

Whitecote Primary School



Positive Relationships & Behaviour Policy

September 2023

Review September 2024

Whitecote Primary School – Behaviour Policy

Rationale

Learning is the purpose of our school. Behaviour should support learning and learning should support behaviour. Children need to develop an understanding about their responsibilities in making the school environment a happy and safe place. The school will adopt restorative practices and is currently implementing the Thrive approach to understanding and supporting emotional development, positive relationships and behaviour.

Purpose

1. To give guidance on positive strategies, rules, rewards and sanctions.
2. To establish clear systems within the school.
3. To encourage a problem-solving approach to behaviour management.

Our School Aims and Values

Our three core values are: INSPIRE, NURTURE, CHALLENGE. These core values run through the heart of everything we do and will be seen in all aspects of school life.

The school rules are:

- We respect everyone and everything.
- We follow instructions.
- We keep hands, feet and objects to ourselves.

The following roles and responsibilities will be implemented in support of the behaviour policy:

We have developed 'The Whitecote Way' in order to define how we do things here and ensure all children understand what to do and how to do it, such as how to walk around school.

The Head teacher will:

- Implement the behaviour policy, reinforcing the need for consistency throughout the school.
- Report to governors regarding the effectiveness of the policy.
- Meet with parents/carers.
- Support staff when dealing with challenging behaviour and the law.
- Ensure the health and safety and welfare of all children.
- Praise and encourage positive behaviour with rewards and dedicated assemblies.
- Hold responsibility for giving fixed term exclusions to individual children for serious acts of inappropriate behaviour. Where necessary, permanent exclusions may be deemed necessary.

Staff will:

- Provide a well-balanced and inspiring curriculum.
- Support children when dealing with their emotions and feelings and explicitly teach children how to manage these, through PSHE and MindMate lessons and also through their daily interactions with the class.
- Plan engaging and well differentiated lessons to challenge and meet the needs of all children.
- Make sure children are listened to and feel valued.
- Be a positive role model.
- Offer the children choices and the chance to make the right decision.
- Support children with the language and vocabulary they need in order to socialise and develop interpersonal skills.
- Reward and praise positive behaviour.
- Inform parents/carers about the welfare and behaviour of their children.
- Work in partnership with the pastoral team (Deputy Head, SENDCo, Assistant SENDCo, Pastoral and Family Support Manager and Pupil Wellbeing Manager) to ensure all IPMs, IPRA's and EHCPs are followed and paperwork completed.
- Follow the behaviour policy consistently.
- Always act with kindness.
- Follow the Thrive approach to understanding and helping the child to manage their emotions and any distressed behaviours that may occur.
- Keep the school values of inspire, nurture and challenge at the heart of every interaction with children and other adults.

Children will:

- Follow the school rules.
- Be responsible for own actions and their impact on others, in relation to their age and stage of brain development.
- Respect other people, their views and feelings.
- Be willing to be reflective in order to change and manage their behaviours.
- Learn to work co-operatively, with support where needed.
- Be responsible for helping the adults to ensure that the classroom is kept neat, tidy and clutter-free.
- Be responsible for helping to look after the school environment outside the classroom, e.g. putting their litter into a bin.
- Know that all adults working with them at school want them to succeed and that school is a safe place where we can learn to cope with our emotions in a nurturing, caring environment.
- Understand that it is the responsibility of staff to ensure that all children can learn and be safe while at school and that this will involve them being asked to complete work and being expected to follow the rules, but that children who find this difficult will be supported, as with any other area of learning.

The Governing Body will:

- Support with the implementation of the policy.
- Provide advice to the Headteacher regarding disciplinary issues and exclusions.
- Review the effectiveness of the policy.

- Provide challenge and hold the Headteacher and other Senior Leaders to account for improving the quality of pupils' behaviour and safety.

The Role of Parents

Whitecote Primary School aims to work collaboratively with parents in order for children to receive consistent messages on how to behave, both in school and in the wider community.

The behaviour systems have been summarised in Appendix 7 and this is given to parents when children join the school. We expect that parents read this with their children and support its implementation. (See Appendix 7.)

Where parents have a concern regarding the sanctions used with their child they should make an appointment to discuss this with their child's class teacher. If these concerns remain, they should contact a member of the Senior Leadership Team. If the problem can not be resolved, a formal complaints procedure can be implemented by obtaining the relevant information from the main school office or the school website.

Key Points

- Teachers have a statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction (section 91 of the Education and Inspections Act 2006).
- The power to discipline also applies to all paid staff (unless the Head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of the teacher, including on school visits.
- Teachers can also discipline pupils for misbehaviour outside of school.
- Teachers can confiscate pupils' property.
- Teachers have a power to impose detention out of school hours.
- Headteachers and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions.
- Governing bodies have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.

Confiscation of inappropriate items

What the law allows:

There are 2 sets of legal provision which allows staff to confiscate items from pupils:

1. The general power to discipline enables a member of staff to confiscate, retain or dispose of a pupil's property as a punishment and protects them from liability for damage to, or loss of,

any confiscated items. The legislation does not describe what must be done with the confiscated item.

2. Power to search without consent for 'prohibited items' including:

- Knives and weapons
- Alcohol
- Stolen items
- Fireworks
- Pornographic images
- Illegal drugs
- Any article that has been or is likely to be used to commit an offence, cause injury or damage to property.
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for.

