WHITINGS HILL PRIMARY SCHOOL

BEHAVIOUR POLICY

A child whose behaviour pushes you away is a child who needs connection before anything else.

Kelly Bartlett, Encouraging Words for Kids

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'Too often we forget that discipline really means to teach, not to punish. A disciple is a student, not a recipient of behavioural consequences.' Dr. Dan J. Siegel

Preamble

At Whitings Hill, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning, building positive relationships between children, staff and children with their peers. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning the behaviour policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. It is worth noting that having an attachment-aware, trauma informed behaviour policy is not designed to disregard 'behaviour' which is below the standard that is expected; ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the "real" world".

Our objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

Our school treats **all** children with **unconditional respect** and has **high expectations** for both **adults' and children's learning** and **social** behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that behaviour that does not meet expectations can signal a need for support which we will provide without diluting our expectations.

Our aim is to implement this policy effectively to create a positive behaviour culture in which pupils are encouraged to reflect the values of the school and prepare pupils to engage in their learning.

Our approach

"They may forget what you said, but they will never forget how you made them feel"
Maya Angelou

Our School takes a non-judgemental, curious and holistic stance when trying to make sense of behaviour; ensuring opportunities for reparation. We will not use practices that can be emotionally harmful (e.g. public shaming - including the use of sad faces against names on classroom boards).

Key premises of our approach

• Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity).
• Behaviour is a form of communication. We view behaviour as a communication of an emotional need (whether conscious or unconscious), and we will respond accordingly.
• Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support. "Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress" (from Colebourne Primary School's Behaviour Policy)
• Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
• Maintaining clear boundaries and expectations around behaviour. Changing how we respond to behaviour does not mean having no expectations, routines or structure. In order to help pupils feel safe, their educational environment needs to be high in both nurture and structure. Pupils need predictable routines, expectations and responses to behaviour. These must be in place and modelled appropriately, within the context of a safe and caring school environment. Natural rewards and consequences that can follow certain behaviours should be made explicit, without the need to enforce 'sanctions' that can shame and ostracise pupil from their peers, school community and family, leading to potentially more behaviour that does not meet expectations..
• Encouraging parental engagement and involvement is absolutely crucial when addressing and planning support for pupil's social and emotional needs. "The parent-child connection is the most powerful mental health intervention known to mankind." (Bessel van der Kolk)
• Use the principles of Emotion Coaching:-
Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
Step 3: (if needed): Setting limits on behaviour ('We can't always get what we want')
Step 4: Problem-solving with the child/young person ('We can sort this out')
By applying the principles of Emotion Coaching and the Attachment Aware Approach we can together foster an inclusive approach and together achieve better outcomes around pupil attainment and well being for all pupils and staff.
• ACEs (Adverse Childhood Experiences) and external factors will be shared promptly with

relevant staff. All of our staff understand that presented behaviour are often an outcome or a response to ACES and will adopt and implement trauma-informed strategies that pre-empt unacceptable behaviour.

"The children who need love the most will always ask for it in the most unloving ways" — **Russel Barkley**

Positive Behaviour Strategies – Rewards

Children respond well to praise, encouragement and feedback. Our aim is to 'catch pupils being good' as frequently as possible and to praise / reward them accordingly. We ensure that the positive feedback given is personal, specific, genuine and appropriate.

The following rewards are considered good practice in the school:

Rewards used

All classes will use the following rewards:

- Praise
- Body language, e.g. Thumbs up, smile
- Golden time
- House Points
- Stickers / stamps on work/reward chart (Reception – Year 3)

This is a list of other reward systems that may be used in some classes. It is by no means exhaustive.

- Communication with parents through conversations or notes home, e.g. postcard
- Certificates
- Marble jar (fill the jar for a class treat)
- Cuddly toy to take home for the weekend (EYFS/ KS1)
- Classroom responsibility / monitors
- Table Points
- Individual reward charts and behaviour plans
- Opportunities to share learning with other staff or children, for example in Achievement Assembly or sending children to a senior leader to celebrate good work

House Points

The House System at Whitings Hill School has been created in order to provide the children with the opportunity to mix and work with others from different year groups, as well as instil a sense of pride and loyalty in each child.

Our four Houses are: Chesterfield (black) Nupton (blue) Quinta (red) Trinder (white)

Each child and member of staff belongs to a House and siblings are in the same Houses.

