



A.I.M. HIGH at



Aspiration. Inspiration. **Motivation.**

Behaviour Policy

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Agreed by Governors	September 2023 September 2024
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Head teacher	Mr S Wright 
Chair of Governors	Mrs E Scorer 

The following policy has been influenced by a variety of research and guidance materials, most notably:

- Behaviour in schools: Advice for headteachers and school staff (DfE, Feb 2024)
- Improving behaviour in schools: Guidance Report (EEF, Oct 2021)
- Preventing and tackling bullying: Advice for headteachers, staff and governing bodies (DfE, July 2017)
- Creating a culture: How school leaders can optimise behaviour (Tom Bennett, March 2017)
- Below the radar: low-level disruption in the country's classrooms (Ofsted, Sept 2014)
- Use of Reasonable force: Advice for headteachers, staff and governing bodies (DfE, July 2013)
- Keeping children safe in education: Statutory guidance for school and colleges (DfE, Sept 2024)
- Mental health and behaviour in schools (DfE, October 2018)
- Promoting children and young people's mental health and wellbeing (PHE & DfE, Sept 2021)
- SEND code of practice: 0 to 25 years (DfE, April 2020)
- Teach Like A Champion (D Lemov, 2015)

Vision

School should be a safe and secure environment where children feel valued, respected and able to achieve their full potential. Furthermore, at Whitby Heath Primary School, we aim to develop young people who are ready to make a positive contribution to society and have the best possible chance of achieving their potential in life.

Positive social behaviour needs to be consciously and consistently taught by all members of staff, ensuring children have a clear understanding of what is expected of them. The strategies and values contained within this policy are chosen to develop 3 pupils relationships in particular - with themselves (**emotional behaviours**), with others (**social behaviours**) and with the curriculum (**cognitive behaviours**). Each impacts the others and positive change can be developed by recognising which of these relationships needs to be developed or strengthened with specific teaching. (EEF, Oct 2021).

The importance of good, pro-active classroom management strategies are recognised in this policy as a key factor in positive classroom behaviour. These include good organisation, clear expectations, well-rehearsed routines, well-managed transitions, a 'Let's do it again but better' mindset as well as fair and transparent rewards and sanctions.

For children to develop and apply the behaviours taught, the guidance and support from key adults is crucial. With those children who need more support, our staff

adopt principles from the 'Establish, Maintain and Restore' approach to develop trusting, positive relationships. This is outlined later in this document, in the section called 'Effective Classroom Management Strategies'.

The relationship between school and home is crucial and we will work in partnership with parents to ensure that children are safe, happy and learning. We ask that parents take the time to read our School Values and support these at home. The Home & School Agreement (appendix 1) will promote this policy.

School Values

Whitby Heath has a clear set of behaviour values and these are explicitly taught so children have clarity over the expectations and how they can meet them. The following values are displayed throughout school, including all classrooms. They are central to our reward and sanction systems, are referenced by staff when encouraging or reminding children over their behaviour choices and are reported to parents. They are listed here with further reference in brackets to the behaviours they are each focused on:

- **Ready to learn** (Cognitive)
 - **Give your best and try to improve** (Cognitive)
 - **Be an active participant in your learning** (Cognitive)
 - **Be a great listener** (Social)
 - **Show kindness and respect for yourself and all others** (Social)
 - **Demonstrate honesty and responsibility** (Emotional)
 - **Believe in yourself** (Emotional)
 - **Never give up!** (Emotional)
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Principles of Positive Behaviour management at Whitby Heath – 'Making It Happen'

Aside from explicitly teaching children how to demonstrate these values through their behaviour, we will use a variety of other strategies to support children's development in these areas:

1. Teaching Values & Behaviours for Learning
2. Effective Classroom Management Strategies
3. Zones of Regulation
4. Acknowledgements, Rewards & Consequences (*incl. lunchtimes*)
5. Behaviour Interventions & Pastoral Support

1. Teaching Values & Behaviours for Learning

Each class teaching team ensure that our school values and expected learning behaviours have a high profile. This starts from the first day, when teachers explain the expectations, the routines and how children can apply the school values to their new class. These are revisited regularly, and we will also have weeks where we focus on a particular value and children can earn double points.

Each Key Stage also has a set of Character Pledges for children to work towards for good deeds outside of school within the community. These Pledges reflect our School Values, our ethos as a Unicef 'Rights Respecting School' and our commitment to instilling pupils with the values needed to make a positive

contribution to society as citizens. Children work towards achieving Bronze, Silver and Gold pledge awards across the year. For more information on our pledges please visit our webpage:

<https://www.whitbyheath.cheshire.sch.uk/page/character-pledges/132502>

Teaching teams will also adhere to the principles of effective classroom management, which are discussed in the next section.

2. Effective Classroom Management Strategies

When considering our classroom management strategies to develop positive behaviour, we first consider section 7 of the Teacher Standards:

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy.
- have high expectations of behaviour and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly.
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them.
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

To meet these standards and create a culture of high expectations and positivity within the classroom, teachers will be clear and transparent from the first day with pupils about the routines and expectations within the classroom. Through this transparency and clarity, children will have a greater chance of success. In particular, teachers will outline the following:

- Beginning and end of day routines, including the organised manner in which these will occur.
- Expectations around entering and exiting the classroom in an orderly manner, for breaks, lunch, assembly, PE, etc.
- The School Values and how they should be applied in this classroom. Expectations must be clear. The School Values should be displayed in a high-profile position within the room, close to the main teaching area, giving all children clear sight of them.
- The Visual Timetable and how it works.
- No mobile phones below Y5/6. Children in Y5/6 bringing mobile phones into school must ensure they are turned off and handed in to the Class Teacher at the start of the day, to be returned at the end of the day.
- It is also imperative that classrooms are kept tidy and well organised. Surfaces should be kept as clear as possible and children trained as to where resources belong.
- Rewards:
 - Class Dojo points system and how they gain points for each School Value.
 - House Points linked to Dojo House Teams.
 - Termly whole school individual awards for most Dojo Points per School Value.
 - Class accumulative Dojo points target thresholds and agreed rewards.
 - Star of the Week.
- Consequences: Explain the stages of the behaviour system.

