BEHAVIOUR POLICY

PART OF ASPIRE AND SHINE EDUCATION TRUST

Document Control

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Policy Owner	Headteacher
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Positive behaviour and relationships

At Whitemoor Academy (WA) our vision is at the heart of everything we do. We aim for our pupils to become independent learners, to strive to 'be their best self', to enjoy life and understand how they can keep themselves and others safe. We aim to achieve this through embedding our school values, which have been developed in partnership with our pupils and staff.

Our school ethos

Everything we do starts with positive relationships – building, maintaining and repairing them. We believe that children deserve our time – time to talk, to explain and to find solutions.

At WA, we believe in and practice, a relationship-based and restorative approach to understanding behaviour. This approach is underpinned by 3 key principles:

1. *Unmet Needs*: Behaviour often reflects unmet needs. Therefore, to change behaviour, we must respond to the unmet need e.g. the need to feel safe, hunger, positive self-esteem
2. *Individual Influences*: Children's behaviour cannot be fully understood in isolation. It needs to be understood within the contexts or environments in which they develop e.g. their family, community, school
3. *Relationships*: Within trusted relationships, children can learn, accept their individual strengths, accept areas for development and explore strong emotions and experiences.

As a school we remember that discipline means to teach, not just to reprimand. So, in order that we provide opportunities for children to learn positive behaviours, modelling positive behaviour is central to our school ethos.

- We know that empathy is at the core of building positive relationships: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation.
- We also appreciate the gravity of acting 'In Loco Parentis' (in place of a parent). We have a duty of care towards our children, promoting safety and welfare. The level of this duty of care is measured as being that of a 'reasonable parent.'
- We know that, as adults, we are in control of the school environment and it is up to us to ensure that all children feel safe and happy.

At WA, we recognise the importance of listening to our children and seeking their opinion. Therefore, discussions are held to collect the views of our School Council on behaviour.

Policy aims and objectives

It is a primary aim that every member of the school community feels valued and respected, and that each person is treated fairly. We are a caring community whose values are built on mutual respect and trust for all. We aim to create an environment in which everyone feels happy, safe and secure.

WA is committed to the emotional health and well-being of our children, staff and parents/carers. We wish to work towards this in all aspects of school life, and to provide an ethos, environment and curriculum that supports the social, emotional and mental health of the whole school community.
It is acknowledged that members of the school community may have very different parenting experiences and views on behaviour. However, the aim of Positive Behaviour Policy is to bring us all together to adhere to some basic key principles and practices that reflect our school ethos.

Promoting good behaviour

Children learn best and behave best when they know what is expected of them and when they are positively encouraged to behave well. They need to have plenty of opportunities to experience success and also need to be aware that if they do not behave appropriately, they will be consistently and fairly treated. It is therefore important to focus on positive behaviour strategies and our policy and practice reflect this. It is inevitable that some instances of inappropriate behaviour will occur - no positive feedback system will be effective with all children all of the time. Sanctions do, therefore, have a place within the school's behaviour policy, but they are most effective when used within an environment in which positive strategies are used as a first resort.

School behaviour expectations

All pupils must meet the following expectations (with adaptations made where there is additional need). These are taught **explicitly** and the children are reminded of them frequently both in 'Reset assemblies' and day to day.

Inclusion

While this curriculum is for all pupils, it will be applied differently in different year groups depending on pupils' ages and may also be applied differently depending on individual pupils' SEND needs. Expectations are based around 'The Whitemoor Way'.

Work Hard- pupils are encouraged to always do their best work and show best behaviour.

Independent Thinking - pupils know our behaviour is our responsibility. They are encouraged to make good choices regarding behaviour, and do what they know is right without being asked. etc.

Everybody matters- pupils are encouraged to show respect to all children and adults, look after their friends, and only make positive comments.

Outstanding Opportunities - pupils are encouraged to embrace all additional opportunities. They are taught that all experiences help to build character and can teach us new skills.

Resilience- pupils are encouraged not to give up, especially when finding a task difficult. They are asked to support and encourage other pupils.

