



Whitchurch Church of England Primary School Behaviour Policy

Effective date	Revision date	Reviewed	Approved by
17/10/24	18/10/24	Annually	FGB

Whitchurch Vision Prayer & Values

Lord God, together we make a difference through love, courage and respect. With kind actions, words and thoughts we accept everyone for who they are and care for those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen

Jesus said, 'Love your neighbour as yourself' (Matthew 22:39)

Together we make a difference through love, courage and respect.

Purpose

The purpose of this policy is to guide teachers, pupils and parents on the restorative and relationships focused behaviour management that we use in school. The policy promotes a consistent approach to supporting all pupils to learn and play in a calm, consistent and nurturing environment where all children feel safe. We are committed to creating an environment where everyone is expected to demonstrate high levels of personal conduct and to accept responsibility for their actions, in a manner that is appropriate to their age and stage of development.

Aims

- To provide a clear and consistent approach to behaviour management that is based on developing strong relationships and restorative practices as well as being informed by trauma and attachment strategies.
- To support our pupils to regulate their behaviour.
- To provide a safe, inclusive and equitable school ethos where learning opportunities for all are maximized and all children feel valued.
- To provide all staff the tools to enable them to support and equip children with strategies to develop their behaviour and to build positive relationships with others.
- To support children to understand and be accountable for their actions and the impact that this may have on themselves and others, promoting a solution focused approach to changing future behaviours.
- To ensure that our school values are embedded in our school ethos and emphasized by the conduct of our pupils.

School Values

Our three school values underpin the learning and social behaviours that we expect all members of our school community to demonstrate. These sit alongside our behaviour expectations to equal five key foci.

Love	Courage	Respect	Safe	Ready
I am kind and caring to others, my school and myself.	I challenge myself in my learning & to try new things.	I treat others as I would wish to be treated and show care for my school environment.	I follow the school expectations in or when representing my school.	I show positive learning behaviours and engagement.

Promoting Positive Behaviour

It is the expectation that all pupils demonstrate our school values and display good learning and social behaviours.

Whitchurch Primary School recognises that good behaviour management sets children up to make good choices. Strategies to promote positive behaviour include:

- An exciting and well-pitched curriculum.
- Clear and consistent boundaries and routines.
- A calm and organised environment.
- Adults exemplifying the behaviour we expect to see in children.

The school supports pupils' understanding of the school values and their emotional literacy and wellbeing in a number of ways, including:

- Whole school and class worship
- PSHE schemes of work
- Thrive provision in the Willow Room and Bee Hive
- Trauma and Attachment training for all staff
- Family Link Worker
- ELSA

We recognise good social and learning behaviours in a number of ways including:

- Verbal comments to a class or group of pupils
- Verbal and specific praise to individual pupils
- Roll of Honour for 'above and beyond' exemplification of the school values
- Stars of the Week for Year R
- Small privileges e.g. line up first, choose which game to warm up in PE, hand out resources
- Written feedback in books
- Opportunities to share work and achievements with other pupils and staff
- The use of stickers
- House points
- Positive notes/postcards
- Marble parties
- Headteacher awards each week in celebration assembly for Lead Learner
- Governor awards once a term

Regulated and Unregulated Behaviour

When children are not demonstrating our school values, school staff are trained to recognise if the pupil is able, at that point, to regulate their own behaviour.

Unregulated behaviour can be recognised, in its simplest form, as children who are in fight, flight or freeze mode.

Dysregulated Behaviour

If children are dysregulated, school staff will prioritise supporting them to regulate their emotions before talking to them about their behaviour and conduct. Adults will then re-establish their relationship with the child, before moving on to a restorative approach. Prompts for this can be found in the Behaviour Blueprint – Appendix 2.

Regulate

The process for this is:

- 1) Label the emotion
 - Tell the children what emotion you think they are feeling
- 2) Limit the behaviours
 - Make sure everyone is safe and share clear behaviour boundaries
- 3) Lid closure
 - When children are dysregulated, the amygdala fires and they are not able to engage the part of the brain that helps them to make good decisions, show empathy and problem solve. We refer to this using the analogy 'flipping the lid.' We need to help children 'close the lid' so that the decision making part of their brain is reengaged. A video explaining this can be found here: [Trauma Matters Omaha | Hand Model of the Brain \(youtube.com\)](#)

Relate

It is important for the adult to re-establish a bond with the child to enable them to engage in the restorative stage of the process.

