



## **Behaviour Regulation Policy for Woodthorpe J.I School**

*Promoting Positive Relationships and Supporting Behaviour Regulation*

“Learn, play and grow together.”

### **1) School mission statement**

Woodthorpe JI School nurtures children to become confident and creative learners. Children are encouraged to meet challenges with enthusiasm and a willingness to solve problems within our inclusive, secure and caring environment. We promote respect for individual differences and community values.

Woodthorpe J.I School has a holistic approach to education, valuing all learning in and out of the classroom. We are an Attachment aware school which means we focus on building positive relationships between children and staff and children with their peers.

We recognise that understanding our emotions is a key aspect of understanding and managing behaviour. Through Emotion Coaching and being attachment aware, both children and adults are able to both 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. Underpinning the behaviour regulation policy is the belief that everyone can learn to self-manage/self-regulate their own emotions and behaviour. Through this we encourage reflective thinking and do not accept prejudice in any form. 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.

### **2) Policy Statement**

This policy was based on Guidance provided by Brighton and Hove Local Authority and has included input from: members of staff, representatives from the governing body, parents and carers and our pupils.

### **3) Policy Scope**

This policy is for all staff, pupils, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour.

### **4) Policy Aims and Objectives**

Our school is committed to the emotional mental health and well-being of its staff, pupils 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.

It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of our Attachment Aware

Behaviour Regulation Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

**At Woodthorpe we treat all children with unconditional respect** and have **high expectations** for both **adults' and children's learning** and **social** behaviours. Our school is calm and purposeful. It prides itself on excellent relationships and high level of care. We understand that positive behaviour can be taught and needs to be modelled. We understand that negative behaviour can signal a need for support which we will provide without diluting our expectations.

### **Policy Aims**

- To maintain a caring, orderly community in which effective learning can take place and where there is mutual respect between members
- To help children develop a sense of worth, identity and achievement
- To help all children to become self-disciplined, able to accept responsibility for their own actions and make positive choices
- To develop in all children the ability to listen to others; cooperate and to appreciate other ways of thinking and behaving
- A sense of self-discipline and responsibility for their own actions.
- A sense of identity, achievement and self-worth.
- An empathy for other children's feelings and respect for others.
- An awareness of and a desire to care for their environment.

### **We aim to:**

- Ensure children are free to learn and play without fear of bullying.
- Learn about and promote British Values, school values and the United Nations Convention of the Rights of the Child.
- Raise awareness of attachment and trauma and the effects on behaviour
- Create a safe and happy environment for all children.
- Raise awareness of the effects on behaviour due to SEND e.g. Autism

We hope to achieve these aims through a school behaviour regulation policy based on rights, responsibilities and respect. Praise, rewards, privileges, and positive role-modelling support the development of self-regulation and the capacity to make positive choices.

The PSHE Policy at Woodthorpe JI is a statement of good practice that contributes to the positive ethos at our school, in line with the school's vision statement "Learn, play and grow together". The policy promotes high quality learning relationships for all.

At Woodthorpe JI we have clear systems and structures to support staff in knowing their children well. We have an approach to learning that builds security through recognising strengths in learning and celebrates success leading to good classroom relationships. Our systems and structures provide the framework which scaffolds good learning behaviours and fosters independence and character building.

**Our ethos** builds relationships by recognising every child, building self-esteem and self-awareness.

**Our curriculum** allows each individual to follow a pathway of learning that builds on their interests and strengths and supports their academic aspiration.

**Our approach to learning** supports recognition and inclusion for all within the local, national and international community.

**Our work with the community** builds sustainability in relationships and connects our children with relevant learning opportunities.

## 5) Policy Links

This Behaviour Regulation Policy links to the following other policies we hold in school:

- PSHE Policy
- Anti-bullying policy
- Equality Scheme policy
- Health and Safety policy
- Safeguarding policy
- E-safety policy
- De-escalation and positive-handling policy
- SEND policy

It also links to other Local Authority policies and guidance (*include links, as suggested in Pages 10 and 11 of this Attachment Aware Guidance*).

