



# **Dream Believe Achieve**

## **Emotional Resilience and Relationship Policy**

(Behaviour Management Policy)

# Whittlefield Primary School

## Behaviour Management: A School Policy

### Philosophy

Our starting point is always our equality statement:

*“We are the Whittlefield Family.  
Come as you are:  
we welcome and value the whole you  
and we understand that we all have a story.*

*We are a community where you can feel safe, secure and able to flourish.  
Here our differences and diversity are celebrated.”*

As such, our school believes in the positive management of behaviour. We aim for all the children to achieve their maximum potential in a caring and safe environment. We accept that children make mistakes and believe it is the responsibility of all the adults in the school to help the children to learn from their mistakes. We aim for our children to become independent and self-regulated learners.

Underpinning our philosophy in behaviour management is the nurture principles set out by Nurture UK. The school has wholly adopted these principles in every facet of school life, to best provide our children with a safe and calm environment in which they can flourish.

The principles act as a guiding framework to the behaviour policy and the manner in which we assess, support and respond to the behaviour displayed by our children. The six principles are:

- Children's **learning** is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of **self**-esteem
- Language is understood as a vital means of **communication**
- All behaviour is **communication**
- Transitions are significant in the lives of children

### **The importance of good behaviour**

The school ethos is based upon a positive, consistent and structured approach to appropriate behaviour management where expectations are clearly modelled and communicated to provide a secure environment. The ability to adapt behaviour which is appropriate to a variety of situations is an essential life skill. We believe that it is our responsibility to help children to understand the importance of good behaviour and therefore learn to make the right choices at school and as future citizens.

### **In implementing this policy, the school will:**

- Establish systems which are consistent throughout the school and which are clearly communicated to children, parents and staff

- Encourage children to respect the needs and well-being of others
- Promote by example acceptable standards of behaviour
- Encourage positive relationships throughout the school community
- Consider the special needs of individual children
- Encourage children to incorporate respect for everyone and everything into their daily lives.

## **Roles and Responsibilities**

### **The Governors should:**

- Ensure that the policy is updated regularly by the Headteacher and reflects the ethos of the school

### **The Headteacher should:**

- Promote a consistent approach throughout the school
- Support members of staff in their implementation of the school's policies
- Oversee the implementation of the policy throughout the school
- Provide behaviour management training at least every two years
- Ensure that the policy is reviewed and revisited annually

### **All staff should:**

- Establish and encourage positive relationships
- Implement the school policies for behaviour

### **Parents and Carers should:**

- Support the school in implementation of the policy to ensure a cohesive and cooperative approach to managing their child's behaviour

### **Children should:**

- Take responsibility for their actions

## **School Expectations**

It is the belief of the governing board and staff that close attention should be paid to ongoing day to day rules and regulations in order to establish a firm basis for courtesy and consideration for others. All staff, therefore, must use positive behaviour management strategies to:

- Reinforce the codes of common decency and courtesy in order to help the children to grow up to be polite and caring members of society
- Make certain that children show respect for each other and for all members of the school community
- Encourage children to move around the school appropriately without running and with consideration for others
- Prevent the use of inappropriate language
- Encourage children to show care for our school environment
- Foster good relationships within our school

Below is a list of actions and strategies all staff working within Whittlefield School agree to implement:

- **Smile** – passing along positive energy and creating a sense of security and belonging
- **Display only behaviour which you would want children to replicate.**  
Staff will demonstrate respectful interactions with all members of the school community

- **Use of positive language (verbal and body)**  
E.g. *please put your hand up* rather than *do not shout out* and *finished* rather than *no*.  
This also includes positive body language and the avoidance of fear, anger and frustration in adult behaviour.
- **Giving time to ‘Noticing’ children will be a priority for all staff.**  
Traditional activities such as ‘show and tell’ are celebrated as an opportunity to build connections and relationships with children. Children will be greeted positively when they enter the classroom each morning. Staff should notice that children are not ready for learning, they will intervene with nurturing strategies (time out, 1-1 talk time, engagement of the Pupil Support Manager). There will be a class meeting held at least two mornings a week for 15 minutes to air out any difficulties the children have had either in the morning or previous evening, so the children have time to settle in to class and be **ready** to learn.
- **Consistent recognition**  
The children will decide a class target and all the children will work towards achieving this, once achieved the class will be rewarded. There will be a choice of non-tangible rewards available.
- **Consistent Celebration** of children’s achievements through the presentation of ‘public praise’, notes and phone calls home
- **Closing the gap and turning down the volume**  
Staff will not correct behaviour in school by shouting over distances, through crowds, or over noise. Signs, positive indicators, should be used wherever possible. Children will be spoken to privately in behaviour correction in order to maintain the child’s self esteem
- **Wait, watch, wonder**  
Becoming attuned to the child’s behaviour is key in assessing behaviour, preventing the escalation of situations and connecting with the child. Staff will endeavour to think empathetically when dealing with behaviour and understand that all behaviour is a form of communication
- **Necessary involvement**  
Staff will avoid unnecessary involvement in behaviour issues that they are not dealing with. This includes questioning and approaching children who are being dealt with by other members of staff for a behavioural issue
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- **Staff Pledge**

