

Behaviour & Attitudes Policy

Next Review: January 2025

1. Principles, Aims & Objectives

Wharncliffe Side Primary School: Where children's love and curiosity for lifelong learning blossoms through inspirational teaching in a safe, supportive and nurturing environment.

In order to achieve our **Mission Statement** (above), we treat each other with respect, and acknowledge that everyone has the right to learn and enjoy their time at school, to feel safe and secure.

Our **Core Values** are central to everything we do; they are interwoven through the curriculum. These can be summarised as the '7 Rs' of **Resilience, Resourcefulness, Reflectiveness, Relationships, Risk-taking, Respect and Responsibility**. We encourage children to use these aspects through developing a **Growth Mindset**. This policy highlights how we promote positive behaviour, deal with negative behaviour and support children who are struggling.

Through this, we aim to ensure that:

- *The school has high expectations for pupils' behaviour and conduct. These expectations are commonly understood and applied consistently and fairly. This is reflected in pupils' positive behaviour and conduct. Low-level disruption is not tolerated and pupils' behaviour does not disrupt lessons or the day-to-day life of the school. Leaders support all staff well in managing pupils' behaviour. Staff make sure that pupils follow appropriate routines.*
- *Leaders, staff and pupils create a positive environment in which bullying is not tolerated. If bullying, aggression, discrimination and derogatory language occur, they are dealt with quickly and effectively and are not allowed to spread.*
- *There is demonstrable improvement in the behaviour and attendance of pupils who have particular needs.*
- *Pupils' attitudes to their education are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements.*
- *Pupils have high attendance. They come to school on time and are punctual to lessons. When this is not the case, the school takes appropriate, swift and effective action.*
- *Suspensions are used appropriately. The school reintegrates suspended pupils on their return and manages their behaviour effectively. Permanent exclusions are used appropriately as a last resort.*
- *Relationships among pupils and staff reflect a positive and respectful culture; pupils are safe and they feel safe.*

(Ofsted definition of 'Good' Behaviour & Attitudes, July 2022)

In addition to the above, we aim to ensure that:

- *Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.*
- *Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.*
- *Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.*

(Ofsted definition of 'Outstanding' Behaviour & Attitudes, July 2022)

2. Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2022) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

Other useful sources of information:

- The School Bus (2022) 'Model Behaviour Policy'
- Team Teach (2019) 'Team Teach Workbook'
- Trauma Informed Schools (2021) 'Practitioner Training Handbook'
- CRESST (2022) 'The Peer Mediation Co-ordinator's Training Manual'

This policy operates in conjunction with the following school policies:

- Anti-bullying Policy
- Attendance Policy
- Code of Conduct
- Curriculum Policy
- Equality Policy
- Home-School Agreement
- RSHE Policy
- Safeguarding Policy
- SEND Policy
- Suspensions & Exclusions Policy

3. Expectations

To ensure our expectations are understood by all, we have simplified our school 'Code of Conduct' (see Appendix 1). This now contains just 4 simple rules:

1. **Be Kind**
2. **Be Safe**
3. **Be Ready**
4. **Work as a TEAM***

***Together, Everyone Achieves More**

This is displayed prominently throughout school, referred to regularly and reinforced through learning opportunities and 'School Standards'. Positive behaviour is encouraged, supported and praised. Negative behaviour is dealt with appropriately (see sections 5 and 6 in this policy for more information). All examples of behaviour (positive or negative) are covered within these 4 main rules; see table below for examples (not exhaustive).

Rule	Positive Examples	Negative Examples
Be Kind	<ul style="list-style-type: none">• Smile• Being polite & showing good manners• Using positive language• Offering help• Show understanding of others• Looking after someone who is upset	<ul style="list-style-type: none">• Hitting, kicking, biting• Name calling• Leaving out of games• Spreading rumours• Making threats• Being rude / swearing• Racism• Sexism• Unwanted attention (e.g. child-on-child abuse)• Online bullying / harrassment
Be Safe	<ul style="list-style-type: none">• Walking quietly through school• Looking after equipment & using it for its intended purpose• Following instructions	<ul style="list-style-type: none">• Throwing things• Running in corridors• Wandering off without permission• Deliberately damaging property• Bringing inappropriate things into school (e.g. knives)
Be Ready	<ul style="list-style-type: none">• Being on time for school• Listening carefully• Showing independence• Taking pride in learning• Remembering homework etc.• Wearing the correct uniform / PE kit	<ul style="list-style-type: none">• Being late for lessons / time wasting• Talking in class• Shouting out
Work as a TEAM	<ul style="list-style-type: none">• Involve everyone in the group• Sharing• Taking turns• Supporting others with their learning	<ul style="list-style-type: none">• Arguing with staff• Distracting others or wasting time• Not lining up properly• Pushing in the dinner queue

4. Roles & Responsibilities

The Governing Board:

- Contribute to, approve and review this policy on an annual basis.
- Provide appropriate challenge and support (e.g. at FGB meetings or by conducting learning walks / pupil interviews).
- Review the use of suspensions / exclusions (see separate policy).