## 6) Roles and Responsibilities

Emphasise that it is not just the role or responsibility of a few key staff for dealing with behaviour in the school; it is a **shared responsibility**.

Maintaining good behaviour is the responsibility of **all** staff, governors and parents. We expect our staff and parents to be a good role model for our children as we develop their attitudes for all aspects of life. We expect all staff to know and understand their pupils and their influences, teach learning behaviours alongside managing misbehaviour and to use classroom management strategies to support good classroom behaviour. School leaders will ensure the school's behaviour regulation policy is clear and consistently applied and that approaches are adapted to individual needs, providing training for staff in specific strategies if supporting pupils with high behaviour needs.

### Teaching staff:

- Share the same responsibility for monitoring and reviewing behaviour management throughout the school and the well-being of our pupils.
- Have responsibility for dealing with bullying behaviour in the first instance.
- If staff are experiencing pupils with behaviour difficulties then they are invited to discuss this with the SENDCo/ member of SLT.
- The school leadership team, class teachers, support staff, dinner supervisors positively reinforce the school rules and enforce the sanctions when necessary.
- Timely and up to date records of incidents must be made by all staff using Progresso Behaviour Module.
- Teachers must ensure that a record of incidents is placed on the pupil's file.
- Are attachment and trauma aware and have received the appropriate training

### The Headteacher and Deputy Headteacher

- To support both class teachers and support staff with the implementing of 'Framework for Intervention' and behaviour policy

- To liaise with outside agencies as required
- To liaise the SENDCo re children entered into the system.
- To be involved in serious isolated cases and deal with serious incidents
- To be informed immediately of any children on level 3 of the system.
- To access and liaise with outside agencies at level 3 of the system.
- The Headteacher has overall responsibility for ensuring that all bullying behaviour is dealt with in accordance with this policy.

## **The SENDCo**

- To make initial assessment of a child's needs after class teacher has raised concerns.
- To determine whether to involve the Head Teacher and/ or Deputy Head Teacher
- To inform parents and define timescale.
- To maintain list of overall provision and inform Head Teacher and School Administrator of changes that need inputting onto the school MIS system.

## **7) The role of the Governing Body**

See Appendix 1 for Statement of intent

## **8. School Expectations**

We believe that consistency is key to implementing our approaches and strategies for managing behaviour. This policy sets out our processes for positive intervention to counteract or mitigating negative change in behaviour.

### **Whole School Rights Respecting Charter:**

- We have the right to express our opinions and have our views taken seriously. Article 12.

*We must respect this by listening to others when they are speaking and try to understand them. Be patient and use a calm voice when we talk to others.*

- We have the right to choose our own friends and to join and set up groups, as long as it doesn't harm or offend others. Article 15.

*We must be respectful and kind to each other.*

- We have the right to a good quality education and to learn in a stimulating and engaging environment. Article 28.

*We must respect this by looking after our school and helping to improve it for our learning. We must come to school every day and on time.*

- We have the right to develop our talents and abilities. Article 29.

*We must respect this by trying our best at all times and making good choices.*

- We have the right to relax, play and take part in a wide range of cultural and artistic activities. Article 31.

*We must respect this by welcoming others and being considerate of their feelings. We must be kind and share equipment safely.*

### **Lunchtime Charter:**

- We all have the right to play (Article 31)  
*To play games safely, to be kind to each other, to share equipment;*
- We all have the right to be safe (Article 19)  
*To use equipment safely, to play games safely, to choose games that are safe and fun to play;*
- We all have the right to join in groups (Article 15)  
*To be kind and respectful to each other, to let children join in groups and games*
- We all have the right to be listened to (Article 12 and 13)  
*To listen to children and adults, to be kind to other people, to use a calm voice when talking to other people, to treat everyone fairly;*
- We all have the right to a clean environment (Article 24)  
*To tidy away equipment and games, to pick up rubbish.*

### **9) Emotion Coaching approach**

Proactive strategies to reduce the chance of misbehaviour occurring.

Any behaviour which falls below the expectation of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention.