Restore

Staff will conduct a restorative conversation with the child. This may be recorded on a Restorative Reflection Record – Appendix 3. Staff will support and scaffold the children appropriately according to their age, stage of development and any additional needs they may have.

The key questions are:
What happened?
Who was affected?
What will happen next?

Regulated Behaviour

Sometimes, children who are regulated make decisions that are not in line with school values. In this case, a stepped approach to sanctions is used. The aim is always to help the child to correct their behaviour and to learn from their mistakes.

At Stage 3, a 30 second scripted intervention will be used.

Stepped Sanctions

Stepped Sanctions	Stepped sanctions at play
<ol style="list-style-type: none">1. Reminder – General/Non-verbal2. Reminder – outline specific expectations3. Thinking Time & reset4. Final Warning and scripted intervention5. Missed break or restorative action or sanction6. Restore – Restorative Conversation	<ol style="list-style-type: none">1. Reminder – outline specific expectations2. Walk with an adult (5 minutes reflection)3. Repeat behaviour: walk with an adult (reflection) & no return to that activity for the rest of play that day4. Dangerous behaviour – to SLT5. If the behaviour repeats the next day – not allowed to participate in that play activity for two days.

Thinking Time

Thinking time provides the opportunity for the child to stop, reflect and reset.

For most children, Thinking Time will be for 5 minutes. This may be adjusted to best suit the age and stage of the child.

Children should be given a timer and directed to sit in an appropriate place to allow them to stop and reset. This may be in the classroom or just outside the classroom.

Once the timer has finished, pupils will be given the opportunity to apologise. The adult will thank them for their apology, and in a neutral tone, tell them what they need to do next and that they will be resetting. Pupils may need support to engage in learning and complete their tasks if they have missed part of the lesson.

Scripted Intervention

Scripted Intervention
<ul style="list-style-type: none">• I have noticed that...• You are not showing... (school value/behaviour expectation – ready, respectful, safe)• You need to...• This is your final warning.• Thank you

Restorative actions and sanctions

The aim of restorative actions and sanctions is primarily to change behaviours and help children to understand the impact of their actions.

Restorative actions and sanctions are ways for taking positive responsibility for making amends, making personal changes and for developing a greater sense of belonging within our school community.

Working through the Stages

In general, children will work through the 6 stages. If a pupil is aggressive, threatens or hurts another pupil or a member of staff, they will move straight to Stage 5 (Stage 4 for play sanctions).

Lost Break

When a child in Key Stage 2 misses some of their break or lunchtime, the member of staff will complete a lost break card.

Lost break will take place in the shared area supervised by teaching staff.

If a child misses their break on 4 occasions in a half term, the teacher will meet with a member of SLT to discuss the provision for the child and whether any further actions need to take place to enable the child to be successful. Reasons for missed break will be analysed and changes made, where necessary to lesson or break provision. Parents will be informed via class teachers.

Pupils in Key Stage 1 may lose some minutes from their break or lunchtime for a restorative conversation to take place. This will be carried out by the class adults.

Children with Challenging Behaviour or Additional Needs

As an inclusive school, we recognise that some children will need different strategies and support to enable them to show our school values.

When working with children, we will tailor our language to the child's age and needs.

Pupils who find it difficult to manage their emotions and behaviour may have a 3-point plan or different strategies to support them to be successful in school.

Parents will be involved in putting the plan together and other agencies may be asked to support the child. This may include the Primary Behaviour Service (PBS) and the Educational Psychology Service.

Exclusions and Suspensions

The use of suspensions and school exclusions are taken very seriously and will only be used:

- In response to serious or persistent breaches of the school's behaviour policy and
- where allowing the child to remain in school would seriously harm the education of the child or others in the school.

We follow HCC guidance on exclusions and suspensions and consistently refer to the most up to date recommendations:

<https://www.hants.gov.uk/educationandlearning/educationinclusion-service/exclusion>

Definition of suspension: where a pupil is temporarily removed from the school.

Definition of permanent exclusion: means that a pupil is not allowed to attend school or go on to school premises permanently.

If your child is suspended or excluded, you will be notified by the Head Teacher (or their nominated representative) immediately. This may be by phone or you may be asked to come in to a meeting. As part of this conversation, you will be told the length of the suspension and reason for it. We may also discuss the next steps after the suspension.

If the child has a social worker or is looked after, the social worker will be informed immediately.

If your child has been suspended, you can make all the difference in getting them back on track and helping them to be successful. Work will be set by the school for your child to complete at home during the first five days of the suspension. Please note that it is your responsibility to ensure completed work is returned to the school for marking.