To enable consistencies throughout the school in which behaviour is dealt with the staff will make a pledge as follows:

## Staff Pledge

- 👋
Meet and Greet on all classroom doors/entrances
- ###
Morning Meeting with the children
- ###
Make Learners feel important, valued and like they belong
- 🎯
Introduce recognition target board
- 🗣️
Refuse to shout
- 👤
Give attention to those doing the right thing
- 🏆
Take the fame out of being badly behaved
- 💡
Make a point of recognising and praising behaviour that is over and above.

### School Systems for Behaviour Management

#### School Vision and Values

	<h2 style="margin: 0;">READY</h2>	<ul style="list-style-type: none"> <li>Ready to learn, ready to engage, ready to work, and ready to listen, ready to...</li> </ul>
	<h2 style="margin: 0;">RESPECTFUL</h2>	<ul style="list-style-type: none"> <li>Mutual respect, individual respect for EVERYONE, children, staff, parents, visitors, aliens!</li> </ul>
	<h2 style="margin: 0;">SAFE</h2>	<ul style="list-style-type: none"> <li>A right to a safe environment for both adults and children in all environments – classes, playground, offices, trips etc.</li> </ul>

We have a therapeutic approach to managing behaviour. This is based on positive relationships.

### Dealing with challenging behaviour

The member of staff will deliver a quiet reminder this will be done directly and privately to the child where possible. The child should be reminded of a previous positive behaviour. The intervention should take no longer than 30 seconds and be direct with no open questions.

### Next steps

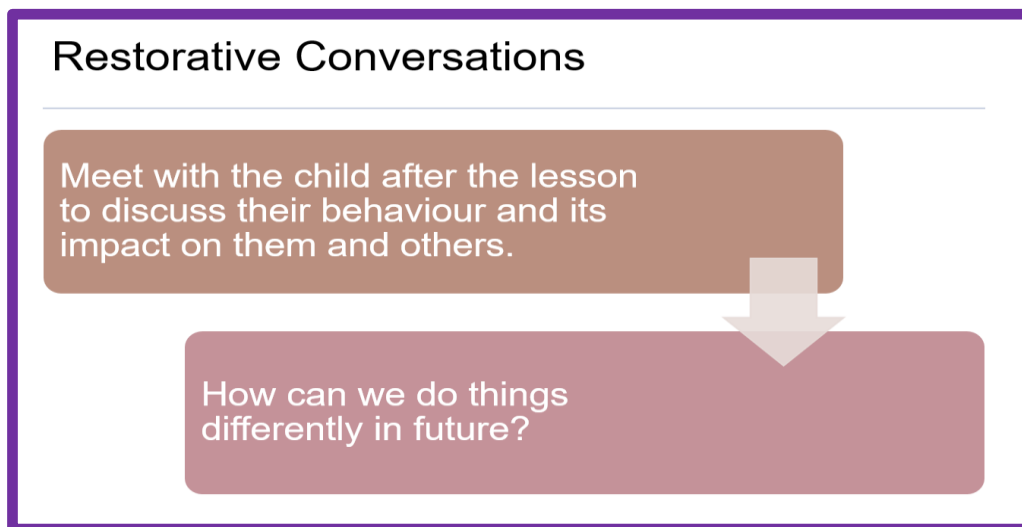
If the Agreed narrative (name, feeling, behaviour): *Daniel I can see that you are frustrated as you're finding this hard. Take 5 minutes in the safe space and then you'll be ready to continue. Thank you.*

If the child continues to behave negatively the next step would be to offer the child minutes in the quiet area to compose themselves and come back.

### Continued support

In the event that extra support is needed the Pupil Support Manager can be called and they will provide extra support for the child until which time they are ready to learn.

### Restorative conversations



### Recognition System

Every class has a Recognition Board. These emphasise the positive contributions that children make to the class. Children can recognise other pupils, staff can recognise pupils.

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions, and follow the rules because they know that is the right thing to do. For a minority of children, they may need more incentive and support to behave well. In these circumstances individual reward charts may be used. With a focus on earning a reward for behaving appropriately. The use of a sanction for example timeout should be used when a child needs to self-regulate their behaviour. The adults need to provide safe places for the children to go and self-regulate, and they may need 'tools' to support their self-regulation. These should be requested from the inclusion team for the child when appropriate.

