



**September 2019**  
**Reviewed: October 2025**

## Behaviour Policy

### **Aim**

The aim of Waterloo Primary School is to create a warm, safe and supportive learning environment in which every member of the school community has the opportunity to fulfil their personal and academic potential. We believe that every member of the school community has:

- The right to be valued;
- The right to feel safe;
- The right to learn and achieve to their full potential;
- The responsibility to value others;
- The responsibility to keep others safe from harm.

### **A Whole School Policy**

At Pudsey Waterloo we believe that to achieve our aim we need the whole school community to work together. It is intended that this policy will be implemented by all those involved in the school community, including: children, parents, governors, teachers, support staff, administrative staff, kitchen staff, lunchtime supervisors, parent helpers and outside agencies. This collaborative approach will ensure that the school's values permeate every aspect of school life.

### **Our school rules are:**

- Be Kind
- Be Safe
- Be Ready
- Do Your Best

These rules are taught to the children, both in class and through whole school assemblies. Staff reinforce these rules by referring to them specifically when giving rewards and sanctions.



# At Pudsey Waterloo we are...



## Rewards and Sanctions

The school has a very clear behaviour system that is implemented consistently across the school. The system is based on a ladder with children receiving warnings if they move up the levels of the ladder and a sanction if they move to level 3 (further details are on the school website). This system ensures that positive behaviour is praised and recognised whilst ensuring that there are clear sanctions for inappropriate behaviour. These sanctions are linked to the class rules which ensure that Pudsey Waterloo is a safe and happy school.

Rewards are used across the school to promote good behaviour and are linked to the class or school values.

Merits are given to children to recognise and reward excellent behaviour, effort in lessons or demonstrating the school values to a high level. Merits are recorded in planners or on record sheets.

Pupils receive a merit certificate after they have achieved the following numbers of merits:

- Bronze – 25 merits.
- Silver – 50 merits.
- Gold – 75 merits.
- Platinum – 100 merits.

As part of the behaviour system each class has a golden time once a week during which a range of activities are offered to the children. This enables children to be recognised and praised for excellent behaviour.

Good worker awards are chosen once a week by class teachers to reward great effort shown by pupils with their learning and behaviour. These awards are presented during Friday assembly.

## School Values

At Waterloo we have clear values for all members of the school community.

We expect everyone to have respect for others and themselves.

To be positive about their learning, our school and what they can achieve.

To have a willingness to reflect on how they can do their best and be their best.

To display resilience to respond well to challenges and overcome difficulties.

We all work as a team to ensure Waterloo is a happy, enjoyable and successful school for pupils, parents and staff.

### **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents since this is crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child in school are aware of these concerns and of the steps which are being taken to discourage such behaviour.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation in many aspects of school life is encouraged as this assists the development of positive relationships in which parents are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviour.

The school will communicate policy and expectations to parents. Where behaviour is causing a concern parents will be informed at an early stage and given the opportunity to discuss the situation. Parental support will be sought in devising a plan of action and parents will be kept informed of any subsequent issues and successes.

Individual Behaviour Plans (IBP) will be used to support children who display challenging behaviours, these will be formulated with the support of the pupil and their parents. The effectiveness of these will be reviewed and communicated to the parents.

### **Restorative Conversations**

The purpose of the restorative conversation is to encourage the children to reflect on the behaviour, the impact it has had on them and other people and how things could be handled differently in the future.

Restorative questions to ask:

- What happened?
- What were you thinking at the time?
- How did this make people feel? How did it affect them?
- What should we do to put things right?
- How can we do things differently in the future?

### **Environment for Learning**

Classroom management and teaching methods have an enormous influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which their efforts are valued. The classroom should provide a welcoming environment and be organised so that it is conducive to on-task behaviour which enables children to develop independence. Teaching methods should encourage positive feelings, enthusiasm and active participation for all. This will engage pupils in their learning and promote positive learning behaviours across the school. Praise should be used to recognise and promote good behaviour as well as good work.

To have an effective environment for learning, staff will:

- Discuss school rules and standards at the beginning of each academic year so the class are clear of expectations, and re-visit as often as required;
- Know children as individuals;
- Plan and organise classroom to minimise disruption;
- Plan grouping of pupils;
- Match work to pupils' abilities;
- Extend and motivate all children;
- Be flexible in approach;
- Mark all work promptly and constructively;
- Allow sensible freedom of movement in the classroom;
- Encourage creative discussion;
- Create opportunities for giving children appropriate responsibilities;
- Build children's confidence and self-esteem;
- Value and respect varying cultures of children;
- Ensure the classroom is an attractive environment for learning;
- Deal calmly and firmly with inappropriate behaviour;
- Use non-verbal communication as well as your voice to reinforce expectations or affirm the desired behaviour;
- Be aware and control your own behaviour including tone of voice;
- Emphasise the positive good behaviour as well as good work;
- Be enthusiastic and use humour to create a positive classroom atmosphere;
- Start and finish all teaching sessions on time.
- Engage with training and development opportunities offered by the school to develop their understanding and practice.

