

Wentworth Primary School

Behaviour Policy

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Achieving Happily

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Introduction

At Wentworth Primary School, we understand that nurturing positive, productive relationships are 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 approach to behaviour is based on 3 key principles. Pupils should be:

Safe

Respectful

Ready

We recognise that behaviour is the communication of an emotional need whether conscious or unconscious. We listen to the needs a child is expressing through their behaviour whilst also maintaining clear boundaries and expectations. 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. We celebrate positive behaviour choices and deal with negative behaviour choices consistently.

Underpinning our policy is the belief that everyone can learn to regulate their own emotions and behaviour. Positive behaviour can be modelled and taught through a consistent language where pupils can name their own emotions and link to triggers, in order to apply effective strategies to self-regulate. We encourage reflective thinking and for pupils to take responsibility for their own words and actions, but also believe in forgiveness and restoration.

Our behaviour policy is guided by the 6 principles of Nurture:

- The classroom offers a safe base.
- Nurture is important for the development of self-esteem.
- 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.

Aims

- We aim to develop a culture for positive behaviour and restorative conversations where pupils can make good academic progress.
- We aim to provide a safe environment and support our pupils to develop their skills to self-regulate, reflect, communicate and restore relationships when needed, therefore giving our pupils the independence to make the right behaviour choices here at Wentworth and in the wider world.
- We aim to support pupils to become independent and self-aware, skills that will support them beyond their school years.
- We aim to ensure our approach to behaviour is fair and consistent across the whole school, making adaptations as needed to ensure equity for all.
- We aim to ensure all staff feel confident and empowered to promote our school approach to behaviour as laid out in this policy.

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.

Self-regulation and the behaviour curriculum

Self-regulation is the ability to remain calm, manage emotions and adapt and respond appropriately to our environment. It helps pupils to feel good about themselves and what they can handle. There is no one simple definition for self-regulation, however examples of self-regulation can include being able to:

- Control impulses
- Focus on tasks
- Calm down after something exciting or upsetting
- Refocus attention on new tasks
- Behave in ways that help you to get on with others
- Understand your own stress response and manage your behaviour in a positive way.

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

1. See a positive model
2. Practise it with support (Co-regulation / behaviour curriculum)
3. Apply on their own (Independent Self-regulation)

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 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

Pupils' toolboxes may include:

- Grounding activities (e.g. slow breathing, visual imagery)
- Mental break (e.g. colouring, music, books)
- Physical break (e.g. dancing, stretching)
- Spiritual break (e.g. meditation, yoga)
- Positive self talk (e.g. affirmations)
- Social support (e.g. friend/ adult)
- Sensory experiences (e.g. touch, sound, movement)

Promoting positive behaviour cultures

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

Teachers will create a welcoming positive environment by greeting pupils every morning through an informal meet and greet and developing positive relationships to facilitate learning.

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 "over and above".

Verbal praise - Be specific	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.	

Managing low-level behaviours

Wentworth Primary School understands 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 2.

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. We do not issue Negative Dojo points or remove points. As a principle, this should be reset at the beginning of each lesson. The consistent language should be applied.

First Reminder	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. Using a child's name to ensure they are following instructions is also possible. This is a gentle reminder to refocus and an opportunity for self-regulation.	Strategies / reminders for pupils to regulate
Second Reminder	Use of a name and stating to the child that they have received a warning. Where possible this should be done in private. It should be clear what the warning is for and the phrase "second reminder" should be used for clarity.	
Last Chance	The final chance for a child to self regulate. Where possible this should be a physical reminder to differentiate from the reminders. Consistent language of "last chance" is used. Examples include: Counter on a table Dot in an exercise book	

Reset time (Self-regulation)	Child to 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.	If a child has reached this stage, a consequence may be necessary. Please ensure this is immediate.
Supported reset time (Co-regulation)	As above but in a parallel year group class.	
SLT involvement	Please use radios if this assistance is needed urgently.	SLT to set sanction. See more serious behaviour. Recorded on CPOMS.

Sanctions for low-level disruptions could include:

- A **brief** behaviour discussion as soon as possible (could 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, 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.
- Involvement of an SLT member
- A phone call / Dojo message home to report continued poor choices.