3. Weapons and knives and extreme or child pornography must always be handed over to the police.

Pupils' conduct outside the school gates

What the law allows:

At Whitecote Primary School, we have high expectations of the children's behaviour and would expect the children to behave appropriately on their way to and from school, and when wearing the school uniform. We would also expect them to behave appropriately when they are engaged in extended school activities which take place beyond the normal school day, such as sports competitions. Section 85 (5) of the Education and Inspectors Act 2006 gives Headteachers a specific statutory power to regulate pupils behaviour in these circumstances 'to such an extent as reasonable'.

Subject to the behaviour policy, teachers may discipline pupils when:

- Taking part in any school-organised or school-related activity.
- Travelling to or from school.
- Wearing school uniform.
- In some other way identifiable as a pupil at the school.

Or misbehaviour at any time whether or not the conditions above apply that:

- Could have repercussions for the orderly running of the school.
- Poses a threat to another pupil or member of the public.
- Could adversely affect the reputation of the school.

In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of that staff member.

Attendance on school visits is deemed to be a privilege and therefore any child who cannot display appropriate behaviour will not be accepted onto the school visit.

Use of reasonable force

The legal provision on school discipline also provide members of staff with the power to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classrooms. Head teachers and authorised school staff may also use such force as is reasonable given the circumstances when conducting a search without consent for knives or weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images or articles that could have been used to commit an offence or cause harm. If a member of staff has to physically hold a child, the Care and Control Policy will be adhered to.

Allegations and Malicious Allegations

At Whitecote Primary School, allegations of abuse will be taken seriously and acted upon in a fair and consistent way in which both the child and also the person who is the subject of the allegation will be supported. All allegations will be treated confidential and every effort will be maintained to guard off any publicly while the allegation is investigated. Suspension would not be an automatic response to an allegation.

Communication and parental partnerships

Effective communication and positive parental partnerships are crucial in maintaining high standards of behaviour and consistency. If a child has behaviour which is causing a concern in school, steps will be taken to inform parents. The class teacher will have the initial responsibility for this, alongside the learning mentor, SENDCo and Assistant SENDCo. Teachers will be responsible for reporting any early warning signs for behaviour and safety to the Deputy Head / SENDCo and Assistant SENDCo so strategies can be put in place and more formal steps can be taken.

The behaviour policy is shared with Parents/Carers. The Inclusion Team (Deputy Head/SENDCo, Assistant SENDCo and Learning Mentor) will work together to support and encourage parents to share the same aims of the school in promoting good behaviour. They will signpost parents to additional support where this is needed.

Rewards

Wherever possible children should be rewarded for good behaviour using ideas generated by classes and the school council. Behaviour which is 'over and above' and effort in class should always be recognised and rewarded. Children should be thanked for minimum standards but not rewarded for them.

Whole school rewards – from Reception to Year 6:

- INC Award – reward for one child from each class each week who has shown particular commitment to the focus aim for the week.
- Whitecote Wonders – reward for one child each half term who has consistently gone 'over and above' in their learning, behaviour or other aspects of school life, or made improvements in these areas which they have sustained over the half term.
- Attendance Reward – any class with 100% attendance for a week wins a £10 'voucher' to spend on resources for their classroom. Individual attendance rewards, such as a £10

Amazon voucher or attendance lucky dip for children with 100% attendance the previous week.

- Reading Leader Boards – rewards for reading at home.
- Book Band certificates – when a child moves up a book band.
- Golden Time - each week – 15 mins for children on green, 20 mins for children on silver, 25 mins for children on gold.
- Attendance certificates / prizes for 100% over term / year.

THE IMPORTANCE OF RECOGNISING THE ROLE OF SOCIAL, EMOTIONAL AND MENTAL/BRAIN HEALTH DEVELOPMENT



Our school works hard at developing its understanding of the research-led information of the influences that effect children’s behaviour. We adopt a Thrive© led approach which means we offer a bespoke approach to helping pupils with their social and emotional development. Thrive teaches us to understand the impact that our early experiences have had on our brain development and how this affects our behaviour. Thrive improves all children’s emotional wellbeing and social skills and for our more vulnerable children, whose earlier experiences have not equipped them with a sufficient stress regulation system, it enables them to feel safe, to concentrate, to be

curious or to work collaboratively. It helps them to develop a way to regulate their emotion, putting language to feelings and to communicate them rather than reacting solely on feelings.

In Thrive terms, we are teaching our children to:

Feel → Stop → Think → Choose → Behave

For children who have had ‘good enough’ life experiences where adults have helped them to regulate their emotions in different situations, this model shows what most children are able to do.

For those children who have had a trickier life experience, this is what they tend to do:

Feel → Behave

As a Thrive school, it is our job to help them ‘catch’ the feeling, to understand it and to help them regulate it and deal with it in a safe way so that their emotional learning develops to reflect the first model.

Science shows us that it takes **500 times** to change a pathway in our brain – changing our emotional development takes time and commitment.

We teach our pupils the brain science behind their feelings and their body’s responses so that they are more able to understand the reasons behind their behaviour and how we can work together to change it.

A THRIVE APPROACH TO SUPPORTING BEHAVIOUR

As the adult, it is key that we remain regulated (have our own emotions in check) so that we can provide emotional support and stability to our pupils. If, as the supporting adult, you do not feel that you are regulated enough to manage a pupil in need then you must ask for additional support.

