



Whittingham  
C of E PRIMARY SCHOOL

## Whittingham C of E Primary School Policy for Positive Behaviour Management Spring 2023.

This policy was reviewed during Spring Term 2023  
It was approved by the governing body policy group in the Spring Term 2023  
(January).  
It will be reviewed **annually**

### **Our School Vision and Values**

The children know these as the 3R's:

'Hand in hand together we will become resilient, respectful and responsible citizens  
of our community and the wider world.'

### **Rationale**

We believe that the key to outstanding behaviour and behaviour management is **relationships** and we work hard to build positive relationships between every child and adult in school and our community, based on **mutual respect**. Our special relationships within school allow children to see themselves as being unique and special individuals. Such an understanding encourages children to relate to one another in a **responsible** and **respectful** manner.

We are currently developing our approaches to promoting positive behaviour and are developing principles of restorative school with an aim to give children skills to resolve conflict and enable them to be resilient, respectful and responsible citizens of our community and the wider world now and in the future.

### **The Restorative Approach**

Our staff team are currently developing their understanding of the researcher Paul Dix and that by having a whole-team approach to behaviour management – where the behaviour of the adults is consistent and sets an example – change really can happen for the best among pupils.

Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour.

The Restorative framework is based upon '**knowing the effect that I have on others**'.

Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. **Children and adults are encouraged to put things right together.**

All members of staff are trained in the key principles of restorative practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made **individuals are less likely to cause harm to others or choose to damage relationships.**

### **The Restorative Questions:**

#### **What happened?**

Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

#### **What do you think and feel about that?**

What each person was thinking and feeling at the time, before and since.

#### **Who has been affected and how?**

Older children are encouraged to think about the wider implications of who has been affected e.g. families.

#### **What are the needs of those involved?**

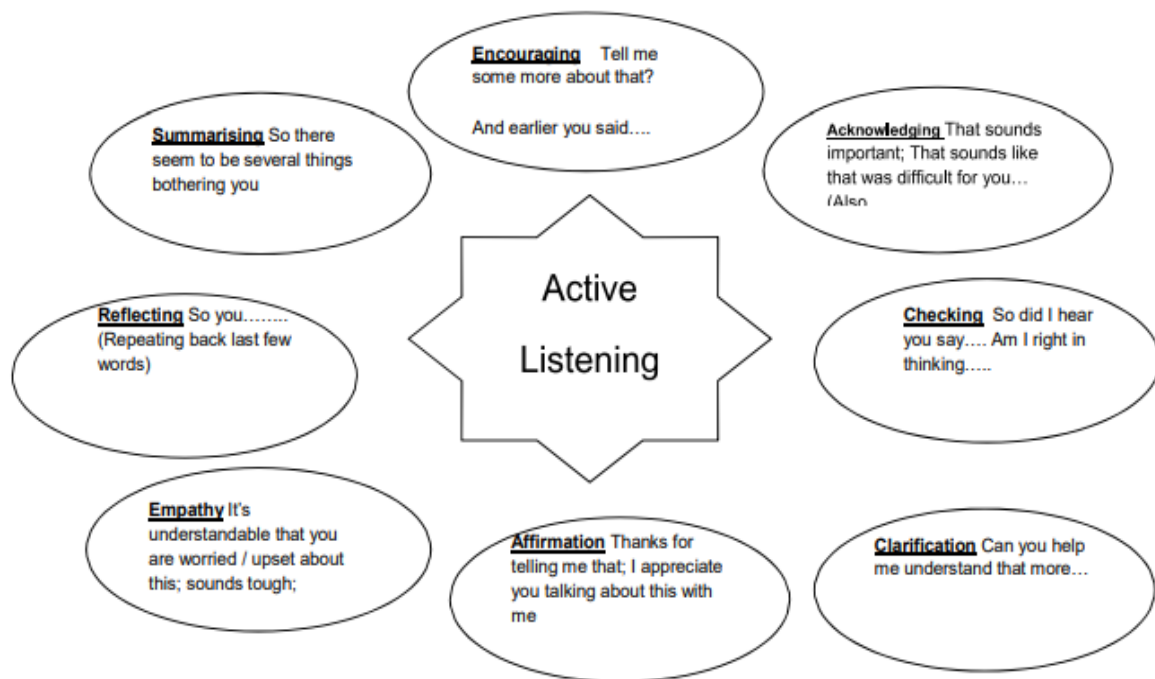
What those affected need to feel better, move on, repair harm and rebuild relationships.