These expectations, as well as our School Values, should be revisited frequently to ensure children have the greatest chance of having clarity and learning from them.

Many of the strategies and expectations above are informed by '**Charlie Taylor's Checklist**', found within the 'Improving behaviour in schools' guidance report from

the EEF. To further support all staff, we have summarised some of the key strategies around classroom management from Doug Lemov's 'Teach Like A Champion'. These are revisited as part of on-going staff monitoring, coaching and CPD.

Doug Lemov's 'Teach Like a Champion' offers numerous techniques to foster a classroom environment with excellent behaviour and high motivation levels. While the book covers many tactics, here are some particularly relevant to establishing behaviour and motivation:

1. **Threshold:** Greet every student at the door to set a positive tone and expectation for behaviour as they enter the classroom.
2. **100 Percent:** Ensure full compliance with directions. This doesn't mean being authoritarian but instead, setting clear expectations and patiently waiting or prompting until everyone meets them.
3. **Strong Voice:** Establish your voice not by being the loudest, but by using an authoritative tone, economy of language, and other techniques to command attention.
4. **Positive Framing:** Redirect students in a constructive manner. For example, instead of saying, "No talking," you might say, "I need your focus on the text."
5. **Do It Again:** If students don't meet an expectation, have them redo the task or action correctly. This reinforces expectations and establishes a norm of excellence.
6. **Cold Call:** This technique involves calling on students to answer a question regardless of whether they have raised their hand. It keeps everyone engaged and accountable.
7. **No Opt Out:** When a student can't or doesn't answer a question, they aren't off the hook. Another student might provide the answer, but then the initial student must give the correct answer themselves. This ensures engagement and accountability.
8. **Normalize Error:** Create an environment where mistakes are a natural part of learning, thereby reducing fear of failure and increasing motivation to participate.
9. **Joy Factor:** Incorporate moments of fun and celebration into lessons, which can motivate students and build a positive classroom culture.
10. **Radical Candor:** Be clear and honest with feedback. This can motivate students because they know exactly where they stand and what they need to improve.
11. **Precise Praise:** Rather than generic praise like "Good job," be specific about what the student did well. This reinforces desired behaviours and outcomes.
12. **Entry Routine:** Having a consistent start-of-class routine means students know exactly what's expected of them and can settle quickly into productive work.
13. **SLANT:** An acronym that stands for Sit up, Listen, Ask and answer questions, Nod your head, and Track the speaker. It's a tool to keep students engaged and attentive.

Consistency is crucial in all of these techniques. By setting and maintaining high expectations and routines, teachers can create a classroom environment where students are both motivated and well-behaved.

Some children require greater levels of support with managing their behaviours and emotions. It is important that staff recognise these children as soon as possible and adopt strategies of support. The next section discusses Zones of Regulation as a strategy for supporting all children with their emotions, and later in this document there is a section on Behaviour Interventions and Pastoral Support. However, Class Teaching Teams should adopt the simple but effective strategies of the '**Establish,**

Maintain and Restore' approach outlined below, to build stronger relationships with children who need further support.

	Establish	Maintain	Restore (R ³)
Definition	<i>Intentional practices to cultivate a positive relationship with each student (i.e. build trust, connection & understanding)</i>	<i>Proactive efforts to prevent relationship quality from diminishing over time (i.e. ongoing positive interactions)</i>	<i>Intentionally repairing harm to the relationship after a negative interaction (i.e. reconnecting with student)</i>
Practical strategies	Set aside window of time to spend with student Inquire about student's interests Communicate positively: Open ended questions Affirmations Reflexive listening Validation Reference student info Deliver constructive feedback wisely	5-to-1 ratio of positive to negative interactions Positive notes home Greet students at the door Relationship check-in Random, special activities	R ³ = Reconnect, Repair, Restore Take responsibility for negative interaction Deliver an empathy statement Let go of the previous incident & start fresh Communicate your care for having the student Engaging in mutual problem solving

3. Zones of Regulation

At Whitby Heath Primary we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation, we aim to teach our children to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

By adopting a whole school approach to Zones of Regulation we are using common language, applying colours to associated feelings as well as considering their response to these feeling and calming and regulating activities. This approach helps children to:

- Understand themselves better
- Rationalise their worries and/or concerns
- Learn to co-regulate, through adult modelling techniques and strategies and consequently,
- Become better able to manage their own emotions independently through self-regulation

The Zones of Regulation strategy uses four colours to help children self-identify how they are feeling and to categorise this feeling into a colour zone. They then use their 'zones toolbox' to support them move from the blue, yellow or red zone, back into the green zone. A child being in the green zone demonstrates positive behaviours for learning. Throughout the school day children may move throughout the zones and as adults support them in regulating their behaviour. The adults in school use the language associated with the zones to support children to understand and regulate how they are feeling. While some children may be able to self-regulate using their zones toolbox others may require more adult support. When pupils enter the yellow zone – a zone in which they may experience a more heightened sense

alertness and show this through unsettled behaviours, they may be given a verbal prompt by a member of staff, this is an opportunity for them to use the tools in their toolbox to support them getting back to the green zone. We recognise that a child is in the red zone when they experience a heightened state of intense emotions, in which they are not able to control these emotions or their reactions. Children who are frequently experiencing the Red Zone will be discussed with parents / carers to talk about any triggers and identify ways forward.

4. Acknowledgements, Rewards & Consequences (incl. lunchtimes)

Acknowledgements & Rewards

At Whitby Heath we believe in acknowledging and celebrating moments as a method of positive reinforcement when children are demonstrating our school values. We encourage staff to acknowledge children's positive behaviours and praise these when appropriate. Doug Lemov outlines the subtle but important language differences between positive acknowledgement and praise in chapter 7 of 'Teach Like A Champion', some of which is summarised here:

In acknowledgement, the teacher describes what a student has done, often in an approving tone and often with explicit thanks. Examples of this would be,

"I can see you are ready to get started, Jack. Thank you."