When a pupil is finding things tricky, is dysregulated or in need of emotional support we, as adults, use four keys steps to help them regulate themselves (calm themselves) and which contribute positively to their development. They are known as the Vital Relational Functions (VRFs) and it is this approach that we use.

When a pupil starts to communicate that they are finding it tricky, we **do** VRF – we notice, we do **not** distract or ignore as they are communicating that they need our help.

VRFs

- ❖ Attunement
- ❖ Validation
- ❖ Containment
- ❖ Soothing / Regulating

- **Attunement** – Be alert as to how the child is feeling. Name the emotion that you see. ‘I can see that...’ ‘I’m wondering if...’ ‘I’m noticing that...’
- **Validate** – Validate their experience / feeling. ‘It’s ok to feel sad when...’
- **Containment** – Be understanding of their feelings, match them. At times containment may be physical restraint where the child needs that containment to feel safe or to help them regulate their body, or to keep themselves and others safe.
- **Soothing / Regulation** – Model how to soothe and calm their bodies
Once the child is calm, we can ‘shine the light’ on their behaviour and model what we could do differently next time we feel this way.

Even though we work hard to understand the behaviour, we still let the child know ‘when that behaviour is not ok.’ We explain why their behaviour isn’t ok and what we are going to do to support them in changing those behaviours. It is essential to recognise that the supporting adult(s) should remain with the pupil until the pupil is regulated and able to use their thinking brain and manage themselves without high-levels of adult supervision and support.

‘RED BRAIN’

When children are in their ‘red brain,’ otherwise known as the brain stem, they are dysregulated meaning that they are solely feeling all the emotion in their body and cannot engage the thinking part of their brain. These children are in a fight, flight or freeze mode. Children in their red brain are not open to discussion or reasoning and many will need emotional and / or physical containment through a positive hold to keep them safe. A child at ‘**Being**’ is permanently in their red brain and a child at ‘**Doing**’ is slightly less so. Therefore, we support their behaviour **differently** to those pupils who we know are working at Thinking and above.

SUPPORTING A CHILD IN THEIR RED BRAIN

The sole aim is to calm and soothe the child. We do not try to 'fix' the situation as the child is not ready for that.

- Attune and wonder out loud about the possible cause of the dysregulation. Avoid questioning. Often if we get the cause of the feeling correct, the child begins to calm as the adult begins to understand the situation
- Focus on calming and soothing the body. Encourage deep breathing to cause the body to soothe and relax
- Just be there for the child. Sometimes just sitting in silence is enough
- *'I'm wondering what's happened.'*
- *'I'm noticing you're... and I'm here for you.'*
- *'I can see you're finding this hard.'*
- *'This is really hard for you and I'm here to help.'*

SUPPORTING A 'BEING' CHILD

Here our focus is to build a relationship between child and adult so that they trust us to keep them safe. It is repetitive – the child will test the adult to see if they will keep their word.

- Attune, Validate, Contain, Calm & Soothe
- Shine the light on why their behaviour was not okay
- Support the child name their feelings
- Do not shame & blame
- Reasonable adaptations to the consequence – the child's brain isn't sufficiently developed to understand the concept of cause and effect

SUPPORTING A 'DOING' CHILD

At this stage we start discussions about apologies and consider how others may feel.

- Attune, Validate, Contain, Calm & Soothe
- Shine the light on why their behaviour was not okay
- Support the child name their feelings
- Discuss apologies
- 'How do you think they feel?'
- Reasonable adaptations to the consequence – the child's brain still isn't sufficiently developed to understand the concept of cause and effect

SUPPORTING A 'THINKING' & ABOVE CHILD

At this stage the child learns about cause and effect and with support can understand logical consequences. A child at this stage can use their 'thinking brain' and has been supported to Feel → Stop → Think → Choose → Behave.

- Attune, Validate, Contain, Calm & Soothe
- Shine the light on their behaviour and what could have happened instead
- Logical Consequence

Possible class or individual pupil rewards:

- Smile or positive gesture e.g. thumbs up
- Verbal acknowledgement
- Sticker
- Certificates
- Rewards points systems – table points, raffle tickets, ‘class tickets’, class Dojo etc.
- Positive note home (Parent Postcards) or verbal message to parents
- Class /group reward
- Golden Time – each week – 15 mins for everyone, 20 mins for children on silver, 25 mins for children on gold.
- Extra playtime (5 mins).
- Being given positions of responsibility (classroom tidy monitors, library monitors, reading buddies, milk and fruit jobs, eco-monitors, playground buddies, school council rep, older children assisting younger children during lunchtime etc.)
- Behaviour Charts. We use a variety of behaviour modification charts which are appropriate for different aged children ranging from smiley faces to individually designed charts reflecting the child’s interests (e.g. football). These are used to target a particular behaviour or support a child manage their behaviours in order to succeed in the classroom. The day is broken down into manageable periods of time, again according to need. These charts vary according to need and are negotiated individually. They focus on rewards for desired behaviours which will involve positive interactions/ time with a familiar adult and/or a friend.
- INC Award – wholly positive, opportunity for staff to ‘catch’ children displaying the focus. Once on the board, cannot be removed.

