

Wentworth Primary School

Behaviour Policy

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Achieving Happily



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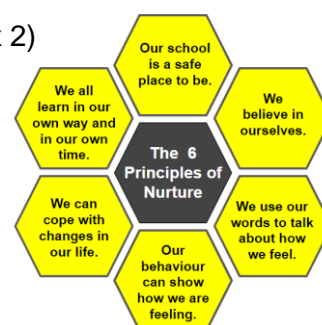
PART 1

Our Behaviour Culture

At Wentworth Primary School, we understand that nurturing positive, productive relationships is at the heart of ensuring school is a safe and secure environment for our pupils to thrive. We need to provide a calm, consistent and emotionally stable surrounding for pupils that is conducive to learning. Through close work with families and the community, we focus on building positive relationships based on mutual trust and respect between pupils and staff, and pupils with their peers.

Our behaviour policy is guided by the 6 principles of Nurture (see appendix 2)

- The classroom offers a safe base.
- Nurture is important for the development of wellbeing.
- Children's learning is understood developmentally.
- All behaviour is communication.
- Language is understood as a vital means of communication.
- Transitions are significant in the lives of children.



Based on our school values - empathy, courage, curiosity, resilience, respect and pride, we believe that:

- Positive behaviour can be modelled and taught through a consistent language.
- Behaviour is the communication of an emotional need, whether conscious or unconscious
- By taking a non judgemental, empathetic attitude towards behaviour, we ensure that our community responds in a way that focuses on the feelings and emotions that drive certain behaviours, rather than the behaviour itself.
- Making mistakes is a normal part of growing up, and everyone can learn from the mistakes they make - inappropriate behaviour will be used as a learning event.
- Reflective thinking must be taught to ensure pupils take responsibility for their own words and actions
- Everyone can learn to regulate their own emotions and behaviour.
- We should celebrate positive behaviour choices and deal with poor behaviour choices consistently by maintaining clear boundaries and expectations.
- Consequences should be based on justice, forgiveness and restoration.

Our approach to behaviour is based on 3 key principles (**The 3 B's**). Pupils should:

BE Safe



BE Respectful



BE Ready



Aims Of Our Positive Behaviour Approach

Through our positive behaviour policy we aim to:

- Establish a whole-school approach to maintaining high standards of behaviour that reflect the school values.
- Ensure pupils learn to the best of their ability and develop an understanding of the core British value of accepting personal and social responsibility.
- Develop a culture for positive behaviour to support pupils to access the curriculum and to give pupils the opportunity to reach their full potential.
- Provide a safe environment and support our pupils to develop their skills to self-regulate, reflect, communicate and restore relationships when needed.
- Support pupils to become independent and self-aware, skills that will support them beyond their school years.
- Use a fair and consistent approach to behaviour across the whole school, making adaptations as needed to ensure equity for all.
- Ensure all staff feel confident and empowered to promote our school approach to behaviour as laid out in this policy.

Behaviour Expectations

In order to maintain clear boundaries and a safe environment, it is important that all children follow the behaviour expectations to create a positive learning environment. These behaviours are expected from EYFS through to Year 6, appropriate to their age, and in all areas of the school inside and out.

<u>Be safe</u>	<ul style="list-style-type: none"> ➤ Pupils will listen to and follow instructions. ➤ Pupils will be gentle - we do not hurt others. ➤ Pupils will walk quietly and calmly around the school and keep to the left hand side.
<u>Be ready</u>	<ul style="list-style-type: none"> ➤ Pupils wear the correct uniform (including for PE) and present themselves smartly. ➤ Pupils will line up quietly and calmly. ➤ Pupils will understand and use inside and outside voices ➤ Pupils will be punctual and prepared for each lesson. ➤ Pupils will be ready to learn by using self regulation appropriately. ➤ Pupils will always try their best.
<u>Be respectful</u>	<ul style="list-style-type: none"> ➤ Pupils will display active listening. ➤ Pupils will listen to <u>all</u> adults and follow instructions. ➤ Pupils will display a positive attitude to <u>all</u> staff and peers. ➤ Pupils show good manners to <u>all</u> members of the school community. ➤ Pupils will be kind to themselves and others (words and actions). ➤ Pupils will be honest. ➤ Pupils take pride in the school environment - we look after all property.

The Behaviour Curriculum

At Wentworth, we are first and foremost a community of **learners** and therefore explicitly **teach** children about behaviour. We do not presume that all children know, without instruction, how to behave in all situations.

Underpinned by our school values, we promote positive behaviour throughout the school day and also within the curriculum. This ensures our behaviour expectations are embedded across all aspects of school life enabling our children to develop the skills needed to become positive citizens, now and in the future.

School Values



Behaviour for Learning

We work hard to create an environment where good behaviour is at the heart of productive learning. We believe that explicitly teaching children effective learning behaviours and vital social and emotional skills, will help to reduce the need to manage misbehaviour. Everyone is expected to maintain high standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same. We therefore actively teach our pupils to be self-reflective of their own behaviours.

Social and Emotional Learning

Our Social and Emotional Learning (SEL) framework supports the development of our pupil's health, wellness, academic success and relationships with themselves and others.

In turn this gives pupils the tools to make positive behaviour choices. The 5 Core competencies of Social and Emotional Learning (CASEL 2007) are shown and are further explained in Appendix 3)



Through our curriculum, we teach:

- Empathy, kindness and assertiveness
- Emotional literacy and self awareness
- Self-regulation (Colour Monsters and the Zones of Regulation curriculum)
- Social development - creating meaningful relationships with adults and peers
- Emotional responses and how the brain works
- Growth mindset - all behaviour incidents are a chance for us to support children to develop and grow and this has informed our response when children display negative behaviour.
- Appropriate and inappropriate behaviours.
- About bullying, intolerance and protected characteristics

PSHE

In PSHE, our aims are to provide children with the knowledge and skills to keep themselves happy, healthy and safe, as well as to prepare them for life and work.