If you disagree with the decision to suspend or permanently exclude your child from school, your options include:

- Requesting an appointment with the Head Teacher to discuss your concerns further and to ask them to reconsider.
- Asking the school governors to review the decision.

The governors' committee which meets to review suspensions and permanent exclusions is known as the governors' discipline committee and consist of at least three governors. If the suspension is between six and fifteen days in a term, and the parents request a meeting, then the governors' discipline committee must meet within 50 school days. Your child will have been receiving full-time education from the sixth day of the suspension. The duty to provide appropriate full-time education will remain with the local authority, and a long-term assessment of the pupil's needs will take place. Some children may be ready to return immediately; others would benefit from some time to address their behaviours in a more focused way. Preventing further suspension and permanent exclusions: When your child returns to school, you can help prevent further suspensions by keeping in regular contact with your child's class teacher and phase leader; ensuring that you and your child are involved in any future meetings.

Further guidance and advice: we follow the Hampshire guidance – Exclusions from school and further information and contact details for parents can be found on the link above.

Appendix 1

Governor's Statement of Behaviour Principles Whitchurch CofE Primary School October 2024: reviewed 3-yearly

This is a statement of principles, not practice, in line with the Education and Inspections Act 2006. Practical applications of these principles are the responsibility of the Headteacher. The purpose of this statement is to give guidance to the headteacher when developing the behaviour policy for Whitchurch Primary School.

The headteacher will develop the behaviour policy with reference to DFE guidance.

At Whitchurch Church of England Primary School we believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services at our school. We recognise our responsibility to safeguard all those who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Principles

Our statement is informed by our school's Christian values: *"Together we are making a difference with love, courage and respect"* and our vision which is written as a prayer.

Lord God, together we make a difference with love, courage and respect. With kind actions, words and thoughts we accept everyone for who they are and look after those in need. Help us learn well with curiosity and confidence. Our world is your creation and we will cherish it. Amen

As the Governing Body of Whitchurch Church of England Primary School we believe:

- In living out our Christian vision which based on Jesus's commandment: "Love your neighbour as yourself" (Matthew 22:39).
- Our school values of love, courage and respect, alongside being ready and safe, underpin our school ethos and practice and should be displayed by pupils, staff, governors and visitors.
- Whitchurch Primary School is an inclusive educational setting where all pupils, staff, governors and visitors are free from any form of discrimination.
- All children, staff, governors and visitors should feel safe, valued and respected at Whitchurch Primary School.
- As an inclusive school, we recognise the difference between equality and equity. This will mean that children are supported in different ways to follow our school values and behaviour principles. Some pupils will require a personalised approach to help them to achieve our school aims.
- We understand that behaviour communicates need which may be unmet.
- We understand that each developmental stage has a range of typical behaviours, which provide opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide structure, predictability, consistency and routine to build a sense of safety in the emotional and physical environment.
- We encourage children at our school to become accountable for their actions and the impact they may have on themselves and others, promoting a solution-focused approach to changing future behaviours.
- We keep in mind that we are the adults and the children are still growing, learning and developing.

- We seek to restore relationships and support children to change unacceptable behaviours. This includes the use of sanctions.
- Rewards and sanctions are used consistently.
- We seek the most appropriate way of supporting children to develop their ability to self-regulate their emotions and behaviour. This includes developing the skills of self-control, empathy and emotional literacy and management.
- Pupils are taught and supported to take responsibility for and reflect upon their actions and how this can affect others.
- School practice is sensitive to and informed by attachment and trauma approaches.
- Good relationships between children and staff are paramount to a successful behaviour policy and is at the heart of the ethos of Whitchurch Primary School.
- The use of physical intervention and/or reasonable force will be based on individual children and the professional judgement of staff and in line with DFE guidance.
- In a primary school where everyone works together to inspire and empower our children to be the best they can be.
- That positive behaviour is essential in allowing effective teaching and learning and that good teaching, in turn, encourages positive behaviour.
- in the development of self-discipline and positive behaviour in all our children, based on mutual respect.
- in the value and importance of self-worth and promote self-confidence in all our pupils.
- children developing self-regulation, internal discipline and the development of mental resilience
- that home-school partnership is important in establishing positive behaviour.
- that all staff, governors, parents, carers and visitors should model positive behaviour and provide good role models for our children.
- in equal opportunities and value all members of our school family regardless of race, gender or ability.
- we have a responsibility to support all those children with emotional and/or behavioural needs so that they can be fully involved in the academic and social life of the school.
- that the following will not be tolerated: bullying, violence, verbal abuse, racism, sexism, disability discrimination, homophobic behaviour or any other form of harassment.
- in celebrating successes and rewarding positive behaviour.
- in operating a system of consequences which will be graduated and appropriate to the level of behaviour.
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Suspensions and exclusions are used as a last resort and in line with DFE guidance.

