



Behaviour Procedures

Long Wittenham CofE Primary School

January 2025

Review date: Sept 2026

The procedure must be reviewed and updated at least every 12 months.

Our vision is to give children strong foundations on which to build their lives through core values and love for one another. Strong foundations for co-operative behaviour and kindness are laid through consistency.

Values & Rules

Our three school values are kindness, determination & curiosity

Our School Rules

Kindness

Treat everyone with kindness and respect.

We show kindness by:

- Using polite, inclusive language
- Listening to others and valuing their ideas
- Helping and supporting one another
- Taking care of our school and environment

Determination

Keep trying and take responsibility for your learning.

We show determination by:

- Doing our best, even when learning feels challenging
- Persevering and not giving up easily
- Learning from mistakes
- Asking for help when we need it

Curiosity

Engage positively in your learning.

We show curiosity by:

- Showing we are ready to learn
- Asking questions and sharing ideas
- Listening carefully and thinking deeply
- Exploring new ideas with interest

Short version (for displays and assemblies)

- Treat everyone with kindness and respect
- Keep trying and take responsibility for your learning
- Engage positively in your learning

Value	Praise & reinforcement	Gentle reminder	Refocusing language
Kindness Treat everyone with kindness and respect	<ul style="list-style-type: none"> • <i>“That showed kindness because you listened and didn’t interrupt.”</i> • <i>“I noticed you included someone who was on their own — that’s kindness.”</i> • <i>“Thank you for using respectful words, even when you disagreed.”</i> 	<ul style="list-style-type: none"> • <i>“Let’s pause — are we showing kindness with our words right now?”</i> • <i>“What would kindness look like in this situation?”</i> 	<ul style="list-style-type: none"> • <i>“Which value does this link to?”</i> • <i>“How did that choice affect others?”</i> • <i>“What could you do now to show kindness?”</i>
Determination Keep trying and take responsibility for your learning	<ul style="list-style-type: none"> • <i>“You kept going even when it was tricky — that’s real determination.”</i> • <i>“I like how you took responsibility and fixed that mistake.”</i> • <i>“You asked for help at the right time — that shows determination.”</i> 	<ul style="list-style-type: none"> • <i>“This feels challenging — what could you try next?”</i> • <i>“What would determination look like here?”</i> 	<ul style="list-style-type: none"> • <i>“Mistakes help us learn. What have you learned from this one?”</i> • <i>“What’s one small step you can take to keep going?”</i>
Curiosity Engage positively in your learning	<ul style="list-style-type: none"> • <i>“That was a thoughtful question — you’re really engaging in your learning.”</i> • <i>“I can see you listening carefully and joining in — that’s curiosity.”</i> • <i>“You tried a new idea there — well done for being curious.”</i> 	<ul style="list-style-type: none"> • <i>“Are we engaging positively in our learning right now?”</i> • <i>“What could you do to show curiosity here?”</i> 	<ul style="list-style-type: none"> • <i>“What question could you ask to help you learn more?”</i> • <i>“How can you show interest in this task?”</i>

Scripts for Staff

In order to ensure children are ready to learn, we prioritise high-quality, inclusive teaching and strong, consistent routines throughout the school day.

We use kindness, determination and curiosity as our shared language when talking with children about behaviour and conduct. This helps children understand how making kind choices, showing determination in managing themselves, and being curious about the impact of their actions supports learning, wellbeing and positive relationships.

High Quality Inclusive Teaching

Our first strategy for ensuring co-operative, productive behaviour is through providing high quality **enabling environments** and **inclusive teaching and learning**

1. Kindness	2. Determination	3. Curiosity
Enabling environments		
1a. Warm, caring and confident adults who build trusting relationships 1b. Consistent routines and classroom rituals that provide security and predictability 1c. Thoughtfully chosen, stimulating resources and starting points that support all learners	2a. Consistent use of behaviour strategies, including personalised learning or support plans 2b. Evidence that adults listen carefully to children’s explanations and reasoning 2c. Respectful challenge of thinking that encourages children to persevere and improve	3a. Opportunities for independence and appropriate challenge or choice 3b. Planned opportunities for reflection and thinking
Teaching and learning		
1d. Carefully structured planning, including interleaving of knowledge, to support confidence and success 1e. Retrieval of prior knowledge to value what children already know 1f. Clear modelling, including ambitious and explicit vocabulary	2d. Responsive teaching through observation, marking, questioning and mini-plenaries 2e. Clear expectations for focus, including thoughtful control of who is speaking and returning to children’s ideas 2f. Adaptation of teaching, such as changes in approach or additional questioning, to deepen understanding	3c. Time and support for independent practice, exploration and play 3d. Children responding thoughtfully to feedback to improve their learning

Rewarding and Recognising

Focus on noticing and reinforcing positive behaviours. Praise, attention, and feedback should be given to the behaviour you want to see repeated.

