



Whipton Barton Federation

Behaviour and Positive Relationships Policy

This policy has seven strands:

1. Quality relationships
2. Recognition not reward
3. Teaching and learning: pitch and match
4. Behavioural expectations: in class, in the playground, in transition
5. Special needs and disabilities: Behaviour Care Plans
6. Procedures: what happens when
7. Support for parents

1. Quality Relationships

We believe:

- Developing good relationships between adults and children is a key, underpinning principle of this policy.
- We have a vital role in helping children develop into happy, healthy and resilient young people who are ready, willing and able to learn.
- Our approaches will ensure that all children feel safe, valued and believed – we know our children well.
- Attachment theory, child development (Thrive) and developments in neuroscience inform our approaches

We will:

- Get to know something special about the children with whom we work. It is vital that all children in our federation feel that someone knows them well and is interested in them. Particularly for more vulnerable pupils, specific phrases such as “I thought about you this weekend when ...” and the use of transitional objects are very effective.
- Attune to and validate children’s feelings, using curiosity to enable children to explore how they feel particularly during or after a behavioural incident. For example, we will use a light tone and exploratory questions such as “I wonder why ..” rather than “Why did you”. If this “curiosity” is consistent across the federation, then children will learn to reflect more effectively on their behaviour and feelings.
- Treat children fairly – there will be times when we will ask children to desist from a particular behaviour but we will do this firmly, calmly, and always with reasons why. The adult is always in charge.

2. Recognition not reward

We believe:

- Rewards are transactional – a child knows that they are available to be earned. We believe that this ultimately lowers many children’s willingness to work hard and take risks.
- Recognition is relational – it has a real intrinsic value and built up over time will encourage children to work hard and take risks.
- All children can achieve and this achievement should be recognised, celebrated but not rewarded: children should never “expect” reward or recognition.
- That we should not reward children for something that we expect them to be doing anyway.
- That we have a vital role in helping children value learning and to take intrinsic satisfaction from their efforts and achievements.

We will:

- Have high expectations – using praise specifically, judiciously and genuinely
- Recognise effort and achievement in a variety of ways such as
 - Sharing learning with other adults, including Heads of School and Executive Headteacher, previous teachers
 - Making a telephone call home
 - Star learner in assembly.
 - Send home postcards addressed to the child praising their efforts and achievements
- Ensure that learning and effort is celebrated.
- See children who are proud of their learning and achievements and proud of their school.

We will not:

- Have whole class rewards such as Golden Time
- Have whole class sticker charts
- Reward children for things we expect them to do in school

3. Teaching and Learning – pitch and match

We believe:

- That all children should have access to a truly engaging curriculum that fosters interest and enjoyment and allows them to achieve in line with their peers around the country.
- That learning that is correctly pitched and matched to children’s needs provides the foundations for good learning behaviour and positive learning environments.
- All children should be supported and challenged to reach their full potential.
- Mistakes should be valued and seen as learning opportunities. A “growth mind-set” ethos is at the heart of daily teaching and learning, ensuring that all children develop a “can-do” attitude and respond positively when learning is challenging.

We will:

- Ensure that the planned curriculum is of the highest quality and provides irresistible learning opportunities for our children: lessons that teachers want to teach and children want to learn.
- Ensure that formative assessment is efficient and effective, enabling teachers to know children’s individual strengths and areas for development.
- Use formative assessment information to ensure that lessons are adapted to meet children’s changing learning needs.
- Use high quality questioning to engage, challenge and develop children’s understanding.

4. Behavioural expectations in class, in the playground, in transition

We believe:

- All children have a right to education and behaviour that challenges us should not be a bar to this.
- Once clearly established and reinforced by all staff, children will respond to high behavioural expectations
- All staff are responsible for promoting good behaviour across the federation

We will:

- Follow the Behaviour Ladder and warning system
- Use the Sun and Stars visual reminder in class
- Ensure that children in KS2 line up after the first bell at lunch and break and walk in calmly
- Escort children out of the school buildings in an orderly way at the end of first lesson, morning school and at the end of the day.
- Ensure that all children walk calmly and quietly in the school buildings
- Challenge any child, from any class whose behaviour falls below the standard we expect

5. Special Education Needs and Disabilities – Behaviour Care Plans

We believe:

- All children have a right to education and behaviour that challenges us should not be a bar to this.
- Children’s behaviour is predominantly a result of past and current life experiences. Our approaches to supporting and managing children’s behaviour should reflect this.
- Our behaviour policy should work for all children but we recognise that some children require additional support.

We will:

- Hold termly BCP meetings chaired by the SENDCo and including all adults who come into regular contact with the child. These meetings will create clear behaviour care plans, which will clearly define behaviours, triggers and responses and outline emergency procedure to enable staff to deal effectively with potentially dangerous behaviours. Children who have BCPs will not be part of the warning/behaviour report card system, unless, in discussion with the SENDCo and senior staff, we agree that this approach has the potential to be effective.
- Ensure all adults in the federation will understand how to support children with additional needs. We will do this consistently through the use of individual pupil summaries.

6. Procedures – what happens when

We believe:

- Managing behaviour is a dynamic process and staff should recognise this when following procedures. The exact wording of a procedure does not suggest a “one size fits all” approach.
- Our behaviour policy is for all children as individuals.

