



BEHAVIOUR POLICY and Statement of Behaviour Principles

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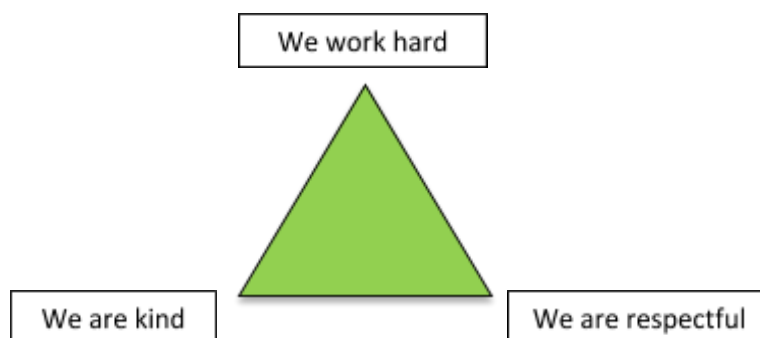
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Aims

Wilstead Primary School employs therapeutic behaviour strategies. This means that our approach to behaviour management prioritises the positive social experiences and feelings of everyone within our setting.

We believe that behaviour is about communication. We support our children to communicate their thoughts and feelings in a safe and positive way.

We have three key School Guidelines:



We refer to these Guidelines in class and assemblies throughout our daily practice, and we ensure that we demonstrate consistency in our expectations. All adults in the school are expected to help children to understand these guidelines and to keep within them.

Principles

We work hard: We ask that everyone at Wilstead tries their best always. Achievement is a reward in itself, and we teach our children to work hard because they want to achieve and do well for themselves, not because they expect rewards from others.

We are kind: We expect everyone in the school community to be kind in their words and behaviour. We do not tolerate bullying or prejudice of any form and expect all adults to act immediately to stop this should they become aware that it is happening. We support our children to feel safe to tell adults if they have been bullied or witnessed bullying or prejudiced behaviour, and to expect that the adult will help to address this. Kindness is a core value at Wilstead and is encouraged in our behaviour towards each other, ourselves and our environment at all times.

We are respectful: We teach our children to recognise the value of people, places and objects. Respectful behaviour ensures that the school is a happy and safe place to learn and work. It includes high expectations of punctuality and attendance, choice of language and behaviour, care for each other and our environment. We expect that our parents/carers will work with us to teach children respectful behaviour through their own behaviour too.

Behaviour Management Strategies

We understand that behaviour is a form of communication. We help our children to understand positive social behaviour, and to make good choices with their words and actions. We do this by modelling our expectations of all children and adults, and through consistent use of specific strategies including (but not limited to):

- Explicit teaching and learning of positive social skills, both within and beyond our curriculum.
- Sending positive messages home through Class DoJo or Special Mentions, or through speaking directly to parents/carers and sharing good news.

Through these strategies, our children learn and feel proud of themselves.

It is not okay for children (or adults) to behave in negative ways. This will result in consequences through which we teach the child to communicate their needs in a safer way and make better choices for their behaviour.

Each class at Wilstead follows a procedure for managing difficult and challenging behaviour during class time:

- The child is **reminded** of the right choice and asked to make it.

- The child is **warned** that persistent negative behaviour will result in their being asked to go to their Partner Class, and discuss the behaviour afterwards.
- The child is sent or taken to their **Partner Class**, where they will stay for the remainder of the session to complete their work.
- If the work has not been completed in the **Partner Class**, the child is asked to complete some **Reflection Time** during their lunch period with a member of the senior leadership team. Attendance at Reflection Time is recorded, and more than three referrals results in parents/carers being informed and asked to come and **discuss** what has happened.
- If difficult or challenging behaviour persists in the classroom, a senior school leader is asked to **remove** the child from class. The child will remain with them to complete their work and parents/carers will be asked to come and **discuss** what has happened.

These steps are cumulative – if a child pays heed to their warning and chooses better behaviour, no further action is needed. At every step, this opportunity will be given and a return to positive choices will be recognised and praised in order to reinforce expectations.

Not all behavioural incidents are a cause for concern - we do understand that children can sometimes make irrational choices or uninformed choices, and these are opportunities for teaching. We use a recording system called CPOMs to make notes of behaviour which is a concern. This may be an issue that is recurrent or has caused another person upset or harm, or one which has caused staff to feel concerned about what the child may be communicating through their negative behaviour. These records are flagged to the SLT including the school's Special Needs Co-ordinator and may be used to collate evidence to request further support from home or an outside agency.

