



Whitley Park Primary and Nursery School

Behaviour Policy

Agreed: January 2020		Review: January 2021	
	Signed	Date	
Head teacher			
Chair of T and L Committee			

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Statement of intent

Whitley Park Primary and Nursery School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school acknowledges that behaviour can sometimes be the result of educational, mental health, other needs or vulnerabilities, and will support these needs via an individualised graduated response.

Aims

To enable the children to develop positive relationships with peers and staff.

To ensure there is a culture at Whitley Park that values all pupils; allowing them to feel a sense of belonging where pupils are able to seek emotional and wellbeing support from practitioners.

To ensure that every young person at Whitley Park is given an equality of opportunity to develop socially, to learn and to make positive gains from life experiences.

To promote an environment where we help our pupils to make pro-social behaviour choices, subsequently learning that they are responsible for their own behaviour.

To ensure that pro-social behaviours are taught, encouraged and recognised.

To use protective and educational consequences to support an understanding of pro-social choices and the consequence of anti-social actions.

To encourage parents/ carers to have a pro-active working relationship with the school to support the needs of their child(ren).

Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Education Act 1996

Education Act 2002

Equality Act 2010

Educations and Inspections Act 2006

The School Information (England) Regulations 2008

DfE (2016) 'Behaviour and discipline in schools'

DfE (2018) 'Mental health and behaviour in schools'

DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'

This policy operates in conjunction with the following school policies:

Anti-Bullying Policy

Mental Health and Emotional Wellbeing

Special Educational Needs and Disabilities (SEND) Policy

Child Protection and Safeguarding Policy

Exclusion Policy

Drug Policy

Complaints Policy

Child Friendly Behaviour policy

and the following linked literature 'When adults change, everything changes' by Paul Dix

Roles and responsibilities

The governing body has responsibility for:

The monitoring and implementation of this Behavioural Policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related behaviours requiring a therapeutic approach.

Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, marriage and civil partnership, race, religion or belief, sex and sexual orientation.

Promoting a whole-school culture where pro-social behaviours are taught, encouraged and recognised.

Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher is responsible for:

Establishing the standard of behaviour expected by pupils at the school.

Determining the school rules and any disciplinary sanctions for breaking the rules.

The day-to-day implementation of this policy.

Publishing this policy and making it available to staff, parents and pupils at least once a year.

Reporting to the governing body on the implementation of this Behavioural Policy, including its effectiveness in addressing any SEMH-related issues that require a therapeutic approach.

The mental health lead is responsible for:

Overseeing the whole-school approach to mental health, including how this is reflected in the school's Behavioural Policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.

Collaborating with the SENCO, Head teacher and governing body as part of the SLT, to outline and strategically develop behavioural and SEMH policies and provisions for the school.

Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH-related difficulties that affect their behaviour.

Advising on the deployment of the school's budget and other resources, such as SEND resources and the pupil premium, to effectively meet the needs of pupils with SEMH-related behavioural difficulties.

Referring pupils with SEMH-related behavioural difficulties to external services, e.g. Child and Adolescent Mental Health Services (CAMHS), to receive additional support where required.

Overseeing the outcomes of interventions on pupils' behaviour, education and overall wellbeing.

Liaising with parents of pupils with SEMH-related behavioural difficulties, where appropriate.

Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Liaising with potential future providers of education, such as secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Leading CPD on mental health and well being and Therapeutic Approaches to Managing Behaviour.

The SENCO is responsible for:

Collaborating with the governing body, head teacher and the mental health and well-being lead, as part of the SLT, to determine the strategic development of behavioural and SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND.

Supporting subject teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff are responsible for:

Being aware of the signs of SEMH-related behavioural difficulties.

Planning and reviewing support for their pupils with SEMH-related behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.

Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever the prior attainment.

Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH-related behavioural difficulties will be able to study the full national curriculum.

Being responsible and accountable for the progress and development of the pupils in their class.

All members of staff, volunteers and support staff are responsible for:

Adhering to this policy and ensuring that all pupils do too.

Promoting a supportive and high-quality learning environment, and for modelling pro-social behaviours.

As authorised by the headteacher, providing consequences for pupils who display anti-social behaviours.

Pupils are responsible for:

Their own behaviour both inside school and out in the wider community.

Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for the behaviour of their child(ren) inside and outside of school.

Effective classroom management

The school understands that well-managed classrooms:

- Start the year with clear sets of rules and routines that are understood by all pupils.
- Establish agreed rewards and positive reinforcements.
- Establish consequences for anti-social behaviour choices.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

Subject to reasonable adjustments (e.g. those made for pupils whose SEND may affect their behaviour), pupils will be expected to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.
- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Hand in homework at the time requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Pro-social behaviours

Pro-social behaviours are any actions which benefit the individual and others around them.