Expectation and Rationale	What does this look like at Whitemoor?
Work Hard 	• I have all my equipment ready to begin learning. • I give 100% effort to my work. • I complete work within the expected timeframe. • I present my work neatly and follow school presentation expectations. • When I hear "Tracking 3, 2, 1..." I immediately stop, listen and focus on the speaker. • I remain focused and avoid distracting others.
Independent Thinking 	• I make the right choices without being reminded. • I follow classroom routines independently. • I show self-control and take responsibility for my actions. • I recognise when I have made a mistake and work to put it right. • I solve problems calmly and seek support appropriately. • I take ownership of my learning and behaviour.
Everybody Matters 	• I always use respectful language. • I say/sign "please" and "thank you". • I greet adults politely and address them respectfully. • I include others in games and activities. • I share equipment fairly. • I play safely and do not hurt others. • I allow adults and visitors through doorways first. • I respect school property and the environment.
Outstanding Opportunities 	• I show gratitude for opportunities I am given. • I represent Whitemoor positively on visits, trips and sporting events. • I try new experiences with enthusiasm. • I participate fully in clubs, competitions and enrichment activities. • I am willing to step outside my comfort zone.
Resilience 	• I keep trying when learning is difficult. • I learn from mistakes. • I respond positively to feedback. • I remain calm when things do not go my way. • I support others when they find learning challenging. • I bounce back after setbacks.

Rewards

We believe it is important that children are rewarded for positive behaviour and following the expectations of the conduct curriculum. This recognition reinforces the positivity that we expect in school. Our high expectations are applied consistently across school and are expected of our children, our staff and our wider school community.

We praise our children in a variety of ways:

- Verbal praise and smiles
- Whole class reward systems (points earned for whole class 'doing the right thing' or demonstrating a positive attitude). Once a class has earned 15 points they can select a treat. Classes can earn multiple treats over the school year.
- Recognition in 'Celebration Assembly'
- Individual rewards:
    - Raffle tickets
    - Certificates
    - Treat with Headteacher
    - Whole class reward stars – attendance, reading, TTRockstars, best lining up, tidiest classroom (whole class treat for winners every half term)

Positive approaches

To promote good behaviour at WA we put the emphasis upon positive relationships, adults modelling appropriate behaviour, explicit teaching of the conduct curriculum and why rules are necessary, restorative conversations when expectations are not met and rewarding those children who behave well.

Praise can be given in many ways and methods of rewarding children need to be varied and changed regularly in order to prevent them from becoming stale. Children behaving appropriately should be praised for it. Unacceptable behaviour may sometimes be ignored (depending on the child and situation), providing it is not a danger and should then be followed by the praising of the appropriate behaviour of another child nearby. Children should be encouraged to copy the teacher's example of praising others.

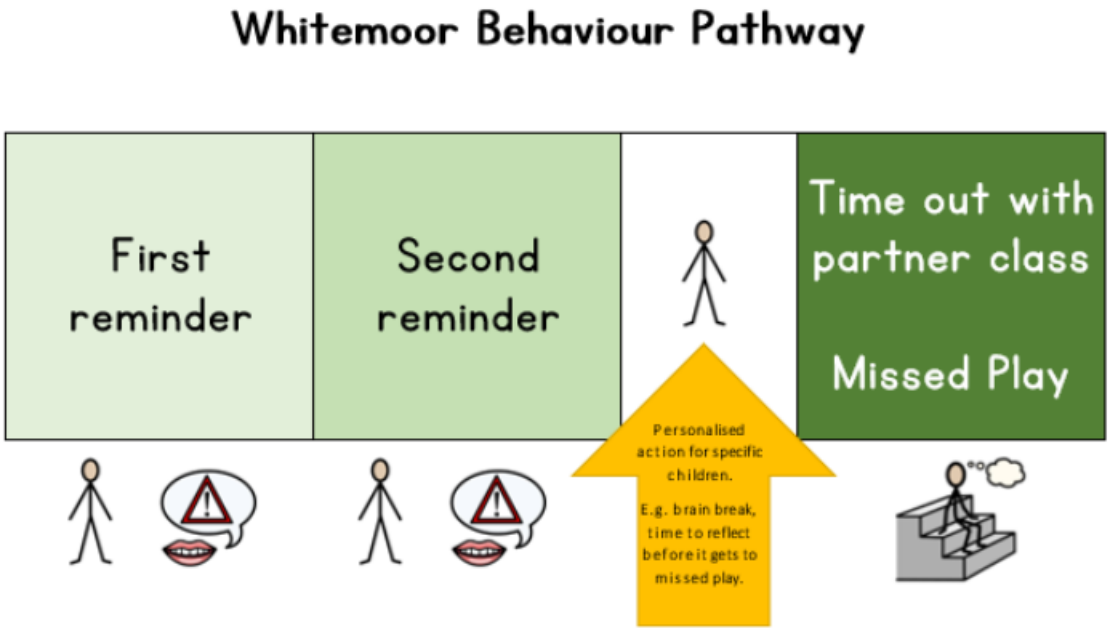
Our 'School Rules' will be established at the beginning of each school year. Regular reminders will also be given in assemblies and in class. The children should be encouraged to remind each other of these where necessary. They are also revisited when necessary, during lessons.