"You have been listening really carefully, Maddie. Thank you."

In praise, the teacher puts an exemplary value judgement on it such as, *"Fantastic work today, David."*

Teachers will aim to differentiate between the two, acknowledging when expectations have been met and praising when children have surpassed expectations. Children who meet expectations deserve to have it noticed and acknowledged as frequently as possible. Distinguishing between the two helps ensure that praise isn't trivialised or eroded; leading to the impression that the praise is insincere or that the expectations for one child is lower than for others.

This does not mean that acknowledgement has to be bland or dull. In the example above where Jack is ready to get started, the acknowledgment could be amended to the following example delivered with enthusiasm and positive body language,

"Big Jack at the back, you're on it today and ready to start – let's go everyone!"

Staff are encouraged to supplement both positive acknowledgement and praise with Class Dojo points as further motivation and positive reinforcement.

Positive behaviour choices and attitudes to learning are rewarded through:

- Verbal or non-verbal acknowledgment or praise
- Class Dojo points linked directly to school values
- House Points – taken from Class Dojo House Groups
- Star of the Week award
- Class rewards for meeting pre-agreed Dojo point thresholds
- Celebration assemblies
- Termly pupil awards for accumulating the most points for each school value

- Hot chocolate with the Headteacher
- Newsletter notifications

ClassDojo is our central system for recording children's positive behaviour choices. This app enables parents to be notified immediately of their child's successes. It also allows teachers to send private messages to parents when good news needs to be expanded upon, or when they need to be informed of consequences on occasions children have not adhered to our values (this is explained in our 'Consequences' section below).

Our school values have been entered into ClassDojo. When class teachers award children Dojo points, they will need to allocate this point to the appropriate school value.

Classes can track how many points children achieve in each of the school values. This enables class teachers to give termly awards for points totals.

Class teachers are also able to agree whole class rewards when the class accumulatively reach pre-agreed thresholds. E.g. 50 class points = 10 minutes extra break-time.

On a termly basis the Headteacher will give an award to the children across the school who achieve the highest number of points for each school value.

Consequences

To support children to demonstrate the appropriate behaviours for learning and adhere to our school values, we have established a clear sequence of consequences and sanctions:

- 1) Each day, if a child shows disruptive behaviour or is not following the established expectations and values **they will be reminded/redirected positively, either verbally or with a non-verbal cue**, by a member of the teaching team.
- 2) If a child has another occasion of this on the same day, a **'Thinking Card'** will be placed on their desk as a visual prompt for them to reflect on how they can improve their behaviour.
- 3) If the behaviour still continues, the child will be taken out of class by the class teacher for a **Final Warning. This will be a private conversation to firmly remind the child of expectations and consequences.** The conversation is held out of earshot of other children to promote dignity, trust and de-escalation. This is also an opportunity for the teacher to explore if there are any underlying problems that the child may need pastoral support for. In the event that the teacher cannot leave the classroom with the child as they have no support staff present, they will look to have the conversation privately within the classroom.
- 4) If the behaviour continues after this point, the child will then be sent with work to a Phase Leader's classroom for a **Time-Out**. This lasts for a period of 30-60 mins – but a child should not return to class unless the Phase Leader is satisfied they are in the right frame of mind to learn and move forward positively. When the child does return to class, a Restorative Conversation will be had ASAP with the class teacher, to restore the positive relationship and provide the best possibility for success. Parents need to be informed when a child has reached this stage of sanction; therefore an **'Amber Letter'** (appendix 2) will be sent via private message on ClassDojo to the child's parents, explaining that they have received 4 warnings about their behaviour that day, have had to have a Time-Out in a Phase Leader's classroom and will be required to miss a break-time to complete a **'Behaviour Think Sheet'** and catch up on any lost learning.



Parents are asked to reinforce this with their child and discuss how they can make better choices in future.

- 5) In the event that the poor behaviour continues when the child returns to class, they will be **sent to the Headteacher's (or Deputy Head's) office with work and will remain there for the rest of the morning or afternoon session**. The Headteacher (or Deputy) will also have a firm conversation with the child to remind them of our expectations and how they can move forward positively from here. When the child does return to class, a Restorative Conversation will be had ASAP with the class teacher, to restore the positive relationship and provide the best possibility for success.
- 6) Once the child has returned to class, they should be welcomed by the teaching team by way of a Restorative Conversation and encouraged to have a positive remainder of the day. In the event that this is unsuccessful, and the child continues with behaviour that is inappropriate or impacting negatively on learning, they will receive a '**Red Letter**' (appendix 3) instead of the Amber Letter – which will be given to parents in a private meeting* with the class teacher at the end of the day. Teachers need to discuss with parents the consistent pattern of behaviour that has occurred throughout the day that has led to this, as well as the frequent reminders and opportunities their child has had to discuss what they need to do to improve with the teacher, a phase leader and the Headteacher or Deputy. The child will miss morning and lunchtime breaks the next day to complete a 'Behaviour Think Sheet' and any missed/unfinished work. The child will be able to get fresh air breaks with a member of the teaching during the morning and afternoon sessions.

**In the event that parents are unable to meet with the class teacher at the end of the school day, the class teacher will make a phone call to explain the day's events and advise that Red Letter will be sent via private message on Class Dojo.*

For some children, this approach may need to be adapted according to their needs. This will be done in consultation between the class teacher, SENCo, parent and Headteacher. Staff will also refer to the **Establish, Maintain & Restore** model discussed earlier in this document to support these children.

Blue Letters

A '**Blue Letter**' (appendix 4) will be issued to a child in the event where they have displayed **extreme behaviour**, which we define as **violence, deliberate destruction of property or the use of extreme bad language or abusive language**. A Blue Letter is for a single incident and does not require an Amber or Red letter to be issued beforehand. The letter should be issued privately on ClassDojo following an in-person or phone conversation with the parents. Depending on the severity of the incident, a Blue Letter consequence may also include a period of break-times missed. In some circumstances further action may be required such as senior leaders meeting with parents, a period on 'Report', a fixed-term exclusion or permanent exclusion.