Should negative behaviour choices be a concern during lunchtimes, our midday supervisors will follow a similar procedure:

- The child is **reminded** of the right choice and asked to make it.
- The child is **warned** that persistently negative behaviour will result in their being asked to remain seated on a designated bench to take **Time Out** for a period of five or ten minutes, depending on the child's age and emotional need. We then ensure that we discuss the behaviour afterwards, and plan what should happen in future.
- If there are continued issues, the child's class teacher is asked to speak with them and establish an appropriate **consequence** for the behaviour.
- If a child's behaviour is repeatedly unsafe, a senior school leader will be on duty to **remove** the child from the playground. The child will stay with them for the remainder of the break and parents/carers may be asked to come and **discuss** what has happened.

If negative behaviour is in any way prejudice-related, we expect staff to speak to an SLT member and refer to the school's Prejudice Related Incidents Procedure.

Often, incidents are not acknowledged until the end of a break or lunchtime. We seek to prevent this happening wherever possible, but where unavoidable, a consequence must be

agreed that is commensurate with the incident. This may mean for example that the child needs to miss a short period of the subsequent break to be reminded of their expectations.

Consequences

Punishments are actions intended to suppress unwanted behaviour choices and do not create the conditions for long term changes. **We do not use punishment as a behaviour management strategy at Wilstead.**

We use consequences, which are given for the following two reasons:

Safety – a child’s behaviour is unsafe or dangerous, and consequently needs to be stopped. This might mean not playing outside if the child continues to behave aggressively or unsafely.

Educational – the child needs to learn something in order for the behaviour to change. All consequences must have an educational element, so that the opportunity for learning is provided.

Following a behavioural incident that has resulted in a consequence, we expect that a conversation will take place between the child and their teacher/other adult who has been involved. This enables a positive and supportive relationship to be rebuilt and the issue to be discussed, and plans for how to manage this should it happen again are put into place.

Should a child demonstrate a pattern of persistently negative behaviour choices, staff are asked to keep a record using our behaviour management system and to ensure that they have spoken to the child’s parents/carers about this behaviour, either face to face or via a telephone conversation. In cases causing persistent concern, support may be sought from senior school leaders.

We expect high standards of behaviour from our adults as well as our children. We ask our adults to complete our Principles Agreement (see Appendix A) which promises that they will:

- Treat every child fairly and with respect,
- Be a supportive and safe person for every child to talk to,
- Apply our consequences and positive behaviour strategies honestly and consistently,
- Model the same behaviour that they expect children to demonstrate
- Discuss both positive and negative behaviour with children and parents/carers.

Social, Emotional and Behavioural Health Difficulties (SEMH)

We acknowledge and accept that there will be children for whom the school’s Behaviour Policy does not always work, and who need a more individualised approach. This is taken

through careful consideration of the child's needs and discussion with the child, their parents/carers, teachers and our Special Needs Co-ordinator and Inclusion Lead.

The decision to sanction persistently unwelcome or unacceptable aggressive behaviours using a suspension or exclusion is never one taken lightly. It is the aim at Wilstead to avoid this situation if at all possible and to regard exclusion as the absolute final resort, and an option taken only if all other alternatives have been exhausted, including a full assessment of potential special educational needs. It is our belief that behaviour is communication, and where this communication is causing distress and harm to the child or others, we must seek to understand and acknowledge the child's thoughts and emotions at all times.

The school's Restrictive Intervention Policy may only be applied where this is identified as necessary by a member of the SLT (see Appendix B).

Links with other policies

This policy is linked to our:

- Safeguarding and Child Protection Policy
- Data protection policy and privacy notices
- Esafety and acceptable ICT use
- Staff Code of Conduct
- Remote Learning Policy
- Prejudice Related Incidents Procedure

Appendix A: Behaviour Principles

Wilstead Primary School Behaviour Principles Agreement

All staff at Wilstead Primary School agree to follow the principles below in order to practice therapeutic behaviour management strategies:

- We avoid raising our voices or being critical of children or other adults.
- We consistently demonstrate the importance of kindness, fairness, respect and equity.
- We use agreed scripts and strategies to support the needs of specific children, following the lead of their class teacher.
- We follow agreed procedures and we record incidents as per the Behaviour Policy.
- We use the language of consequence, not punishment, and ensure that children understand why a consequence for a poor behaviour choice is necessary and how it is relevant to their choice.
- We put well-being at the core of everything we say and do in the school community.
- We understand that this philosophy is the chosen approach of the school and is supported by our Governing Body.

