



Behaviour Policy

Good behaviour is central to the wellbeing of our pupils and we prioritise building positive relationships between children and adults and children and their peers. We promote qualities of self-discipline, respect for others and positive attitudes to learning and each other. We believe that, in partnership with families, we can teach children to regulate their emotions and behaviour and to develop lifelong skills for relationships.

RATIONALE

A clear framework for promoting pro-social behaviour is essential for effective teaching and learning, and enhances the physical safety and mental well-being of pupils and staff. It is a prerequisite for maximising academic and wider life outcomes and builds relationships with families based on mutual trust and cooperation. In keeping with our school's ethos, this policy develops sound core values with an emphasis on respect for others, mutual understanding and the celebration of diversity. We believe that it is essential to maintain clear boundaries and expectations and that children feel safe and are most likely to thrive in a nurturing, structured school environment with predictable routines, expectations and responses to behaviour.

Rewards and consequences that follow certain behaviours should be made clear and children should be led to understand what is right and wrong. However, our evidence-based policy—informed by neuroscientific and psychological frameworks—acknowledges that behaviour is linked to emotional states, may communicate an unmet emotional need (conscious or unconscious) and that an ability to recognise and regulate emotions is a key aspect of understanding and managing behaviour.

We recognise that, for children whose developmental stage or identified SEND causes them to struggle with cause-and-effect thinking, impulse control and emotion regulation, the exclusive use of a simple behaviourist model of behaviour management can be unhelpful. Children who are particularly vulnerable in this respect may be those with attachment difficulties, developmental trauma, neuro-diverse needs or adverse childhood experiences for whom behaviourist approaches often cause further trauma and do not teach how to express emotions in a more appropriate manner. In particular, 'sanctions' that shame and ostracise pupils can provoke more negative behaviour and fail to develop the child's capacity for self-discipline. Therefore, in line with our commitment to attachment-friendly and inclusive practice, and in accordance with DfE Mental Health and Behaviour Policy November 2018, this policy acknowledges the need for flexibility and differentiation, and advocates approaches that are tailored to meet specific individual needs and experiences.

By promoting practice which is underpinned by central principles of empathy, connection, attunement, trust, co-regulation, reflection, correction and/or reparation, we believe that this policy is authentically inclusive and beneficial to the whole school community.

Aims

- To create a safe, happy, calm and purposeful working atmosphere which is conducive to learning and emotional well-being.
- To work in partnership with parents to maintain high levels of pro-social behaviour throughout the school
- To help all children develop self-discipline by learning to acknowledge and regulate their emotions and to accept responsibility for their behaviour
- To support the development of empathetic responses and an awareness of, and respect for, the perspectives and needs of others
- To help all children to develop non-abusive strategies for conflict resolution and to engage with restorative practice techniques

- To maintain an environment in which respectful, positive relationships thrive and where all members of the school community take responsibility for reporting and tackling any form of bullying or prejudicial discriminatory behaviour
- To offer differentiated provision for children with SEMH needs or other SEND who require additional support to be able to meet behaviour expectations
- To prioritise the development of relationships which provide traumatised children with attachment, co-regulation and support to develop interpersonal, intrapersonal, cognitive and emotional competencies

Establishing Expectations:

At the start of the school year, each teacher works with their pupils to devise class rules based on the following whole school expectations. They form part of the teacher's classroom management strategy and are 'owned' by all class members. They are clearly displayed and regularly reinforced in class.

PROMOTING POSITIVE RELATIONSHIPS

Universal approaches

At Wigginton, we endeavour to create an environment and culture of positive relationships by:

- talking to new families about the importance of our behaviour expectations and asking them to sign the Home/School Agreement (on entry and in Year 3) to encourage collaborative working between home and school
- providing feedback on individual pupil behaviour in parent consultation meetings and school reports
- developing community spirit (e.g. engaging in awareness/fundraising for days such as Children in Need, Comic Relief, Children's Mental Health Week and School Council initiatives).
- initiating whole school days/weeks to focus on specific aspects of behaviour e.g. Anti-Bullying Week,
- maintaining a quiet, calm and purposeful school environment
- prioritising the development of positive relationships with everyone in the school community
- promoting high expectations and developing clear and consistent routines in classrooms and around the school
- the modelling of pro-social behaviour by adults
- using strategies to support children with identifying their emotions and equipping them with strategies that will help regulate their emotions