If a child has received a Blue Letter for violence or deliberately destroying property, the class teacher will take advice from the SENCo as to whether a **Risk Assessment and Behaviour Profile** (appendix 5) are needed to support the child by highlighting triggers and de-escalation techniques.

If a child has displayed extreme behaviour, a Senior Leader may be called to ensure the safety of those involved and to remove the child from the situation. Depending on the situation, the child may need to spend time in the Headteacher/Deputy's office or with a Learning Mentor to cool down. A conversation about the child's extreme behaviour should wait until the child is calm and able to reflect on their choices.

In the event of extreme behaviour, staff should assess the immediate situation in case they need to intervene to prevent the child causing damage to themselves, others or property. Whenever possible, a Senior Leader or staff members who are trained in Positive Handling should be called to the scene. However, all members of staff 'have

the power to use reasonable force to prevent pupils committing an offense, injuring themselves or others, or damaging property, and to maintain good order and discipline at the school or among pupils.' (P23, *Behaviour in schools: Advice for headteachers and school staff*)

Amber, Red and Blue Letters must be recorded by class teachers on CPOMs.

The Headteacher reserves the right to add further discretionary consequences when appropriate, such as missing extra break-times or to write a letter of apology after a behaviour incident.

Behaviour Think Sheet

It is important for children to be given the opportunity to reflect on any negative behaviour. If a child is given Time Out or Behaviour Letter, they will be asked to complete a **Behaviour Think Sheet** (appendix 6). The think sheet should be completed at the first available opportunity after the incident – during the Time Out or in the Chill Zone. All children will be supported by an adult when completing their sheet. The reflective think sheet is a record of what happened and how the child felt in their own words. It is signed by the child, teacher and on occasions, may be sent home to support our home-school communication with parents. A copy of the think sheet is recorded in the teacher's class file and, where appropriate, logged on CPOMs.

NB: A slightly different approach is used in **Reception**, appropriate to the children's age and development. By the end of Reception, children are working within our whole school system.

Report Cards & Support

If a child receives 3 letters within a half-term, the class teacher will arrange a meeting with the parents and the Phase Leader to discuss the specific behaviours linked to school values that the child needs to focus on, and strategies that could be used to improve in those areas. A **Report Card** (appendix 7) will be discussed as the next step as a supportive scaffold if the behaviour continues.

If a child receives 5 letters within a term they will then move onto a **Report Card** for 2 weeks. The card separates the day into smaller chunks and an achievable target for success in these periods is set (eg 5/8 successful sessions each day). In the second week the target may be increased if behaviour is improving (eg 7/8 successful sessions per day). The overall aim is to remove this scaffold after 2 weeks if it has had a positive impact. However, school may ask that the time on report is extended if the child is not ready for the scaffold to be removed.

The report card allows the class teacher to record the child's positive and negative behaviour choices and RAG rate the sessions through the day. It will be sent home via private message on Class Dojo each day so parents can see how the day has been. At the end of the week, the class teacher and Phase Leader will write an overall comment. Parents are also encouraged to comment back in a private message at the end of each week.

A child on report will also receive **Pastoral Support** up to 3 times p/week. This will involve meeting with the one of the Learning Mentors to discuss how the week is going and any specific strategies they can use to support them.

In the event that the period on report is not successful, or if a second report card is needed later in the same year, an individual **Behaviour Support & Management Plan** (appendix 8) will be drawn up with the support of the SENCo. This will set out SMART targets for the child and strategies which school and parents can use to support the child in modifying their behaviour.

Behaviour Support & Management Plans will be reviewed half-termly, or earlier if required, with parents, the class teacher and the SENCo.

Behaviour When Not On School Premises

The governing body and the Headteacher reserve the right to sanction any pupil whose behaviour may adversely affect other individuals, or affects the reputation of the school, even when the pupil may not be on the school premises. Staff members should inform a Senior Leader if they become aware of such behaviour.

Lunchtimes

Midday staff will reward children who are demonstrating the school values in the dining room or on the playground during lunchtime. Midday staff record children names on a **Lunchtime Reward slip** (Appendix 11) which includes a reference to the school value shown. These are passed to the class teacher at the end of lunch so the appropriate ClassDojo points can be awarded.

During Key Stage 2 lunchtimes, a classroom is utilised as a '**Chill Zone**' and is supervised by a member of the Key Stage 2 teaching team. In the event that a child is rude, disrespectful or aggressive in the dining room or on the playground, the nearest Midday staff will inform the Senior Leader on duty or the Midday Supervisor. They will escort the child to the Chill Zone and explain the reason to the supervising teacher. The child will remain in the Chill Zone for a minimum of 10 minutes to reflect and cool off. For more serious incidents, the child will remain in the Chill Zone for the rest of lunchtime and complete a 'Behaviour Think Sheet'. The Midday Supervisor will ensure a Senior Leader is informed so any appropriate follow up actions can be taken. This may include an additional warning in the behaviour consequence system, which may contribute to an Amber/Red Letter, or may lead to a Blue Letter for extreme behaviour, if appropriate.

5. Behaviour Interventions & Pastoral Support

At Whitby Heath Primary School, we recognise that some of our children will be/have experiencing/ed Adverse childhood experiences, or ACEs. These are potentially traumatic events that occur in childhood. For example*:

- experiencing violence, abuse, or neglect
- witnessing violence in the home or community
- having a family member attempt or die by suicide

Also included are aspects of the child's environment that can undermine their sense of safety, stability and bonding.

*Please note the examples above are not a complete list of adverse experiences. Many other traumatic experiences could impact health and wellbeing, such as not having enough food to eat, experiencing homelessness or unstable housing, or experiencing discrimination.