British Values

British Values (Democracy, rule of law. Individual liberty and respect and tolerance) are promoted across the school in all subjects and are referred to often. We teach through lessons and assemblies, what it is like to be a citizen in a modern and diverse Britain, valuing our community and celebrating the diversity of the UK.

Collective worship and assemblies

Collective worship in school promotes positive behaviour (children taught assembly rules as set out in positive behaviour strategies appendix 5) through songs, stories, discussion and reflection. We are inclusive and encourage all pupils to take part. Behaving positively is promoted in every act of worship.

Self - regulation - Colour Monsters / Zones of Regulation Curriculum

The Colour Monsters and The Zones of Regulation curriculum are used to teach self-regulation strategies explicitly. Once pupils can name and understand their feelings, they are better equipped to develop and use a toolbox of strategies to regulate their emotions. Additionally, this curriculum helps pupils to recognise their own triggers, learn to read facial expressions and become more attuned to how their actions affect other people. (See Appendix 4 for more detail)

Restorative practice

A restorative approach is used following behaviour incidents to model to our pupils the importance of putting things right when things have gone wrong. This helps them to reflect on and learn from their mistakes in order to make positive changes. The approach particularly focuses on the importance of repairing and restoring relationships between members of the community. The restorative approach is driven by the values of empathy, respect, honesty, acceptance, responsibility and mutual accountability. (See appendix 7)

Promoting Positive Behaviour

The best form of behaviour intervention acknowledges and enhances the positive. Behaviour expectations must always be clear, with dedicated time to embed routines, ensuring understanding.

Positive behaviour is reinforced through verbal praise, house points, positive communications from the teacher, headteacher awards and our End of Term awards. See [Appendix 5](#) for full details.

To ensure we create the best conditions to promote positive behaviour, we:

- Ensure all adults are calm, consistent and fair in their response to behaviour
- Have clear expectations and routines that are understood by all.
- Have clear rewards and sanctions that are consistently applied.
- Use a common and consistent language to support positive behaviour - understood by all
- Explicitly teach children behaviour (Teaching, not telling, children how to behave)
- Teach active listening skills
- Model the behaviour we are expecting
- Support pupils to practise appropriate behaviour
- Notice and acknowledge positive behaviour: recognising, describing and explaining what we want to see
- Intervene early using de-escalation techniques (See appendix 6)
- Adapt our approaches, where needed, for specific pupils with additional needs.

All adults apply the following principles in all interactions with pupils:

- **IDENTIFY** the behaviour we expect
 - **CREATE** conditions for excellent behaviour
 - **TEACH** behaviour explicitly
 - **MODEL** the behaviour we are expecting
 - **PRACTISE** behaviour
 - **NOTICE** excellent behaviour through praise and reward.
- (Examples of what rewards could look like can be seen in appendix 5)

Managing Whole Class Behaviour

Positive environments for learning are of paramount importance. All staff are therefore trained and supported to develop and use positive behaviour strategies, including the use of positive language. Specific behaviour targets for a class will be created as necessary.

Positive whole class rewards may be effective to support the development of a happy and calm environment for the children to learn in.

Whole class sanctions should be avoided where possible but can be used to support the development of the class working collaboratively to create a safe and happy environment. If persistent issues arise

with a class, class rules will be re-established and re-modelled in line with this policy. Further support will come from SLT.

Managing low-level poor behaviour

Poor Behaviour is defined as, but is not limited to:

- Disruption in lessons, around school between lessons, and at break and lunchtimes
- Poor attitude (in line with school expectations)
- Non-completion of classwork or homework
- Incorrect uniform

Staff are expected to deal with behaviours in their own class first by following strategies as set in table below and then, if further support needed, follow the order of hierarchy of Assistant Headteachers, Deputy Headteacher and Headteacher as a final stage.

At Wentworth Primary School, we understand the need to de-escalate situations and the importance of having a **consistent** whole school approach to this. This should always be the first port of call; examples of how this can be achieved are set out in Appendix 6.

When learners are not able to focus in class and strategies of positive reinforcement and remodelling are not successful, the following should be followed as a guide to focus learners - not necessarily a checklist. As a principle, this should be reset at the beginning of each lesson. The consistent language should be applied.

See the chart below outlining procedures to deal with low level poor behaviour choices.

Strategies for keeping focussed
<p>These will be used consistently in a lesson and could range from making eye contact to placing a hand on a table in front of a child.</p> <p>Using a child's name to ensure they are following instructions is also possible.</p> <p>This is a gentle reminder to refocus and an opportunity for self-regulation.</p>
Reminder
<p>Use of a name and stating to the child that they have received a warning. Use language to support the restorative process.</p> <ul style="list-style-type: none"> ➤ I noticed you are having trouble with (state the behaviour you see in order to separate the behaviour from the child.) ➤ I am wondering if you are feeling... ➤ You know we have a safe/ready/respectful rule in the classroom. ➤ Do you remember when you... (did that really kind thing for...?) ➤ When I come back in minutes, I want to see your wonderful....



<p>➤ Thank you for listening. (Now walk away – remember to return at the given time!)</p> <p>Where possible this should be done in private. It should be clear what the warning is for and the phrase “reminder” should be used for clarity.</p>	
Last Chance	
<p>The final chance for a child to self regulate.</p> <p>Consistent language of “last chance” is used.</p>	
Reset time Restorative talk as part of process	
Poor behaviour choices	Dysregulation
<p><u>Consequence</u></p> <p>If a child has reached this stage, a consequence may be necessary. Please ensure this is immediate.</p> <p>Time out/ away from the situation they are in.</p> <p>Consequence applied</p>	<p><u>Self-regulation</u></p> <p>The child will be offered time to use their Zones of Regulation toolbox to get themselves back to a ready state of learning. This could take place in class or just outside.</p>
Supported Reset time Restorative talk as part of process	
<p><u>Consequence</u></p> <p>As above but may need a different adult to speak to them. This could be from another colleague in the same year group or SLT.</p> <p>Consequence applied.</p>	<p><u>Co-regulation</u></p> <p>As above but in a parallel year group or with a different adult that has been identified to support the teaching of regulation.</p>

Consequences for low-level disruptions *could* include:

- A **brief** behaviour discussion as soon as possible (this may be during playtime). This should address what the underlying reason for the continued disruption was, why this caused a problem for the child and other learners (link to **safe ready respectful**), supported remodelling of how this can be put right and reassurance that there is a fresh start. There may be an additional focus / target for the child for the next lesson.
- Loss of some of the child's playtime. (Not the whole playtime for low level, this is a chance for restorative discussions.)
- Last out to play or move position in a line or place in class.
- Loss of a privilege
- Writing an apology to the person their behaviour had an affect on.
- A phone call / Dojo message home to report continued poor choices. This may then lead to a meeting with parents.