Everyone is involved in the development of our emotional resilience and relationships approach. In KS2 children have a nominated chairperson in each class and have regular meetings to set targets (1 at a time) and discuss progress. In EYFS and KS1, teachers lead sessions and agree the focus target with the children. The focus target is displayed in the centre of the recognition board in each classroom.

There will also be an opportunity for children to be recognised for going ‘above and beyond’ these children will be awarded with a choice of reward can be chosen by the child and be agreed by the class teacher.

### **Procedures**

- The school’s ethos is that recognition and praise are more effective in the long term
- It is important that all staff should establish a positive and welcoming atmosphere for children by welcoming them inside the classroom on their arrival
- Acceptable behaviours should be discussed with children and their views (phrased in a positive way) posted on the classroom wall and reviewed. These should form the basis of the whole Class Agreement developed at the beginning of each academic year with teachers and their class
- All school staff have the same authority as teachers in matters of behaviour, i.e. they are expected to insist on correct codes of behaviour and to issue routine recognition
- The School Council and Pupil Forum have an active role in the review and implementation of the behaviour policy
- The Headteacher may in certain circumstances refer difficulties to parents and the Governing Body
- SLT or a member of the Inclusion Team may determine whether the circumstances require that parents should be informed about behaviour issues

### **Safety and Wellbeing**

Children’s safety and well-being is of paramount importance to us and when a child, adult or children are in danger we take the following steps:

### **Exclusions**

The school will avoid exclusions (both suspensions and permanent) whenever and wherever possible. However, in extreme cases, where behaviour has become violent and aggressive towards staff and other children and is endangering the safety of staff and children and preventing other children from their right to education, then a short-term suspension may be implemented. A return to school (reintegration) meeting will take place before the child returns back into their normal classroom provision. A parent or carer for the child must be present at this meeting. A permanent exclusion would only be issued if violent or aggressive behaviour is prolonged and every other possible interventions and strategy (including external services) has been exhausted and has failed.

### **Supervision**

It is essential that adequate and effective supervision is provided. To this end the following systems are in place:

- Staff on supervisory duties in the playground should distance themselves from the children and each other by positioning themselves strategically to establish good sightlines
- Playground supervision begins at 8.45am each morning and is undertaken by a member of staff plus a member of the School’s Leadership Team. Children enter the building from 8.45am
- Pupils should be discouraged from re-entering the building during break times, but should be encouraged to ask permission to use the toilets during break and lunchtimes
- Staff are positioned to monitor the movement of children around the school at transition times

## Playground Challenges

Because behavioural challenges are most likely to arise during unstructured break times the school has the following procedures in place to ensure a positive playtime experience:

- There are four adults on duty during morning playtime – two on the KS1 playground and two on the KS2 playground. There are two members of staff on duty during afternoon playtime on the KS1 playground. Their purpose is to oversee safe play.
- The playgrounds are separated for Key Stage 1 and Key Stage 2 children.
- There are designated areas for games
- There are designated quiet areas
- Key Stage 2 Play Leaders facilitate play with the younger children
- Playground equipment is provided by the school and is stored in trolleys in the school hall

## Lunchtime Agreement

The lunchtime agreement is in place taking into account the school agreement of Ready, Respectful and Safe.

The playground is divided into sections where all children's needs are taken into account. The lunchtime staff are notified of quiet areas for children who need to regulate their emotions and these children are encouraged in the same way using the 30 second intervention. All staff are trained in the de-escalation of behaviours at least every 2 years.



## Strategies to Encourage and Support Good Behaviour:

- Asking support staff to spend regular one to one time with small groups for a specified period, or to hold small circle-time group sessions
- Adopting a more proactive approach during circle times and raising behavioural issues, perhaps using puppets for younger age groups
- Giving learners an overview each morning of the day ahead to alleviate anxieties and insecurities by using a class visual timetable
- Referring children to the school's Pastoral Support Manager for proactive behaviour intervention

## SEND and Vulnerable Children



For the vast majority of children these strategies will be effective in developing emotional intelligence and resilience. For a small proportion of children the approach may need to be adapted to suit their specific needs. In this case, these adaptations are agreed with the SENDCo and Inclusion team resulting in clear, consistent strategies recorded on the child's POP. These are shared with ALL adults who work with the child.

### **Dissemination of Rules and Regulations**

All staff are asked to reinforce rules on an as needs basis but to avoid negativity and actively promote positivity. The Headteacher communicates with the whole school where necessary, again in a positive manner. All staff are provided with training in behaviour management.