The Headteacher:

- Establish the principles outlined in this policy. Monitor the implementation of this policy and its effectiveness in addressing any issues that arise.
- Publish this policy on the school's website and share it with all stakeholders as required.
- Provide an induction for new staff and ensure existing staff have access to relevant training where appropriate (e.g. 'Team Teach' training).
- Establish our high expectations through whole-school assemblies, conversations with parents and everyday interactions.
- Support staff in the day-to-day implementation of this policy.
- Report to governors about behaviour standards on a regular basis (at least termly).

Teaching Staff:

- Teach and model expected behaviour and positive relationships, demonstrating good habits.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Aim to teach all pupils the full curriculum, whatever their prior attainment.
- Plan and review support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Not tolerate disruption and taking proportionate action to restore acceptable standards of behaviour.
- Be responsible and accountable for the progress and development of the pupils in their class.

All Staff:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy (e.g. by ensuring supervision is adequate and providing verbal praise).
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority (e.g. class teacher, Headteacher, SENDCO) up-to-date with any changes in behaviour.

- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Children:

- Show respect to themselves and others (including peers, staff and visitors to school).
- Be sensitive to the needs and feelings of others.
- Take responsibility for their own behaviour; inside and outside school as well as whilst in the local community.
- Report any unacceptable behaviour to a member of staff.

Parents:

- Support their child in adhering to the school rules and reinforcing these at home.
- Inform the school of any changes in circumstances which may affect their child's behaviour.
- Act as a role model / set a positive example for their child's behaviour
- Sign and return the home-school agreement.

5. Promoting Positive Behaviour & Attitudes

We promote positive behaviour & attitudes in a number of ways:

In classes

Maintaining healthy relationships is a key theme in our RSHE curriculum with topic titles such as 'What makes a good friend?' and 'How do I manage my feelings?'

In addition to this, we use a variety of other strategies to help children understand, discuss and manage their emotions. These include mindfulness activities (such as 'peer massage'), Colour Monsters and P4C (Philosophy 4 Children) lessons. Children who may be struggling also have the opportunity to do 1:1 or small group interventions such as 'Worry Warriors'; Play Therapy or visit our therapy dog.

School Standards

Every week, we have a new 'School Standard' which is shared with pupils in assembly, reinforced through lessons and displayed prominently in every classroom. This is tied in with our RSHE scheme and relates to an individual aspect of behaviour (e.g. 'Having respect for others' or 'Showing resilience').

Certificates

On Friday, we have a 'Celebration Assembly' where children who have demonstrated the School Standard (or something else) are awarded a certificate. They can be nominated by any member of staff (including lunch-time supervisors) or their peers. Their first certificate each year is *bronze*; after that they get *silver* and *gold*. Winners are tracked and teachers make an effort to 'spot children being good'. Gold winners select a prize from the prize box and their 4th certificate goes back to bronze. There is no limit to the amount of certificates an individual child can get but we only award a certain number each week (around 20 across the school).

House Points

We have 5 House Teams linked to the continents of the World / Olympic Rings; they are **Europe**, **Africa**, **Asia**, **Americas** and **Oceania**. Children are placed in a house team when they start our school and remain in the same house throughout their time with us. Siblings are placed in the same team.

Children will celebrate the results of house points earned each week during the Friday Assembly. A ribbon showing team colours is put on the trophy; it will then be displayed in the library.

End of Term

The total house points for each term will be celebrated at the end of the term and the winning team will be rewarded accordingly.

End of Year

The total house points for the year will be celebrated in the final week of the year and also the scores achieved by the house teams from Sports Day.

Class Rewards

Individual achievements of children are rewarded as well as the behaviour of groups and whole classes. Rewards at class level, will be negotiated between staff and pupils and might be themes for discussion in circle time. They include things like stickers, 'Class Dojos' or 'Marbles in a jar' (as appropriate for the age of the children). Children who have

tried hard with their learning are encouraged to go and share with other members of staff (e.g. the Headteacher / subject leader).