Name.....

Signed.....

Date.....

Appendix B: Restrictive Physical Intervention

Wilstead Primary School Restrictive Physical Intervention in School Policy

This policy is placed within the school's Behaviour Policy, it is be part of a graded response, and has been agreed in consultation with the stakeholders of the school. It also connects to, and should be consistent with, policies on Health and Safety, Child Protection and Safeguarding, Equal Opportunities, and Pastoral Care.

Introduction

At Wilstead Primary School we practice therapeutic behaviour principles. We believe that pupils need to be safe, to know how to behave, and to know that the adults around them are able to manage them safely and confidently. Only for a very small minority of pupils will the use of physical intervention ever be needed. On such occasions, only acceptable forms of intervention are used.

The majority of pupils behave well and conform to the expectations of our school. We have responsibility to operate an effective behaviour policy that encompasses preventative strategies for tackling inappropriate behaviour in relation to the whole school, each class, and individual pupils.

All school staff need to feel that they are able to manage behaviour, and to have an understanding of what difficult or dangerous behaviours might be communicating. They need to know what options are available for managing behaviour, and they need to be free of undue worries about the risks of legal action against them if they use appropriate physical intervention. Parents/carers need to know that their children are safe with us, and they need to be informed if their child is the subject of a Restrictive Physical Intervention, including the nature of the intervention, and the rationale for its use.

Acceptable forms of physical intervention in Wilstead Primary School

Physical Intervention (PI) is the term used to describe contact between staff and children where no force is involved. There are occasions when it is entirely appropriate and proper for staff to have contact or PI with children, however it is crucial that they only do so in ways appropriate to their professional role and the child's individual needs, with the child's consent and in accordance with the behaviour principles followed by the school. These are occasions when PI may be necessary:

- To comfort a distressed child by giving a supportive hug, or in the case of EYFS/KS1 children, holding on the lap until the child has recovered. It is essential that this comfort is given only if the child demonstrates a need for it, and is stopped if the child pulls away or tries to get off.
- To gently direct a child to move to another area, using open hands.
- For curricular reasons (EG. dance, gymnastics), supporting or guiding.
- First aid and medical treatment.
- To avert danger, using open hands to guide, redirect or restrain.

- In rare cases, when Restrictive Physical Intervention is warranted (see below)

Definition of Restrictive Physical Intervention

Restrictive Physical Intervention is the term used to describe interventions where the use of 'reasonable force' is necessary to control a child's physically dangerous behaviour. It refers to any circumstance in which a teacher or another adult authorised by the Head teacher has a duty to use reasonable force to control or restrain a child in circumstances that meet the following legally defined criteria:

- To prevent a child from committing a criminal offence (this applies even if the child is below the age of criminal responsibility).
- To prevent a child from injuring self or others.
- To prevent or stop a child from causing serious damage to property (including the child's own property).

There is no legal definition of reasonable force. However, there are two relevant considerations:

The use of force can be regarded as reasonable only if the circumstances of an incident warrant it;

The degree of force must be in proportion to the circumstances of the incident and the seriousness of the behaviour or consequences it is intended to prevent.

Legal defence for the use of force is based on evidence that the action taken was:

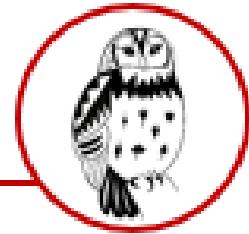
- Reasonable, proportionate and necessary.
- In the best interest of the young person.

At Wilstead Primary School, we agree that 'reasonable force' should only be applied by senior leaders or designated members of staff with direct responsibility for the child's well-being, unless in emergency situations where one of these individuals is not immediately available.

The principles of this behaviour approach should always be followed. This document takes into account DfE Guidance on Use of Reasonable Force:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

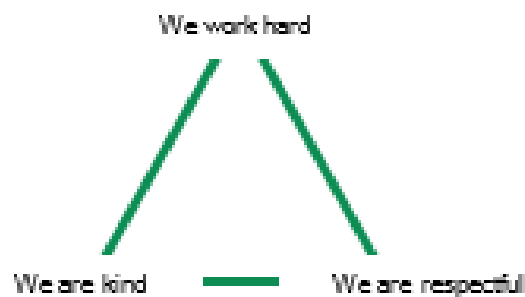
Appendix C: Making good choices



Making Good Choices

What happened?

Which of our behaviour guidelines did I not uphold?



How do I feel about it now?



Next time I will...

Please take this form with you and discuss it with your teacher.

Signed: _____ (class teacher)