Purpose:

- Reinforce, value-aligned behaviours early.
- Prevent minor disruptions from escalating.
- Promote a culture of recognition, respect, and motivation.

Practical Staff Scripts

General Praise (value-aligned)

"I like how you showed determination by keeping going with that task."

"Thank you for showing kindness by helping your partner."

"I can see curiosity in action — you asked a really thoughtful question."

Positive Framing Instructions

"Walk carefully inside, thank you."

"Use your quiet voice while we talk together."

"Use gentle hands with our materials."

Make proactive statements:

"I'm noticing how [Name] is sitting beautifully ready to learn — well done."

"I love how this table is working together quietly and kindly."

Reinforce behaviour you want to spread:

"Look at how [Name] has persevered with that challenge — can anyone else try that too?"

Quick Reference for Staff

- **Catch it early** → notice positive behaviour first
- **Name it specifically** → link to a value
- **Praise publicly, redirect privately** → avoid highlighting negatives
- **Use gentle, calm tone** → model the behaviour you want
- **Be consistent** → all staff use the same approach

Specific praise linked to the school values

Adults give frequent, specific verbal praise for actions and effort that demonstrate **kindness, determination or curiosity**.

Staff explicitly use the language of the values to explain why a child is being recognised. For example:

- *"Thank you for speaking so kindly and respectfully to others."*
- *"Well done for showing real determination and not giving up when your learning was tricky."*

- *“I was impressed by your curiosity and the questions you asked today.”*

House Points

House points are awarded for behaviours, effort and attitudes that reflect the school values of **Kindness, Determination and Curiosity**.

House points are:

- Celebrated in the weekly **Celebration Assembly**
- Recorded on **ClassDojo** to ensure consistency and shared celebration with families

Star of the Week

All class teachers nominate **a child each week** for effort, attitude or behaviour that clearly reflects one or more of the school values.

Class teachers present Star of the Week awards during the weekly **Celebration Assembly**, sharing the reason for the award and presenting a certificate. Both the verbal explanation and the certificate must explicitly reference **Kindness, Determination and/or Curiosity**.

Headteacher Recognition

Children may be sent to the Headteacher to celebrate exceptional effort, attitude or achievement, or when they consistently demonstrate the school values.

Teachers should clearly explain to the child why they are being recognised, using the language of **Kindness, Determination and Curiosity** wherever possible.

Stepped Approach to Behaviour Management

	Step	Purpose	Principle	Scripts	Reminders
Inappropriate behaviour, low level disruption	First Attention for Best Conduct & Positive Framing	Prevent misbehaviour before it occurs. Focus on recognising and reinforcing positive behaviours.	Notice the behaviour you want to see. Use positive language and value-linked praise. Reinforce expected behaviour publicly, redirect privately if needed. Thank the child if their behaviour changes	<i>“I like how [Name] is showing determination by keeping focused.”</i> <i>“Thank you for showing kindness by helping your partner.”</i> <i>“I can see curiosity in action — great question!”</i>	Use a non-verbal signal to show the child that you would like the behaviour to stop. If non-verbal signals do not work: 1. Issue a general request to the class that positively expresses what you would like to see instead. E.g. ‘Thank you to those who are ready to learn.’ ‘Well done for those who are being respectful of our learning time.’ 2. Deliver a clear request to the child to choose more appropriate behaviour using the language of the values. E.g. ‘Please can you show you are ready to learn by looking at me and listening to my instructions?’ ‘Please be respectful of your classmates and don’t talk over other people.’ Return to the child if they change their behaviour and thank/recognise them (either publicly or quietly, depending on the child)
Continued inappropriate behaviour	Gentle Reminder	Provide a low-level, private cue when a minor disruption occurs.	Non-confrontational; assumes the pupil <i>can correct themselves</i> .	<i>“Remember to show determination by staying focused on your work.”</i>	Framing the behaviour using the school values, say, ‘This is your second warning for...’ E.G. ‘...not being kind towards your classmates.’