As Governors we will support the Head Teacher and all other staff in implementing the behaviour policy.

Signed:
Chair of Governors

Date: 01.10.24

Appendix 2

Whitchurch Primary School
Behaviour Policy Blueprint

Love	Courage	Respect	Safe	Ready
I am patient & understanding of other's differences.	I challenge myself in my learning and	I am kind and caring to others, my school and myself.	I follow the school expectations in or when representing my school.	I show positive learning behaviours and engagement.

Dysregulated – Emotion Coach
Fight – Flight – Freeze

Regulated

Regulate	
Label the emotion	<ul style="list-style-type: none"> - I can see you are feeling... - I know that you are...because... - I can see that you are in the....zone
Limit the behaviour	<ul style="list-style-type: none"> - Safety = Priority - Clear, concise instructions - Give a clear boundary - Consider offering an alternative action - Consider a change of location (choose A or B/let's go to) - Explain what is happening (We're going to move to the sofa so that you are safe and/or comfortable) - Make sure an adult in close proximity – tell them and check in
Lid Close the lid	<ul style="list-style-type: none"> - 5 minutes calm down time - Reduce sensory overload - Alone time – adult in proximity (I'm going to sit...If you need me, I'll come and check on you in 2 mins). - Quiet – reduce language & interactions - Movement - Sleep - Play/being playful/silly - Read or listen to a story - Colouring - Distraction - Change of face

Stepped Sanctions
<ol style="list-style-type: none"> 1. Reminder – General/Non-verbal 2. Reminder – outline specific expectations 3. Thinking Time & reset 4. Final Warning and scripted intervention 5. Missed break or restorative action or sanction 6. Restore – Restorative Conversation

Scripted Intervention
<ul style="list-style-type: none"> • I have noticed that... • You are not showing... (school value/behaviour expectation – ready, respectful, safe) • You need to... • This is your final warning. • Thank you

Restore	
Ideally, this will be with, or include the member of staff who was with the child when the incident started.	
Neutral tone – non judgemental	
What happened?	What happened? What were you thinking? How were you feeling at the time?
Who was affected?	Who was affected? How do you think they might have felt?
What next?	What can you do to make things better? What could you do next time? Who can help you?

Relate	
Re-establish a bond with the child to enable them to engage with the restorative part of the process.	
Strategies	Example
Talk about a shared interest	I saw a lovely horse the other day. I thought of you because I know you love horses.
Talk about a happy memory you share	I remember when we went on the school trip and went pond dipping.
Take part in an activity together – this can be small	Help them with their lid closure activity, look for the bluetak on the wall.
Tell them something they might be able to relate to and ask a question	It's 16 days until my birthday. Do you know how long it is until your birthday?

Appendix 3

Restorative Reflection Record

Pupil name:	Date:	Class:
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Staff name:	Term:	Week:	Number this half term:
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Summary/Notes of Restorative Conversation

What happened? What happened? What were you thinking? How were you feeling at the time?	
Who was affected? Who was affected? How do you think they might have felt?	
What next? What can you do to make things better? What could you do next time? Who can help you?	

Follow up points/Actions

Emotion Coaching Prompts

What happened?

I threw something	I pushed someone	I shouted at someone	I was rude to someone	I walked off
I scribbled on my work	What happened?			I broke something
I quit				I swore
I was not safe	I was unkind to someone	I stopped others from learning	I hurt someone	Something else

**What were you thinking?
What were you feeling?**

worried	fidgety	confused	angry	excited
scared	What were you thinking? What were you feeling?			anxious
silly				sad
frustrated	tired	energetic	out of control	Something else

Who has been affected?

me	my friend	a teacher	a LSA	another child
other children	Who has been affected?			my class
a lunchroom supervisor				my family
another adult	the school office	school cleaner	another class	someone else

**What are you thinking now?
How are you feeling now?**

sad	sorry	guilty	stressed	focused
mad	What are you thinking now? How are you feeling now?			embarrassed
calm				tired
worried	okay	not okay	energetic	something else

Next time I could

talk to an adult	ask for some quiet time	go to a calm space	come inside	walk away
play with someone else	Next time I could			ignore them
count to 10				wait
Happy Breathing	sit near someone else	fiddle with something	ask for help	something else