Children can earn points for:

· Exceptional model behaviour
· Exceptional kindness / good deeds / helpfulness
· Outstanding / excellent work
· Outstanding effort in learning

House Points are not given out as an incentive for good behaviour per se, we already have the above listed systems for that purpose, nor are they given out for behaviour or work that the majority of children do as a matter of course. House Points are given out for excellent behaviour and work. The points for each class are added up each week, with the winning house

announced in assembly as well as the person who achieved most points for their House.
The House with the most points will also receive a half-termly prize/reward/special event.

Dealing with Inappropriate Behaviour

It is worth noting that the school is at no point condoning choices which are disruptive to the learning of any student or that which puts anyone at risk. The difference with this approach is it focuses on prevention before remedy and in building capacity in our learners to be self-regulating. Should decisions be made by learners which are not acceptable and not in keeping with the school ethos, consequences follow. In most cases where a child behaves inappropriately, it will be sufficient for a member of staff to speak to the child using the Emotion Coaching methods described above and resolve the matter. When dealing with incidents of inappropriate behaviour, adults should:

· Adopt a calm and quiet manner- never shout, use sarcasm or humiliation
· Be mindful of duty of care and never leave pupils outside the class as a sanction
· Always be mindful of the value of the self-esteem of all parties involved

At Whitings Hill Primary School, it is not acceptable for adults to reprimand a child by shouting at them.

Incidents of inappropriate behaviour should always be addressed promptly. Consequences for inappropriate behaviour should be used in proportion to the offence or distress caused. Wherever possible the consequence should contribute to putting right the wrong that has been done. When dealing with issues, staff should always take account of factors including the age of the child, SEND need and whether or not there is a pattern of this behaviour (occurring previously). Whilst it is not always possible to prescribe a consequence for specific actions, the table in Appendix 1 provides a guide for managing inappropriate behaviour in school. This is not to be used as an exhaustive checklist as incidents will inevitably vary in context and severity and children with identified SEND, SEMH needs, or regulation difficulties may follow an adapted pathway.

It may be appropriate in cases of repeated behaviour incidents or incidents of dysregulation, to draw up an STAR Observation record to help identify antecedents/triggers that could be causing the behaviour presented and to put into place provision to support the child in agreement with staff/Senco/parents/carers. Before implementing a STAR Observation record, a meeting with the parent/carer will be arranged prior to outline reasons for the record. As part of this meeting, a timescale and review point will be agreed upon to support any further adjustments to provision to support the child. The STAR Observation record may be linked to an individual target/reward chart involving the school, parents and the child. This would be viewed as a positive approach to bring about a change in undesirable actions and to promote good behaviour (See Appendix 2 for an example). Upon the review, the school may implement an Emotional Regulation plan to further support the pupil with identified targets and strategies to assist with managing behaviours.

Reflection and Warnings

Teachers, in liaison with a member of SLT may issue a time out period for reflection – all children who receive a reflection must have a clear reason that is logged and recorded internally by the school. Any physical or violent incidents or incidents that may put a pupil or others at risk of harm during play or lunch time will result in a reflection period – the member of SLT will make a

decision and record how long the child will miss of their play or lunch using the guidance in the consequence hierarchy (see appendix 1). Removal of breaktime will always be considered, proportionate and monitored. Pupils who receive 3, 4 or 5 written warnings recorded on our class behaviour tracking sheets (see appendix 5) across the period of a week will also receive a period of reflection during play or lunch time.

Children who are sent in from play or lunch time should be sent back to class with a note stating why they were in the reflection room.

During reflection time, children complete a reflection sheet (see appendix 6) and have a discussion with a senior leader about their behaviour. For children with SEND needs, a "comic strip conversation" approach should be offered as an alternative method to encourage reflection and to support communication. A discussion prompt sheet is used to support children with expressing their thoughts and feelings around an incident.

Bullying
The school has a comprehensive Anti-Bullying Policy and this is available to parents from the school office and on the school website. Bullying of any kind is not tolerated and will be treated very seriously. The school encourages caring attitudes and makes clear that bullying is unacceptable.