Sanctions:

Sanctions should be used for inappropriate behaviour, following the behaviour triangle. Staff should ensure that the sanction should be proportional to the incident and avoid heavy sanctions for small misdemeanours. Behaviour should be dealt with calmly, politely and without sarcasm. Whole class sanctions should be avoided. All interactions with children should prioritise kindness, compassion and consistency. Positive techniques, distraction, nurture and restorative practice should be used where possible.

Language of Choice will be used, reminding children that they are choosing certain behaviours, that they can choose to correct this and make a different choice but that if they continue to choose the inappropriate behaviour then they are choosing to have the sanction that goes along with that behaviour. Children will be given take-up time to comply but adults will calmly and consistently follow the behaviour systems depending on the choice the child makes. Reasonable adjustments will be made to support children at each of the Thrive stages.

- Use of the six-stage system and behaviour chart:

Most children behave in a consistently appropriate manner, but all communities need procedures to deal with situations when this is not the case. Whitecote Primary School employs a six-stage system,

which is followed consistently by all staff when children exhibit inappropriate behaviours which disrupt learning or could potentially cause emotional or physical harm to themselves, their peers or the adults working with them. (Full details of the system on Appendix 1 – Appendix 3)

Immediate Stage 5/6 - children can be placed in isolation (away from their class but not alone) where there is a risk of harm or significant injury/ verbal abuse to others e.g. :

- Aggressive use of swearing against another child or adult
- Refusing time out
- Significant verbal threats to adults/children
- Unprovoked violent attack against other children or adults
- Throwing or damaging furniture or equipment

Decisions on the severity of the sanction should take into account:

- Provocation
- Consideration of a child's individual needs and/or current circumstances
- Helpfulness in dealing with the problem
- Honesty
- Remorse
- Self-defence

Summary of Outdoor Behaviour System is as follows:

The children will initially be given a verbal reminder about the correct way to behave. If the inappropriate behaviour continues further reminders should be given. Time out at the wall or in the hall would be directed, if the child did not change their behaviour after reminders and being offered support. Reasonable adjustments will be made, according to need, and nurture provision or extra support is available to children who find the lunchtime session challenging.

Stage 1 - Verbal warning.

Stage 2 - Time Out - ten minutes time out at the wall.

Stage 3 - Time Out - next session - miss the next outdoor session. In the case of a serious incident, where the child should not go back outside, they would spend the rest of the session with a member of SLT, pastoral staff or teaching staff as appropriate.

Repeated time outs might involve a member of the senior leadership team deciding upon a suitable sanction, such as missing an outdoor session the following day or lunchtime sessions for a fixed short-term period. Extra support or nurture provision would be considered if any child was repeatedly progressing to Stage 3 during lunchtime.

Certain behaviours will result in moving straight to time out – reasonable adjustments will be made according to need.

Other policies relating to behaviour:

It is very important that staff also refer to the Care and Control Policy, Children Missing or Absconding Policy, Single Equalities Policy, SEND Policy, Anti-Bullying and PSHCE policies and comply with the contents of them.

Bullying

Most definitions of bullying agree that it involves the following three key characteristics:

- Deliberately hurtful behaviour, physical or verbal
- Ongoing - repeated often over a period of time (could involve the same children, be the same person showing bullying behaviour towards different children or the same child could be repeatedly targeted by different children)
- Difficult for those being bullied to defend themselves (this can result from size, number, higher status, or as a result of having access to limited resources)

Bullying incidents are investigated and recorded thoroughly and staff will follow the behaviour policy in order to apply sanctions for these behaviours. Through our whole school curriculum, children will be given opportunities to explore and discuss different forms of bullying and the ways in which to respond if they are the victim or a witness to any bullying. Support and restorative techniques will be used to support victims and bullies, with the aim of reducing the frequency of any bullying incidents and for children to feel that they would know what to do in a range of different situations. For more details please see the Anti-Bullying Policy.

PEER ON PEER ABUSE

We recognise that children are vulnerable to and capable of abusing their peers. We take such abuse as seriously as abuse perpetrated by an adult. This includes verbal as well as physical abuse. Peer on peer abuse will not be tolerated or passed off as part of “banter” or “growing up”.

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of peer on peer abuse within our school and beyond.

In cases where peer on peer abuse is identified we will follow our child protection procedures, taking a contextual approach to support all children and young people who have been affected by the situation.

We recognise that peer on peer abuse can manifest itself in many ways such as:

- Child Sexual Exploitation
- Sexting or youth produced digital imagery
- Upskirting
- Bullying
- Radicalisation
- Abuse in intimate relationships
- Children who display sexually harmful behaviour
- Gang association and serious violence (County Lines)
- Technology can be used for bullying and other abusive behaviour

In addition to following our behaviour systems, these behaviours will need to be handled with reference to other policies in school such as the anti-bullying policy, safeguarding & child protection policy and online safety policy.

SEND: Children with identified behaviour or other additional needs may require some adult support to succeed in the classroom environment and reasonable adjustments will be made to enable all our children to access the curriculum. These children may need specific responses. Scripts can be used and all staff working with a particular child will need to read any supporting plans/documents. All staff will be made aware of who these children are. The SENCo and/or Assistant SENCo will liaise with outside agencies as needed in these cases.

First and foremost, provision for children with SEND must ensure that environments, routines, pastoral and academic support meets their needs and reduces the stress and anxiety which can be associated with school for children with additional needs (behaviour or otherwise.) This provision will then be supported by firm, fair, consistent application of the behaviour policy, taking into account any additional support needed. Teachers should ensure relevant IEPs, IBPs or IPRA's are kept up to date, written and shared with parents/carers and relevant support staff. For more details please see SEND policy.