When issues arise around the completion of work or homework, pupils may be expected to complete their work during part of the playtime. Persistent low-level disruptions, along with persistent incomplete work, is addressed through reflecting on the activities pupils are set - support for this is available from the SENCO. Parents will be made aware of any adaptations or to discuss effort and attitude towards work.

Managing Behaviour During / After Unstructured Times

As a school, we understand that pupils can find it difficult to keep in control of their emotions, particularly during unstructured times of the day (including playtimes).

Staff will use the key principles of **safe, respectful and ready** when discussing behaviour choices and follow the steps set out in the section on managing low level behaviour in this policy to engage with pupils and resolve issues by listening and supporting learners (through restorative talk) to regulate their emotions and find solutions to problems.

All members of staff have a shared responsibility to ensure that pupils are “regulated” after playtime issues. We expect that pupils should be ready to learn at the end of playtime and should be proactive in ensuring that issues do not encroach on learning time.

The following chart shows some common responses to behaviour that may be seen on the playground.

Behaviour choice	Consequence
Arguments	Spoken to by member of staff on duty, restorative talk - class teacher informed
Taking other people's belongings	Spoken to by member of staff on duty, restorative talk - class teacher informed
Bad language	Class teacher informed (Consequence dependent on context e.g.missed playtime)
Pushing (Aggressor or retaliation)	Class teacher informed (Consequence dependent on context e.g.missed playtime)

During missed playtimes the use of restorative talk will be used to help pupils understand where wrong choices were made to prevent them from making poor behaviour choices again. If there are multiple examples or a pattern emerges, teachers will liaise with SLT who will investigate further. If there is a more serious incident on the playground, children will be removed calmly from the situation and SLT will be called for support (see below for consequences)

Wet play

Children will be expected to follow rules of moving around the classroom sensibly, play appropriate games sensibly and quietly, ask permission to leave the room and not use IT equipment (ipads, interactive board etc). Class teachers will share rules with the class to ensure all children understand their expectations.

SEND and Inclusion

Our behaviour expectations are high and we recognise the need to support all pupils to achieve this. Where adaptations are necessary to this policy, they will be made in conjunction with the SENCO and senior members of staff at the school. We treat the needs of each child as an individual and will work with agencies, parents and the child to cater for their needs.

In line with the Equality Act 2010 with regards to Special Educational Needs, reasonable adjustments are made in the application of the Positive Behaviour Policy for pupils with disabilities or special educational needs, especially where children are known to have behaviour-related learning difficulties. This will prevent a disproportionate impact of the school's behaviour framework on those vulnerable pupils.

Where necessary an individual behaviour plan or pastoral support plan (PSP) will be developed for some pupils, usually in partnership with the parents and class teacher. This will document the reasonable adjustments in place for an individual. This plan will be regularly reviewed and will contain the specific strategies to be used.. These will be specific to each child but may include things such as safe spaces to calm, specific interventions linked to behaviour, alternative playtimes, careful seating position, movement breaks, use of resources such as fidget aids and ear defenders.

How Do We Define Serious Behaviour?

Serious poor behaviour includes, but is not limited to:

- Physical aggression (punching / kicking / biting etc)
- Verbal aggression
- Inappropriate language
- Any form of prejudice
- Bullying (See below)
- Repeatedly failing to follow the school policy
- Child-on-child abuse
- Possession of prohibited items

Any article a staff member reasonable suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

- Illegal drugs
- Knives and weapons
- Alcohol
- Tobacco and cigarette papers/Vapes/Electronic cigarettes
- Fireworks
- Pornographic images
- Stolen items

The school follows the DfE guidance on searching, screening and confiscating items. [Link](#)

How Do We Define Bullying?

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include, but not limited to:

Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"> ➤ Racial ➤ Faith-based ➤ Gendered (sexist) ➤ Homophobic/biphobic ➤ Transphobic ➤ Disability-based 	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Please see our anti bullying policy for more detail.

Managing More Serious Behaviour (SLT involvement and CPOMS)

A member of SLT will be notified and seek to establish the facts around the incident.

The following are important to establish an appropriate response:

- Was there intent?
- What preceded the incident?
- What is the age of the child?
- Have there been previous incidents?
- Have previous targets / rules been adhered to?
- Is there a pattern to the behaviour?

Details will be recorded on CPOMS. Following this, relevant consequences could include:

- Missed playtime/ contact with parents (Telephone call / letter home / Formal meeting)
- Restorative work (between pupils / towards school / staff)
- Managed playtimes (rotas / playground zones)
- Removal from the playground (This should have a clear purpose and time scale)
- Directed work around the incident ("What were my triggers" for example)
- Removal of school privileges
- A behaviour support plan / behaviour targets set (HT report card)
- Removal from classroom
- Directed work outside of the Headteacher's Office (Reported to governors)
- Fixed term suspension (see below for details) (Reported to governors and Local Authority)
- Permanent exclusion (see below for details) (Reported to governors and Local Authority)

Parents will be informed of the behaviour incident and any relevant consequences.