Racist, discriminatory, prejudicial or homophobic Incidents
At Whitings Hill Primary School we believe that all children and adults should show consideration for others regardless of race, religion, disability, gender and sexual orientation. We aim to create an environment in which individual differences are valued and respected. It is the duty of the school to investigate any incidents of racist, discriminatory, prejudicial or homophobic behaviour and to take steps to prevent future incidents from occurring. The school records incidents which are perceived to be racist, discriminatory, prejudicial or homophobic and reports them to the Local Authority when requested. We do not accept children using any form of homophobic language. The first incident of racist, discriminatory, prejudicial or homophobic behaviour will be discussed with the child and followed up with a conversation with the parents. Any subsequent incidents may involve the Deputy or Headteacher, with a meeting with the teacher, parents and Chair of Governors and may result in a suspension or permanent exclusion.

Suspensions and Permanent Exclusions
The following sanctions are available to the Headteacher following a referral for serious misbehaviour: Referral to external agency e.g. Pupil Referral (Alternative Provision) Unit, internal exclusion, suspension (in consultation with Chair of Governors/Local Authority) and permanent exclusion (in consultation with Chair of Governors/Local Authority).

Internal exclusions occur in an area within the school decided by a member of the SLT. This can often be in a parallel class or with the pastoral team. In special circumstances, at the Headteacher's discretion, a child might need to be suspended from school for a fixed period of time. Should this happen, then he/she could be sent to a partner school for the exclusion period. It would be the responsibility of the parent / carer to ensure the child is taken to the partner school.

The decision to impose a suspension will be made by the Headteacher after consultation with the staff involved in the incident. The decision will be dependent upon the context, frequency,

severity and intention of the behaviour. Individual issues affecting pupils (e.g. SEN/LAC status, EHCP) will also be taken into account. Any suspensions and permanent exclusions will be carried out in accordance with statutory guidance and DfE behaviour regulations. You'll get a letter from the school outlining the reasons for the suspension and also telling you what to do if you disagree with the exclusion. You can ask the school's governing board to overturn the exclusion if either:

- your child has been excluded for more than 5 days
- the exclusion means they'll miss a public exam or national curriculum test

If the exclusion is for 5 days or fewer, you can still ask the governors to hear your views but they cannot overturn the headteacher's decision.

The following procedures will be followed on return from a suspension:

- Pupils must be brought to Whitings Hill Primary by the parent / carer and meet with the Headteacher, or the Deputy/ Assistant headteacher as delegated by the Headteacher.
- The key member of staff involved in the incident may join the meeting if cover is available.
- The incident will be reported to the parent / carer by the staff and the behaviour will be addressed; the pupil will comment on the incident. Exploration of alternative strategies and expectation of future behaviour will be outlined.

Partnership with parents / carers

We aim to work in close partnership with parents / carers through the following:

- Regular contact by telephone, text or letter of positive behaviour and achievements.
- Termly parent / teacher meetings will be an opportunity to discuss target linked to behaviour.
- Meetings involving pupil and parent / carer to discuss strategies to prevent unacceptable behaviour and provide consistency between home and the school
- Opportunity for parents to visit the class teachers for informal discussions about pupils.
- Referrals to and liaisons with external agencies e.g. CAMHS, HIST, EP Counsellors
- Parents/carers must display acceptable behaviour when communicating with members of staff as outlined in the home school agreement

Parental Responsibilities

Parents and Carers have an important role in helping Whitings Hill develop and maintain good behaviour. Parents / Carers can:

- Read and support this policy, letting children know the standard of behaviour expected
- Ensure they do not tell children to hit back at school. We are committed to showing them other ways of sorting out difficulties and arguments.
- Help their child to be on time and to remember anything they need for school.
- Check for and read the newsletter and other letters that come home from school so they can talk to their child about what is going on.
- Make sure their child gets a good night's sleep on 'school nights'. It really helps concentration and good temper.
- Monitor TV watching and computer games, particularly for violence.
- If your child owns their own device, monitor the use of apps ensuring that they are age appropriate and not used to send unkind comments to others.

- Talk with a member of staff if they are worried by anything their child tells them about school before it becomes a problem. Children need parental confidence and understanding. Listen to the child. Trust the child …. but bear in mind that s/he may not give you the full story and may use emotive language ("he just beat me up").
- Try not to react to every little upset so the child learns to get things in proportion and how to cope for themselves.
- Be positive with their child and reward them for the good things they do at school.

Malicious Accusations against Staff
In the case of pupils who are found to have made malicious accusations against school staff, the Headteacher would consider applying an appropriate sanction, which could include meeting with the parents, suspension or permanent exclusion as well as referral to the police if there are grounds for believing a criminal offence may have been committed.