Equalities

Everyone has the right to be treated with dignity and respect. The Equality Act 2010 prohibits direct and indirect discrimination, harassment and victimisation of people on the grounds of protected characteristics – disability, gender, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation and age.

The Equality Act 2010 requires us to have due regard to the need to eliminate unlawful discrimination, advance equality of opportunity and foster good relations between people from different equality groups. This is called the Public Sector Equality Duty and its purpose is to promote equality for all.

Whitecote Primary School will ensure that our school policies and procedures for managing behaviour ensure equality for all.

Racism: If a pupil, member of staff or visitor is alleged to have used racial abuse or a racist term towards another pupil or staff or visitor to the school the attached procedure will be undertaken: (See Appendix 5)

FORCE TO CONTROL OR RESTRAIN

For full details please refer to the Care and Control Policy.

Use of the Calming Room (Sky Room)

Staff will first and foremost use de-escalation strategies to support a child to self-regulate before use of the Sky Room is considered. This may involve, but is not limited to, use of the outdoor spaces, distraction, school animals/pets, tents, blankets or the sensory room.

The sky room is only to be used in exceptional circumstances when the child needs to be removed by physical intervention from his/her immediate environment. It is to provide a safe, controlled setting for the child to calm down without injury to him / herself and or adults. This room will only be used if the child's behaviour has reached an aggressive level or is beyond self-regulation. In this instance staff will support them to self-regulate by initially co-regulating with them. Staff have been trained on the Team Teach programme on the correct handling of children and use of de-escalation techniques.

The room has a safety glass viewing window for exceptional circumstances only, where the door might need to be closed. **In this instance, there must always be an adult in the room with the child** and another adult will monitor through the window at all times. Where it is not appropriate for an adult to be inside the room with the child, **the door will not be closed**. In most situations, if a child needs some time and space to calm down, the sky room will be used with one of the doors open, or an adult inside the room with a child. Staff will use their knowledge of the child and their professional judgement and training to determine the best way to assist a child in calming down. This will vary between children and in different situations.

The adult must always stand inside or just outside the room (if the door is open) and **NEVER** leave the child unsupervised (to ensure the child's safety).

Reflection and time out will then be offered outside the sky room. The child will then complete the work missed using the normal classroom sanctions.

Staff will all be made aware that the Sky Room is also used for intensive interaction and other activities requiring a low-stimulation environment for some children with SEND. On these occasions the door is likely to be closed but a member of staff will be inside the room with the child.

CHILDREN ABSCONDING FROM SCHOOL

If a child absconds within or from the school grounds, alert a member of the senior leadership team and follow the Procedure for Children Absconding flowchart (Appendix 6) and also Appendix 11 of the Safeguarding & Child Protection Policy - Referral pathway for reporting children and young people missing /absconded during the school day. Members of staff will go to key exit points – such as the top and bottom gate. Once the choice of re-entering the building has been given, staff will not usually engage the child in further conversation. Staff will use their professional judgement to alter this procedure if the specific situation requires it. If a child attempts to leave the school grounds and a member of staff is with them at this point, a judgement will be made as to the best course of action. This might include physically preventing the child from leaving (refer to Care and Control policy). Adjustments will be made to this approach for children with particular SEND as appropriate.

ISOLATION FROM PEERS

Where a child needs to spend any time away from their class, they will be supervised at all times, either in the back of another classroom or elsewhere as appropriate. Positive strategies will be used

first, in order to reduce the likelihood of any child needing to work in isolation from their peers for any length of time. In the first instance, this would be for 10 minutes only, increasing to up to one hour depending on the incident and circumstances.

USE OF ALTERNATIVE PROVISION

As part of the Cluster Provision, Whitecote Primary School will access providers of alternative provision for behaviour, such as ABC and Oasis provisions. These will be accessed for placements, which involve therapy-based intervention to provide children with strategies for dealing with difficult situations and regulating their own behaviour.

Parents will be informed if the staff feel their child may need to access alternative provision for a placement and will be supported with this. Parents will be expected to make travel arrangements for their child having to attend the provision. Parents will be fully involved at all stages of a placement, including transition back to school or to another setting.

FIXED TERM AND PERMANENT EXCLUSIONS

The Headteacher has the power to exclude a pupil from the school. They may exclude a pupil for one or more fixed periods for up to 45 days in one academic year. The Headteacher may also exclude a pupil permanently if the circumstances warrant this. Where a pupil is excluded, parents are informed immediately and given the reasons for the exclusion. It is also made clear to the parents that they may appeal against the decision if they wish. If the child is to return to the school then a Reintegration Meeting should take place before the child returns. This is a combination of a restorative meeting and a re-defining of boundaries and acceptable behaviours.

Exclusions are also reported to the Governing Body and Leeds City Council.

PREJUDICE AND PREJUDICE-RELATED BULLYING (See Single Equalities Policy)

Any incidents are logged on CPOMS, monitored by the DSL and reported to and dealt with by the Headteacher – delegated to the year group staff or members of SLT or the pastoral team as appropriate.

REVIEW

The behaviour policy is reviewed every year; however, review of the policy may occur earlier if new government regulations are introduced or if the needs of the school change.