The following emotion coaching steps should be followed:

- Step 1: Recognising, empathising, soothing to calm ('I understand how you feel, you're not alone')
- Step 2: Validating the feelings and labelling ('This is what is happening, this is what you're feeling')
- Step 3: (if needed) Setting limits on behaviour ('We can't always get what we want')
- Step 4: Problem solving with the child/young person ('We can sort this out')

Emotion coaching is an approach that focuses on the development of emotional regulation and positive behaviour through supportive relationships. Relationships are central to our sense of belonging and to our emotional well-being. This includes: staff-pupil, pupil-pupil, staff-staff, staff-parent/carer, child-parent/carer relationships. It is the responsibility of all staff to respond to the needs of children's social, emotional, mental health (SEMH) needs.

We advocate an 'Authoritative/non-coercive' versus 'Authoritarian/coercive' approach where adults are 'in control' versus 'controlling.'

Mindfulness or *paying attention to what is happening right now with curiosity and kindness*, is a highly effective approach in improving the emotional wellbeing of children and adults, including reducing stress, cultivating empathy and increasing emotional control. This is embedded within the Jigsaw PSHE programme and how we support children's social, emotional and mental health needs.

A wide range of interventions are also used in school to support our children with SEMH difficulties, including:

- Friendship/social Groups

- Circle Time
- Peer Mediation
- Forest School
- Woodland Adventurers – outdoor play and exploration provision focusing on SEMH needs of children
- Enrichment Days (SEND)
- Mental health first aiders (MHFA) – who will work/support identified pupils in SEMH

### **At playtimes**

Break times and lunchtimes are influential and important times in a child's school day. Children are able to form friendships, to structure their own play and to exert self-regulation and responsibility towards others.

In reality, however, some lunchtimes and breaks can be a great source of stress for both children and staff. These stresses and concerns must be shared and addressed to avoid adverse effects on relationships, behaviour and learning in our school. Children are able to air concerns to Year 6 Peer Mediators, School Council, lunchtime supervisors, support staff, class teachers, the Leadership Team or during PSHE/class circle time. We value our lunchtime supervisors and work in partnership with them to promote our positive behaviour regulation policy.

Woodthorpe children have enhanced play opportunities in the playground. There is an activity climbing frame (for EYFS and Year 1 children), a tyre park and a traverse climbing wall. Peer mediators operate at playtimes to support and help children resolve conflict and build friendships. Play Leaders run activities and games for children at lunchtimes and a teaching assistant sets up and supports adult-led activities.

Children who fail to follow the school charter during playtimes may be referred to the duty staff. The incident is reported to the class teacher and the child may receive a sanction (if appropriate). These are recorded on the Progresso Behaviour Module. Lunchtime incidents are recorded in the 'lunchtime incident' folder.

### **A graduated approach**

We follow an 'Assess, plan, do, review' cycle of progress where we look at different waves of monitoring and intervention ensure that expectations are appropriate taking into account children's SEMH needs. When incidents occur a restorative approach should be used to find out more about the behaviour.

- What happened?
- What were you thinking?
- What were you feeling?
- Who has been affected by this?
- What needs to happen to put this right?

### **Reward Systems and Incentives**

Pro-active behaviour approaches are underpinned through building positive relationships with pupils so they feel valued and supported.

The reward system is aimed at improving learning behaviours through motivation, raising self-esteem and promoting a calm and safe school environment through regular positive verbal praise. Rewards for good behaviour should be immediate and relevant.

## **Achievement Ladder**

Teachers make their high expectations explicit to all pupils to behave well and according to the ethos and rules of the school. Pupils are praised for maintaining this standard by the end of the day. For any exceptional achievement or demonstration of outstanding behaviour (i.e. citizenship, team work etc) children will be 'moved up' or asked to 'move yourself up' the ladder to Bronze, Silver or Gold.

The ladder is reset daily and pupils who 'moved up' are recorded, stickers are awarded and there may be a draw at the end of the week.