Monitoring and review
Incidents involving physical restraint must always be recorded and reported to the Headteacher. These incidents are logged using the Positive Handling Incident Record (see Appendix 8) which is kept in the Headteacher's Office. Reasons for physical intervention must be for the following reasons: there is risk of injury to the child or others or there is a developing risk of injury and finally if there has been/ risk of damage to school property.

Positive Handling will only be used as a last resort when all de-escalation strategies have been used and there is no alternative course of action. Parents /Carers are to be informed of these incidents on the same day as they occur.

Each class teacher is responsible for standards of behaviour in their class. The Senior Leadership Team will monitor the standards of behaviour across the school and will report to Governors termly. Our behaviour tracking sheets (see appendix 5) are collected every Friday lunchtime and are recorded on class lists. Behaviour data is consistently reviewed to identify patterns, including any disproportionate impact on pupils with SEND or additional needs, in order to support with mitigating repeat behaviours that do not meet expectations.

This policy has regard to the Department for Education guidance Behaviour in schools (February 2024).
* We have a rolling programme of policy review, and this policy will be reviewed every year or earlier if necessary. As policies are reviewed and amended, we check that the principles listed above are properly considered, and are embedded into both policy and practice.

Appendix I - (Consequence Hierarchy)

The consequence hierarchy is intended as guidance and will always be applied flexibly, taking into account individual needs, SEND, age, context, and professional judgement.

Consequence Hierarchy

Incidents	Action Taken
Before receiving a warning.	*Verbal conversation* *Change of seating positions in the classroom etc.*
Immediately after a child receives 2 warnings per week.	*Time out for 1-3 minutes (depending on the age of the child)* *Child may be kept in for a few minutes at break-time or lunch time to reflect on behaviour/ complete work with the teacher* *Setting of additional tasks (for example writing up the class rules or an apology letter)*
Immediately after a child receives 3 warnings per week.	*The Child misses 10 minutes of their next break in the reflection room (Teacher /TA to record name in reflection file).* *Children complete a reflection form.* *A Letter will be sent home to inform parents/carers.* *Parents/carers will be invited to discuss this with the class teacher*
Immediately after a child receives 4 warnings per week	*Child sent to buddy class (10 – 15 minutes), reflection form to be completed which must be taken / sent back to class teacher* *The Child misses 30 minutes of break time. (Teacher /TA to record name in reflection file).* *A letter will be sent home to inform parents/carers.* *Parents/carers will be invited to discuss this with the class teacher*
Immediately after a child receives 5 warnings per week.	*As above plus:* *The child misses 45 minutes of break time. (Teacher /TA to record name in reflection file).* *A Letter will be sent home to inform parents/carers and a conversation between the class teacher and the parent takes place.* *3 of these letters in one half term at this level can result in an internal exclusion.* *Subsequent letters would result in consideration for a suspension.*
When a child receives 6 warnings or more per week.	*As above plus:* *Child's behaviour will be monitored for a period of one week via our tracking procedures - yellow card/behaviour tracking log (See appendix 7)* *Depending on the outcome of the tracking procedure, SLT will decide whether further reflection time is needed.* *Parents/carers will be invited to discuss this with the class teacher and a member of SLT present. Some children may be issued with a* ***reward chart*** *to reinforce desired behaviours. These are linked to a reward of choice.*
Any serious incident (at the discretion of the Headteacher)	*A Child's behaviour will be monitored for a period of one week via our tracking procedures.* *Parents/carers will be invited to discuss this with a senior member of staff. If a child receives three warning letters (from the 5 warnings per week stage) in one half term, this will normally result in a one day suspension. All serious incidents are recorded and reported to the governors termly.*

Appendix II - (Pupil Reward Chart)

PUPIL'S REWARD CHART

Week Beginning:_____

My targets this week are:

1. **I will follow instructions the first time.**
2. **I will sit on my spot during carpet time.**
3. **I will use kind words when speaking to others.**

My reward will be…..