Behaviour Support Plans (BSP)

If a child is displaying behaviour that is continually disruptive, unsafe or difficult to manage they may be given a BSP. These are focused on working positively with the child to address behaviours and recognises that the behaviour presented is likely to be communicating an unmet need.(see appendix 8 for example)

How the BSP will be written:

- Outline/give a description of the behaviour being presented
- Consider reasons for the behaviour
- Identify proactive strategies to keep the child happy and calm
- Recognise early warning signs (when the child becomes anxious) and think about how to respond to these to prevent escalation
- Identify reactive strategies outlining what to do to keep everyone safe
- Targets for improvement
- Support to be given
- The BSP will be written and agreed between a member of SLT and parents.
- It will be reviewed to consider its effectiveness.

Beyond the School Gate

The school will work with all relevant parties to deal with behavioural issues beyond the school gates.

This includes when pupils are:

- 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 when behaviour:

- 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 most instances dealing with these issues will be with the parents of children.

If activity is of a criminal nature or poses a serious threat to the public, the police will be informed.

Suspensions

When other strategies have been tried but not been successful, the Headteacher may decide to implement a fixed-term suspension. This is in line with the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment.

All decisions to suspend a child will be a last resort.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend, unless it would not be appropriate to do so. The length of a suspension will be determined by the Headteacher. The Headteacher will notify the Local Authority of all suspensions without delay, regardless of the length of the suspension. A reintegration meeting with the parents/carers will take place on or prior to the first day back from the suspension.

The Statutory guidance is available within 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2022 (DfE). The school's full policy can be found on the website.

Permanent Exclusions

In extreme cases the decision will be made to permanently exclude a pupil. Permanent exclusion will only be used if all reasonable steps have been taken to avoid excluding the pupil, and where allowing the pupil to stay would be seriously detrimental to the education or welfare of the pupil or others.

A permanent exclusion will be pursued if a one-off serious incident occurs or a continuum of poor behaviour and failure to adhere to school expectations.

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to permanently exclude, unless it would not be appropriate to do so.

Once the Headteacher has made the decision to permanently exclude a child a panel of three governors must meet with the Headteacher and the child's parent(s). The Panel will consider the Headteacher's decision and make one of two decisions – either to reinstate the child or to uphold the permanent exclusion.

The Headteacher will notify the Local Authority of all permanent exclusions without delay.

The Statutory guidance is available within 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement – September 2023 (DfE). The school's full policy can be found on the website.

Support for Staff

1. Dealing with Challenging Behaviour:

All staff receive advice and training on behaviour management on induction and throughout their time at school. We believe that positive behaviour management is fundamental to providing a safe, secure learning environment, and as such, every staff member is aware of and will support any other colleague with behaviour management. Staff who are having difficulty with a class, group or individual are encouraged to speak to a member of the Senior Leadership Team for advice and support. Coaching will often be used as a tool to support staff members and team teaching, observations, modelled teaching and other methods can all be used to support any staff member with their management of behaviour. If necessary, a support plan can be used.

2. Right to a safe working environment & malicious allegations

Any discrimination, bullying or harassment of staff by pupils (including online) will not be tolerated, whether this occurs on or off the school premises or during term times. This includes any discrimination as detailed in the protected characteristics set out in the Equality Act.

The Headteacher will use their professional judgement to deal with any problems arising in the following ways:

- Pupils will be spoken to and dealt with in line with the behaviour policy
- Parents will be informed and school will seek to work with parents to change the behaviour of the pupil/s

- The pupil may be permanently removed from a particular class in order to safeguard the staff member, or other children
- Where a person threatens or assaults a member of staff, or an allegation is found to be malicious, the police may be informed and formal complaints made

Please note: Any person causing a nuisance or disturbance on school premises may be removed and prosecuted. Local authorities and governing bodies have legal powers to prohibit access to school premises.

The school [code of conduct](#) details further information on how we expect parents / carers and visitors to treat members of the school community.

3. Pastoral care for school staff accused of misconduct.

All staff accused of misconduct will be supported in line with the policies for misconduct which are adopted from the LA exemplar policy. Any accusations against staff with regards to behaviour will be dealt with in line with the misconduct policies set out by the LA and adopted by the school's Governing Body. Pupils who are found to have made malicious accusations against school staff will be subject to the same restorative practice as outlined above.

This will be dealt with by the Headteacher or Deputy Headteacher. Each incident will be judged on a case by case basis, taking all facts into account.

Roles and Responsibilities

Everyone at Wentworth has the right to be safe, feel respected and have the opportunity to learn. We believe in an inclusive and positive approach to behaviour. We believe that it is everyone's responsibility to promote, model, teach and regulate the behaviour of our pupils in school. (Legal and in-depth responsibilities are outlined in appendix 9)

Legislation, Statutory Requirements and Statutory Guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that Academy schools must publish their behaviour policy and Anti-Bullying strategy online
- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy.
- This policy complies with our funding agreement and articles of association.