Positive Reinforcement Strategies for Individuals and Groups

(Can be public or private dependent on individual needs - some children, including those with attachment needs/neuro-divergence, can find praise unsettling)

- Saying thank you and using positive body language (smiling, thumbs up, nod)
- Classroom praise - 'catching being good'
- Using children's work as an example/sharing with another teacher or class
- Team points
- Celebration assemblies
- School 'values' stickers
- Passing on a positive comment to parents
- Using stickers, stars, stamps and other class reward systems to give instant recognition for work/behaviour - **always making the reason for giving a sticker explicit**
- Marking and feedback time
- Displaying and celebrating children's work
- Class rewards -often chosen by the children eg: extra playtime, film time, activity afternoon
- Notes/messages/calls home - to maintain contact with families of pupils who need support
- Inviting a child to share success with the Head Teacher or another member of staff for praise

Responding to unacceptable behaviour/supporting relational difficulties

Type of incident	Type of response
Incident which disrupts learning in lessons	<ol style="list-style-type: none"> 1) Warn the child about their behaviour and refer to the class strategies (offering an appropriate action to support regulation). 2) If the behaviour continues, repeat for step one as a second warning. 3) If the behaviour continues or is repeated, the child will go to the classroom of the team leader (or another class in the Key Stage if more appropriate) and have five minutes to think about their behaviour and self-regulate. They are permitted to use attention tools if this is agreed upon with the member of staff. <p>Children return to class and are guaranteed a 'reset' opportunity. This means that they should be encouraged through positive behaviour management strategies to re-engage with learning. If the child remains unable to self-regulate, offer another five minutes and then refer the child to the head teacher or most senior member of SLT in head teacher's absence.</p> <p>At a time that is appropriate and when the child is fully regulated, child completes a reflect, reset, restore sheet either independently or with the support of their class teacher. This could be done at a breaktime, lunchtime or in an assembly time to avoid disrupting learning for other pupils. This may be completed the following day if the child has been significantly dysregulated on the day the event occurred. It must be completed before the end of the week to guarantee closure. Teachers keep all records of reflect, reset, restore sheets for pupils in their class to refer back to if needed.</p>
Incident which disrupts play at break or lunch time (including speaking to others in a disrespectful way, controlling behaviour, excluding others)	<ol style="list-style-type: none"> 1) Use either 'CALM' or boundary emotion coaching scripts to scaffold expectations. Agree a consequence alongside the child (see below for inexhaustive suggestions) 2) If the child continues to be dysregulated, identify an agreed space for calm activities without excluding the child from playing (e.g. colouring on middle yard at lunch or the quiet area of the top yard at break time) and monitor them. 3) After five minutes, return to the child and agree a consequence and an action to support them moving forward (e.g. you cannot play football because of what you did but why don't we join in this game of hide and seek?)
Incident relating to violence, bullying, racism, homophobia etc	Pupil is sent directly to the head teacher or, if they are not available, to the most senior member of SLT. The member of SLT responsible will complete the reflect, reset, restore sheet alongside the child. This will be added to Integris and parents/carers will be informed. The class teacher will also verbally inform the family of any pupils who have been directly affected by the behaviour of the child in question and explain the consequences to them.
Examples of appropriate consequences for a range of behaviours	<ul style="list-style-type: none"> • Cleaning up any mess or damage • Helping a member of staff in the next lunch time (e.g. being responsible for leading a game with younger children or additional tidying up duties) • Not playing football for the next break and lunchtime • Playing only on an identified playground for the rest of lunch • Playing a different game or with different people

Use of Reasonable Force

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 Head Teacher to ensure that adequate training is provided for staff. Designated staff at Wigginton 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 and to prevent potential injury. As soon as possible after an incident of physical intervention, the member of staff involved will write a log of the incident, to be kept in a confidential incident folder. Staff may request the opportunity to access personal support, including counselling, from the Head Teacher.