#### **What do you think needs to happen next/to make things right with each other and with the school community?**

How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in **developing their own strategies** for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use **active listening skills** when dealing with behaviour. This enables them to draw out more from those involved.



At Whittingham, we recognise that all children are unique individuals and therefore, on occasion, we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, stories, small group work and visual prompts such as photographs, symbols or makaton may be used to support this.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved as well as their own training to determine how best to implement this approach in conjunction with our Headteacher, SENDco, Mental Health and Wellbeing Lead and Thrive Practitioner, Belinda Athey.

## **No Shouting**

We have a **no shouting** rule in our school. This means that no adult or child will raise their voice **excessively** at another person. We believe that this is an important part of the restorative process and is an important way in which we can demonstrate our expectations of the children. It is important as adults, that we demonstrate to the children that shouting is not an effective way to show the way you feel or achieve a desired outcome. We aim to resolve issues in a way that demonstrates **respect, emotional literacy** and **self control**.

We are a '**Thrive Approach**' school with 2 members of staff being fully trained and accredited and we consider how our own actions and those of other children can impact on children who have experienced 'Adverse Childhood Experiences' (ACE Staff training). The majority of staff have also recently undertaken Place 2 Be Mental Health Champion training which further embeds this approach.

## **Positive behaviour strategies at Whittingham C of E Primary School**

As part of our approach we promote positive behaviours through praise and reward making sure that children are aware of the reasons for the praise or reward and that it is meaningful.

We aim to give praise and rewards anywhere and anytime around school, given by any member of staff to any child where deserving:

### **Early Years**

For EY, who don't have Class Dojo, smileys would be used for rewards instead. The display within the classroom would be encouraged (if the display is not seen to be appropriate the number of smileys given to each child would need to be recorded in a different way).

### **Key Stage 1 and 2**

Currently we use the system of rewards as Class Dojo points which is working well for KS 1 and 2. A consistent approach is apparent in classes so that positive behaviour strategies and rewards continue to be an effective tool for promoting positive behaviours. We instil in our children our 3 R's – Resilience, Respect and Responsibility as well as encouraging children to take pride in their achievements and have a desire to be the best they possibly can be.

### **Display**

A display will be made in each of the classrooms and points can be awarded for positive behaviours being shown (being ready to learn, caring attitudes, showing perseverance, a great piece of work, etc).

These awarded points will be logged on their Dojo account but also shown within the classroom as a focus to celebrate and promote positive behaviour.

This is done via having a large class list at the front of the room and dojo themed 'points' cards being stuck up next to their name. For children in Early Years they use a similar display with smileys rather than Dojo points.

At the end of each week, the amount of Dojo points are added to each child's total count (also displayed in the classroom) and the weekly tally is transferred to the school house points display in the hall. The house with the most points each half term are able to choose a 'treat'.

As an extra to this, special certificates are awarded and sent home when children pass certain amounts of points, e.g. 50, 100, 200, 300 etc.

### **Certificates**

Certificates are very much part of our positive behaviour management system and are as follows:

Star of the Week

Effort Cup ( awarded weekly)

Millionaire Reader

Wow from Whittingham postcard – this is given for extra, extra special work or attitude to learning or to others

All of the certificates gain smiley or class dojo points:

Certificate awarded – 2 points/ smileys

Wow from Whittingham awarded – 4 points/ smileys

Accelerated Reader 100% quiz score – 2 pointss

### **Negative behaviours (in classrooms/ sessions):**

While we expect for our restorative approach to have a positive impact on behaviour there may be occasions when negative behaviour occurs and it is important that this is dealt with consistently and in line with our approach

We keep a log of behaviour incidents on our staff shared drive for reference and record keeping.

All staff should clearly clarify their expectations before routines/ actions/ work is started. Class and School Rules should be displayed throughout school so they can be reaffirmed.

Intentional failure by the children to follow those expectations would then lead to two layers of response to address their non-compliance to the expectations set out. These are logged by writing on provided boards/ sheets that are kept on the teachers' desk (purposefully not displayed on the wall in order to detract from promoting/ advertising negative behaviours).

We are aware that the approach to supporting positive behaviours needs to be adapted depending on the age of the child.