For rewards to be effective, the school recognises that they need to be:

Immediate – immediately rewarded following good behaviour.

Consistent – consistently rewarded to maintain the behaviour.

Achievable – keeping rewards achievable to maintain attention and motivation.

Fair – making sure all pupils are fairly rewarded.

Sharing with parents

Our weekly newsletter contains the names of all children who earned certificates in the previous week, alongside any other achievements (including things that may have happened out of school). It also includes which team won the house point trophy, which classes had the best attendance and more (e.g. Nursery 'Stars of the Week' and the 'My Phizz' leaderboard). In order to help parents reinforce key messages at home, the newsletter also reveals the following week's 'School Standard'.

End of Year Trophies

In the Summer Term, all staff and selected pupils (e.g. the School Council) are invited to nominate pupils for a variety of trophies (e.g. 'Having a positive attitude'). Winners are selected by SLT and parents are invited to a special assembly where children are presented with a trophy (which they keep for a year) and a plaque (which they keep for ever). Their photos are displayed prominently in the entrance hall. All children who receive a nomination receive a certificate.

6. Managing Negative Behaviour

In most cases, behaviour can be managed with a subtle reminder (or by praising children who are behaving appropriately). The consequences for negative behaviour will of course vary dependent on the nature of the misbehaviour; but some of our key strategies are detailed below.

Peer Mediators

The school recruit and train a team of 'Peer Mediators' from Key Stage 2. This job is available to children in Y5 & Y6. They complete 'Conflict Resolution' training with the Head / RSHE lead and take it in turns to be 'on duty' during lunch times; working in pairs and being visible to other pupils by their hats / vests. Children who are having disagreements voluntarily go to the mediators and they attempt to help them settle their differences *without taking sides* (Appendix 2 is a pupil prompt for this reflective conversation). Using this approach gives more responsibility to the children and removes worries they may have about getting in trouble! Our training materials have been produced and certified by CRESST (Conflict Resolution Education) and the scheme is very well-established in our school. In 2017, we were awarded a National Silver Award.

PIEs

Where incidents cannot be resolved by peer mediators (or it is not appropriate for them to do so), children may be asked to complete a 'PIE' (Post Incident Evaluation; see Appendix 3). Children will be supported by staff to discuss what happened, how they felt and what they could do differently next time they feel that way. They should then agree a logical consequence for their actions, preferably suggested by them. The key aim of this conversation is to **reflect** on what happened and the focus should be on putting right the problem in an appropriate way. If pupils' behaviour puts themselves or others at risk, staff will make a decision to withdraw them from breaks or lessons. At all points, staff should consider strategies to improve and support behaviour in the future. Children are encouraged to see completing PIEs as a learning experience – it is an opportunity to discuss behaviour with an adult and is NOT a punishment in itself. Depending on the circumstances, completing one may not always result in logical consequences being given (e.g. if the incident was deemed to be an accident). Completed PIEs are shared with the Headteacher and parents if appropriate. We have also developed a 'Visual PIE' using picture cues to support understanding and aid communication. This is primarily used in EYFS but is also available for older children with SEND.

CPOMS

Serious behaviour incidents are tracked using CPOMs – our secure online monitoring system. This allows staff to alert other members of staff about incidents and helps the school build up a picture of an individual's behaviour over time. Only the DSL / DSDs can access the records of ALL children. Where children are transferred to another school (e.g. when the Y6s move to secondary), these CPOMs files are transferred to the new school.

De-escalation strategies

All staff are trained in de-escalation strategies using the 'Team Teach' approach (training is repeated every 3 years to keep it up-to-date). This enables staff to deal with challenging situations and behaviours in ways that lead to positive outcomes and maintain positive relationships. When difficult situations arise, it is important to use communication effectively and remain as calm as possible (e.g. try to avoid shouting). Dynamic risk assessments are done in real time. This involves stopping, thinking and evaluating the likely outcome of the available options before deciding which to choose.

A good rule of thumb is to ask yourself: *“What would you want somebody else to do in similar circumstances if that was your child or loved one?”*

Sometimes it is possible to calm a situation by saying the right thing at the right time; but sometimes it involves keeping quiet and listening. All behaviour is a form of communication and negative behaviour is often a result of a breakdown in communication. Staff should use their professional judgement (and / or knowledge of the individual) whilst deciding how to respond. It is often useful to send for another member of staff for support / advice – this change of face can sometimes be enough to de-escalate the situation without any further action being required. Doing this does NOT indicate failure on the part of the first respondent.