Supporting children with social, emotional and mental health needs

Some children may have persistent difficulties meeting behaviour expectations because of identified SEMH needs. It may be helpful for adults to think of such children as struggling to handle something difficult/communicating an unmet need, and therefore needing support to manage distress, rather than thinking of them as choosing to behave badly and concluding that they should be 'punished'.

Such children may require specific provision which is in addition to/different from most of their peers. Such provision should be planned with the SENDCo and may include:

- Regulation times - access to a quiet area, in class 'regulation station' (Busy boxes, stress balls, attention toys, social stories, drawing pads), self-withdrawal, specified 'safe' places.
- Alternative, more personalised behaviour provision through the three-point scale.
- Support from CYC well-being service and/or ELSA
- 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)

Confiscation of inappropriate items

Inappropriate items, or items being used inappropriately, will be taken off children. These will be returned to the child, or if more appropriate, to the child's parent at a suitable time.

Any complaints will be investigated promptly. A formal complaints procedure is established should it be impossible to resolve any difficulty arising over the discipline of any child.

Recording Behaviour Incidents

Written records of behaviour incidents are invaluable in identifying patterns of behaviour (including bullying), triggers and evidencing the level of need. All instances of bullying, racism, violence or homophobia will always be recorded on Integris. They will be used in any formal assessment of need or in any referrals to external agencies. Class teachers will use their professional judgement to decide if it is appropriate to record any other incidents for which a reset, reflect, restore sheet has been used on Integris. This may be useful with the following events in mind:

- Friendship issues - any repeat or significant incidents. This could help identify/evidence bullying/poor social skills etc.
- Parental concerns - particular around friendship issues, references to other pupil's behaviour towards their child etc.

The member of teaching staff witnessing the behaviour has the responsibility for following the behaviour policy stages and informing the pupil's class teacher. Teachers who directly witness any significant concerns are responsible for logging the incident on Integris. The head teacher will also add any subsequent actions. Incidents reported by TAs/lunch team will be logged by the member of staff they reported the incident to.

Related Policies

We have developed a suite of policies relating to the safeguarding and behaviour of pupils. Please see also:

Anti-bullying Policy

CYC policy on Exclusion of Pupils

SEN Report

Inclusion Policy

Safeguarding Policy

To evaluate our effectiveness:

We have a number of records available for review:

- our Integris behaviour log for the number and type of incident over a period of time
- number and progress of individual behaviour plans
- noted instances of good behaviour - these are usually external views/comments on children's behaviour.
- number of fixed and permanent exclusions.

Our behaviour policy will be reviewed every three years.

This policy has been agreed by the *Governors* and is reviewed every three years.

Date ratified: March 2025

Signed _____ (*Chair of Governors*)

Signed _____ (*Headteacher*)

Appendices for Behaviour Policy:

- Emotion coaching scripts (each member of staff to have on a keyring).
 - Whole-school rules to be displayed in each class, in the hall and on each shed.
 - Writing up any instances of positive handling.
 - Reset, reflect, repair sheets are available and to be used in each classroom. They are also available in each shed and these should be used at lunchtime before being shared with a pupil's class teacher.
- 1) Two warnings about inappropriate behaviour making reference to the three-point scale and potential actions that might be appropriate.
 - 2) Third concerning behaviour > go to phase leader for five minutes **reset**. If calm enough to return to class, return; if not yet calm enough, take another five minutes. If still not calm enough (or in the case of violent behaviour), straight to available member of SLT.
 - 3) Reset means just that - a fresh chance on return to class. Only **reflect** when ready (may be the next day). This could be done independently if the child can do so. It might need to be five minutes chatting through in break time, assembly time or in lunch time. Choose a time that suits you as class teacher (SLT member will do this in the case of violent or dangerous behaviour). This element must take place and it must be when they are calm enough to reflect.
 - 4) Agree with staff when these incidents should be logged on Integris. All reflect and reset sheets to be kept in class file for potential patterns/historical reference.

Other points:

- Staff never shout at a child unless it is an emergency for safety reasons.
- Around school (but not at lunch time) the class teacher always completes reflect, reset, repair sheet unless SLT have been involved. These are kept in the class folder.
- Each yard has a designated calm zone. Children can choose/be directed to it for reset time in line with classroom approach.