We will:

- Use this behaviour policy to under-pin any application of behavioural procedures
- Follow the Behaviour Ladder consistently
- Follow Behaviour Care Plans consistently
- Be pragmatic in following procedures; children respond in different ways to the same approaches. For example, some children on BCPs might benefit from being part of the warning/report card system. This will be agreed with the SENDCo

See Behaviour Ladder, appendix 1

7. Support for Parents

We believe:

- Children’s emotional wellbeing and behaviour can be best supported when schools and families work together.
- Parenting children is not an easy role and staff within the federation have a role in supporting parents with this.

We will:

- Provide parents with the following support:
 - Thrive awareness and practical approaches
 - Learning: reading, phonics, calculation
 - Domestic violence – pattern changing
 - Solihull parenting
 - Family Thrive - parents working alongside their children
 - Access to Family Support Worker



Whipton Barton Federation *Behaviour Ladder*

Level	Behaviour	Teacher Response	SLT response
1	<p>LOW LEVEL DISRUPTION Day-to-day classroom behaviour which is handled by the class teacher, TAs or MTAs. E.g. tapping, fidgeting, being off-task</p> <p><i>Note: The timescale for amassing three warnings is one full day. Eg: if a child receives two warnings in one lesson and another in the afternoon, they will miss the following day's playtime. If a playtime is lost, you should record this on CPOMs as a behaviour incident.</i></p>	<p>First warning: Approach any inappropriate behaviour with a request to stop and a brief explanation of why you made that request. If this continues, remind the pupil of the warning policy and that continued inappropriate behaviour will result in a first warning. If it continues, give a first warning which you should record in the warning log.</p> <p>Second Warning: If the behaviour or related inappropriate behaviour continues, then a second warning should be given, with a reminder of the consequences of receiving three warnings. This should again be recorded on the warning log.</p>	NA
2	<p>MID LEVEL DISRUPTION More significant behaviour that has a negative impact upon learning and/or other pupils' wellbeing. The teacher continues to have primary responsibility at this stage. E.g. 3rd incidence of Level 1 behaviour, refusal to follow reasonable instruction, rudeness/disrespect, minor physical altercation, swearing, leaving class without permission</p>	<p>Third Warning: If the behaviour continues after the second warning, then a third and final warning will be given. This will result in loss of playtime. At this point, it is the class teacher's responsibility to supervise the lost playtime/lunchtime. This can be organised with colleagues when appropriate, including SLT. For example, you might run a lunchtime club and arrange that any children kept in on that day are supervised by a colleague. If the third warning occurs in the lesson leading up to lunchtime, then a proportion of lunchtime will be lost. If it happens in the afternoon, then the sanction will be carried over to the following day.</p> <p>If any child not on a Behaviour Care Plan (BCP) loses two playtimes in a week, or there is regular loss of playtimes over time (use professional judgement), then the class teacher will contact the child's parents to express initial concern and look for ways that parents can support the school and child with the behaviour.</p>	Possibly provide support for break-time supervision if required.
3	<p>HIGH LEVEL DISRUPTION This is more serious behaviour and will involve the Senior Leadership Team E.g. Continued Level 2 behaviour, failure to move in class when requested, bullying, racist incident, major physical altercation, aggressive defiance</p>	<p>If there is no noticeable improvement in behaviour following the initial contact with parents, then the class teacher will inform the Head of School who will meet the child and arrange to meet parents. Use professional judgement about the length of time that needs to elapse. Two days will usually not be enough. Two weeks might feel OK.</p>	Head of School to meet with child and explain that he/she will contact parents for a meeting. The Head of School will then write to the parents inviting them to a formal meeting to discuss their child's behaviour. This meeting will be with the Head of School, class teacher, parents and, if appropriate, the pupil. It is likely that the child will be placed on a Behaviour Report Card to monitor behaviour during the week and provide evidence for feedback to the child

4	<p><u>PERSISTENT DISRUPTION OR SERIOUS CONCERN</u> Continuation of level 3 behaviour, causing damage to self-others or property, defamation of the school through – for example, social media, running out of school, evident radicalised behaviour (in line with Prevent Strategy), possible MASH referral</p>	If the further reward/sanctions and/or BCP are ineffective, teachers to inform HoS.	Fixed term exclusion and/or referral to the Educational Psychologist will be considered. These options will be communicated to parents in writing by EHT.
5	<p><u>HIGHLY DANGEROUS CONCERN</u> Possession of offensive weapon, drugs including cigarettes and alcohol, sexual material, probable MASH referral</p>	Inform SLT immediately for assistance	<p>SLT to attend incident</p> <p>If there is no improvement in behaviour, then an internal or fixed term exclusion will be considered by EHT. This is a serious step and one that will only be made if every effort has been made to support the child in changing his/her behaviour.</p> <p>If on return from a fixed term exclusion, there is no significant improvement and the behaviour continues to disrupt other pupils' learning or compromises safety, then application for a managed move or permanent exclusion will be considered. We will manage this in accordance with Devon County Council's exclusion process.</p>

Notes

- Teachers to record incidents of “three-warnings” on CPOMs as a behaviour incident with a brief commentary.
- Recording warnings on CPOMs will give a clear picture about the level of disruptive behaviour and allow staff, including AH, HoS, EHT and, to praise those pupils whose behaviour is never a problem and target those pupils who display low-level disruption over time.
- Teachers can “jump” a stage in the warning sequence for particularly poor behaviour or for behaviour such as running in the corridors, for which the children have had many reminders.
- SLT will log any children who are placed on a behaviour report card on CPOMs