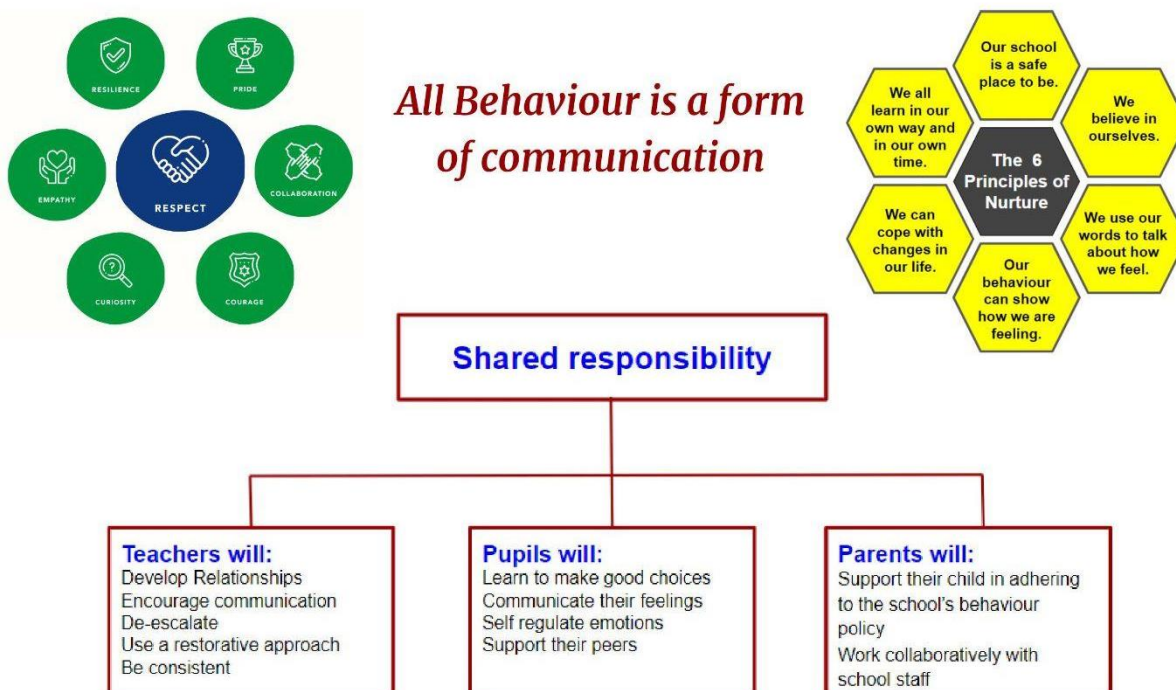
Links to Other Policies

This policy links to the following school policies available on the [school website](#):




- Anti-Bullying policy
- Suspensions and exclusions policy
- Online Safety policy
- Safeguarding / Child Protection policy
- School Uniform policy
- Physical Intervention policy
- Link to Use of Reasonable Force – advice for head teachers, staff and governors
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0077153/use-of-reasonable-force-advice-for-school-leaders-staff-and-governing-bodies>
- Link to Screening, Searching and Confiscation – advice for head teachers, staff and governing bodies:
<http://www.education.gov.uk/schools/pupilsupport/behaviour/behaviourpolicies/f0076897/screening-searching-and-confiscation>

PART 2

Appendix 1 - Wentworth's Behaviour Blueprint



Behaviour expectations

<p><u>Be safe</u></p> 	<ul style="list-style-type: none"> ➤ Pupils will listen to and follow instructions. ➤ Pupils will be gentle - we do not hurt others. ➤ Pupils will walk quietly and calmly around the school and keep to the left hand side.
<p><u>Be ready</u></p> 	<ul style="list-style-type: none"> ➤ Pupils wear the correct uniform (including for PE) and present themselves smartly. ➤ Pupils will line up quietly and calmly. ➤ Pupils will understand and use inside and outside voices ➤ Pupils will be punctual and prepared for each lesson. ➤ Pupils will be ready to learn by using self regulation appropriately. ➤ Pupils will always try their best.
<p><u>Be respectful</u></p> 	<ul style="list-style-type: none"> ➤ Pupils will display active listening. ➤ Pupils will listen to <u>all</u> adults and follow instructions. ➤ Pupils will display a positive attitude to <u>all</u> staff and peers. ➤ Pupils show good manners to <u>all</u> members of the school community. ➤ Pupils will be kind to themselves and others (words and actions). ➤ Pupils will be honest. ➤ Pupils take pride in the school environment - we look after all property.



Consequences of poor behaviour choices and restorative actions

Low Level: (could include) Swinging on the chair Not being in seat at correct time Distracting others Calling out	Not listening after being asked Poor attitude Not showing good manners Eye rolling / rudeness	Running in corridors In corridors at playtimes Rough play Not lining up appropriately Incorrect uniform
<p>Consequences: Immediately addressed with the child - reminder of expectations and the 3Bs</p> <p>When persistent: Last out to play. Move position in line. Sent to another class. Time out Going to the back of the line. Change of adult. Distraction - doing a job. Loss of a privilege / part of playtime. Move them in the classroom (sitting at the front)</p> <p><i>Staff member has a brief restorative conversation (referring to expectations and the 3Bs) to prevent further poor choices and to explain any consequences.</i></p>		
Moderate level: (could include) Lying Answering back Inappropriate / unkind language	Moderate physical aggression (pushing) Leaving classroom without asking permission	Any low-level behaviour that becomes persistent
<p>Consequence: Automatically miss part of playtime - class managed</p> <p>When persistent: Raised with KS AHT / Duty SLT - restorative conversation / loss of playtime.</p> <p>If behaviour continues: Additional loss of playtimes / parental contact - Dojo / phone call. Positive behaviour report- SLT to celebrate / reinforce at the end of the day / week Writing an apology, collaborative tasks for children who find it difficult to get along</p> <p><i>KS AHT / Duty SLT has a restorative conversation (referring to expectations and the 3Bs) to prevent further poor choices and to explain any consequences.</i> Result / further action fed back to class teacher</p> <p>Any persistent behaviour that has been raised with an AHT will be raised at the following SLT meeting.</p>		
Severe: (could include) Biting Punching Kicking	Throwing Chairs Damaging property Stealing	Swearing Verbal aggression Racial/sexual/derogatory comments
<p>Consequence: Sent straight to Duty SLT to investigate- consequences applied as listed in the behaviour policy logged on CPOMS / parental contact.</p> <p><i>Duty SLT / Headteacher has a restorative conversation (referring to expectations and the 3Bs) to prevent further poor choices and to explain any consequences.</i> Result / further action fed back to the class teacher.</p> <p>Any severe behaviour that has been dealt with by SLT will be raised at the following SLT meeting.</p>		

Appendix 2 - The 6 Principles of Nurture

Children's learning is understood developmentally

Children are all at different stages of development – [socially](#), [emotionally](#), [physically](#) and [intellectually](#) – and need to be responded to at their developmental level in each of these areas. Responding to children 'just as they are', with a non-judgemental and accepting attitude, will help them to feel [safe](#) and [secure](#).

Social, emotional and behavioural development tools such as [the Boxall Profile](#), help staff to assess and track a child's needs and put strategies in place to support positive development.



The classroom offers a safe base

A classroom environment must be [inviting](#) and [nurturing](#) for all. It must offer a balance of educational and social, emotional and mental health experiences to support the development of children's relationships with each other and with staff.