PARENTAL SUPPORT

This is crucial to the success of any system. We aim to create a culture of kindness, fairness, high expectations and positivity where children feel valued, supported and part of our school community. We understand that children might sometimes feel that they have not been treated fairly or they are unhappy with a sanction placed upon them. We ask that parents support the school in the first instance and come into school to discuss any issues. We accept that mistakes will occasionally occur. Where this is found to be the case, we will make every effort to rectify the situation. However, we do make every effort to ensure that our judgements are correct in the first instance. Our behaviour

systems are based around building positive relationships, establishing clear boundaries and high expectations and will only use sanctions when other techniques have not been successful. These sanctions will be appropriate to the age, needs and circumstances of the child as well as the severity of the misdemeanor.

CONSISTENCY

In order to be effective, our behaviour policy must be understood and applied in a consistent manner by all the adults working with the children in the school. All staff must apply the procedures in the same way.

ADULT RESPONSIBILITIES FOR PROMOTING GOOD BEHAVIOUR

It is essential that staff at Whitecote Primary School have high expectations of the children with regard to behaviour and attitude and show this in their own behaviour and attitudes. Excellent behaviour is the responsibility of every adult and child; adults have a significant role in setting the tone and atmosphere of the school. For this purpose, all adults will exhibit the following three visible consistencies:

- ▶ Meet and greet – stand at the doors and greet children/parents as they arrive. As children come into the classroom, greet them by name.
- ▶ Smart walking – hands by our sides, walking silently.
- ▶ Notice and praise the 'over and above'. If you praise minimum expectations, that's what you will get. Children should be thanked for meeting the basic behaviour expectations, but praise should be reserved for 'over and above.' The bar will automatically be raised.

We have developed the Whitecote Way in order to fully define and explain what is expected in terms of the key areas: Smart Walking, Independent Learning, Active Listening, Calm Talking and Kind Words and Actions.

We will continue to train to become a THRIVE school, with two THRIVE practitioners.

All staff will:

- Get to know the children so that their needs can be met in the classroom. If this is not the case, they will alert the Pastoral Team.
- Be positive first and foremost.
- Give clear instructions, then apply stated consequences, using the behaviour system.
- Tell children what to do rather than what not to do.
- Smile, look pleased to see the child and use his/her name when they speak to him/her.
- Be consistent in the way they respond.

- Use the Class Behaviour Record Sheet to record warnings, time-outs etc.
- Communicate to all children that they want to trust them despite any difficult behaviour they exhibit. Always refer to the behaviour, not the child as a person. 'That behaviour is not acceptable...'
- Stay calm. Speak quietly but firmly and act rather than react.
- Ask for help from a colleague if needed; be prepared to step in and offer assistance to another member of staff.
- Above all, show the child his/her success is important. All children should know that staff want them to feel happy and safe at school.

Five Daily Rituals

At Whitecote Primary School, we have five daily rituals which happen across school each day. These are:

- Teachers will go out to greet children and families at 8:40am and then doors will open at 8:45am.
- Toast will be available in the classrooms as children arrive.
- Music will be playing when children enter the classroom at the beginning of the day, after break (where possible) and after lunchtime.
- Children will start Target Time as soon as they enter the classroom each day (if this is not applicable to their year group, they will have another task.)
- All staff will greet children with a smile, their name and "good morning".
- Classes will share a story at the end of the day for at least five minutes. This will involve teachers reading aloud to the children from a book. Once a week this time will be used to discuss current affairs, watch a news clip (Newsround etc) or read a newspaper at the age-appropriate level.

CONCLUSION

This policy supports our school's positive learning environment. Developing good behaviour is regarded as the responsibility of the whole school community in which staff, children, parents, governors and other adults are clear about their roles.

September 2023

To be reviewed: September 2024

Appendix 2 - Classroom Behaviour Chart

Gold!

You are going above and beyond, demonstrating all of the qualities we are looking for through our core values of INSPIRE, NURTURE and CHALLENGE. Keep up the amazing work!

Silver

You are showing the behaviours and learning attitudes we are looking for, well done!