**EYFS** – Rainbow = 2 stickers; Pot of Gold = certificate

**KS1** – Bronze = sticker; Silver = silver sticker; Gold = gold sticker and a certificate.

**KS2** – Bronze = sticker; Silver = sticker; Gold = sticker. All children who have not moved down the Achievement Ladder are recognised for their good behaviour.

House points are awarded for a range of reasons including work in books. This may be linked to the achievement ladder rewards.

## **EYFS, KS1 and KS2**

Celebrations assemblies (lead by a member of the senior leadership team) appreciate children's achievements both in and out of school. Members of staff nominate one child every week to be their chosen Star Pupil. The child is rewarded with a certificate in recognition for their efforts in a certain area. Star Pupils are included in the weekly newsletter to parents. Parents of Star Pupils are invited to attend these assemblies. Children may also nominate a member of staff for a Star Teacher award.

## **Golden Book Assembly**

Class teachers select one member of their class who has displayed consistently outstanding behaviour both in and around school over the half term. Pupils' names are entered into the Golden Book. This criteria is listed below:

A child who:

- Follows class and whole school Rights Respecting charters
- Demonstrates school's core values
- Willing to help and support others (peers and adults)
- Is always polite, well-mannered and respectful
- Listens attentively, takes part in lessons sensibly and cooperatively
- Shows great care when handling school equipment
- Has excellent attendance and punctuality
- Is reliable and trustworthy

The SENDCo awards certificates in the Golden Book assembly. Parents of these pupils are invited to attend.

## **House Points**

(see also Achievement Ladder)

We will continue to award these as they encourage children to work collaboratively. House points can be awarded for anything and can be doubled for amazing achievement. They should also be used to reinforce positive behaviour and following classroom rules and routines.

School totals of house points in EYFS, KS1 and KS2 are collected weekly by monitors. They total the house points and the scores for each house are read out weekly in assembly. The winning house is awarded a sticker on the leader board/chart. At the end of the year, the house with the most points is awarded the trophy for the start of the following year. Class specific incentive schemes are also in operation (for example, Golden Time).

Rewards for Attendance are also awarded to individual pupils and classes.

All rewards at Woodthorpe School are to celebrate and recognise pupils' personal and individual achievements. Awards, once earned, must not be removed for any reason.

## **Sanctions**

Sanctions include strategies for supporting pupils to improve their behaviour when they have misbehaved. *These should be used when praise, encouragement, incentives and celebrations have been used liberally and if the clear limits set have been ineffective.*

At Woodthorpe we believe it is important that the child understands that it is the behaviour s/he is exhibiting that we find unacceptable, not the child her/himself. The sanction will be assigned in conversation with the child so s/he understands why it has been given.

Sanctions are displayed clearly in all learning areas throughout the school (classrooms, library, study room, computer suite and art/DT room). Teachers make these explicit to pupils and a degree of flexibility may be operated in enforcing these sanctions depending on the circumstances, severity or frequency of the child's misbehaviour. Cautions for dealing with misbehaviour are implemented as part of the Achievement Ladder system (Green, Amber and Red).

However, the effect of Special Educational Needs/Disabilities, such as autism, on behaviour must also be considered:

### **Autism and Behaviour**

People on the autistic spectrum are likely to have impaired communication and social skills, a lack of empathy, over or under sensitivity to sensory stimuli and damaged self-esteem. For a variety of reasons people with autism are likely to experience high levels of anxiety. Behaviour that challenges may be a reaction to these difficulties and an attempt for the individual to control a situation, regulate their emotions and/or communicate fear, distress or frustration. Therefore a support plan would be put in place in this instance.

## Sanctions System:

1. Warning card (non-verbal cues, issued to the child during the lesson on the first instance of misbehaviour)
2. Verbal warning (with a reminder of expected behaviour and warning of consequences, offering the child opportunity to modify and regulate their behaviour)

**Green** may be assigned when the concern/behaviour continues or that some minor support on more than one occasion is required.

**Amber** may be assigned when the concern escalates or the child needs support on a number of occasions. It may be that s/he loses part of his/her playtime. This may be used for 'reflection time.'