Appendix III - (Star Observation Sheet)

Whitings Hill Primary School - STAR - Observation record sheet

Name: _____ Class: _____ Date Started: _____ Review Date: _____

Date and time	Setting (in which behaviour occurs – who, where, when) – eg: - adults present - other children - place - health - type of activity	Trigger (events that seem to set the behaviour off), eg: - something wanted potentially unavailable - something unwanted imminent - something aversive - last straw (ie cumulative)	Action (ie behaviour - what the child actually does?)	Result (the effect it has and what it seems to achieve for the child – what happened next, what did the adult do?) eg: Social / Task-related / Sensory	Signed (initials)

Appendix IV - (Emotional Regulation Plan)

Emotional Regulation plan

ZONES	Blue (0)	Green (1-2)	Yellow (3)	Red (4-5)
How I feel inside…				
How I may look on the outside/how I may act…				
What causes me to be in this zone (including sensory issues)…				
What can I do to support myself in this zone..				
What can people do to support me when I am in this zone…				
What doesn't hel me when I am in this zone…				

Appendix V - (Behaviour Tracking Sheet)

Whitings Hill Primary School – Behaviour Tracking Sheet Week: _____ Class:_____

Name		Monday	Tuesday	Wednesday	Thursday	Friday
	No. Of Warnings	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5
	Code					
	No. Of Warnings	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5
	Code					
	No. Of Warnings	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5
	Code					
	No. Of Warnings	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5
	Code					
	No. Of Warnings	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5
	Code					
	No. Of Warnings	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5
	Code					
	No. Of Warnings	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5	W 2 3 4 5
	Code					

Name	Friday p.m. (week before)
	No. Of Warnings W 2 3 4 5
	Code
	No. Of Warnings W 2 3 4 5
	Code
	No. Of Warnings W 2 3 4 5
	Code

Warning Codes	
D = Disruptive/Talking	U = Upsetting a pupil
B = Bad Language	C = Calling Out
P = Physical	I = Not Following Instructions
N = Not Working	
R = Rude	V = Vandalism/Property damage
Rac = Racism	H = Homophobia

Appendix VI - (Reflection Sheets)

Time Out Reflection Sheet KS1

To be completed by member of staff

Date:	**Time:**
Name of child:	**Year:**
Sent by:	**No.of Warnings: 2 3 4 5 6 (please circle)**

Rules broken (please tick)

- **We work hard**
- **We listen**
- **We are kind, helpful and speak politely to each other**
- **We keep our hands, feet and objects to ourselves**
- **We look after property**
- **We always tell the truth**
- **We follow instructions**

Can you draw what happened?

Receiving teachers signature:_____

Time Out Reflection Sheet KS2

To be completed by member of staff

Date:	**Time:**
Name of child:	**Year:**
Sent by:	**No.of Warnings: 2 3 4 5 6 (please circle)**

Rules broken (please tick)

- **We work hard**
- **We listen**
- **We are kind, helpful and speak politely to each other**
- **We keep our hands, feet and objects to ourselves**
- **We look after property**
- **We always tell the truth**
- **We follow instructions**

Brief description of the incident

To be completed by pupil

1] What happened?	2] How did you feel?
3] Who was affected?	4] What do I need to do to put things right?
5] How do you feel now?	6] Next time I will…

Receiving teacher's signature: _____

Appendix VII -(Behaviour Tracking Log - Yellow Card)

How was my week?

	Lesson 1		Break	Lesson 2		Lunch	Lesson 3		Headteacher Comment	Parent Comment
	Child	Adult		Child	Adult		Child	Adult		
Monday										
Tuesday										
Wednesday										
Thursday										
Friday										

Weekly Comments:

Behaviour Tracking Log

Name:
Class:
Teacher:
Week Beginning:

My targets this week are:

1. _____
2. _____
3. _____

Appendix VIII - (Positive Handling Incident Record)

POSITIVE HANDLING INCIDENT RECORD/ABC Behaviour Log

We have adopted the Team Teach approach when dealing with pupils who display challenging behaviour resulting in crisis situations. Our behaviour management has a strong emphasis on de-escalation however positive handling will be only used when it is reasonable, necessary and proportionate. Positive Handling will only be used as a last resort when all de-escalation strategies have been used and there is no alternative course of action.

Date: **Name(s) of Pupil(s) and/or Adult(s):**	**Antecedent (What happened just before the behaviour?)** **Time:** **Location:**	**Behaviour displayed (actions, emotions, verbal and non-verbal communication)** If positive handling techniques used please circle type of risk: • harm to self • harm to others • harm to property • criminal act	**Consequence (What happened after the behaviour incident?)** (Describe positive handling technique used and when incident was shared with parent/carer)