Whole class reward systems

These are bespoke to the class and decided with the children. They are designed so that the class know that they are being rewarded for working hard as a team and by respecting our School Agreement and Values. The children are working towards a whole class treat each ½ term that will last for approximately 1 hour.

Sanctions

Behaviour system stages:



Sanction pathway

All missed playtimes are recorded and parents informed on each occasion.

- After 3 missed playtimes in a term, class teacher will inform parents and the associated consequences if this behaviour continues. Behaviour Lead will speak to the child about their behaviour, remind them of the school expectations and discuss steps to improve.

- After 6 missed playtimes class teacher will inform parents that their child is nearing an internal suspension. A member of SLT will speak to the child about their behaviour, the consequences of poor behaviour continuing and discuss steps to improve.

- After 9 missed playtimes, the child will be given a 'reset' day (a day out of class to think about their behaviour, its impact on others and to create a 'fresh start'.

A restorative approach to challenging behaviour

We are aware that all behaviour happens for a reason and when we are dealing with children who are significantly distressed, it is essential to take into consideration de-escalation strategies and the 'Assault Cycle' (see Appendix 1). At that moment in time, the child will not be at a point to reflect on their behaviour or discuss their choices. It is paramount that any interactions with the child do not escalate the situation – the child needs to be given time and space to calm down and then reflect (alone and with a trusted adult).

We promote the use of 'natural consequences' – with the support of a trusted adult these can help children to change their behaviour. Some examples are: apologising, repairing damage to property, completing missed work in a playtime. If missed playtimes are happening repeatedly the teacher will consider what the deeper issue is.

It is however, recognised that sometimes a more structured and immediate approach is required in order to support the child. The intention behind this is that the child has time to reflect, away from the situation. The behaviour will always be assessed against the School Rules and this will be explained clearly to the child.

At a suitable time, staff will aim to have a 'restorative' conversation (see Appendix 3) with the child so that they can try to understand

- what happened
- who was affected
- how they might behave differently in future

Dealing with behaviour is a shared responsibility and it is expected that all staff support one another for the benefit of the child. All staff should use the 'Behaviour system pathway' which is displayed in a child-friendly' format in each classroom. The 'Behaviour system pathway' is referenced with the children to ensure that they understand the steps that are in place. The hierarchy of support and responsibility is as follows:

Things to remember:

- We start every day as a new day.
- Sanctions will take place at the next available break time. If this is not possible, due to the timing of the day, it will be rolled over to the next available day.
- If a child is missing a break time, then the parent/carer will be informed
- All behaviour incidents will be logged using CPOMs/Arbor

After any of the above steps, the staff must adopt a 'reset' approach so that the child knows that they can move forward.
Additional actions could include: • Phone call / Dojo messages home / meeting with parents • Discussion with SLT

Escalation and beyond challenging

At times a child's behaviour may escalate to a point where immediate action is needed in orderto keep the child or others safe, or the behaviour is deemed too serious for the steps above e.g.,verbal/physical abuse, racism, bullying. In this case, the teacher or teaching assistant will request the support of the SLT, who will decide what action is needed depending on the circumstances. Wherever possible, the action should be restorative in nature.

All incidents need to be logged on CPOMS.