ACEs are linked to chronic health problems, mental illness and substance use problems in adolescence and adulthood. ACEs can also negatively impact education, job opportunities and earning potential. However, ACEs can be prevented and here at Whitby Heath, we ensure that we work to support any child with ACEs.

Our staff are trained in ACEs. We work to create and sustain safe, stable, nurturing relationships and environments for all children and families to help all children reach their full potential.

We also pride ourselves in being a school which uses a Trauma Informed Practice through Our Ways of Working (OWoW). We are able to support children who suffer

with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Our staff provide relationships for these children that heal minds, brains and bodies. Key conversational skills in addressing and making sense of what has happened are central to our work as is a major shift in whole school/community culture.

Ensuring we are using a Trauma Informed Practice, which runs in connection with OWoW, our staff follow the Principles of Relationships:

- Understanding behaviour is a communication
- Everyone deserves to be loved unconditionally
- Unconditional positive regard
- A stable, caring adult in a child's life
- Connection before correction to avoid feelings of shame
- Separate behaviour from the child
- All emotions are ok

PACE (playful, acceptance, curiosity, empathy) is at the heart of the Trauma Informed Practice. This approach is centred around Connection before Correction. We ensure that our children have a 'secure base, they are able to build relationships and they can manage their behaviour' through PACE.

We ensure that the use of 'emotion coaching' is pivotal to our conversations with children. Emotion Coaching is based on the principle that nurturing and emotionally supportive relationships provide optimal contexts for the promotion of children's outcomes and resilience. As well as using Emotion Coaching to support children to understand, regulate and reflect on their behaviour.

Emotion Coached children and young people (Gottman 1997):

- Achieve more academically in school
- Are more popular
- Have fewer behavioural problems
- Have fewer infectious illnesses
- Are more emotionally stable
- Are more resilient

Steps of Emotion Coaching:

Step 1: Recognising the child's feelings and empathising with them.

Step 2: Label the feelings and validating them (validating = let the child know why they might be feeling like this and that this is okay). Linking to Zones of Regulation.

Step 3: Set limits on the behaviour (if needed)

Step 4: Problem-solve with the child

At Whitby Heath primary school, staff are trained in ACEs, Trauma Informed Practice, OWoW and Emotion Coaching. Additionally, we have a dedicated pastoral team which offer a range of support programmes/activities for children across the school. These include: two learning mentors, a SENCo and a team of three ELSA trained staff as well as 5 members of staff trained in Mental Health First Aid.

If it is identified by staff and/or parent that they require a period of support through ELSA (typically 8-10 weeks of 1:1 or small group sessions), a familiar member of staff will complete a referral form that will be shared with the SENCO. When a space becomes

available, the SENCO and ELSA trained staff will review referrals and explore targets to work on through what the child is presenting as an area of need and/or a Strengths and Difficulties Questionnaire. Parents will be informed that ELSA sessions are starting and the purpose of these. Children on the ELSA waiting list are reviewed as a 'need' basis rather than date order.

Anti-Bullying

Definition of bullying

Bullying is hurtful or unkind behaviour which is deliberate and repeated. Bullying can be carried out by an individual or a group of people towards an individual or group. The **STOP** acronym can be applied to define bullying – **Several Times On Purpose**.

Bullying can take many forms:

- Physical – hitting, kicking, taking belongings
- Verbal – name calling, insulting, offensive remarks, racially offensive remarks
- Indirect – spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours.
- Cyber-bullying – the use of mobile phones or web-based messaging / chat room arenas such as MSN, Facebook
- Attacking property – such as damaging, stealing or hiding someone's possessions.

Bullying can be based on any of the following things:

- Race (racist bullying)
- Religion or belief
- Culture or class
- Gender (sexist bullying)
- Sexual orientation (homophobic or biphobic bullying)
- Gender identity (transphobic bullying)
- Special Educational Needs (SEND) or disability
- Appearance or health conditions
- Related to home or other personal situation
- Related to another vulnerable group of people

No form of bullying will be tolerated and all incidents will be taken seriously.

Reporting bullying

If a pupil is being bullied, they are encouraged to not retaliate but to tell someone they trust about it such as a friend, family member or trusted adult.

- Report to a teacher - their class teacher, Learning Mentor, Headteacher or any other teacher
- Tell any other adult staff in school – such as Midday Assistants, Teaching Assistants or the school office staff
- Tell an adult at home
- Report anonymously (through EYFS/KS1 and KS2 worry jars monitored by the Learning Mentors)

Reporting-roles and responsibilities

Staff: All school staff, both teaching and non-teaching (for example midday supervisors, caretakers, kitchen staff, office staff) have a duty to report bullying, to be vigilant to the signs of bullying and to play an active role in the school's measures to prevent bullying. If staff are aware of bullying, they should reassure the pupils involved and inform the class teacher.

Senior Leaders: The Senior Leadership Team and the Headteacher have overall responsibility for ensuring that the anti-bullying policy is followed by all members of staff and that the school upholds its duty to promote the safety and well-being all young people. The Headteacher is responsible for anti-bullying, supported by the Deputy Head and Senior Leaders as appropriate.

Parents & Carers: Parents and carers should look out for potential signs of bullying such as distress, lack of concentration, feigning illness or other unusual behaviour. Parents and carers should encourage their child not to retaliate and support and encourage them to report the bullying. Parents and carers can report an incident of bullying to the school either in person, or by phoning or sending a private message on Class Dojo.

Pupils: Pupils should not take part in any kind of bullying and should watch out for signs of bullying among their peers. They should never be bystanders to incidents of bullying, but should offer support to the victim and, if possible, help them to tell a trusted adult.

Responding to bullying

When bullying has been reported, the following actions will be taken:

- Staff will record the bullying centrally on CPOMs (reported to SLT and termly to the FGB).
- Designated school staff will monitor incidents and information recorded on CPOMs, analysing and evaluating the results.
- Staff will offer support to the target of the bullying. Individual meetings will then be held with any target of bullying to devise a plan of action ensuring they are made to feel safe and reassured.
- Staff will proactively respond to the bully who may require support. They will discuss with the target's class teacher to devise a plan of action.
- Staff will decide whether to inform parents or carers and where necessary, involve them in any plans of action.
- Staff will assess whether any other authorities (such as police or the local authority) needs to be involved, particularly when actions take place outside of school.