Adults must be [reliable](#) and [consistent](#) in their approach to children and must understand the important link between emotional regulation and learning. Where possible, [predictable routines](#) should be explained and practised. [Clear expectations](#) and [positive models](#) of how all adults in school relate to children, both in and out of the classroom are essential.

The importance of nurture for the development of wellbeing

Nurture involves [listening](#) and [responding](#), with adults engaging with pupils in shared activities. Children should feel [valued](#) and thought of as individuals. This involves [noticing](#), [praising](#) and [celebrating](#) achievements and attainments (however small) and valuing pupil [voice](#). Provision and strategies are prioritised to promote the [welfare](#) and [wellbeing](#) of children, as well as staff.

Language is a vital means of communication

It is vital for children to be able to [understand](#) and [express](#) their [thoughts](#) and [feelings](#). It is also crucial for adults to understand the importance of their own language towards children, and how this can impact them.

Children often 'act out' their feelings as they lack the [vocabulary](#) to name how they feel. Teaching children to [name their emotions](#), enables words to be used instead of actions to express their feelings. Imaginative play can also be used to help children [understand](#) the feelings of others to promote [empathy](#).

Pupils' voices must be heard, and pupil language should be assessed, developed and embedded in all aspects of the curriculum at the appropriate level for the child.

All behaviour is communication

Everyone [communicates](#) through behaviour. The adult's role is to help children to [understand](#) their feelings, express their needs [appropriately](#), and use [non-threatening](#) and supportive language to [resolve situations](#). After safety, our first responsibility in dealing with difficult or challenging behaviour, is to try to [understand](#) what the child is trying to tell us.

Adults need to be [calm](#) and [consistent](#), and understand that children communicate feelings in different ways. Children need to be encouraged to [reflect](#) on their behaviour, and understand how to express their emotions appropriately. Having quiet areas to help students [calm](#), and giving them time before a discussion is crucial, as well as recognising potential triggers and anxieties that could be avoided or reduced.

The importance of transitions in children's lives

Children experience [transitions](#) throughout their lives and on a daily basis; from home to school, breaktime to lessons, or from primary to secondary school. Staff need to understand the emotions that may be triggered by small and large changes and must



help through careful [preparation](#) and [support](#), ensuring children are involved in planning for change.

**Appendix 3 - Social and Emotional Learning / 5 key skills to support positive behaviour
(Casel 2007)**

Core competency	Definition	Associated skills
Self-awareness	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> • Identifying emotions • Accurate self-perception • Recognising strengths • Self-confidence • Self-efficacy
Self-management	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	<ul style="list-style-type: none"> • Impulse control • Stress management • Self-discipline • Self-motivation • Goal setting • Organisational skills
Social awareness	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	<ul style="list-style-type: none"> • Understanding emotions • Empathy/sympathy • Appreciating diversity • Respect for others
Relationship skills	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	<ul style="list-style-type: none"> • Communication • Social engagement • Relationship building • Teamwork
Responsible decision making	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	<ul style="list-style-type: none"> • Identifying problems • Analysing solutions • Solving problems • Evaluating • Reflecting • Ethical responsibility

Appendix 4 - Emotional self regulation

Emotional self-regulation is the ability to understand and manage our own behaviour and reactions. Self-regulation helps children to learn, behave well, get along with others and become independent.

It encompasses:

- self-control
- resilience
- self-management,
- anger management
- impulse control
- sensory regulation.

A person who can self-regulate is able to:

- remain CALM AND ORGANISED in a stressful situation. (Executive Functions)
- cheer themselves up after a disappointment. (Emotional Regulation)
- know when they are experiencing sensory overload and can make adjustments. (Sensory Processing)
- understand when it is appropriate to cheer and shout and when it is appropriate to be quiet. (Social Cognition)

Self-regulation strategies are taught. This means pupils need to:

1. See a positive model (Observe adults or peers using effective self regulation skills)
2. Practise it with support (Co-regulation - see below)

Co-regulation

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')

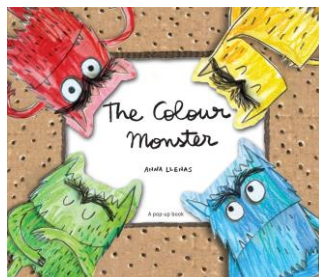
Step 3 (if needed): Setting limits on behaviour ('We can't always get what we want')

Step 4: Problem-solving with the child/young person ('We can sort this out')

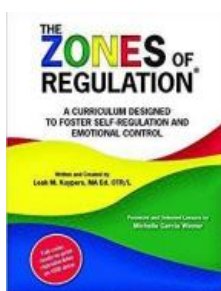
3. Apply on their own (Self-regulation)

How we teach self regulation at Wentworth

In EYFS, pupils are taught self-regulation through daily talks and circle time. Using the text 'The Colour Monster' by Anna Llenas, the pupils use different coloured monsters to discuss and identify their feelings. Through discussion, the pupils learn to talk and regulate their emotions, developing a toolbox of how they can help themselves to regulate their feelings and to be ready to learn. With this understanding, the transition into Key Stage 1 will be smoother.



Building upon the solid foundations created in EYFS, the Zones of Regulation curriculum is used with pupils from Year 1 to 6, to continue to teach self-regulation strategies explicitly. This progressive curriculum provides pupils with a simple way to think and talk about how they feel on the inside and to sort these feelings into four coloured zones. Once pupils can identify, name and understand their feelings and zones, they are better equipped to develop and use a **toolbox** of strategies to manage their emotions based on which colour zone they are in. Additionally, this curriculum helps pupils to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people. Pupils are taught that it is okay to experience all of these emotions and zones, and also that emotional responses to situations can differ from person to person.