For example:

- Positive relationships and interaction with peers and adults (tone of voice; body language).
- Acknowledgement of own feelings, using positive language to support their needs ('I need help'; 'I'm finding this tricky'; 'I felt cross when I got that wrong').
- Identify, understand and accept mistakes as learning opportunities.
- Identify, reflect and repair anti-social behaviour choices.
- Respects the right of themselves and others to learn and their responsibility to ensure their behaviour choices don't negatively impact upon this.

How will children know what is expected?

Classroom rules

Teachers establish classroom rules in conjunction with the children in their class.

These are our classroom rules:

I will not:

- Shout out
- Walk around the classroom unless asked
- Speak unkindly to people
- Throw things
- Hurt others or myself
- Leave the room without permission
- Damage property

When I am following classroom rules I am:

- Listening to the adults
- Using my quiet voice
- Putting my hand up when I want to speak
- Sitting where I'm supposed to sit
- Being kind and respectful to everyone in my class
- Learning to the best of my ability
- Asking politely for help if I don't understand

Rules are displayed on feelings and behaviours posters in every classroom. These support children to understand the relationship between pro-social behaviours and feelings as well as anti-social behaviours and feelings.

How do we respond to pro-social behaviour?

- Through praising children when they are being pro-social, we are not only reinforcing the pro-social behaviour, but we are also highlighting to others the behaviour that we want to see. Here are some examples:

“Well done for walking to lunch.”

“Thank you for sharing that pen with xxxx.”

“Thank you for listening to me even when I could see you were feeling angry.”

- Every morning, the pupils are greeted at the door to show that every day is a new start.
- Every week we have a celebration assembly where staff recognise 2 pupils for either their standard of learning or their behaviour. Every Term we hold Behaviour Award assemblies.

Staff must:

1. Reinforce the positive pro-social behaviour regularly throughout the school day with both pupils in and outside of their class.
2. Be specific about the pro-social behaviour that they see so the child and other children know why they are being praised.
3. Greet the children in their class and ensure the morning routine and transitions are calm and organised.
4. Ensure any rewards given are fair and accessible for all children.
5. Develop positive relationships with the children, particularly those who struggle with pro- social behaviour.

Staff must not:

- Give the child praise and then pick up on any negative response, unless it is unsafe. For example, if a child is angry and has followed the instruction of sitting at their desk but has slammed the pencil down, the staff member must praise the child for following the instruction.
- Jump to conclusions about any child and see each situation as a new one, listening to all involved and responding accordingly.
- Use rewards as a bribe or threat. The purpose of rewards is to recognise pro-social behaviour.

Positive relationships and approach

Positive teacher-pupil relationships are key to combatting challenging behaviour. The school focusses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which pro-social behavioural change can take place.

The school aims to create a safe and calm environment in which positive mental health and wellbeing is promoted.

Positive mental wellbeing will be promoted through:

- Teaching in health education and PSHE
- Play Therapy
- Bubble Chat with school Counsellor
- Positive classroom management
- Developing social skills
- Working with parents
- Peer mentoring
- Mindfulness
- ELSA group work

We recognise the children who demonstrate pro-social behaviours in school. At the end of each term we will hold Behaviour Award assemblies where children will be awarded gold certificates if their name has not been on Behaviour Tracking that term. Silver and Bronze certificates are also awarded to children who have improved their behaviour over the term.

At the end of the year parents of children who have received 6 gold certificates will be invited to join us for a special celebration with their children in recognition of their achievements.

Pro-social behaviour is recognised and rewarded, anti-social behaviour is challenged and dealt with.

Managing anti-social behaviour

Instances of anti-social behaviour are taken seriously and dealt with immediately. Where de-escalation strategies are not effective, the school adopts a Behaviour Tracking system for handling challenging incidents.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Behaviour Tracking is a system for rewarding pro-social behaviour in school and for applying consistent numbered consequences for children who are not choosing to behave well.

Every day is seen as a fresh start, however if children have received 3 or more BT3 on the tracker in a term then it is clear that further support is needed. A formal letter will be sent home and parents will be asked to attend a meeting with a member of the school leadership team where support and targets for improvement will be agreed in writing.

The principle of Behaviour Tracking is to give children the opportunity to choose to behave in a more pro-social way that is why they are given a reminder, a verbal warning (BT1), a move away from possible distractions in class (BT2) before they miss playtime to undertake a reflection journal task (BT3). By working in this way children have the choice to change their behaviour. There are two occasions when a child can go straight to BT3 on the tracker and these are:

- If they deliberately hurt another child
- If they are involved in a discriminatory incident towards another pupil or adult in school

In these cases a child goes straight to BT3 and they will lose their break time and be asked to complete a Reflection Journal task.