Bullying outside of school

Bullying is unacceptable and will not be tolerated, whether it takes place inside or outside of school. Bullying can take place on the way to and from school, before or after school hours, at the weekends or during the holidays, or in the wider community. The nature of cyber bullying in particular means that it can impact on pupils' well-being beyond the school day. Staff, parents and carers, and pupils must be vigilant to bullying outside of school and report and respond accordingly to their responsibilities as outlined in this policy.

Derogatory language

Derogatory or offensive language is not acceptable and will not be tolerated. This type of language can take any of the forms of bullying listed in our definition of bullying. It will be challenged by staff and recorded and monitored on CPOMs and follow-up actions and sanctions, if appropriate, will be taken for pupils and staff found using any such language. Where a staff member has noticed the casual use

of derogatory language on numerous occasions, this should also be recorded on CPOMs.

Prejudice-based incidents

A prejudice-based incident is a one-off incident of unkind or hurtful behaviour that is motivated by a prejudice or negative attitudes, beliefs or views towards a protected characteristic or minority group. It can be targeted towards an individual or group of people and have a significant impact on those targeted. All prejudice-based incidents are taken seriously and recorded and monitored in school, with the Headteacher regularly reporting incidents to the governing body. This not only ensures that all incidents are dealt with accordingly, but also helps to prevent bullying as it enables targeted anti-bullying interventions.

School initiatives to prevent and tackle bullying

We use a range of measures to prevent and tackle bullying including:

- A child-friendly anti-bullying policy is displayed referred to throughout school which ensures all pupils understand and uphold the anti-bullying policy (appendix 9).
- The PSHE programme of study includes opportunities for pupils to understand about different types of bullying and what they can do to respond and prevent bullying.
- School assemblies help raise pupils' awareness of bullying and derogatory language.
- Difference and diversity are celebrated across the school through diverse displays, books and images.
- The whole school participates in events including Anti-Bullying Week, One World Celebrations, Global and Local events and Autism Awareness sessions.
- Equality and respect are embedded across the curriculum.
- Stereotypes are challenged by staff and pupils across the school.
- Pupil-led programmes such as School Ambassadors offer support to all pupils, including those who may have been the target of bullying.
- Pupils are continually involved in developing school-wide anti-bullying initiatives through consultation with groups.
- Working with parents and carers, community organisations and the local PCSO to tackle bullying, where appropriate

Fixed Term & Permanent Exclusions

Only the Headteacher and Deputy Head have the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

The purpose of the exclusion should not be seen as a sanction but as a cooling off period for the child and teacher to reflect on what has happened and what needs to change upon re-integration.

If the Headteacher excludes a pupil, he informs the parents immediately, giving reasons for the exclusion. At the same time, the Headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The Headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot either exclude a pupil or extend the exclusion period made by the Headteacher but will meet to consider an exclusion appeal, they consider the circumstances in which the pupil was excluded, any representation by parents and the LA, and whether the pupil should be reinstated. If the governors' appeals panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

Training

The Headteacher is responsible for ensuring that all school staff, both teaching and non-teaching (including mid-day supervisors, caretakers, kitchen staff and office staff) receive regular training on all aspects of the behaviour policy.

Monitoring & Review

General levels of behaviour in school will be regularly monitored through observation by Senior Leaders. The Headteacher has the day-to-day authority to implement the school behaviour policy. The Headteacher is responsible for reporting to the Governing Body (and the local authority where applicable) on how the policy is being enforced and upheld, via their termly report. The Governors are in turn responsible for monitoring the effectiveness of the policy via the termly report and by in-school monitoring such as learning walks and focus groups with pupils.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils and governors. The governors may, however, review the policy earlier than this, if the government introduce new regulations, or if the governing body receives recommendations on how the policy might be improved.

APPENDIX 1

A.I.M. HIGH at



Aspiration. Inspiration. Motivation.

Home & School Agreement

As a school we will do our best to:

- Support your child's wellbeing and safety by providing a safe, supportive and caring environment.
- Help and encourage your child to reach their full potential.
- Monitor and communicate with parents and carers regularly on your child's progress.
- Provide a broad and balanced curriculum that caters for all children, including when delivered remotely.
- Promote high standards of behaviour so we can maintain a safe environment for all children.
- Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem.
- Set homework that supports the delivery of the curriculum and mark it where appropriate.
- Offer opportunities for parents and carers to get involved in school life.
- Communicate between home and school through notices, newsletters, text, Class Dojo and the school website.
- Respond to communications from parents in a timely manner, following school policies.
- Encourage good attendance and address any concerns with parents or carers where necessary.

As parents/carers we will do our best to:

- Make sure my child attends school regularly and on time. I will notify the school if my child will be absent.
- Make sure my child is dressed in the correct uniform and brings their PE kit to school where necessary.
- Support the school to make sure my child maintains a consistently high standard of behaviour.
- Encourage my child to try their best so they can reach their full potential.
- Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn.

- Make sure communication with the school is respectful, and that I make every reasonable effort to address my communications to the appropriate member of staff.
- Understand that I should communicate with staff during core school hours, and although they may at times respond outside of those hours, I can't always expect that.
- Make sure that my child completes their homework on time and raise any issues that my child has with their teachers.
- Read and follow the school's policies.
- Treat all members of the school community with care and respect.
- Engage in parent meetings and work together with the school in order to achieve the best outcomes for my child.
- Read all communications sent home by the school and respond where necessary.

Pupils will do our best to:

- Arrive at school on time and ready to learn.
- Try my best to do my work and ask for help if I need it.
- Wear the correct school uniform and bring my PE kit to school when I need it.
- Bring all the equipment I need each day.
- Be friendly and caring towards other children and adults.
- Listen to instructions from the adults at school and keep to the Whitby Heath school values.
- Do my homework and bring / upload it to school on time.
- Look after the school equipment and be respectful of the school environment.