What needs to happen to put it right?

make a plan	write a letter	talk to someone	say sorry to someone	fix something
have some thinking time	What needs to happen to put it right?			tidy something
take some break				play a different game or toy
work in another room	think about zones	complete my work	play with different people	something else

Definitions and further guidance

Responsibilities

Pupils:

- To live out of values of: love, courage and respect.
- To follow the school rules: “ready, respectful and safe”.
- To follow the agreed class charter.
- To learn to take responsibility for their own actions.
- Have the courage to tell an adult if they are being mistreated or if they know that someone else is being mistreated.

All Staff:

- To make sure they build excellent relationships with all children, especially those in their own class.
- If a child displays negative or dysregulated behaviour, staff will talk through the problem with the child to understand the cause of the behaviour and provide support to encourage them to respond to such situations differently.
- To understand that vulnerable and SEND pupils are more likely to be victims of bullying and harassment. Staff will consult with the Team Leader and SENCO if they are concerned about a vulnerable pupil.
- To understand that their role is to teach children to behave appropriately. They are utterly consistent to the school approach in promoting the school rules: “ready, respectful and safe”.
- Always deal with negative or dysregulated behaviour, understanding that ignored behaviour is behaviour which children think staff accept.
- To show enthusiasm and positivity for “over and above” expected behaviour. To respond emotionlessly to negative or dysregulated behaviour and remind the child of the expectations to be ready, respectful and safe ideally using a scripted response.
- To consistently lead by example and be positive role models.

Parents

- The school aims to work collaboratively with parents so children receive consistent messages about the expectations of behaviour both at home and at school.
- We expect parents to support their child’s learning and to co-operate with the school, as set out in the home-school agreement letter, which is signed by parents at the beginning of every new academic year.
- If the school has a justified reason to give a child a consequence, then parents should support the decisions made by the member/s of staff. If they are concerned that their child has not been treated fairly, parents should initially inform the class teacher. If the concern remains, parents should contact the Key Stage Leader, deputy head teacher or ultimately the head teacher. A formal grievance can then be implemented if the parent still feels that the issue is yet to be resolved. The governing body may be informed.

Severe or extreme incidents of anti-social behaviour

- If a child is acting in a challenging way which puts others in danger, in the classroom or playground then an additional member of staff will be called to assist the class teacher.
- Parents will be contacted as soon as possible to discuss the incident and may be asked to attend a meeting with the HT or DHT and class teacher to discuss next steps.

- Serious behaviour incidents are recorded by the adult (s) who were present on the CPOMs system
- Incidents of serious dysregulated, dangerous or anti-social behaviour may result in a suspension from school.
- DfE guidance for school suspension and permanent exclusion is followed.

Incidents of extreme anti-social behaviour may be where a child:

- Is physically aggressive i.e. hurts another child, leaving a mark
- Uses offensive language. This may include language that is rude, aggressive, offensive to other races and cultures, or anything of a racist, homophobic, sexist nature.
- Exposes private parts of their bodies
- Hurts or is abusive to an adult
- Uses offensive gestures
- Deliberately damages property
- Refuses to comply with a request made by a member of staff
- Leaves the school without permission
- Enters or stays in an area of the school that is out of bounds
- Uses social networking sites such as Facebook to post up abusive or offensive messages relating to school
- If a child brings a weapon or knife into school this must be confiscated and handed directly to the Police (see the DfE document: Behaviour and Discipline in Schools 2013)
- Carries out any of the above whilst in school uniform out of the school grounds and it is reported back to the school

Consequences of extreme anti-social behaviour may include:

- Withdrawal from the class
- Regular contact with parents or carers
- Behaviour contract or support plan with specified targets
- Suspension or Permanent Exclusion from school (See DfE guidance, [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk))

In the very rare occasions when a serious incident occurs the following protocol should be followed:

1. Ensure safety of other children and adults e.g. removing the child from the room or the class if this is needed
2. Notify a senior member of staff immediately
3. Senior member of staff will evaluate the situation and deploy staff as required. Should any form of physical intervention be required two members of staff should be present if time allows.
4. **In event of physical intervention the DfE guidance “Use of Reasonable Force” 2013 will be followed.**
5. Depending on the severity of the incident – if a child is in danger or putting others in danger then a phone call to the police may occur
6. Staff should never put themselves directly in a dangerous situation and should never deal with serious behaviour alone unless the situation is an emergency.