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 whole class behaviour

Positive environments for learning are of paramount importance (see Promoting Positive Behaviours section and details about the nurture principles in the Introduction). Specific behaviour targets for a class will be created as necessary.

Positive whole class rewards may be effective, however whole class sanctions should be avoided where possible.

Positive systems may include:

- Whole class Dojos (set a target for a reward)
- Table points
- Marbles in a jar
- Stickers

Rewards may include:

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

This will be shared with the If persistent issues arise with a class, class rules will be re-established and re-modelled in line with this policy. Further support can come from SLT.

Managing behaviour during / after unstructured times

Wentworth Primary School understands that pupils can find it difficult to keep in control of emotions particularly during unstructured times of the day (including playtimes). Staff investigate reports of poor behaviour choices on an individual basis and consider the reason behind any actions in order to resolve the underlying issues. 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 behaviours in this policy to engage with pupils and resolve issues by listening and supporting learners to find solutions to problems and reset their emotions. All members of staff have a shared responsibility to ensure that pupils are “reset” 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 eat away into learning time. Any difficulties with behaviour will be reported to the class teacher at the end of the break time or lunchtime.

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.

Transitions around school

Pupils are expected to move around school calmly and to follow the instructions of staff. Links will be made to the Zones of Regulation. The following consistent language can be applied:

- Inside voice Vs. Outside voice
- Walk, do not run
- Keep to the left
- Language of Safe / Respectful / Ready

When lining up at the end of a playtime, or moving from classroom to another location in school, staff should ensure that pupils are clear on these expectations and should remind pupils as per the consistent language stated above.

On entry to assembly, staff support pupils to be silent and settled.

Managing more serious behaviour

Serious poor behaviour includes, but is not limited to:

- Physical aggression (punching / kicking etc)
- Verbal aggression
- Any form of prejudice
- Bullying
- Repeatedly failing to follow the school policy
- Child-on-child abuse
- Possession of prohibited items:
 - Knives or weapons
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - Fireworks
 - Pornographic images
 - Any article a staff member reasonably 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)

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

Following any reports of serious behaviour, pupils should be supported to regulate. The member of staff involved will find all of the facts to rule out any potential misinterpretation of the situation. Staff will offer choices and seek a different voice as a de-escalation strategy in the occurrence of non-compliance from a pupil.

A member of SLT will be notified and seek to establish the facts around the incident. The following are important to establish an appropriate step:

- 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 sanctions could include:

- 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
- Fixed term suspension
- Permanent exclusion

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.

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 suspension.

This reflects 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).

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 2022 (DfE).

Positive Behaviour Blueprint

All Behaviour is a form of communication



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

Achieving Happily

Shared Responsibility

Teachers Will: De-escalate / Develop Relationships / Be consistent
 Students Will: Learn to make good choices / Self regulate emotions

Safe



Ready



Respectful



Praise structure
(Public)

Verbal praise - Be specific	Positive reinforcement
Visual praise - House points	
Visual praise - Sticker / another member of staff	Over and Above
Positive communication home - Teacher	
Headteacher award	
Positive communication home - Headteacher / SLT	

Support for regulation / Consequences
(in private)

First Reminder	Consistent language
Second Reminder	
Last Chance	
Reset time (Self-regulation)	Consider behaviour sanction / restorative work
Supported reset time (Co-regulation)	
SLT involvement	CPOMS

Appendix 1 - Roles and Responsibilities

The **governing board** is responsible for:

Monitoring this behaviour policy's effectiveness and holding the headteacher to account for its implementation.

The **headteacher** is responsible for

- Reviewing and approving this behaviour policy

- Ensuring that the school environment encourages positive behaviour

- 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.

Appendix 2 - De-escalation strategies

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.

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 3 - Links to other policies

This policy links to the following school policies available on the school website:

Anti-Bullying policy

Online Safety policy

Physical Intervention policy

Safeguarding / Child Protection policy

School Uniform policy

Link to Use of Reasonable Force – advice for head teachers, staff and governing bodies:

<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>