This agreement will be sent to parents/carers through Class Dojo at the start of the school year or as part of your induction pack if your child joins Whitby Heath during the year.

We ask that you reply on Class Dojo through a private message to the class teacher to confirm that you have read the document, have discussed it with your child and will do your best to keep to the agreement.

Kind regards



Mr S Wright
Headteacher

APPENDIX 2

A.I.M. HIGH at



Aspiration. Inspiration. Motivation.

Date

AMBER BEHAVIOUR LETTER

Dear Parent/Carer of

Unfortunately, following 4 warnings about their behaviour, your child has needed to have a Time-Out in another classroom today in accordance with our school behaviour policy. This has also triggered an Amber Letter to be sent home.

This level of disruption can significantly impact your child's learning and that of the rest of the class, so it is important that we address it. We have had supportive conversations today with your child and have also reminded them of our school values and our expectations.

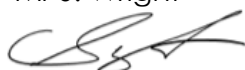
They will be required to miss a break-time tomorrow to complete a 'Behaviour Think Sheet' and catch up on any lost learning unless they have already done this today.

We ask that parents/carers discuss this with their child and how they can make better choices in future. We also ask that you confirm that you have received this letter by sending a private message to the class teacher on Class Dojo.

We appreciate your support in this matter.

Yours faithfully,

Mr S. Wright



Headteacher

APPENDIX 3



Date

RED BEHAVIOUR LETTER

Dear Parent/Carer of [REDACTED]

Unfortunately, following multiple warnings about their behaviour throughout the day, your child [REDACTED] has needed Time-Outs in another classroom today in accordance with our school behaviour policy. This has also triggered a Red Letter to be sent home.

This level of disruption can significantly impact your child's learning and that of the rest of the class, so it is important that we address it. We have had a number of supportive conversations today with your child and have also reminded them of our school values and our expectations.

They will be required to miss break-times tomorrow as a consequence, in order to complete a 'Behaviour Think Sheet' and catch up on lost learning. They will of course be able to have their snack and lunch as usual and will also be able to get some fresh air and run around outside throughout the day.

We ask that parents/carers discuss this letter with their child and how they can make better choices in future. We also ask that you confirm you have received this letter by sending a private message to the class teacher on Class Dojo.

We appreciate your support in this matter.

Yours faithfully,

Mr S. Wright



Headteacher

APPENDIX 4

A.I.M. HIGH at



Aspiration. Inspiration. Motivation.

Date

BLUE LETTER FOR EXTREME BEHAVIOUR

Dear Parent/Carer of _____

Unfortunately, today, your child has been fighting at lunchtime and has hurt another child / has used foul and abusive language towards another child / staff member / has caused damaged to school or someone else's property on purpose. This goes against our school values and has therefore triggered a Blue Letter for Extreme Behaviour to be sent home in accordance with our school behaviour policy.

We have had supportive conversations today with your child and have also firmly reminded them of our school values and our expectations.

They will be required to miss break-times tomorrow as a consequence, in order to complete a 'Behaviour Think Sheet' and catch up on lost learning. They will of course be able to have their snack and lunch as usual and will also be able to get some fresh air and run around outside throughout the day.

A member of staff will have contacted you today to provide you with more information on the incident and outlined any further steps that may be taken if needed.

We ask that parents/carers discuss this letter with their child and how they can make better choices in future. We also ask that you confirm you have received this letter by sending a private message to the class teacher on Class Dojo.

We appreciate your support in this matter.

Yours faithfully,

Mr S. Wright

Headteacher

APPENDIX 5

Risk Assessment & Behaviour Profile

Risk Assessment

Name of Assessor:		Position of Assessor: <i>Eg. Teacher</i>			Date:	
Hazard	Persons at risk	Potential Harm	Existing Control Measures	Risk Rating (H/M/L)	Further Action Required	Residual Risk (H/M/L)

Behaviour Profile and Positive Handling Plan

Child's Name:	Year Group & Class:	Date:	
General character and disposition:			
Child's responses:			
Blue Zone Responses	Yellow Zone Responses	Red Zone Responses	
Teacher De-escalation Responses:			
	Try	Avoid	Notes
Verbal advice and support			
Firm clear boundaries			
Humour			
Negotiation			
Limited choices			
Distraction			
Reassurance			
Planned ignoring			
Time out			
Take a break			
Withdrawal			
Going for a walk			
Reminders about consequences			

Diversions & Distractions:

If child responds to distractions, the interests of the child are:

-
-
-
-
-

Triggers:

The things that have caused anxiety for this child and led to de-escalation or intervention being required are:

-
-
-
-
-

KS1 Behaviour Think Sheet

Name:

Date:

Draw a picture or write about what happened.

How do you feel?

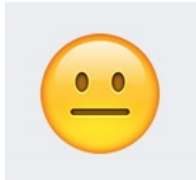
Mad



Sad



Ok



Not Sure



Why?

Next time I will...

Stop and think



Play fairly



Listen to the adult



KS2 Behaviour Think Sheet

Name..... Class Date.....

Our School Values

Tick which School Values you didn't follow today...

Ready to learn		Show kindness and respect for yourself and all others	
Give your best and try to improve		Demonstrate honesty and responsibility	
Be an active participant in your learning		Believe in yourself	
Be a great listener		Never give up!	

What happened?

Which school value did you break?

Who was affected by your actions?

How do you feel?

What will you choose to do differently next time?

Signed (Child)..... Signed (Teacher)

APPENDIX 7

School Behaviour Report Card

Dear Parents/Carers,

This report card has been issued to your child as a scaffold to support their behaviour in school. It is a positive incentive for them to improve their behaviour throughout the week, to know that they are being monitored daily by their teachers and yourself. Each day is split into 7 sessions and each session will be RAG rated (Red, Amber or Green). A target number of Green sessions will be agreed with your child to achieve each day. The target will increase as your child succeeds, until it is agreed the scaffold is no longer needed.