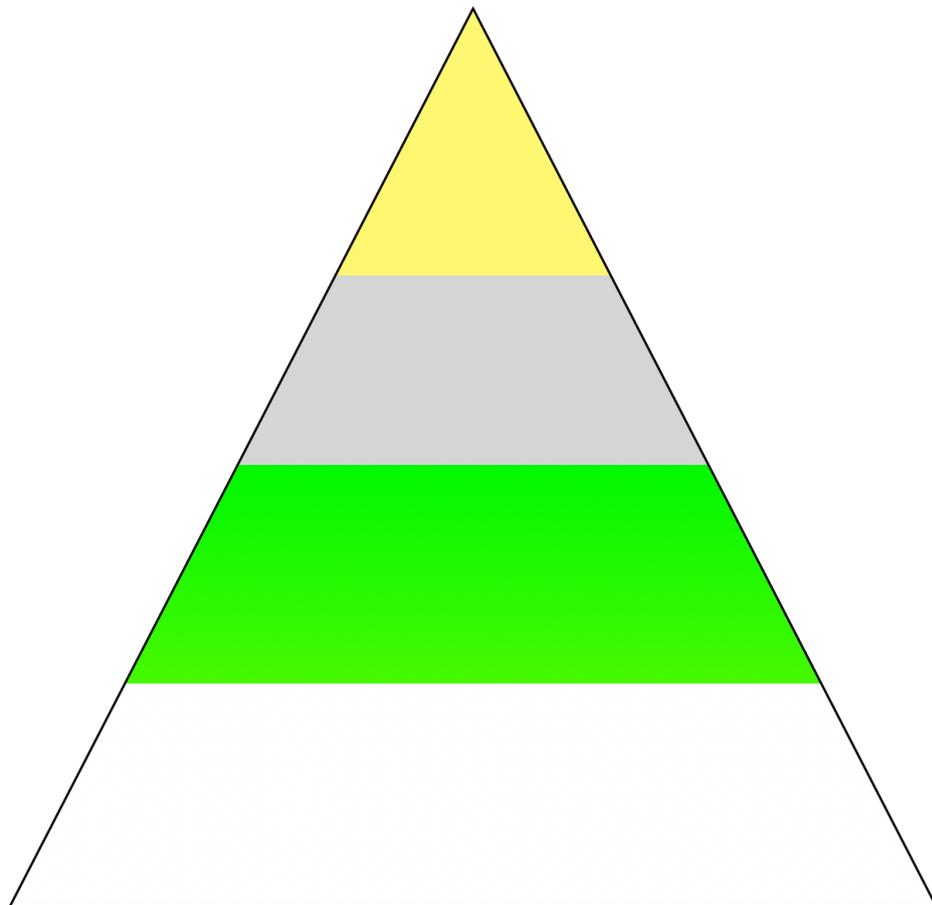
Green

Continue to make the right choices, go for gold!

White

You have not been making the right choices, but you can do! Earn your way back to green by making your best effort to behave appropriately and achieve your targets.

Display this alongside the large behaviour chart with children's names on separate laminated cards – first names only (or first name plus first initial of surname.)



Behaviour	Sanction
<p>Stage 1 (If currently on green, would remain on green – if on Silver or Gold would move down the chart.)</p> <p>Talking, distracting others, slow to complete work, arguing with peers, calling out.</p>	<p>Non Verbal A look, standing near the child, reminder of class rules, praise children nearby.</p> <p>Quiet Word Put initials on board, follow up with a quiet word. Initials can then be erased if child shows compliance.</p> <p>Verbal Request “Name, you’re (describe action). Please (desired behaviour).” Praise a child with desired behaviour.</p>
<p>Stage 2 Rudeness to staff, continual talking, refusal to follow instructions.</p>	<p>Verbal Warning “Name, you have chosen to continue to (describe action). This means you have chosen to move your name down the chart to white. If you choose to (describe desired behaviour) you can move back up.”</p>
<p>Stage 3 Continued rudeness to staff, continual talking, refusal to follow instructions.</p> <p>Disruption to learning.</p>	<p>Time out in class “Name, you have chosen to continue to (action). This means you have chosen to think about making the right choice (desired behaviour) in time out.” Praise another child with desired behaviour.</p> <p>- Own table away from others – on orange on the behaviour chart. Remain working on own table away from others for <u>5 mins (KS1) or 10 mins (KS2)</u>. Return to usual seat once time out has ended. Earn way back up to green.</p>
<p>Stage 4 Continuation of level 2 or 3 behaviours.</p> <p>Throwing equipment.</p> <p>Swearing directly at an adult, refusal to come in from playtime/lunchtime.</p> <p>Leaving the classroom without permission.</p>	<p>Sent to Link class (as appropriate – if being sent into another classroom for time out is a trigger, consider ‘time in’ strategies and alternative locations, use of TA etc.) “Name, you need to go to time out in link class for action. Then you need to (Desired behaviour). If you continue to choose to do action then you will move to Stage 5.”</p> <p>Time out in link class for <u>10 minutes</u>. Earn way back up to green. (If moved to white again, it would then be a Stage 5.) Behaviour records kept – incident logged. Year Group leaders to track the number of these time outs a child has each half term. On the third Stage 4 or above time-out the year group leader will call parents.</p>
<p>Stage 5 Continuation of level 2, 3 or 4 behaviours.</p> <p>Absconding within the school grounds and refusing to come back in.</p> <p>Deliberate violence towards another child in the classroom, racist incidents, upturning furniture, throwing objects/furniture.</p>	<p>De-escalation conversation / take-up time. <u>Time out for up to one hour in link class.</u> Earn way back up to green once returned to class.</p> <p>If required, <u>Pupil Wellbeing Manager or Deputy Head</u> would be involved at this point.</p> <p>Restorative conversation to take place with class teacher.</p> <p>Phone call home Meeting with parents/ carers to be arranged with class teacher and year group leader if there are repeat Stage 5s. If a second meeting is required, Deputy Head to also attend. Behaviour records kept – incident logged.</p>
<p>Stage 6 Repeated Stage 5 behaviours.</p> <p>Physical violence towards staff.</p> <p>Leaving the school grounds.</p> <p>Climbing on / damaging school property.</p>	<p>Sent to Head Teacher (Deputy Head if unavailable). <u>Fixed term exclusion and/or lunchtime exclusion - these might be considered.</u> De-escalation conversation / take-up time. <u>Time out for one hour in link class.</u> Earn way back up to green once returned to class.</p> <p>Restorative conversation to take place with class teacher/member of staff. Meeting with parents/ carers involving class teacher/year group leader and Headteacher or Deputy Head. Behaviour records kept – incident logged.</p>

Whitecote Primary School – Our Behaviour System – Indoor KS2

1	A verbal request and reminder of correct behaviour.
2	A verbal warning. Move off green.
3	Time out in class. 10 mins.
4	Time out in link class. 10 mins.
5	Time out in link class. Up to one hour. Parents/carers – phone call/meeting with class teacher.
6	Time out in link class. One hour. Meeting with Headteacher or Deputy.