Each term the information on the Behaviour Tracker is collected in and transferred to a spreadsheet to produce a termly behaviour report for each class. This report is shared with class teachers and is used to monitor behaviour trends across the school as a whole.

For a very small number of children Behaviour Tracking may not be enough to support them with changing their behaviour in school. These children will require a targeted and individual programme of support which will be agreed with them and their parents/carers and will be monitored on a weekly basis.

Where a pupil is identified as having SEMH difficulties, SEND support will be put in place.

SEND support, which outlines a specific programme of graduated adjustments, interventions and support relevant to the pupil's needs, will consist of the following:

Stage 1: Universal support – the adjustments, interventions and support accessible to all pupils that is delivered at a whole-school level.

Stage 2: Selected support – the support and interventions delivered using the school's resources, led by the SENCO.

Stage 3: Targeted support – the support and interventions for pupils who have more complex and enduring SEMH needs.

Where the decision to implement an individualised graduated response has been unsuccessful, the school will consider whether to request an EHC needs assessment, in line with the school's SEND Policy. This could lead to the creation of an EHC plan.

If behaviour continues to escalate the behaviour support team will be informed, and a Pastoral Support Plan or Therapeutic Support Plan implemented.

The headteacher may enforce a fixed-term exclusion in line with the school's Exclusion Policy.

The headteacher will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health problems.

Low level behaviour (this is not an exhaustive list)

- Interrupting learning (e.g. calling out; not listening; not following instructions).
- Being disrespectful towards peers or staff; refusal to complete work.
- Not getting on with/completing learning to the expected standard of the child.
- Lying to a member of staff.
- Provoking peers to get a reaction.

Staff must:

1. Ignore the behaviour (if it is not unsafe) and praise positive behaviours of the others around the child.

With child in class, without drawing attention of rest of class:

2. If the behaviour continues, inform child that they will be placed on the Behaviour Tracker at reminder level with an explanation of how behaviour is negatively impacting on themselves or others.
3. If the behaviour continues, place on Behaviour Tracker as 'reminder' with a clear explanation of how negative behaviour is impacting on themselves or others, and an explanation of what teacher expects in terms of behaviour from that point on.
4. If behaviour continues, Behaviour Tracker 1 will be given as above. The child will then be given a limited choice consequence (i.e. To complete the task at desk or continue with behaviours and move to BT2 and be moved to a different working space within the classroom)
5. Where this process has been followed and a child continues with low level anti-social choices, they will move up the tracker to BT3 at which point the child will spend their break or lunch in their class supervised by a member of the staff team. This is called "reflection time. At the end of the reflection time, the staff member will conduct a debrief with the child, discussing their behaviour and how they may choose more pro social responses next time.
6. If a child continues with low level anti-social choices they will continue to move up the Behaviour Tracker to BT4, at this point a member of SLT will escort the child to work in a partner class within their year group for the remainder of the morning or afternoon session.
7. If positive changes are seen after any reminder, this positive choice will be acknowledged with praise and no further consequence is required. (i.e. Thank you for listening, it's great to see you're ready to learn).

Staff must not

- Give negative consequences/threats for example "If you don'tthen...."
- Tell the child to leave the room without limited choice.
- Allow the child to work in another classroom without an adult escorting them safely.
- Give reflection time at break or lunch without adult supervision and a debrief.

Debrief

If a child has had reflection time, it is important to debrief to teach the child a more pro-social approach. Here are some examples of questions you could ask during a debrief:

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?

- Who else has been affected?
- What do you need / need to do to fix this / move on?

Disruptive, Difficult or Unsafe behaviour

- Using deliberate violence.
- Deliberately damaging property.
- **Repeatedly** swearing.
- **Repeatedly** making antisocial choices (ignoring adult instruction; swearing; prejudicial language; deliberately provoking other children to create a response).
- **Repeatedly** walking out of the classroom.

If this happens, staff must inform a member of the SLT either at the time to assist with unsafe behaviour or after, if the behaviour is not unsafe. One staff member may need to remove the other children from the classroom/playground if the other children are at risk of harm.

Staff must

1. Inform a member of SLT either at the time to assist with unsafe behaviour or later if the behaviour is not unsafe.
2. Use the de-escalation script:
 - Child's name
 - I can see something has happened
 - I am here to help
 - Talk and I will listen but if you don't want to that is ok
 - Come with me to the xxxx (child to be encouraged to a safe and calm space)
 - Walk away to allow the child to follow
 - Keep an eye out at a safe distance until the child comes
3. Investigate the incident and all involved to be listened to by identified member of staff.
4. Record the incident on the CPOMs system, alerting SLT.
5. Have a discussion about the anti-social behaviour and the subsequent protective and/or educational consequences.
6. Contact Parent/Carers.
7. Complete a risk assessment If the child has demonstrated unsafe behaviour. This must be shared with staff and recorded on CPOMs.