**Red** may be assigned immediately if the incident is serious and warrants senior leadership and parental involvement. Significant support is required.

Amber and Red incidents must be logged on Progresso.

Persistent poor behaviour may lead to a Home/School diary, observation record or loss of specific privileges until his/her attitude and conduct improves. Staff need to ensure they have discussed the support required for the child with the SENDCo.

## Pathway of Needs

These are the key considerations and actions to be taken for a child having difficulties:

Concern level	Universal	Additional	Complex and significant
Description	General low level concerns or single significant incident  (No known additional needs incl SEMH)	Ongoing concerns	SEND/SEMH underlying specific needs OR Ongoing concerns – little or no improvements
Approach	If you don't know already – explore the history of the child including any previous incidents or key information – by checking pupil information, pupil chronology, talking to previous staff, SENDCo/Inclusion Leader	If you don't know already – explore the history of the child including any previous incidents or key information – by checking pupil information, pupil chronology, talking to previous staff, SENDCo/Inclusion Leader	Strategy meeting held with: <ul style="list-style-type: none"> <li>- Class teacher</li> <li>- SENDCo/Inclusion Lead</li> <li>- Any external agency in place</li> <li>- AHT (Inclusion)</li> <li>- Parents</li> <li>- Child</li> </ul>
	Talk to the child to establish any issues	Class teacher arranges a meeting with parents, to include SENDCo/Inclusion Lead	Further support plan put in place with clear actions and timelines for review

		Discuss issues and agree a plan of action/support	
	Set and agree expectations  Class teacher contact parents where appropriate	SEP completed if needed and implemented (possible use of external support)	SEP written and child added onto SEND list
	Regular monitoring and discussions with the child (and parent if appropriate) including praise for success	Regular monitoring and discussions with child (and parent if appropriate) including praise for success	
	If not improved enough – move to <b>'additional needs'</b>	If not improved enough – move to <b>'significant needs'</b>	

### **Procedures for Dealing with Persistently Unacceptable Behaviour**

When all internal school strategies and interventions have been carried out and the unacceptable behaviour still continues, the following process will be followed;

1. Letter to parents informing them of what has happened, the actions school has taken asking them to attend a meeting with the Head Teacher, Deputy Headteacher or Assistant Head/SENDCo to discuss the behaviour, provision and way forward.
2. Letter to parent warning that if the child repeats the unacceptable behaviour he/she will receive a fixed term exclusion.
3. Fixed term exclusion.

The following are unacceptable behaviours that can lead to fixed term exclusion:

- Bullying
- Aggressive abuse/physical/verbal
- Continued disruption: throwing objects, stopping others from working or teachers from teaching
- Defiance: refusal to do as a member of staff asks
- Disruption around school and in unstructured time e.g. playtime
- Prejudice based physical abuse
- Prejudice based verbal abuse
- Threatening behaviour
- Extortion
- Wilful damage of property
- Theft
- Fighting

The following behaviours are deemed to require immediate action and will result in a fixed term exclusion straight away: Repeated fixed term exclusions could lead to permanent exclusion in accordance with LA procedures and in consultation with the governing body.

- Possession of a weapon
- Assault on a member of staff

Social Services referral:

- Sexually inappropriate behaviour
- Any behaviour which raises Child Protection concerns

Contacting the police:

- Any behaviour that has criminal implications

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2016, school staff can search a pupil for any item if the pupil agrees.

The Headteacher and staff authorised by him/her may search pupils without consent where there are reasonable grounds for suspecting that a pupil may have a prohibited item.

### **Screening and Searching of Pupils**

Power to search without consent for weapons, knives, alcohol, illegal drugs and stolen items ('prohibited items')

**Prohibited items are:**

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence to cause personal injury to, or damage to the property of, any person, including the pupil.

Pupils who bring knives, weapons and controlled substances onto school premises will immediately receive a lengthy fixed term exclusion or possible permanent exclusion. The items will be passed to the police. Subsequent reoffending will result in permanent exclusion.

The School has banned items that are reasonably believed to be likely to cause harm or disruption. Pupils must not have these items in their possession on School premises or at any time when they are in the lawful charge and control of the School (for example on a School trip).

