



BEHAVIOUR REGULATION POLICY

Wheldrake with Thorganby C.E. Primary School nurtures all children and adults to become lifelong learners, building a thirst for knowledge, encouraging excellence and fostering creativity through a varied and exciting curriculum. Our school Christian values of faith, hope and love underpin everything we do and are an umbrella of other values. We celebrate local, global and cultural diversity in our ever changing society.

Love your neighbour as yourselves Matthew 22:39
Let us encourage one another. Hebrews 10:25

At Wheldrake with Thorganby C.E. Primary School, we recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching and being attachment aware, both children and adults are able to both manage their behaviour and to create an environment that is conducive to learning. We understand that part of our role, in partnership with home, is to help pupils to understand what is right and wrong.

Underpinning the behaviour policy is the belief that everyone can learn to self-regulate their own emotions and behaviour at a developmentally appropriate level. Through this we encourage reflective thinking and do not accept prejudice in any form. Ultimately, we wish to give our children confidence about their capacity to think for themselves and to make sense of their own lives and experiences, hopefully beyond school and into the “real” world.

This policy is based on guidance provided by the educational psychologist, from research and from the book “When the Adults Change, Everything Changes,” by Paul Dix. It has included input from: members of staff, representatives from the governing body, parents and carers, pupils/students

Policy aims and objectives

Our school is committed to the emotional mental health and well-being of its staff, pupils/students and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach; guidance for this appears in the appendix and approaches can be discussed with a member of the Senior Leadership Team.

Approach

Our school approach to managing behaviour is based on the model of equal rights and responsibilities.

All members of the school community model these rights and responsibilities and reflect our Christian values. This includes adult to adult, adult to child, child to child and child to adult interactions.

It is important to have high expectations for the school community while recognising some have specific needs. The following expectations cover all times of the school day (including out of hours or off site):

- Respect
- Ready
- Safe

Policy links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- PSHCE Policy
- Anti-bullying Policy
- Equality Policy
- Health and Safety Policy
- Safeguarding Policy
- E-safety policy
- De-escalation and positive-handling Policy

Above and beyond recognition

Children will be recognised for their good behaviour. Children's names will be moved onto recognition boards when they have exhibited the target behaviour for that day or week. The aim should always be for the whole class to get on the board in order to create the feeling of a team effort with the target chosen to reflect a behaviour which the class need to practise. A child's name will not be removed from the board once it is on. 'Whel-done'/good news postcards and other positive messages will be sent home regularly by class teachers and members of SLT to inform parents of behaviour that has gone above and beyond expectations.

The role of staff

These are the visible behaviours exhibited by staff and which are consistent, and can be expected by children. Through these consistencies, adults will build respectful relationships with pupils.

Children are greeted at the classroom door and/or in the classroom, daily by their teacher and/or teaching assistant. This enables everyone to start the day positively and with a smile. Members of the Leadership Team and/or support staff will also meet and greet children and parents at the gate or in other areas of the school.

Staff will be calm, consistent and fair in their treatment of children, parents and colleagues.

Adults in school will avoid shouting at children or becoming emotionally charged. They will model self-control through their calm approach and will deal with individuals fairly.

Staff will 'pay first attention to the best conduct' and will endeavour to catch children 'doing the right thing' in order to praise and recognise desired behaviours. This encourages children to be role models and makes expectations on behaviour clear for all.

Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. The micro-scripts below, for each step, are used to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly.

Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact; delivering the required message; and then leaving the conversation to allow the child 'take up time.'

Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

1. REMINDER (reinforce 3 rules Respect, Ready, Safe, privately if possible):

I noticed you chose to ... (state the noticed behaviour). This is a REMINDER that we need to Be ... (state relevant rule: Ready, Respectful, Safe). You now have the chance to make a better choice. Thank you for listening. (Give the child 'take up time' and DO NOT respond.)

2. CAUTION (A clear verbal warning delivered privately if possible):

You are continuing to ... (state the noticed behaviour). This is a CAUTION. We need to be ... (state relevant rule: Ready, Respectful, Safe). Think carefully about your next step. Thank you for listening.

3. FINAL WARNING (Final conversation with pupil, delivered privately, providing final opportunity to engage):

I noticed you are ... (not ready to do your work). It was the rule about ... (being ready) you broke. You have now chosen to ... (catch up with your work at playtime). Do you remember last week when you ... (got that positive note)? That is who I need to see today ..Thank you for listening. (Then give the child some 'take up' time).

4. Time Out (Short time in designated place in classroom/ just outside classroom/ on edge of playground zone):

I noticed you chose to ... (state the noticed behaviour). You need to ... (describe appropriate place e.g. reading corner, desk at the back, quiet area, edge of playground etc). I will come and speak to you in two minutes. Thank you for listening.

Child sent to designated area. 5-10 minutes alone in order to reflect, calm down, etc. without causing further disturbance. Child to complete an appropriate task depending

on the situation e.g. sitting to calm, reflection sheet, continuing with work, etc.

For regular occurrences: Discussion with Pastoral and Wellbeing lead and/or SENCO consider Behaviour Intervention. Begin monitoring to identify areas of concern / possible causes/ appropriate targets. Parents contacted by teacher to inform them that behaviour is a cause for concern. When appropriate, referral to multi agencies i.e. Behaviour Support / Ed Psych, etc.

5. Restorative Conversations

Following incidents of poor behaviour, it is imperative that the teacher who initially dealt with the behaviour (supported by a colleague or a member of SLT if appropriate) should conduct a restorative conversation with the pupil. This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour. The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Use the restorative questions to follow up the incident, repair relationships and enable the child to learn what to do next time.

1. What happened? (Neutral, dispassionate language.)

2. What were you feeling at the time?

3. What have you felt since?

4. How did this make people feel?

5. Who has been affected? (use age/stage appropriate language e.g. 'hurt / upset' for KS1 children)

6. How have they been affected?

7. What should we do to put things right?

8. How can we do things differently in the future?

The number of questions to be used MUST depend on the age of the child. Those in BOLD should be used with the youngest children.

*Remember that it is not the severity of the sanction that is important; it's the certainty that this follow up will take place.

Extreme Behaviours

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Staff will work to build relationships with each individual child. These children may have bespoke 'Positive Handling Plans' that detail additional support, strategies and expectations. When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. This will only be used as a last resort and by experienced, trained staff only. The school will record all incidents of extreme behaviour on CPoms

In exceptional circumstances a child may be excluded from school either for a fixed term period or permanently. The headteacher and governors will comply fully with the latest LA and government guidance on exclusion procedures and will ensure all advice from outside agencies will be followed to support the child and avoid this happening.

Unacceptable Behaviours

Occasionally, some children may behave in an extreme way which is out of character for them. Unacceptable behaviours may be expedited through our system of Stepped Sanctions in order to be dealt with more quickly by a member of SLT. If this occurs a focussed meeting involving SLT and the staff members will be arranged to discuss what happened. However, it is important to maintain that all adults can deal with these types of behaviour.

Unacceptable behaviours may include:

Violence (i.e. physical contact made with the intention to harm)

Defiance / rudeness towards any adult

Persistent taunting, teasing and bullying behaviour

Stealing

Spitting

Swearing

The role of the parent

At Wheldrake with Thorganby CE School, active parental involvement is welcomed, appreciated and deliberately encouraged. We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy at least once a year and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Date policy agreed:

Date of next review:

Headteacher signature:

Chair of Governors' signature