Whitecote Primary School – Our Behaviour System – Indoor KS1

1 A verbal request and reminder of correct behaviour.

2 A verbal warning. Move off green.

3 Time out in class.
5 minutes

4 Time out in link class – 10 minutes.

5 Time out in link class. Up to one hour. Parents/carers – phone call/meeting with class teacher.

6 Time out in link class. One hour. Meeting with Headteacher or Deputy.

Whitecote Primary School – Our Behaviour System - Outdoor

1

A verbal warning.

2

Time out at the wall. 10 mins. Class teacher informed.

3

Time out.
Miss next outdoor session (play or lunchtime play)
For more serious incidents, up to one hour time out immediately afterwards.

Appendix 5 - Racial Harassment

1. The incident will be investigated by a member of staff and a report logged on CPOMS.
2. Depending on the outcome of the investigation and whether or not the racial abuse or racist language is a first offence, the following courses of action may be taken:
 - Discussion with pupil/s which enables pupil/s to understand the seriousness of their actions
 - Inclusion of work with class e.g. during assemblies, circle time etc.
 - Sanctions imposed e.g. time out
 - Referral to Pastoral and Family Support Manager, Pupil Wellbeing Manager or other pastoral staff
 - Letter to parent / carer
 - Meeting with parent / carer
 - Referral to Year Group Leader, Deputy Head or Head, as appropriate
 - Further sanctions if needed
3. If a pupil is involved in a racist incident, parents will be informed so that school and home can work together to eradicate the racist behaviour.
4. Continued racial harassment by a pupil may lead to a more serious level or sanction.

Procedures for staff

Disciplinary action will be taken if any staff are perpetrators of racial harassment. This will follow agreed disciplinary procedures.

Procedures for visitors or parents

Any parent or visitor involved in racial harassment will be informed in writing that this is unacceptable and that legal action may be taken. Any subsequent racial harassment will lead to the person being banned from the premises. The police will be informed of any racial harassment towards a member of staff.

<p>Core Values</p> <p>INSPIRE NURTURE CHALLENGE</p> <p>These core values run through the heart of everything we do and will be seen in all aspects of school life.</p> <p>Children will be recognised for working towards these three aspects and a weekly target linked to one of the values. Children will have their name put on the INC Board throughout the week. One child on the INC Board in each class will be chosen to receive the INC Award in assembly.</p> <p>School Rules</p> <p>We respect everyone and everything.</p> <p>We follow instructions.</p> <p>We keep hands, feet and objects to ourselves.</p>	<p>Rewards</p> <p><i>Inspire Nurture Challenge</i></p> <ul style="list-style-type: none"> • INC Award – reward for one child from each class each week who has shown particular commitment to the focus aim for the week. • Whitecote Wonders – reward for one child each half term who has consistently gone ‘over and above’ in their learning, behaviour or other aspects of school life, or made improvements in these areas which they have sustained over the half term. • Attendance Reward – any class with 100% attendance for a week wins a £10 ‘voucher’ to spend on resources for their classroom. • Reading Leader Boards – rewards for reading at home. • Book band certificates – for progressing onto the next book band in reading books • Golden Time – children will earn 15 minutes if they are on green, 20 minutes if they are on silver and 25 minutes if they are on gold. Golden time will consist of fun, exciting and interesting activities planned to enhance the curriculum. • Attendance certificates / prizes for 100% over the week, term and year. • Class Rewards – stickers, praise, extra play, given jobs/responsibilities etc.
<p>Behaviour System</p> <p>Move up from green to silver or gold for extra rewards and golden time.</p> <p>If you move down to white, change your behaviour and make the right choices to move back up.</p> <p>We will focus on the positives but sanctions, such as a time out (during a lesson or break-time), will be used for repeated misbehaviour.</p>	<p>The Whitecote Way</p>

Appendix 8 – School Rules – Prohibited and Banned Items

Some items are prohibited, because they are dangerous, illegal or could be used to cause injury or damage or to commit an offence; these items can be searched for:

- Knives or weapons, alcohol, illegal drugs and stolen items; and
- Tobacco and cigarette papers, fireworks and pornographic images; and
- Any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury, or damage to property; and
- Any item banned by the school rules which has been identified in the rules as an item which may be searched for (see below)

The following items are banned from school and may be searched for by authorised staff where they have reasonable grounds to believe that the child has the item:

- Mobile phones
- Other electronic devices – tablets, games consoles etc.
- Jewellery – necklaces, bracelets, chains etc
- Sharp objects – including but not limited to - tweezers, pins, bits of metal, staples, knives, scissors
- Money - If school have requested money to be brought in for a specific purpose, this must be handed in as soon as the pupil arrives into class, all other money is banned.
- Vapes
- Lighters or matches
- Toys or valuables
- Medications (any permitted medication must be handed in and signed for by an adult)

See DfE Guidance on Searching, Screening and Confiscation for more details.
<https://www.gov.uk/government/publications/searching-screening-and-confiscation>