At Woodthorpe JI School the following items are banned items that may be searched for if there are reasonable grounds for suspecting that a pupil has the item in their possession:

- Substances which produce legal highs, eg Red Bull, caffeine pills/ drinks
- Weight loss pills
- Animals

### **Confiscation**

School staff can seize any prohibited item found as a result of the search. They can also seize any item, however found, which they consider harmful or detrimental to school discipline.

Under the conditions set out in the advice laid down by the DfE Screening, Searching and Confiscation 2016, school staff can require a pupil to undergo screening even if they do not suspect them of having a weapon and without the consent of the pupils.

## **Risk Assessment**

Children who have displayed dangerous behaviour may require a risk assessment to determine whether it is safe for them to participate in off-site educational visits or extra-curricular activities e.g. after school clubs. Children with challenging behaviour may require an individual risk assessment and positive handling plan. This will be completed by trained members of staff in consultation with the child's parents. Positive Handling Plans document agreed strategies, non-verbal, verbal and physical, which support the individual child. The aim is to provide security, safety and acceptance, allowing for recovery and repair. Positive handling helps people to learn and grow.

## **Incidents Outside School**

Teachers have the power to discipline pupils even when they are not at school or in the charge of a member of staff.

Teachers may discipline pupils for misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity;
- Travelling to and from school;
- Wearing school uniform;
- In some other way identifiable as a pupil at the school.

Teachers may discipline pupils for misbehaviour, at any time, that:

- Could have repercussions for the orderly running of the school;
- Poses a threat to another pupil or member of staff;
- Could adversely affect the reputation of the school.

Incidents that occur outside school can affect relationships in school. If this is apparent then the member of staff should use their discretion in dealing with it. If in doubt, advice should be sought from the Deputy Head Teacher or Head Teacher.

## **Class Prefects**

Class Prefects in Year 1 to Year 6 are elected by their peers for the term. This is usually two pupils in each class who will represent their peers and carry out tasks/ responsibilities detailed below:

A good Class Prefect should:

- Follow the school charter, work hard and do your best at all times
- Remind others of the classroom and school rules
- Help your class line up sensibly
- Help supervise children on the playground
- Help supervise the class during wet playtimes
- Report any problems or concerns to your class teacher
- Remind children to tidy up, keep the classroom and coat peg areas organised
- Wear your school uniform every day to set a good example
- Be friendly, helpful and kind to everybody
- Be a role model and willing to do jobs for your teacher

## Curriculum

Our curriculum addresses 'bullying' (of all types) specifically as a theme once a year within our Health Week which coincides with national Anti-Bullying Week. Bullying and other related/ key themes are addressed in assemblies, PSHE lessons, friendship group interventions and also integrated through the rest of the curriculum over the year.

This policy supports the work on Behaviour and Well-being and complements our Safeguarding and Child Protection Policy and Confiscation and Care of Pupils' Property Policy.

## Parental Involvement

The involvement of parents in school life can help break down barriers and negative attitudes towards learning. A positive relationship between teachers and parents can influence how a child perceives the teachers and the school's authority. Parental responsibility can be seen as extending beyond the individual child and should involve supporting a positive school ethos and accepting that school is the appropriate educational environment. Parents will always be informed of any issues arising from their child's behaviour, good or bad. Communication is a two way process and should be encouraged wherever possible.

## Contact with Parents

- **Amber** – Some of the amber level behaviours may require a standard letter either stating that the child has been involved in an incident or asking parent to make an appointment with the teacher to discuss the behaviour. Teachers will use their discretion as to which is most appropriate. A follow up letter will be sent if the parent does not make the appointment.
- **Red** – Letter from Head Teacher (or senior leadership team) to arrange a 'dialogue' on a regular basis occurs – this could be the parent visiting for weekly reports or a diary going home or a reward scheme to support improvement.

## Lunchtimes

The Achievement Ladder operates at lunchtimes to deal with *unacceptable behaviour* (see below).