This approach can be summarised using the acronym **CALM**:

C – Communication

A – Awareness & Assessment

L – Listening & Learning

M – Making Safe

Physical intervention

Physical contact can take many forms and it does not always involve restraint. The spectrum includes supporting, comforting, reassuring, relaxing and safeguarding. Avoiding physical contact is not the answer – some people seek this out because they need it (e.g. they may just need a hug!).

On very rare occasions, it may be required to use physical intervention (restraint) to keep children safe. Any such action is not taken lightly and should be carried out by a trained member of staff. Before such an intervention takes place, staff should ask themselves whether it is **reasonable**, **proportionate** and **necessary**? (e.g. what would have happened if you had done something else or nothing at all?). If restraint does need to be used, it should be with minimum force for the shortest possible time. Afterwards, a clear record of what happened should be entered onto CPOMS and parents informed.

It is not always possible to predict when a child may be in crisis but where there are risks around a particular individual, a positive handling plan should be created in conjunction with the parents. This outlines the risk, gives details of planned / agreed strategies and provides confidence / peace of mind for both staff and parents.

Further support

Where children are not learning from their mistakes (e.g. when several similar incidents have occurred), we may use other means of tracking and supporting them. We use ‘Behaviour & Attitude Monitoring’ forms to track their behaviour over a week (or longer period). We colour code it using traffic lights and record potential triggers. This also includes positive strategies and is shared with parents at the end of the week. See Appendix 4 for an example of this.

Children with additional needs (typically ASD pupils) may benefit from a ‘5-point scale’. This is created with the children after observing them over a period of time. It shows a scale of 5 ‘feelings’ words (chosen by the children) ranging from 1 (positive) to 5 (negative). Alongside each word are notes about what makes them feel like that (e.g. when I get ignored), how they may react (shouting out) and we can support them whilst feeling like that. This is used to help them manage their emotions and take appropriate action before ‘getting to a 5’. See Appendix 5 for an example of this.

Other Agencies / Next Steps

The school will use MAST, Educational Psychologists, Ryegate or CAMHS to access advice and support for children with ongoing behaviour problems. Links with agencies such, as the community police, fire service etc. will be used where appropriate. Very rarely, we have no other option but to suspend / exclude a child. Please see our **Suspension & Exclusion Policy** for more details about this.

7. Understanding Emotions and Behaviour

There are 4 stages of emotional development. Understanding where a child is on this spectrum can help professionals to decide how to respond to their behaviour.

1	Emotion experienced as sensation (so feelings are 'behaved' rather than thought about).	Many emotions cannot be thought about or put into words. Feelings are transformed into bodily symptoms, actions against self / others, or passive behaviours (e.g. doing nothing).
2	Primary emotions are at times accurately labelled (e.g. 'sad' or 'angry'). Other emotions may be inaccurately labelled within the child's limited vocabulary.	The child moves from intense feeling into cutting off (freeze) or 'behaving' their feelings (fight / flight / challenging behaviour).
3	Feelings regularly labelled accurately. More in depth emotional states can be thought about.	The child can talk about their feelings on a deeper level and reflect. They may be able to think about feelings that co-exist.
4	Theory of mind skills / capacity for mentalisation	Able to reflect on the mind of another person.

Patterns of challenging behaviour can become habitual because they work in the short term. It is a mistake to assume that people, either carers or those they care for, are always consciously aware of what they are doing. Habitual patterns of behaviour are automatic and subconscious. They can often be a result of trauma, unmet attachment needs or undiagnosed special educational needs.

Behaviour is often driven by feelings: how people feel about themselves and how they feel about the way they have been treated; even if they are unable to articulate this. When people recognise a threat, a message is sent from the brain to various parts of the body to prepare for action. It comes from the Amygdala (a small structure in the limbic system) and adrenaline is released, flooding the body and making the person feel alert, increasing heart rate and diverting blood to the muscles. This is often known as 'fight or flight' (or sometimes giggle!).

Professionals need to think about how experiences, feelings and behaviours can feed off each other as well as from the reactions of others. Professionals need to control their own reactions so that they do not feed the spiral into conflict. The most effective way of influencing other people's behaviour is by controlling our own.

8. Behaviour out of school premises

Pupils at the school must agree to represent the school in a positive manner. The guidance laid out in the Pupil Code of Conduct will apply both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff. Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

9. Data collection and evaluation

The school will collect data from the following sources:

- Behaviour incident data (PIEs and CPOMS)
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be monitored and objectively analysed termly by the Headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

10. Monitoring and Review

This policy will be reviewed by the headteacher and SLT on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

The next scheduled review date for this policy is **January 2024**.