To have an effective environment for learning, staff will not:

- Stereotype children;
- Humiliate a child;
- Over-react to a problem. Reacting aggressively to minor incidents increases confrontation with individuals and whole class;
- Punish the whole class. No child should be punished for something he or she has not done. Those children who have been unfairly punished will resent it;
- Over punish;
- Issue public reprimands and threats;
- Over-use a child's name when reprimanding their behaviour;

- Leave or send a child outside the classroom. This does not solve the problem, but only exacerbates it. (Seek help if you need it.)

Staff will do all they can to:

- Use humour – It builds bridges;
- Keep calm – it reduces tension;
- Listen - it earns respect;
- Be positive and build relationships;
- Know your pupils as individuals;
- Carry out any sanctions you have to make;
- Be consistent.

### **Removal From Classroom**

In circumstances of exceptionally disruptive or violent behaviour, pupils may be removed from a classroom for the safety and wellbeing of themselves or others. This will only be done in rare and exceptional circumstances. Pupils will not remain away from their classroom for any longer than is necessary and their time spent away from the classroom will be used as constructively as possible, doing either learning or restorative work.

### **Child on Child Abuse**

All staff are aware that children can abuse other children. This may happen both inside and outside of school premises, as well as online. Staff should engage with training and development opportunities that aim to help school staff identify indicators of peer on peer abuse and how to respond and report it appropriately. All staff must understand the importance of challenging inappropriate behaviour amongst peers. Downplaying certain behaviour, for example – dismissing certain behaviours as “banter” or “having a laugh” can lead to a culture of unacceptable, unchallenged behaviours which is an unsafe environment for children. Peer on peer abuse is mostly likely to include, but may not be limited to:

### **Special Educational Needs**

Sometimes behavioural difficulties are an indicator that a child may have an additional special educational need. When concerns are significant, our Special Educational Needs Co-ordinator (SENCo), following discussions with parents, will evaluate the case and may decide to seek support from outside agencies. These individual pupils may need specific behaviour strategies and plans to address their needs. These will be shared with all staff involved and with the child and their parents in order to ensure consistency of approach. These individual plans may differ from the standard policy.

### **School trips and residential visits**

Whilst we fully understand the value that school trips and residential visits have for all children, we also have a duty of care for these children and therefore we will carry out an individual risk assessment in cases where we are concerned that the behaviour of a child may compromise their own safety or the safety of others. This will be done as early in the planning process as possible and the outcomes of the risk assessment will be shared with parents or carers in order to plan the best outcome for all.

### **Suspensions and Exclusions**

It is the Headteacher’s decision if a child is to be suspended or excluded from school. In the absence of the Head, the decision rests with the Deputy Headteacher who should take into account all available information and, if at all possible, consult with the Headteacher or the Chair of Governors.

Parents of the child concerned and the Chair of the Governors must be informed immediately, as well as the Local Authority. The parents of the child have the right to appeal to the Governors. They have the right to ask for an appeal panel to sit to hear their case. Suspensions and exclusions are seen as the last resort and in normal circumstances is to give the child, parents and Head-teacher time to consider a structured format for the child, supported by the parents and the school, to conform to expected standards of behaviour.

**Legislation**

This policy complies with the school’s legal duty to safeguarding the wellbeing of children and ensure provision for children with special educational needs and disabilities, as set out in the Equality Act 2010.

Pudsey Waterloo Primary School acknowledges that some children may require a differentiated approach to manage their behaviour. We have made every effort to ensure this policy and all other school policies do not discriminate or disproportionately affect protected groups of people.

This policy has been written in compliance with:

- The Equality Act 2010;
- School and Standards Framework Act 1998;
- Education and Inspections Act 2006;
- School Information (England) Regulations 2008;
- Education Act 2011
- School Behaviour (Determination and Publicising of Measures in Academies) Regulations 2012.

This policy is in addition to and should be considered alongside:

- Pudsey Waterloo Primary School’s Anti-Bullying Policy;
- Pudsey Waterloo Primary School’s Acceptable Use of IT Policy;
- Pudsey Waterloo Primary School’s Equality Policy and Objectives;
- Pudsey Waterloo Primary School’s Safeguarding and Child Protection Policy.

**This Behaviour Policy was adopted by Pudsey Waterloo Primary School on  
23/09/2019**

<b>Chair of Governors – Mr J Woods</b>		
<b>Signature:</b>		
<b>Frequency of review:</b>	2 years	

<b>To be reviewed and approved by:</b>	PWPS Full Board
<b>Date of next review:</b>	October 2027

### REVIEW RECORD

Date of review	Reason for review	Date of next review
27/09/2021	Agreed review schedule	September 2023

<b>Name:</b>		<b>Signature:</b>	
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on behalf of PWPS Full Board

Date of review	Reason for review	Date of next review
09/10/2023	Agreed review schedule	October 2025

<b>Name:</b>			
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on behalf of PWPS Full Board

Date of review	Reason for review	Date of next review
October 2025	Agreed review schedule	October 2027

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