Please note:
In some cases, pupils will have specific additional needs. The Behaviour system will therefore be adapted accordingly. Specific plans/ systems will show regard to any diagnosis or disability which a pupil may have. For example, we will take a calm and empathetic approach to pupils who have ASD in order to give the pupil time to process the instructions given and then respond appropriately.

On occasion it will be necessary to miss out some of the consequences, (going straight to any of the steps without the previous ones). Such cases could include situations where a pupil is a danger to themselves or others and as such is unsafe to be on school premises.

In certain cases, following a thorough risk assessment, we may make the difficult decision not to allow pupils to attend school trips, sporting fixtures or other events due to ongoing concerns regarding behaviour. The safety and safeguarding of pupils is of paramount importance and any such decision will only be made in conjunction with the Headteacher and will not be taken lightly. Parents/ Carers will be informed directly by the Headteacher if such a decision is made.

Minimising the need to use reasonable force
The use of 'reasonable force' in schools and colleges – Keeping Children Safe in Education 2026.

There are circumstances when it is appropriate for staff in schools and colleges to use 'reasonable force' to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a child needs to be restrained to prevent violence or injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The department believes that the adoption of a 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students. The department therefore encourages, headteachers, governing bodies, and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use 'reasonable force' to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances.

When using 'reasonable force' in response to risks presented by incidents involving children with SEND, mental health problems or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 (see paragraphs 86-93) in relation to making reasonable adjustments and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use 'reasonable force'.

- *Departmental advice for schools is available at Use of Reasonable Force in Schools*
- *HM Government guidance Reducing the need for restraint and restrictive intervention sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention in special*

education settings, however all schools and colleges may find the information helpful. Use of school or college premises for non-school/college activities

Staff authorised to use reasonable force

Under Section 93 of the Education and Inspection Act (2006) the head teacher of our school is empowered to authorise those members of staff who are enabled to use reasonable force.
Here at Whitemoor Academy, the Headteacher has empowered the relevant staff to use reasonable force:

- Teachers and any member of staff who has control or charge of pupils in a given lesson or circumstance have permanent authorisation.
- Other members of staff such as site management and administrative teams also have the power to use reasonable force if a circumstance should arise in which immediate action should be taken.

Deciding whether to use reasonable force

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should consider the risks carefully recognising the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force.

Under English law, members of staff are empowered to use reasonable force to prevent a pupil from or stop them continuing:

- committing any offence;
- causing personal injury to, or damage to the property of, any person (including the pupil himself); or,
- prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

All members of staff will make decisions about when, how and why to use reasonable force. To help staff in making decisions about using reasonable force the following considerations may be useful:

- whether the consequences of not intervening would have seriously endangered the wellbeing of a person;
- whether the consequences of not intervening would have caused serious and significant damage to property;
- whether the chance of achieving the desired outcome in a non-physical way was low; the age, size, gender, developmental maturity of the persons involved.

Staff are also expected to remember that physical intervention is only one option and for behaviours involving extreme levels of risk it may be more appropriate to gain support from other agencies, including the police.

Staff will be kept informed and have a duty to inform others about the plans around specific pupils who can present risks to themselves and others. This may include information about SEN, personal circumstance and temporary upset.

Using reasonable force

When using force members of staff should only use the minimum amount of force required in achieving the required outcome.

Staff should, where possible, avoid any type of intervention that is likely to injure a pupil, unless in the most extreme of circumstance where there was no viable alternative. Also, staff should avoid using force unless or until another member of staff is present to support, observe or call for assistance.

Staff training

Staff, who have been identified as needing training in this area, will access Physical intervention and Controlling Risky Behaviours (CRB) training through a trusted company who delivers nationally accredited courses.
These courses provide participants with an insight into recent legislation and guidance that could impact on policy and practice, as well as a range of physical and non-physical strategies to help manage the risks posed by children and young people's behaviour.

Staff who receive this training will be accredited to use the physical elements of CRB for a defined period as stated on their certificate. Staff will be expected to attend a CRB refresher course to update their skills and renew their certification every 12-15 months.