Child's Name:				Class:	Daily Target:		Date:	
	SODA	Morning Session 1	Break	Morning Session 2	Lunch	PM Session 1	PM Session 2	Total Gr
Mon								?/7
Tue								?/7
Wed								?/7
Thur								?/7
Fri								?/7

End of Week Review Comments

Class Teacher	Senior Leader	Child

APPENDIX 8

Behaviour Support & Management Plan

Child:	Class:	Teacher & Other Adults Involved:
Area of Concern:		
Strategies to help child: <ul style="list-style-type: none"> ▪ ▪ ▪ ▪ ▪ 		
Targets: <ul style="list-style-type: none"> ▪ ▪ ▪ <p>The plan will be supplemented by a supportive target chart to be used in class, devised between the class teacher and the child – linked to their interests. Each day will be split into small sessions, increasing the chances of small steps progress.</p>		
Agreed by		
Class Teacher: <p style="text-align: center;">.....</p>	Parent/ Carer: <p style="text-align: center;">.....</p>	
SENDCo: <p style="text-align: center;">.....</p>	Child: <p style="text-align: center;">.....</p>	
Evaluation / Comments <i>(at least half termly):</i>		

School statement on bullying

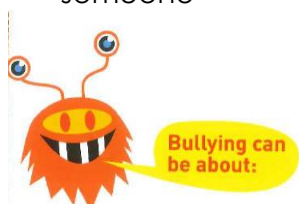
This school is a place where everyone has the right to be themselves. It's a place where everyone can feel safe, be happy and learn. Everyone at our school is equal and acts with respect and kindness towards each other. Our school is a bully-free place.

What is bullying?

Bullying is when a person is hurtful or unkind to someone else, on purpose and more than once. Bullying can be done by one person or by a group of people and can be towards one person or a group of people. A useful way to remember bullying is:

SEVERAL TIMES ON PURPOSE

- Hitting or saying you are going to hit someone
- Touching someone when they don't want you to
- Calling someone names, teasing, using rude language or saying nasty things about someone to them or to other people
- Stealing or damaging someone else's belongings
- Ignoring someone on purpose or leaving them out
- Sending hurtful or unkind texts, emails or online messages to someone or about someone



- Race or ethnicity (racist bullying)
- Religion or belief
- Family or culture
- Sexist bullying, which is bullying someone because of their gender. For example, because they are a boy or a girl, or saying they are acting 'like a boy' or 'like a girl'
- Homophobic or biphobic bullying. This is saying unkind or nasty things because someone is lesbian, gay or bisexual, or because you think they are, or because they have two mums or two dads. It is also calling some lesbian, gay or bisexual on purpose to be unkind or nasty to them, for example 'you're so gay!'
- Transphobic bullying. This is saying unkind things because someone is trans, or because you think they are trans, or being nasty about trans people (someone who feels the gender they are given as a baby doesn't match the gender they feel themselves to be).
- Special educational needs or disability
- What someone looks like
- Where someone lives



If someone is being hurtful or unkind to you several times on purpose, for whatever reason, whether it is about you or your family or friends, that is bullying. No one should be picked on for being different in anyway, for how they act, what they look like or who their family are.

Why does bullying happen? Although bullying doesn't happen very much at this school, it might happen. Bullies can be older or younger than you, bigger or smaller than you. Bullies pick on people who may be different in some way and try to make them feel worse about themselves. If you are being bullied, remember that it is never your fault.

Where does bullying happen?



Bullying can happen at school, after school and online



What should I do if I think someone is being bullied?

Talk to the person and ask if they're ok and try to find out if they are being bullied. If they are, ask if you can help them talk to a teacher or an adult they trust.

What should I do if I'm being bullied?

If you are being bullied, it is important to tell someone you trust. Tell an adult or friends, either at school or at home. If you have already told an adult about bullying, you can still tell them again. You can:

- Tell a teacher – your class teacher, Mr Wright, Mrs Williams, Mrs Ellison, Mrs Altass or any other teacher
- Tell a School ambassador who will be able to help you
- Tell any other adult in school – such as midday assistants, teaching assistants or the school office
- Tell an adult at home
- You can also write a note about the bullying and put it in the worry boxes
- You can also call ChildLine at any time for free on 0800 1111. They will not tell anyone else about what you have said.

If you tell a teacher or an adult at school they will be able to help you. They may tell another teacher like your class teacher, or a parent or carer so that they can help you. Telling an adult will never make the bullying worse. They will talk to you and the bully to find ways to stop the bullying.

APPENDIX 10

House Points

As part of our Class Dojo reward system, children are separated into House Groups. When they earn points for themselves or their class, these points also count towards their House Team.

Our 4 Houses are named after authors:

- Rowling
- Seuss
- Dahl
- Donaldson

Each House will have 2 House Captains, chosen from Year 6. The House Captains will meet with their houses, at the beginning of the year, to choose a selection of rewards they would like to be able to work towards. These will be things such as – video and popcorn, modelling/construction afternoon, art/craft afternoon, non-uniform day, picnic etc.

On a Thursday afternoon, the Head Boy and Girl will collate the Dojo points rewarded to each House.

These will be written in the House Book and left outside Headteacher's office, ready for Friday's celebration assembly.

The House with the most points each week will be awarded 4 'books' to add to their 'library' display in the hall. 2nd place will receive 3, 3rd place 2 and 4th place receives 1 'book'.

The House with the most 'books' at the end of each term will receive the reward. Staff from the winning House will support the organising and running the reward each term.

**APPENDIX 11****Lunchtime Reward Slip**

Child's name: _____

Class: _____

Well done! You have impressed staff at lunchtime by demonstrating the following School Value/s:

(Tick as appropriate)

Ready to learn		Show kindness and respect for yourself and all others	
Give your best and try to improve		Demonstrate honesty and responsibility	
Be an active participant in your learning		Believe in yourself	
Be a great listener		Never give up!	

APPENDIX 12

THINKING CARD TEMPLATE