11. Appendices

1. School Code of Conduct
2. Peer Mediation prompt for children
3. PIE
4. Behaviour & Attitude Monitoring Form
5. Example 5-Point Scale

School Code of Conduct



We promise to:

- Be **KIND**
- Be **SAFE**
- Be **READY**
- Work as a **TEAM**



Together, Everyone Achieves More!

Nurturing confidence, nurturing potential, nurturing success.



GLIDE

5 Steps of Peer Mediation

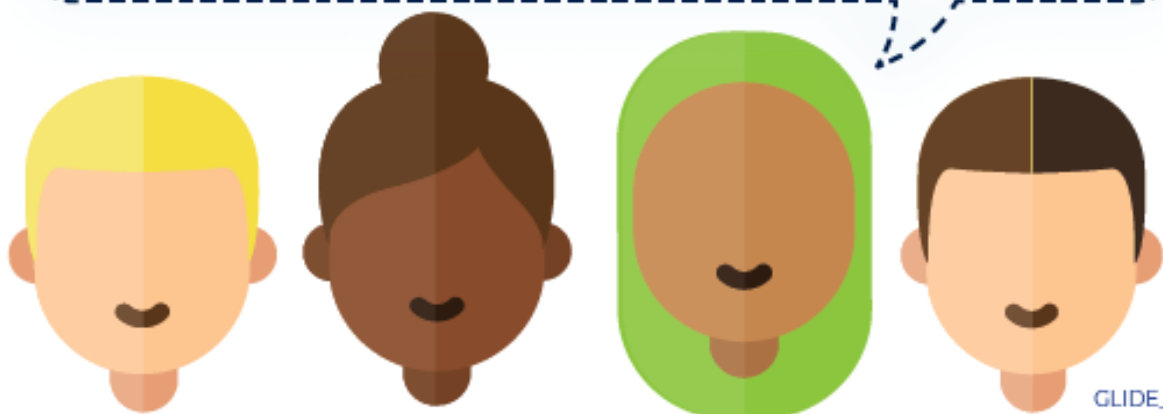
Greeting and promises

Listen to the story
listen then echo

Ideas for solutions
listen then echo

Decide on a solution
sum up the agreement

End the mediation





Resilience Resourcefulness Reflectiveness Relationships Risk-taking Respect

Wharncliffe Side Primary School Post Incident Evaluation (PIE)

Nurturing confidence, nurturing potential, nurturing success.

Name/s:	Class:	Date:	Time:
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<u>Listen</u> What happened? What happened before?	<u>Link</u> How did you feel?	<u>Learn</u> What could you do next time you feel that way?
<u>Outcome of discussion:</u>		<u>Logical Consequences:</u>

Signed: _____ (pupil/s) _____ (staff)

Appendix 4: Behaviour & Attitude Monitoring Form

Pupil Monitoring Form		Name:		Week Beg:	
	Monday	Tuesday	Wednesday	Thursday	Friday
Morning					
Lunch Time					
Afternoon					
Important Events +ve / -ve					
Triggers or Successful Strategies					
Actions to be taken					



Name's _____

INCREDIBLE 5-Point Scale!



Stress level:	Feels like:	What makes you feel like that?	Looks / sounds like:	Safe people can help / I can try to:
5	Crazy	Lots of people have annoyed me, people are deliberately winding me up	I may kick people, I ignore adults or answer back	Go for a walk around the playground, time out (5 min), speak to Mum / Dad at the end of the day
4	Silly	I forget school rules, I get preoccupied with what others are doing	Silly, over-the-top giggling, I bite my cheeks, I may call names or deliberately wind people up, I don't listen as well	An adult needs to ask me to move places, have a look at school rules poster, 5 deep breaths
3	Annoyed	Other people giggling / having fun without me, other people being unkind or hurting my friends, unfairness	Take things from people (e.g. cones), playing too rough, shouting out	Ask if I can join in their games, try to share, tell a teacher if someone is annoying me / chat to my friends or an adult that understands, use a fidget spinner, do a job
2	Distracted	Other people making silly noises, I'm not as interested in the work / it is too hard, something is going off outside	Giggling, making eye-contact with others who may put me off, not concentrating on my work	Ask to move places, try to ignore them, close the blinds, my learning partner can give me advice, choose to stay in and play games at play-time
1	Focused	I've had a good night's sleep and a decent breakfast, I am interested in the work / feel confident about the challenge	I do my best work, answer questions, sit smartly, listen carefully, smile	Praise me for what I'm doing well, give reminders about time (look at timer on board)