			<p>Name the specific value being overlooked.</p> <p>Keep focus on the behaviour, not the child.</p> <p>Thank the child if their behaviour changes</p>	<p><i>“Let’s show curiosity by listening carefully while others speak.”</i></p> <p><i>“I know you can show kindness — what could you do differently here?”</i></p>	<p>Complete the script by outlining the likely consequence of time out, a longer restorative conversation and potential sanction (likely to be loss of privileges or working elsewhere for a period of time). This can be done discreetly and quietly if this is likely to work better for the child in question.</p> <p>Always frame the behaviour using the school values if possible and remember to thank/recognise the child if they act positively on your warning and stop the behaviour.</p> <p>No recording or formal sanction at this stage.</p>
<p>Continued inappropriate low-level behaviour or more serious incidents such as hitting or verbal abuse</p>	<p>Clear Verbal Reminder / Restorative Prompt</p>	<p>Explicitly remind pupils of expectations and encourage reflection.</p>	<p>Reinforce values-led behaviour expectations.</p> <p>Encourage pupil to identify the value and action themselves.</p> <p>Use first restorative dialogue: What happened? Who was affected? What next?</p>	<p><i>“I notice you haven’t shown kindness — how could you put this right?”</i></p> <p><i>“What could showing determination look like right now?”</i></p> <p><i>“Which value are you forgetting in this moment?”</i></p>	<p>Continuing to use the school values in your vocabulary, say, ‘Unfortunately, my requests for you to show you are ready to learn/respect your classmates/be responsible with...So, I would like you to take time out to reflect in the shared area.’ (or similar)</p> <p>In Key Stage 1, they take time out and return to the class only once a restorative conversation has occurred.</p> <p>In Key Stage 2, ask the child to reflect on their choices and whether they conform to the school values, in preparation for the conversation you will have soon.</p> <p><i>Aim to return the child to the classroom as soon as possible and hold a restorative conversation (see below).</i></p> <p><i>Children do not need to lose all their playtimes – this can be the time to complete the restorative conversation before they get a shortened break.</i></p> <p><i>All incidents of a physical nature, abusive/threatening language or other incidents that you judge parents should be informed of must</i></p>

			Return to class when the child is ready		<i>be logged on CPOMS. As soon as is practical, parents should be informed.</i>
Refusal and highly disruptive behaviours (ie. Behaviour that cannot be managed or tactically ignored to allow learning to continue for others.)	Time for Reflection / Structured Repair	Restore relationships, repair any harm, reinforce learning. Teach responsibility and protect learning	Provide opportunity to reflect and repair. Align repair with the value that was not shown. Use supported restorative conversation or short reflection time.	<i>“You chose not to show determination — what can you do now to try again?” “Kindness wasn’t shown — how will you repair this?”</i>	Use the above strategies for up to 10 minutes (depending on the severity) then inform the child that you need to ensure other children can learn and this will mean they have to go with a member of SLT if they continue to behave this way: E.G. ‘I need you to be respectful of the rest of the class now and let them learn. If you can’t do that, I will have to call for X to talk to you away from the class.’ Request support from a member of SLT who can support with removing the child for time out, hold the restorative conversation and, if appropriate, return the child to the class later. All incidents of a physical nature, abusive/threatening language that parents are informed of must be logged on CPOMS.

Flow Summary

1. **First Attention for Best Conduct** → praise positive behaviour.
2. **Gentle Reminder** → low-level, private cue.
3. **Clear Verbal Reminder / Restorative Prompt** → explicitly name value, encourage reflection.
4. **Reflection / Repair** → structured restorative action.
5. **Consequence** → proportionate, predictable, value-linked. **Escalation** → senior staff, parental involvement if necessary.

Restorative conversations

These are important as they enable everyone involved to consider how inappropriate behaviour and conflict can be better avoided. The script should be used verbally or in written form depending on context, age and capability of the child. Completing a written reflection is likely to help children to have a more effective, impactful conversation subsequently.

- ***How are you feeling now?***
- ***What went wrong?***
- ***What happened just before that?***
- ***What else has happened today?*** (General chat, bringing out positives and negatives)
- ***What do you think the other person is feeling?*** (Or 'people' if it is whole-class disruption)
- ***What can we do to put this right?***
- ***Action and timescale***

It may be appropriate to use another adult to have this conversation in your place if your own feelings are heightened.

Children in an escalated emotional state

If children are not following instructions, that is not the time to discuss why or explain the likely outcome to them. You should:

- Minimise your language
- Repeat the instruction clearly
- Offer 'time out' in a calm place
- Say very little else and give the child time to de-escalate
- Offer 'when...then' statements to remind the child of the route back
- Support each other – say 'more help is available' to offer support to/of colleagues
- Do not explain the situation in front of the child as this could escalate further

Repeated disruption or serious event

The class teacher should speak to the parents of all children involved the same day for serious events or after repeated disruption.

Physical incidents, bullying/threatening behaviour and anything that might constitute a concern about safety (of the individual or other children/adults) should be logged on CPOMS.

Recording behaviours

Low-level disruption/behaviour

All class teachers should keep an informal record of behaviour incidents and concerns. If incidents/concerns become persistent, this should be shared with SLT/HT. This will trigger a call/meeting with parents and will be logged on CPOMS

Serious Incidents

Physical incidents, bullying/threatening behaviour and anything that might constitute a concern about safety (of the individual or other children/adults) should be logged on CPOMS.