Lunchtime supervisors are trained annually on positive approaches to behaviour regulation. Praise and stickers are offered as rewards and incentives. Supervisors manage pupils to line up sensibly, and conduct themselves in a calm, orderly fashion to ensure every child has a happy, safe lunchtime. For example, if a child pushes into or behaves unsafely in the line they will be reminded of the rules (school values and children's rights) and instructed to go to the back of it.

Discretion and professional judgment should be used depending on the context.

## Achievement ladder at lunchtimes

A serious incident or persistent unacceptable behaviour is recorded by the lunchtime supervisors and then reported to teaching staff and / or member of leadership team.

Three sanctions:

1. **Green:** following one verbal warning and second warning where child's name is written in the supervisors' log book. The child may be encouraged to play a different game, play with another friendship group or sent to play in a different zone.
2. **Amber:** (for children currently on a green caution) – The child will be given 'time out' and asked to stand with a dinner supervisor (approx 5 minutes), monitored closely.
3. **Red:** (or for children currently on an amber caution) – a behaviour incident form is completed, the class teacher is informed and a member of senior leadership. Senior leadership will determine the most appropriate sanction. Specific letter to be sent by SLT to inform parents.

At the end of the day all cautions are cleared. If a child has been on red several times or displays consistent disruptive behaviour, a Social, Emotional Plan (SEP) or target on his/her IEP if appropriate, may be considered. The class teacher will consult and liaise with the SENDCo to plan the best intervention strategies for that child. The SENDCo and class teacher will work closely with parents and discuss the behaviour targets for their child. In the case of significant and complex needs/ persistent misbehaviour at lunchtimes, a supervised lunchtime period for a fixed term may be used.

## 9) How the school supports staff well-being and reflection

We recommend that in your Behaviour Regulation Policy you acknowledge **the link between emotions and learning**. We also recommend that your policy highlights the importance of providing emotional support for staff in order to help manage stress and secondary trauma, and to reduce the likelihood of staff burnout. You can include the whole school perspective on self-care and what staff support systems you currently have in place internally/externally.

See school's well-being plan, workload and work related stress policies.

Support for staff may include:

- INSETs for mental health
- Discretionary time e.g. for report writing, Christmas shopping
- Class support
- Discussions/meeting with MHFA and other colleagues as appropriate

## Parental Behaviour

Parents while on the school site are expected to behave in a manner appropriate to the calm, caring and safe environment of the school. Parents are expected to treat all pupils and other parents with respect and tolerance to others views and beliefs. On no account is any verbal or physical abuse tolerated towards any member of school staff. Should this occur the police will be called immediately and further sanctions sought from the LA. This is outlined in the **Adult Behaviour Policy** and **Parents/Visitors' Code of Conduct**.

## The Rights of Every Child

Woodthorpe JI School uses the United Nations Convention of the Rights of the Child to ensure that every policy supports the improvement of life chances for children.

Articles: 1, 2, 3, 12, 15,17, 27, 28, 29, 31, 32, 34, 42.

## 10) Practice and policy review process

### School Review:

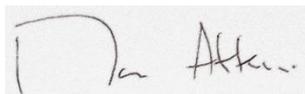
At Woodthorpe J.I School the Behaviour *Regulation Policy and Anti-Bullying Policy* function as practice guides and are therefore reviewed whenever issues arise which generate new ways to articulate our approach, and otherwise annually.

*This policy was written using guidance from Brighton and Hove Schools, 2018 and EEF guidance on Improving Behaviour in Schools, 2019.*

**Date policy agreed:** 11<sup>th</sup> July 2019

**Date of next review:** July 2020

**Chair of Governors signature:**

A handwritten signature in black ink, appearing to read "Mr. Allen", written on a light-colored rectangular background.

## Appendix 1

### Woodthorpe Junior & Infant School Governors' written statement of behaviour principles

#### **Governors' Written Statement of Behaviour Principles**

Under the Education and Inspections Act, 2006, the governing body is charged with the duty to set the framework of the school's policy by providing a written statement of general principles relating to behaviour and discipline, taking into account the needs of all pupils.