## **In Early Years**

*Restorative questions will be simplified to ensure they are age appropriate and understood by the children and used beyond the reminder stage.*

### **Negative behaviours (breaks and lunch-times)**

This would work on 5 levels:

**1<sup>st</sup> reminder** about expectations.

**2<sup>nd</sup> reminder** about expectations.

**Timeout:** for continuing to purposefully ignore the direction/ advice of staff. The time out would be for 5 mins.

**Yellow card:** Sent to the side of the playing area for the rest of the session + SLT informed at the end of the break/ lunchtime. Log kept by SLT and parents informed at the end of the day

Given for further choosing to ignore advice/ direction of staff even after a time-out. Also can be given instantly for quite serious breaches of school rules or dangerous or offensive actions/ language.

**Red card:** Seen by SLT + the rest of that social time and their next is voided and instead have to be present with SLT + incident recorded in the relevant document on the staff shared drive + parents informed in person or via phone call at the end of the school day.

## **In Key Stages 1 and 2**

B1s – B4s (B standing for Behavioural Consequence) should be recorded on a central document within a folder on the shared google drive for record-keeping. This helps as an evidence base in terms of monitoring and dealing with safeguarding or behaviour meetings where evidence is required/ beneficial.

### **The order of actions by staff to negative behaviours after setting out their expectations:**

**1st reminder:** a verbal reminder of the expectations that have been given to guide the child back on track.

**2nd reminder:** A further and final reminder to the child if they are purposefully choosing to not follow the instructions/ not participating in their learning/ answering back etc.

*(The use of the word 'reminder' rather than alternatives such as 'warning' or 'consequence' maintains a positive approach whilst also clearly reinforcing expectations for the continuation of a lesson and learning.)*

If after the initial setting out of expectations and 2 further reminders have been purposefully ignored/ not followed, then the behavioural consequences system (B1- B4) is then used:

***Restorative questioning ( see page 2) will form the basis of the conversations with pupils if their behaviour moves beyond the reminder stage.***

**B1:** Given if still purposefully not making the correct choices.

**B2:** Given if still purposefully not making the correct choices.

The child will lose 5 mins of their next social time (break or lunch).

**B3:** Given if still purposefully not making the correct choices/ severity of actions from the child deem to be put at this level instantly (e.g. severe offensive remarks/ purposefully striking another child/ staff in annoyance, etc).

The child loses the next social time + seen by SLT member + parents informed in person or via phone call.

**B4:** Given if still purposefully not making the correct choices/ severity of actions from the child deem to be put at this level instantly (e.g. purposeful high level of violence/ intense offensive remarks, etc).

The child loses social times until deemed appropriate by SLT + SLT will have the child working with them for the rest of the day + parents informed in person or via phone call + 'Behaviour Diary' (a physical printed paper A5 booklet to liaise with parents/ carers about their child's behaviour in each session of each day – with covid restrictions still, this will be an electronic document that is emailed to a parent instead).

Repeated lower-level warnings and Bs could also trigger SLT involvement and behaviour diaries to be started until behaviour improves, even if they've not received a B4.

As stated previously, behaviour logs - held within the staff Google drive - would be updated if an incident occurred. Beyond these measures, the school has the option for FTE (fixed term exclusion) should this be necessary.

### **Forgive Forget and Fresh Start ( The 3 F's)**

As a Church School we promote Christian Values and use the 3 F's approach.

Warnings and Bs should run independently for each block of the day, i.e. the reminders and Bs would start again afresh at the beginning of each session (entry to 1<sup>st</sup> break, after break to lunchtime, lunchtime to afternoon break for KS1/ lunchtime to end of the first afternoon session KS2, etc.)

### **SEN/D children**

For those children who are SEN/D and require a different/ altered response, particularly towards any negative behaviours, these will be discussed with the SENCo (BA) and potentially alternative/ adapted responses can be used from staff, e.g. using an extra '3<sup>rd</sup> reminder' combined with personalised visual prompts etc.

### **Anti Bullying**

**Bullying** - We have a separate policy for anti bullying but it is also helpful to reference some key points within this policy. At Whittingham we do not tolerate bullying of any kind and such incidents, although rare, are treated very seriously.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is deliberately hurtful, repeated over a period of time and difficult to defend against.

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

*Headteacher Belinda Athey on behalf of the Governing Body's Policy Committee.*