



# WHINNEY BANKS PRIMARY SCHOOL BEHAVIOUR AND RELATIONSHIPS POLICY



This policy should be read in conjunction with WBP Safeguarding Policy, DfE Keeping Children Safe in Education 2024 (KCSIE) and WBP Exclusions Policy.

As the KCSIE document states that the, 'behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying),' this policy must be read in conjunction with the WBP Anti-Bullying Policy.

Whinney Banks Primary School is committed to creating an environment where the best behaviour and relationships are at the heart of learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and to encourage others to do the same.

## **Aims**

In school we seek:

1. To develop pupils' self-discipline, self-respect, self-esteem and sense of responsibility for their own actions.
2. To develop mutual respect and tolerance between pupils and a sense of caring.
3. To develop pupils' respect for the adults with whom they come into contact.
4. To create the conditions for a productive community in which effective learning can take place.
5. To develop pupils' respect for the environment in which they live and work.

We seek to achieve such aims within the framework of a pleasant, purposeful and productive atmosphere in which pupils are encouraged to strive to improve and to give their best. Whinney Banks Primary is an attachment aware and trauma informed setting.

## **In particular we:**

- a) Promote positive behaviour by praising children who are making good choices / doing the right thing.
- b) Encourage children to take **RESPONSIBILITY** for their actions. We use the language of **CHOICE** and stress that children must choose either to behave in an acceptable manner or to accept the consequences/sanctions. This can be personalised to the child. The school's understanding of acceptable behaviour is outlined in our school rules below.
- c) **RECOGNISE AND PROMOTE** acceptable behaviour.
- d) Emphasise and promote **FAIRNESS**.
- e) Seek to find the **TRUTH** about what has happened and to state this clearly before trying to fix situations.
- f) Make it clear that making undesirable choices does not make someone a bad person and mistakes can be fixed.
- g) Support children to **RECOGNISE** their own emotions and be able to **SELF-REGULATE**.
- h) Allow children a **FRESH START**.

# **Our School Rules**

**I do as I am asked first time.**

**I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.**

**I keep my hands and feet to myself.**

**I listen carefully when other people are speaking.**

**I put my hand up when I want to speak.**

**I work and talk quietly and let others concentrate on their learning.**

**I always do my best and try to finish my work on time.**

**I help look after our school and other people's learning and belongings.**

**I walk in the corridors and the classroom.**

## **Our Playground Rules**

**(Y2 — Y6)**

**I do as I am asked first time.**

**I speak politely and kindly to others - I call people by their proper names and say please, thank you and excuse me.**

**I keep my hands and feet to myself.**

**I stay inside the boundary line on the playground.**

**I ask if I need to go to the toilet.**

**I let others play their games without spoiling them.**

**I help to keep the playground free from litter.**

**I only bring pocket size games and toys.**

**I ask a teacher to help if I am having an argument.**

## Dining Hall Rules

**I walk in the corridors and dining hall**

**Once I have chosen my seat I do not get out of it until I have finished my meal**

**I do not reserve empty seats for myself or my friends**

**If I need help I put my hand up and wait until a dinner lady can help me**

**I use an indoor voice**

**I only eat my own food**

**When I have finished my meal I take my tray to the trolley and empty it carefully**

# Response to Behavioural Incidents

At Whinney Banks, we adopt a restorative approach. When behavioural incidents occur, they should always be discussed with the child.

The discussion should be:

- **Descriptive** – What happened? What were you feeling?
- **Reflective** – Why did it happen? Who has been affected?
- **Speculative** – What can we do to resolve the situation?

**Ask – “Which of our school values / school rules did you not follow?”**

**Talking to the child:**

When talking to a child who may not be regulated, the adult will consider a change of **FACE**, change of **PACE**, change of **SPACE**. This will enable the child to know that the adult is calm, the speed of the conversation is appropriate and the environment is effective in helping the child to begin to regulate.

The conversation will be:

- Alone, either straight away or later when the child has had an opportunity to self-regulate; or
- With individuals who were involved in the event, or witnessed the event, in order to establish the truth of what has happened.

The children will be told what will happen next or discussion will be used to resolve the situation.

## **The Four Rs**

The ‘Four Rs’ offer a four-stage sequence to support children to learn, think and reflect. It is a way to organise interactions with children who are experiencing a heightened emotion.

The sequence is as follows:

1. **Regulate** – supporting the child to regulate and calm their fight, flight or freeze responses by offering soothing comfort and reassurance.
2. **Relate** – by relating and connecting with the child through an attuned and sensitive relationship.
3. **Reason** – supporting the child to reflect, learn, remember, articulate and become more self-assure.
4. **Restore** – restoring, building and maintaining good relationships when there has been conflict or harm.

Through the learning within the Zones of Regulation, the Four Rs can lead to effective resolution when either:

- chosen by the children when they are aware that they are unable to regulate or when an incident has occurred and the child needs thinking or cooling off time.

or

- directed by the teacher when they are aware that the child needs time to regulate.

Make the child aware of the consequences/sanctions of their behaviour, e.g.

- verbal reprimand;
- reminder of the expectations of behaviour;
- discussion with injured party;
- appropriate apology;
- putting things right;
- writing about the incident and better choices that could have been made.

Logical consequences/sanctions, e.g.

- Reflection time - this must be supervised by the teacher;
- Apology to injured party – verbal or written.

