WHELDRAKE WITH THORGANBY CE PRIMARY SCHOOL

BEHAVIOUR POLICY

Date of Policy:	September 2026
Date of Review:	September 2028
Member(s) of staff responsible:	Emma Miller
Governor Responsible:	Dave Carpenter

BEHAVIOUR 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 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 to meet any specific social, emotional, learning or other needs which require a personalised approach.

Rationale

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

They can be applied to a variety of situations and are taught and modelled explicitly. We also understand that for some pupils, following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke behaviour strategies which may include alternative provision to reinforce positive behaviour.

By keeping to these rules, our pupils can:

- feel ready to learn and feel safe, secure and respected
- learn to care for, include and support one another
- learn the value of friendship
- show resilience and be proud of all their achievements
- develop their own self-confidence and feel happy at school
- try their best, learn and make the most of opportunities provided
- learn to care for their school and environment
- understand Christian Values such as forgiveness.

Staff can:

- teach more effectively and foster a love of learning
- develop positive relationships with pupils and parents
- meet the needs of all pupils so all pupils learn and have equal opportunities
- work in a happy atmosphere of mutual trust and respect
- feel supported in their roles
- develop personally and professionally.

Parents:

- know that their children feel safe and happy in school

- feel confident that their children are growing personally, socially and academically
- feel valued as partners in their children's education
- promote school rules and respect school decisions
- support school by respecting zero tolerance at home and school

How to encourage positive behaviour in school:

- we discuss the consequences of positive and negative behaviour with each class using Restorative Practice (Appendix 1).
- we treat each child fairly, equally and with respect and compassion
- we recognise and celebrate good behaviour as it occurs
- we explain and model the behaviour we wish to see
- we encourage children to be responsible for their own actions and choices
- we use the PSHE curriculum and Zones of Regulation to further embed positive behaviours and to support children with self-regulation strategies to manage their feelings and emotions.
- we reflect and use collective worships times to emphasise our Christian Values and how they underpin our daily behaviours
- the children have a voice in establishing school and class rules

Behaviour and Consequences

Our behaviour policy revolves around an education of 'consequences' *(See Appendices 2 and 3)* instead of rewards and sanctions. This links to our PSHE curriculum where the concept of 'consequences' is key to children understanding how to make appropriate and safe choices. We believe that behavioural practices that utilise the systems of sanction and reward do *not* necessarily address the complexities of social and emotional needs of pupils, particularly those who are vulnerable, in need and/or high-risk of under achievement. We believe that children must be helped to understand that there can be positive and negative consequences of their behaviour. We strive to help children understand positive consequences and to help children feel the intrinsic value in relationships. We believe that used helpfully, consequences rather than 'sanctions' can be effective in showing and teaching children how to behave, by providing a climate of mutual respect, where problems are seen as opportunities for learning and growth. Children are supported to learn from their mistakes through natural and logical consequences, increasing children's resilience and self-discipline.

In School, we recognise good behaviour by:

- verbally informing and then moving children on the positive behaviour consequences chart *(See Appendix 2)*
- praise and encouragement; the school operates a positive approach to behaviour management and values positive interactions with children
- stickers and house points
- hearing about good behaviour in assemblies;
- positive messages home;
- individual, group or class privileges;

- greater responsibilities for individual children e.g. members of pupil voice groups.

What is unacceptable behaviour?

- deliberate disruption to the learning of others
- red offences (See list)
- physical or verbal violence towards others
- refusal to obey reasonable requests
- deliberate damage to property
- bullying of any kind (See anti bullying policy)

Discouraging unacceptable behaviour- On occasions, when a child behaves unacceptably, staff will:

- remind pupils of the school rules: Respectful, Ready and Safe (particularly those which have been broken)
- move children on the negative consequences chart (See Appendix 3 and outlined below)
- use step 1: remind the child verbally about positive behaviour
- use step 2: provide a verbal warning to the child about their behaviour
- use step 3: the child may be asked to work in a different area
- use step 4: the child may lose 5 minutes of their breaktime, or an activity chosen by the teacher
- use step 5: the child may lose all of their breaktime and be sent to a member of SLT for reflection time

