

**WHELDRAKE WITH THORGANBY CE
PRIMARY SCHOOL**

**BEHAVIOUR
REGULATION POLICY**



Date of Policy:

April 2024

Date of Review:

September 2025

Member(s) of staff responsible:

Alison Shaw/Sophie Tams

Signature of Chair of Governor

Date:

24th April 2024

BEHAVIOUR REGULATION POLICY

Love your neighbour as yourselves Matthew 22:39

Let us encourage one another. Hebrews 10:25

At Wheldrake with Thorganby CE Primary School, we believe that every member of our school community has the right to be themselves, feel valued and respected, and that each person is treated fairly and equally, as part of the Christian ethos of the school. We are a caring community, whose Christian values are built on mutual trust and respect for all stakeholders. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way, ensuring that difference and diversity is celebrated across the whole school community. It aims to promote an environment where everyone feels happy, safe and secure

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through emotion coaching, using Zones of Regulation and being attachment aware, both children and adults are able to 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 which is underpinned by our Christian value of forgiveness.

We believe that everyone can learn to self-regulate their own emotions and behaviour at a developmentally appropriate level. We encourage reflective thinking and do not accept prejudice in any form. We teach weekly PSHE lessons which include elements of behaviour regulation and self awareness through the whole school PSHE scheme, Jigsaw. 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 our educational psychologist, from research and from the books “When the Adults Change, Everything Changes,” and “After the Adult 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, carers 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 behaviour regulation 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).

Our school rules are that we will all be:

- Respectful
- Ready
- Safe

Above and beyond recognition

Pupils will be recognised for their good behaviour and expected behaviours will be recognised. Pupils will work towards whole class recognition through exhibiting expected behaviours. Each class has a different system for collecting recognition but everyone celebrates once they reach their recognition target (e.g. a full jar of tokens). Celebrations will involve all the class members and will be a way of recognising everyone's efforts. Pupils will also be given instant acknowledgement in the form of positive words, a thumbs up/high five or stickers.

'Whel-done'/good news postcards and other positive messages will be sent home regularly by members of staff to inform parents of behaviour that has gone above and beyond expectations.

The role of staff

The staff will model the behaviours expected consistently. 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.

Incidents and vital information about individuals are logged on CPOMS.

The role of parents/carers and other members of the community

Adults will support their children to understand their behaviours and model those expected at home. Adults visiting school will do so in a calm and respectful manner. In the instances where adults raise their voices or shout at members of staff or become emotionally charged, adults will be asked to leave the school premises. Future communication with staff will be monitored and may be restricted to virtual means.

Sanctions

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. Included in the appendix are micro-scripts for each step. These 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.

In cases of more extreme behaviour, sanctions may be expedited through the steps. These 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

In exceptional circumstances a child may be internally (remain in school but not in class) or externally (not in school) 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.

1. **REMINDER** (reinforce 3 rules Respect, Ready, Safe, privately if possible)
2. **FINAL WARNING** (Final conversation with pupil, delivered privately if possible, providing final opportunity to engage)
3. **TIME OUT** (Short time in designated place in classroom during playtime/lunchtime or end of the day free class time. An email is sent to parents.)
4. **RESTORATIVE CONVERSATION** (This may take place at a later time when the pupil is more receptive, preferably soon after timeout).

Following incidents of poor behaviour, it is imperative that the member of staff 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.

Communication to parents about incidents

We email families with pupils that have required a timeout at school. We believe that this will enable us to communicate quicker with parents about their child's behaviour and will allow you to follow things up at home. An example of this email is in the appendices (Appendix 2).

Incidents that are of a more extreme nature, see list above, will require a phone call home from the class teacher or member of SLT staff. Families will be invited to meet members of SLT and/or class teachers to discuss how best to support pupils to regulate their behaviour in school.

Supporting children with social, emotional and mental health needs

Some children may have persistent difficulties meeting behaviour expectations because of identified Social, Emotional and Mental Health Needs. This may be due to early childhood experiences and family circumstances. 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. Such children may require specific provision which is in addition to / different from most of their peers. Such provision should be planned with the SENCo and may include:

- Regulation times – access to a quiet area/sensory room, in class ‘regulation station’ (Busy boxes, stress balls, fidget toys, social stories, drawing pads), self-withdrawal, specific ‘safe’ places (e.g. tent), Sensory Circuits, movement breaks, planned reset walks etc.
- Anger management interventions – use of Five Point Scale
- Support from City of York Council Well-being Service and/or ELSA (Emotional Literacy Support Assistant)
- Individual Short-Term Targets – written with child to address a specific issue and usually reviewed at the end of each lesson/break (not suitable for all)
- Theraplay type activities with key worker.

Persistent/repeated occurrences:

Staff will be involved in discussions with SLT to consider behaviour interventions and support. Areas of concern / possible causes will be monitored (CPOMS) and appropriate targets set. Parents will be contacted to inform them that behaviour is a cause for concern. An individual behaviour plan may be written in conjunction with parent/carer and pupil. When appropriate, there may be a referral to multi agencies i.e. Behaviour Support / Wellbeing Worker/Ed Psych, etc.

Some children may have bespoke ‘Positive Handling Plans’ that detail additional support, strategies and expectations.

Use of Reasonable Force

Very rarely, it may be necessary for staff to use physical intervention. When this is the case, our practice is informed by the 2021 OFSTED Guidance: Positive environments where children can flourish. In line with this, physical intervention will be reasonable, proportionate and necessary. If the behaviour of a child becomes physically aggressive and threatens the safety of that child or another person, the staff will work as a team to prevent anyone being hurt or put in danger in accordance with the Education and Inspections Act 2006. This states that all members of school staff have a legal power to use reasonable force (‘no more force than is needed.’) to control or restrain. This applies to any member of staff at the school. Reasonable force can also be used to prevent a child damaging property.

The decision to use reasonable force is down to the professional judgement of the staff member concerned and depends upon the individual circumstances. It is the duty of the Headteacher to ensure that adequate training is provided for staff. Staff at Wheldrake with Thorganby School are trained to use Team Teach techniques. However, in an emergency staff may have to intervene in circumstances outside of their previous training or experience. This would only be in exceptional circumstances to prevent injury. As soon as possible after an incident of physical intervention, the member of staff involved will log a report of the incident on CPOMS using a record of physical intervention form (RPI). Parents will always be notified of a physical intervention. Staff may request the opportunity to access personal support, including counselling, from the Headteacher

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 on CPOMS are monitored and then used to inform any changes needed.

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

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

APPENDIX

APPENDIX 1

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. FINAL WARNING (Final conversation with pupil, delivered privately if possible, 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 during playtime/lunchtime or end of the day free class time. An email is sent to parents.):

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 at playtime/lunchtime or end of day free class time. 5 minutes alone in order to reflect, calm down, etc. without causing further disturbance.

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 to inform them that behaviour is a cause for concern. When appropriate, referral to multi agencies i.e. Behaviour Support / Wellbeing Worker/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.

APPENDIX 2

Example email to parents

Dear parent/carer,

I am emailing to let you know that your child has had time out at school today. Time out is given to pupils that have had a reminder and final warning steps in line with our behaviour regulation policy. In some instances, an instant time out may be given. Time out is a 5 minute time out from break time, with a restorative conversation to help get the pupils back on track to learning.

We believe that no further action is currently required in school but we are sharing this information with parents and carers so that they can discuss with their children at home.

Please see our website for our behaviour regulation policy. If you would like to discuss this with the teacher or a member of SLT, please contact the school office to make an appointment.

Thank you for your support.

Kind regards

Miss Sophie Tams
Deputy Headteacher, SENCo