Sending to a colleague

- Either for praise/reinforcement or for good behaviour;
- For added discussion for repeated or serious misbehaviour.

A child's behaviour should be recorded on CPOMS if:

- It is considered significant by the teacher;
- It is repeated behaviour;
- It becomes part of a pattern of poor choices.

Where a child's behaviour is being recorded on CPOMS the teacher should be in regular contact with the child's parents. This could be by:

- Discussion on the playground before and/or after school;
- Phone call;
- Notes written between home and school;
- Arrange a meeting in school.

N.B. Where a child's behaviour becomes a concern, face to face discussion with parents is more effective in tackling undesirable choices.

Review behavioural progress regularly which would include any of the following:

- Praise/reinforcement for good behaviour;
- Added discussion for repeated or serious misbehaviour;
- Internal suspension – spending time out of class.
- Use of a smiley face chart to monitor a child's behaviour throughout the school day to allow patterns or timings of behaviour to be identified;
- Agree a behaviour protocol in liaison with behaviour lead / SLT;
- Initiate involvement of Parent Support Advisor and/or Family Liaison Officer;
- Meet parents with behaviour lead / SLT;
- Multi-agency meetings;
- Fixed-term suspension;
- Permanent exclusion.

# Specific behaviour issues and consequences/sanctions

## Problems with outdoor games

If a child is involved in violent behaviour e.g. on the football pitch (including retaliation) or as a result of arguments initiated by events on the football pitch they should be given a warning. They should be given only one warning. If there is another incident, they should lose the right to play e.g. football for one week. On the next occasion, they should be banned for two weeks and so on. The system is cumulative across the whole year. The class teacher, Mr Grimes, Mrs Thorpe and the child's year group should all be made aware of action taken so that decisions can be policed properly. If a child breaks the ban, they should stay in for the remainder of the week supervised by the class teacher. Where this is not possible the behaviour lead or member of SLT shall supervise. A day should be added to the ban. It is essential that **all** warnings and bans are reported to Mr. Grimes so that accurate records can be kept and patterns of behaviour tracked.

If a child swears during a game / on the football pitch they will automatically receive a one week ban from playing. The child responsible should be reported to Mr Grimes.

## Name calling

**All** instances of name calling should be reported to the Mr. Grimes / SLT once the facts have been established.

At KS2, once the facts are established, the child should be sent to the Mr Grimes / SLT.

At KS1 the class teacher should inform the AHT so that accurate records can be kept and patterns of behaviour tracked. Staff should deal with the incident using their knowledge of the child to inform action. If a child persistently name calls at Foundation Stage or KS1 the situation should be discussed with the AHT.

## Safe Online Behaviours

Safe online behaviour is embedded within the curriculum across the whole school. Our whole school approach to online safety aims to address in an age-appropriate way.

## Explicit defiance

If a child gives signals that they may be about to be explicitly defiant, i.e. refuse to follow reasonable and fair instructions, the teacher should give them the option of having 'time out' to regulate or the chance discuss the situation privately. If they are very agitated and will probably refuse to move, the teacher can judge whether they could be left sitting in their place to regulate. The teacher should overtly give them permission to do this and children around them can be moved to give 'breathing' space.

If the child is abusive and/or unresponsive and not amenable to encouragement or support, the teacher should ask formally, "Are you refusing my instruction?" This should be followed by a clear outline of the following consequences/sanctions, i.e. sending for Mrs. Thorpe/AHT / Mr. Grimes so that they can be removed. The question should then be repeated. If the child complies, praise should be given before arrangements are made for immediate or deferred action to resolve the initial problem. If the child is still unresponsive or defiant the teacher should send for Mrs. Thorpe/ AHT / Mr. Grimes.

## **Incidents of racial, homophobic or misogynistic language**

All incidents of racial abuse will be immediately reported to the Head Teacher.

Initially, it is important to gauge whether the child using racist, homophobic or misogynistic language understands what they have said. This will be done by simple questioning and a decision will be made as to the level of abuse the child has been deemed to have used.

If it is decided that the child is copying language they have heard elsewhere and doesn't understand what has been said then the incident will be treated as name calling and dealt with as such.

All children recording incidents under this category, regardless of the level of understanding of what they have said, will have their behaviour reported to parents at the earliest opportunity.

## **Procedure regarding children who leave the classroom/school premises without permission**

1. Ensure that the HT / AHT is informed immediately. Keep track of the child with the assistance of SLT.
2. School staff should not give chase if children attempt to run away as this may cause children to run into roads putting themselves at greater danger.
3. Inform the HT or SLT, giving any explanation of why the child is thought to have left.
4. The HT, AHT or member of the SLT will look for the child and when they are found attempt to resolve the difficulty. Contact parents or other given contacts to alert them if necessary.

## **Incidents involving banned items**

The following items are banned e.g. scissors, knives, blades, tools, pellet or BB guns. Any items which are brought to school with the intention of causing harm are banned. If a child brings any such items to school (intentionally or unintentionally), the procedure outlined in the Weapons Policy will be followed.



## **Monitoring and Recording**

The class teacher keeps a record of all behavioural concerns. Serious behaviour incidents are recorded using the CPOMS system. This is important as it allows senior leaders to track and monitor behaviour in school and provide effective support to staff as needed. This also allows senior staff to be fully aware of and deal with incidents appropriately as they occur especially if they follow a pattern. Formal contact with parents – telephone calls and meetings will be arranged to discuss behavioural issues.