Sometimes this may not be enough, depending upon the situation and it may be necessary to deal with misbehaviour by:

- giving a firm reprimand
- separating pupils within the class
- removing privileges such as playtime, more than one playtime, class positive consequences, or after school clubs from individuals
- using reasonable force to move a child/ group to safety (with reference to our reasonable force statement)
- work not completed in the lesson may be sent home to be completed
- repairing the damage, by clearing up the mess, repairing the displays, making up with peers
- referring child to the Deputy Headteacher or Headteacher
- contacting parents to discuss ways of helping the child to improve his/her behaviour

Our Restorative Approach

All staff will:

1. Meet and greet at the door.

2. Refer to 'Respectful, Ready and Safe'

3. Model positive behaviours and build relationships.

4. Plan lessons that engage, challenge and meet the needs of all learners.

6. Be calm and when going through the steps. Prevent before using negative consequences.

7. Follow up every time, retain ownership and engage in reflective dialogue with children.

8. Never ignore or walk past children behaving in an unacceptable manner.

Senior leaders:

Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the children.

Senior leaders will:

• Meet and greet learners at the beginning of the day

• Be a visible presence around the school and especially at transition times

• Celebrate staff, leaders and learners whose effort goes above and beyond expectations

• Regularly share good practice

• Support staff in managing learners with more complex or entrenched negative behaviours

• Regularly review provision for learners who fall beyond the range of written policies

• Be a daily visible presence around the school, both inside and outside and particularly at times of mass movement.

Online misbehaviour

The school can issue behaviour consequences to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Negative consequences will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Additional Needs:

We always strive to include, not exclude, and approach all incidents of challenging behaviour using a supportive and restorative approach. We, of course, will adapt our practices, when

required, to support individual children with their behaviour and actions, especially those with SEND needs.

Some additional measures that may be put in place to do this are listed below:

- an individual support plan devised to meet the child's behavioural needs;
- behaviour interventions created in conjunction with parents (e.g. daily report card);
- pastoral support provided by a staff member or outside agency.

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices (Equality Act 2010)
- Using our best endeavours to meet the needs of pupils with SEND (Children and Families Act 2014)
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will consider the specific circumstances and requirements of the pupil concerned.

Adapting consequences for pupils with SEND

When considering a behavioural consequence for a pupil with SEND, the school will consider:

- Was the pupil unable to understand the rule or instruction?
- Was the pupil unable to act differently at the time as a result of their SEND?
- Is the pupil likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is 'yes', it may be unlawful for the school to consequence the pupil for the behaviour. The school will then assess if it is appropriate to use a consequence and if so, whether any reasonable adjustments need to be made to the consequence.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan/ report and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies. If the school has a concern about the behaviour of a pupil with an EHC plan, it will contact the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Contacting Parents about negative consequences:

Cases are individual so communication with parents will be undertaken if deemed necessary. Parents may be informed if their child has had to miss a full playtime by the adult administering the negative consequence. Parents will be informed if their child has had to regularly miss parts of a playtime by their class teacher or member of the SLT.

Fixed Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary following a serious incident. The school will follow the DfE current guidelines on exclusions in such circumstances.

Behaviour off school site

Consequences may be applied where a pupil's behaviour impacts on the learning or wellbeing of students off-site when representing the school, such as on a school trip.

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.

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.

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

Training

The head teacher is responsible for ensuring that all school staff, both teaching and non-teaching receive regular training on all aspects of the behaviour policy.

Monitoring and Review

The headteacher and SLT monitor the effectiveness of this policy on a regular basis. The head teacher is also responsible for reporting to the governing body on how the policy is being enforced and upheld, via the termly report. The governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils. The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy applies to all staff and to all pupils, whether temporarily or permanently on the school roll.

Red Offences: Kicking, hitting, hair pulling, biting, verbal abuse, swearing, inappropriate language incl discriminatory or prejudice of any kind. Behaviours of a sexual nature, low level disruption, refusal to complete work.

Policy Approved: September 2026 **Date for reviewing:** September 2028

Appendix 1

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.*



Our new stages pyramid - with explanations.