The purpose of this statement is to give guidance to the Head teacher in drawing up the behaviour regulation policy by stating the principles which governors expect to be followed. The policy aims to underpin the governors' duty of care to pupils and employees; promote teaching and learning and high standards of attainment and preserve the reputation of the school. The statement is available upon request from the school and can be found on the school's web site.

This statement and the behaviour regulation policy will be reviewed on a three-yearly basis, unless changes at national or local level necessitate an exceptional review.

This statement is informed by our mission statement:

#### **MISSION STATEMENT**

Woodthorpe JI School nurtures children to become confident and creative learners. Children are encouraged to meet challenges with enthusiasm and a willingness to solve problems within our inclusive, secure and caring environment. We promote respect for individual differences and community values.

#### **School Charter**

- We have the right to express our opinions and have our views taken seriously. Article 12.

*We must respect this by listening to others when they are speaking and try to understand them. Be patient and use a calm voice when we talk to others.*

- We have the right to choose our own friends and to join and set up groups, as long as it doesn't harm or offend others. Article 15.

*We must be respectful and kind to each other.*

- We have the right to a good quality education and to learn in a stimulating and engaging environment. Article 28.

*We must respect this by looking after our school and helping to improve it for our learning. We must come to school every day and on time.*

- We have the right to develop our talents and abilities. Article 29.

*We must respect this by trying our best at all times and making good choices.*

- We have the right to relax, play and take part in a wide range of cultural and artistic activities. Article 31.

*We must respect this by welcoming others and being considerate of their feelings. We must be kind and share equipment safely.*

#### **Aims and Guiding Principles**

We aim to show children how to behave through role models, to enable our pupils to develop:

- A sense of self-regulation and responsibility for their own actions.
- A sense of identity, achievement and self-worth.

- An empathy for other children's feelings and respect for others – through Emotion Coaching and Restorative Justice practice.
- An awareness of and a desire to care for their environment.

We aim to:

- Ensure children are free to learn and play without fear of bullying.
- Outline the steps school will take should bullying occur.
- Learn about and promote British Values, school values and the United Nations Convention of the Rights of the Child.
- Create a safe and nurturing environment for all children using restorative practice.
- Nurture and develop appropriate learning behaviours so that all children achieve

## Principles

### **Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others**

All pupils and staff have the right to feel safe at all times in school. There should be mutual respect between staff and pupils and between pupils

### **All pupils, staff and visitors are free from any form of discrimination**

Measures to protect pupils from bullying and discrimination as a result of gender, race, ability, sexual orientation, religious belief (or lack of belief) or background are clearly set out and regularly monitored.

### **Staff and volunteers set an excellent example to pupils at all times**

School, governors, staff, parents and children will work together to create an ethos and follow practices, which resolve conflict constructively and peacefully, so that everyone may feel valued, secure and nurtured within the school environment.

### **Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy**

School Charter is in place to keep children and adults in school safe. Rewards for good behaviour are vital and rewarded consistently and appropriately. Unacceptable behaviour is also recognised and is dealt with through specific school sanctions.

### **The behaviour regulation policy is understood by pupils and staff**

The school will maintain a behaviour regulation policy and will involve the children in producing, distributing and understanding a version of this policy for children

### **The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions**

When all internal school strategies and interventions have been carried out and the unacceptable behaviour still continues, the school will have policy which could result in a fixed term exclusion

### **Pupils are helped to take responsibility for their actions**

We believe it is important that the child understands that it is the behaviour s/he is exhibiting that we find unacceptable, not the child her/himself.

### **Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life**

Parents/carers should be encouraged and helped to support their children's education, just as the pupils are helped to understand their responsibilities during their time at school, in the local community and in preparation for their life after school. The responsibilities of pupils, parents/carers and school staff with respect to pupils' behaviour are outlined in the 'Home School Agreement' which pupils and parents/carers are asked to sign when a pupil joins the school.

The Governing Board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing Board every three years

Date Reviewed: 11<sup>th</sup> July 2019

Next Review Date: July 2020