What Zone are you in?			
Blue	Green	Yellow	Red
Sad Tired Sick Bored	Calm Focused Happy Ready to learn	Worried Bubbly Excited Frustrated	Angry Panicked Overjoyed Terrified

's Toolbox			
Blue Zone Tools	Green Zone Tools	Yellow Zone Tools	Red Zone Tools

Pupils' toolboxes

The children build their own toolbox to help them to regulate whilst in each zone. They will do this by choosing 2 or 3 tools for each Zone that they find the most useful. This means the children have full ownership of their toolbox helping them to move towards independent regulation. The tools could be sensory supports, calming techniques or thinking strategies, for example:

- Grounding activities (e.g. slow breathing, visual imagery)
- Mental breaks (e.g. colouring, music, books, meditation)
- Physical breaks (e.g. dancing, stretching)
- Positive self talk (e.g. affirmations)
- Social support (e.g. friend/ adult)

- Sensory experiences (e.g. touch, sound, movement)

Appendix 5 - Rewards and celebrations

Examples of celebrations and rewards in school:

EYFS

In EYFS the recognition board is designed to be even more visual for the pupils to show their positive progress during the day/ session. Pupils all start on green showing they are ready to learn and can move up to the next green level for showing the correct learning behaviours. Pupils are encouraged to reach for the stars in EYFS and be role models for the other pupils in their class. Pupils who reach the star are recognised in Friday's assembly.

KS1 / KS2

Staff continually recognise good behaviour choices and use positive reinforcement to model to all pupils our behaviour expectations. Pupils are rewarded for going "Above and beyond behaviour" and are praised in public (PIP)

Verbal praise - (meaningful, specific, personal)	These strategies are used as positive reinforcement of good behaviours and to promote others to follow this example
Use house points (collected through class Dojo) to consistently recognise good behaviour.	
Recognition from the class teacher and/or chance to share work with another adult/ mentor – send a note with the work so the adult can praise the behaviour/ effort/ work for the correct reason.	These strategies would recognise when pupils have gone over and above our behaviour expectations.
Positive communication home from the teacher. The positive message, call, note or postcard is a high level of recognition. Perhaps only one or two will be handed out in a week.	
Head Teachers award to be presented in Friday assemblies by the Headteacher or Deputy Headteacher to celebrate the achievements of individuals, groups, teams or classes.	
For exceptional behaviour, effort or work a Wentworth congratulations note/ postcard may be sent home by the Headteacher.	
End of term we award Courage (KS2) Curiosity (KS2) Care and Consideration (KS1) and Endeavour (KS1) cups.	

Whole class strategies may include the following:

Positive systems may include:

- Table points
- Marbles in a jar
- Stickers
- Whole class Dojos (set a target for a reward). We do not issue Negative Dojo points or remove points.

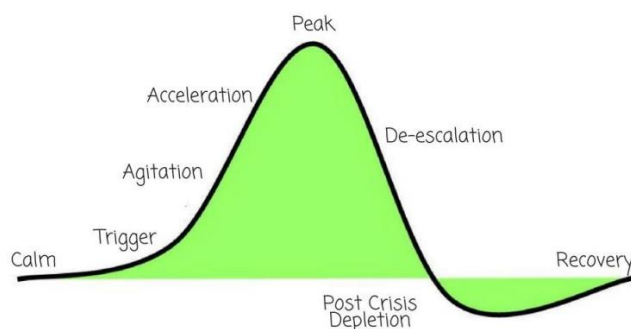
Rewards may include:

- Golden time
- Additional playtime
- End of term celebration (Film / Use of school facilities)

Appendix 6 - De-escalation strategies

The De-escalation Cycle

Guidance for each stage of the cycle



1: Calm

First seek to understand the triggers that may cause a child's behaviour to escalate. Escalation can be stressful for pupils and teachers so using a proactive approach to prevent this is key. Classrooms need to be safe and comfortable. For example: if we know a child struggles with noise, we need to have low volume on any audio and plan calm, quiet activities.

Additionally, we try to give pre-warning when things are going to change, to help alleviate any issues. This pre-emptive action is as important – if not more important – than any response to a crisis.

2: Trigger

Once the trigger is identified, we need to intervene. Consider some of the following interventions:

- Remove or modify the trigger. If the trigger is sensory-related, modify the environment, or accommodate the child. Give a fidget toy; ear defenders or a movement break. A change of environment may be needed, or a redirection to a preferred activity.
- Increase Opportunities for Success. If the child is feeling frustrated after repeated failures – create opportunities where they will be successful. Ask them to do a task you know they can do and increase the amount of positive reinforcement you are using.
- Use a Calm Box. Allow the child to take a short break to do a calming activity. (Mindfulness colouring books, fidgets, play-doh, puzzles, word searches, etc.)
- Check – is the child uncomfortable, too hot or cold, hungry, thirsty, in pain or feeling ill. Intervene as appropriate.

3: Agitation

Last chance to avoid escalation. Once the child reaches a state of agitation, you will see an increase in negative behaviour. If you intervene now, you have about a 30-40% chance of preventing the situation from escalating.

During this stage, you will notice behaviours such as:

- Inability to stay on task
- Not listening to instructions
- Withdrawal
- Being oppositional
- Complaining / answering back
- Increased stimming and body movements
- Resisting transitions

4: Acceleration

This is the last point before the fight or flight instinct is going to take over so next steps need to be carefully considered..

5: De-escalation

Ask the question 'Why?'

Why is the pupil behaving this way? What purpose does the behaviour have? Understanding why the child is acting a certain way is the key to changing it. You must understand the function to plan a successful last chance intervention. The child is becoming overwhelmed – your actions need to match how they are feeling so they can understand you.

Appear calm and self-assured - Pupil may be demonstrating physical signs of frustration or anger - ensure they have a calm role model.

Allow space - Entering a person's personal space can be useful to refocus on a task when the situation is calm, but when a child is agitated this can indicate aggression and escalate the situation. Staying some distance away will also help keep you safe should the child become physically aggressive. Offer an exit break so the child can complete a job or activity which is known to calm them.

Breathing strategies - When we are stressed, angry or tense, our breathing becomes more shallow and rapid. If we take deeper, slower breaths, this will not only help keep us calm, but the child will begin to match our own breathing pattern. It can sometimes help to match the child's breathing initially then gradually slow it down.

