo Williams has an open school policy. In the Nursery setting we operate a 'meet and greet' system whereby each pupil and parent/carer are greeted personally by the class teacher. At this time any messages and other pertinent information can be shared between home and school.

Exclusions

A decision to exclude a learner should be taken only:

- in response to serious breaches of the school's behaviour policy and

- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

Only the headteacher or teacher in charge of a PRU can exclude a learner. If they are absent from school, then the most senior teacher may exercise the power of exclusion, though they should make clear that they are acting in the headteacher's absence. The headteacher or teacher in charge cannot routinely, or on an ad hoc basis, delegate the power to exclude to another teacher

A temporary exclusion can be for less than 5 days, 6-15 days and more than 15 days at a time. During these exclusions the school will provide work for the child and will arrange for work to be marked and new work set.

There will, however, be exceptional circumstances where in the Head teacher's judgement it is appropriate permanently to exclude a learner for a first or one-off offence. These might include:

• serious actual or threatened violence against another learner or a member of staff

• sexual abuse or assault

• supplying an illegal drug

• use or threatened use of an offensive weapon.

Following three temporary exclusions the Head Teacher may well consider and recommend the sanction of permanent exclusion from school.

The Head Teacher will review all incidents on merit and depending on the significance of the incident the Head Teacher may recommend a fixed period exclusion or a permanent exclusion without any prior history of behaviour.

The school has adopted the guidance from Welsh Government 'Exclusion from schools and pupil referral units.' (Guidance document no; 171/2015)

N.B. Parallel procedures will also apply to all out of school activities. If a child's behaviour during the lunch hall causes grave concern, the Head Teacher may well consider excluding the pupil from school during the midday break for a specified period of time.

Monitoring and evaluation of the policy and procedures for promoting positive behaviour

The school will keep this policy and its procedures under review and will amend or change them in the light of reflection or any feedback through ongoing monitoring and evaluation. The school will undertake monitoring and evaluation:

- Through ongoing observations of groups and individuals.
- Through analysis of the use of praise and consequences.
- Through responses from parents/carers and other stakeholders.

All new staff are made aware of this policy as part of their induction programme

Behaviour Support-Tiered Approach

This is a 5 staged graduated response system and support for pupils that have behaviours that challenge.

The 5-stage graduated response system clearly outlines the different levels of support that is needed, starting form early identification of need to requiring a specialist placement for intensive intervention and support.

The 5 stage graduated response system includes:

- Identifying the behaviours
- Observations
- Planned actions
- Monitoring procedures
- Additional support
- Alternative placement and specialist support

This approach clearly outlines what the school, SLT and ALNCo should be doing at school level. It also outlines when outside agency support should be required to provide support and guidance.

For more details refer to the Tiered Approach to Positive Behaviour Support booklet

Waldo Williams Behaviour Strategy Summary

Waldo Williams Expectations

1. Consistent, calm adult behaviour
2. First attention for best …what?
3. Relentless routines
4. Scripting difficult interventions
5. Restorative follow up

Absolute Consistencies in Waldo Williams Adult Behaviour

There are 5 consistencies that all staff will uphold in all interventions:

1. Model positive behaviours
2. Meet and greet at the door. 'Ready, Respectful, Safe' displayed and taught
3. We will not shout at pupils. Praise publicly and reprimand privately