Staff must not:

- Stand over a child and wait for them to follow
- Give a list of consequences if they choose not to de-escalate their behaviour

PROTECTIVE CONSEQUENCES: These are actions taken by staff to ensure all pupils and adults feel safe in the school environment. These may include, but are not inclusive of:

- An increased staff ratio.
- The offer of Alternative provision for break and lunchtimes
- Specific staff support given at break and lunchtimes.
- Differentiated teaching space or learning.
- Work requiring completion to be sent home, and supported by parents/carers.
- Adaptation of access to school trip, residential or extra-curricular activity.
- Time with school counsellor /Therapy dog.
- Calm room/space.

Whilst all measures will be taken to support the child to avoid exclusion, there may be a time when exclusion from an area or school is necessary.

EDUCATIONAL CONSEQUENCES:

These are consequences put in place by staff to help the child to learn, rehearse or teach about their actions to aid internalisation of pro-social actions to avoid repetition. These may include, but are not inclusive of:

- Third person role play to understand peer/adult feelings.
- Social stories.
- Behaviour related research to understand how and why actions have impacted others.
- Debrief meetings with child and parent/carer.
- Completing or redoing tasks to the expected standard for the child.
- Modelling pro-social behaviours to younger peers.

Therapeutic plans can be devised for children who need extra support with developing pro-social behaviour. These plans are devised by all key staff involved with the child and are regularly updated.

There are times when children who need support with pro – social behaviour benefit from a smaller environment with fewer children and more adult support. We call these **small gardens**. They enable children to learn key skills to becoming more pro – social. They can be during class time or during break and lunch time. It is important that the progress of these children

are reviewed regularly so they can move back to the larger setting when they are ready to do so.

Staff training

Teachers and support staff will receive regular and ongoing training as part of their development.

The school is committed to the Therapeutic Approaches to Managing Behaviour model. Key members of staff including the Head teacher have undertaken full training in these approaches and alongside our Educational Psychologist are over the next 2 year period will have trained all school staff fully in Therapeutic approaches.

The school recognises that early intervention can prevent anti-social behaviours. As such, teachers will receive training in identifying problems before they escalate; this can be for anti-social behaviours in the classroom or during breaks and lunchtimes.

All staff members are provided with sufficient training in de-escalation strategies and dealing with disruptive and challenging behaviour.

Training may also be refreshed in light of recent incidents and challenging behaviour, or where it is apparent that existing methods are not as effective as they could be.

Our School Counsellor and Children's Welfare officer receive training on how to spot where challenging or unusual behaviour may have an underlying cause that needs addressing.

Early Years

Children in the Nursery and in the Reception classes are taught and encouraged to demonstrate pro-social behaviours from their starting points and parents/carers are signposted to this policy during the transition process. The Early Years team do not use the school behaviour tracking system but they do support children to use pro-social behaviours in a more age appropriate way whilst staff still adopt and adhere to the aims, procedures and responsibilities outlined in this policy.

Early years staff teach the following behaviours everyday through routines and rituals:

- Whole body listening-to teach children to listen, behave and respond appropriately using visuals and repeating language to embed rules and routines
- To talk in full sentences
- To have kind hands and feet

When staff see pro-social behaviour, they will respond by praising the behaviour directly, such as 'good listening', 'you showed us such kind/helpful behaviour when you helped xxx with his coat'

If staff observe anti-social behaviours, they will address this either 'in the moment' or ask the child to move to a quiet space with them where they will talk quietly and calmly with the child.

Staff will:

- Ensure that others are safe
- Speak in a quiet voice
- Name the behaviour and (in simple terms) will talk about the impact it has had on others e.g. 'hitting hurts, it is not allowed.'

Staff will then reinforce pro-social behaviour by encouraging children to have some reflection time with 'Thinking Bear' or 'Thinking Panda' who are located in quieter spaces with visuals to remember what 'good choices of behaviour and 'whole body listening' looks like. The visuals demonstrate photos and symbols of turn taking, of kind hands and feet and of images depicting positive relationships between children and of children and adults.

GDPR

This policy has been generated in line with the Data Protection Act 2018 and retention guidelines and is compliant with GDPR 2018.

Monitoring and review

This policy will be reviewed by the headteacher and mental health lead on an annual basis, who will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and review by the chief inspector, upon request.

The next scheduled review date for this policy is January 2021