Lower your voice and keep your tone even - It is hard to have an argument with someone who is not responding aggressively back to you.

Keep language simple and allow for processing time - If the child speaks to you in two-word phrases, respond in two-word phrases, not full sentences. Then make sure you're giving them time to process what you've said. If you start repeating yourself before they can process what you have said, you will add to the frustration and the instruction will be ignored. Processing time increases as levels of stress increase. While waiting for a response, try counting to 5 in your head, before speaking again.

Distraction and diversion are extremely useful - When a child is aggressive, they are responding with their own fight-or-flight instincts and not thinking about their actions. Distract them and engage their thinking brain, perhaps by changing the subject or commenting on something that is happening outside the window.

Give choices- Repeat these using the broken-record technique if necessary, and do not get drawn into secondary behaviours such as arguing back, which are designed to distract or upset you.

Acknowledge feelings - This shows that they have been listened to, and can be crucial when diffusing a situation; for example, 'It must be really difficult for you ... thank you for letting me know'.

Use words and phrases that de-escalate, such as:

- I wonder if...
- Let's try...
- It seems like...
- maybe we can...
- tell the child what you want them to do rather than what you do not want them to do; for example, 'I want you to sit down' rather than 'stop arguing with me'.
- give the child take-up time following any direction and avoid backing them into a corner, either verbally or physically.
- Avoid threats of consequence, taking behaviours personally. Keeping language simple and avoiding sarcasm or complex requests.

Appendix 7 - The Restorative approach

A restorative approach offers schools an alternative way of thinking about addressing discipline and behavioural issues and offers a consistent framework for responding to these issues.

The table below compares different ways of thinking and responding in authoritarian and restorative models of discipline.

Authoritarian Approaches	Restorative Approaches
--------------------------	------------------------

The focus is on:

Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and restoration
Impersonal processes	Interpersonal processes

and, as a result;

The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

What are the key elements of Restorative Approaches?

Restorative Approaches are value-based and needs-led. They support our whole school ethos that identifies strong, mutually respectful relationships and a cohesive community as the foundations on which good behaviour and learning can flourish.

Restorative Approaches build upon these basic principles and values:

- Genuineness - honesty, openness, sincerity.
- Positive regard for all individuals - valuing the person for who they are.
- Empathic understanding – being able to understand another's experience.
- Individual responsibility and shared accountability.
- Self-actualisation - the human capacity for positive growth.
- Optimistic perspectives on personal development - that people can learn and can change for the better.

Why are Restorative Approaches helpful?

Working restoratively leads to:

- A more respectful culture
- Better relationships amongst children and staff
- People being more honest and willing to accept responsibility
- People feeling more supported when things go wrong
- A calmer, quieter and more productive learning environment.

What is a restorative response to harm or conflict?

Those affected are invited to share:

- What has happened,
- What the impact has been on those involved: i.e. who has been affected and in what ways they have been affected,
- What needs to happen to put things right or to make things better in the future.

This framework is based on sound learning theory regarding how people relate to each other and how best to meet the different needs that can arise from conflict or harm.

To facilitate such a process requires the ability to:

- establish a respectful rapport with people;
- listen and respond calmly, empathically and without interruption or judgement to all sides of an issue;
- inspire a sense of safety and trust;
- encourage people to express their thoughts, feelings and needs appropriately;
- appreciate the impact of people's thoughts, feelings, beliefs and unmet needs on their behaviours;
- encourage those involved in the problem to find their own solutions

This learning framework can be used in a wide range of contexts:

- A one way conversation, with one person listening and asking questions and the other talking;
- A two-way conversation, with both people taking turns to ask and answer questions;
- A small meeting when one impartial person - a facilitator - poses questions to two people who have had a difficulty, or where harm has been done, and who want to repair their relationship;
- A larger, facilitated meeting involving children, parents/carers, colleagues or others who have an important role to play ('Restorative Conference');
- A facilitated circle involving part or all of a class or large group.

What is being restored?

This depends on the context and on the needs of those involved. What is being restored is often something between the people involved such as:

- Effective communication;
- Relationship, and even friendship;
- Empathy and understanding for the other's perspective;
- Respect;
- Understanding the impact of one's own behaviour on others;
- Reparation for material loss or damage.

However, something may also be restored within an individual – for example:

- A sense of security;
- Self-confidence;
- Self-respect;
- Dignity.

Overall, the process often results in the restoration of someone's sense of belonging to a community (e.g. class, school, peer group or family).



Appendix 8 - Example behaviour report

This is an example of a report. This may be edited to suit the needs of a child.

Behaviour Report

Name: _____

Date: _____

Behaviours	First Session	Break	Second session	Lunch	Afternoon sessions	Afternoon break
Being Safe - Keeping hands to myself						
Being Ready - Good listening skills - Remaining focussed						
Being Respectful - Be kind to all - Following instructions						

Please give a score for each of the behaviours between 1 and 5 (1 is lowest, 5 is highest).

Any scores of 1/2 will be taken to the Headteacher immediately.

Report to be brought to the Headteacher at the end of each day.

Comments

Appendix 9 - Roles and Responsibilities

The **governing board** is responsible for:

- Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.
- They are responsible for holding the Headteacher to account for the behaviour of the pupils in the school.

The **headteacher and SLT** is responsible for

- Reviewing and approving this behaviour policy
- Ensuring that the school environment encourages positive behaviour by
- Ensuring that staff deal effectively with poor behaviour
- Monitoring how staff implement this policy to ensure rewards and sanctions are applied consistently to all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy

Teachers and staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils

- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly
Challenging pupils to meet the school's expectations
- The senior leadership team (SLT) will support staff in responding to behaviour incidents.

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
 - Support their child in adhering to the school's behaviour policy
 - Inform the school of any changes in circumstances that may affect their child's behaviour
 - Discuss any behavioural concerns with the class teacher promptly
-
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
 - Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
 - Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.
- Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.
- Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.
- Extra support and induction will be provided for pupils who are mid-phase arrivals.