Where there is a level of need that requires more advanced training, identified staff will undertake a higher level of training e.g. Team Teach (Level 3) or equivalent B.I.L.D accredited training. There will be at least two members of staff who hold this level of qualification.

Recording and reporting incidents

The governing body will ensure that a procedure is in place, and is followed by staff, for recording and reporting, significant incidents where a member of staff has used force on a pupil. The record must be made as soon as practicable after the incident.

While ultimately only a court of law could decide what is 'significant' in a particular case, in deciding whether or not an incident must be reported, staff should take into account:

- an incident where unreasonable use of force is used on a pupil would always be a significant incident;
- any incident where substantial force has been used (e.g. physically pushing a pupil out of a room) would be significant;
- the use of a restraint technique is significant;
- an incident where a child was very distressed (though clearly not over reacting) would be significant.

In determining whether incidents are significant, schools should consider:

- the pupil's behaviour and the level of risk presented at the time;
- the degree of force used and whether it was proportionate in relation to the behaviour;
- the effect on the pupil or member of staff.

Staff should also bear in mind the age of the child; any special education need or disability or other social factors which might be relevant.

Sometimes an incident might not be considered significant in itself, but forms part of a pattern of repeated behaviour. In this case, although there is no legal requirement to record such incidents, schools are advised to let parents know about them.

Records are important in providing evidence of defensible decision-making in case of a subsequent complaint or investigation. All incidents of physical intervention are logged on CPOMs and a positive handling report form is completed and uploaded. This form is required to be signed by the headteacher.

Whitemoor Academy fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

Post-incident support

Following the use of physical intervention staff and pupils will be supported, the immediate physical needs of all parties will be met and staff will ensure that positive relationships are maintained.
The health, safety and welfare of all the people who work or learn at our school are of fundamental importance. We aim to provide a safe, secure and pleasant working environment for everyone. The governing body and SHINE Trust takes responsibility for protecting the health and safety of all children and members of staff.

Behaviour plans

A behaviour plan (see Appendix 2) is designed to ensure consistency and allow children to be supported according to their needs.

The plan will be devised:

- Using a reflection and analysis of the behaviour presented and identification of triggers.
- A meeting between the class teacher, behaviour lead and any other relevant staff to agree routines, strategies and responsibilities.
- To include provision.
- The plan will be updated as necessary.

Staff will help children to understand the impact of their behaviour for others following a behaviour incident. This will not be done until the child has been given time to calm down and recover following an incident.

Whilst the child is 're-regulating', following an incident, the member of staff dealing with the incident will support them. Once 're-regulated', a discussion will take place around what happened, the impact of their behaviour for themselves and others, what they did wrong and what strategies they could use next time to achieve a better outcome.

Who is the policy for?

This policy is for all children, staff, parents and carers, governors, visitors and partner agencies working within the school and provides guidelines and procedures as to how our school supports and responds to behaviour and emotional distress.

Equality Duty

In developing this policy, and in its implementation, we have had due regard to the provisions of the Equality Act 2010 and in particular our need to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010,
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it,
- Foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

The protected characteristics are: age; disability; gender reassignment; marriage and civil partnership; pregnancy and maternity; race; religion or belief; sex; sexual orientation.

Safeguarding

As a school we take all our safeguarding responsibilities extremely seriously. We recognise that young people can be vulnerable in a number of ways and that the dangers in the online world are as much a threat as those in the real world.

We have ensured that our staff understand what makes some children and adults more vulnerable to certain risk factors; how to recognise the signs of somebody at risk; and what to do if they have a cause for concern.

We include in our consideration of risk: radicalisation and extremism; female genital mutilation; child on child abuse; sexual violence and harassment; forced marriage and honour-based violence; and child sexual exploitation.

We will ensure that any changes in behaviour or patterns of attendance are identified quickly and that appropriate action is taken swiftly and is proportionate to the level of concern.

We will work with the whole school community to ensure all our stakeholders understand our wider safeguarding responsibilities and work in partnership with us to keep our pupils safe.

Zero-tolerance approach to sexual harassment and sexual violence

We are committed to a whole school approach to ensure the prevention, early identification and appropriate management of child-on-child abuse within our school and beyond. We recognise that child-on-child abuse can manifest itself in many ways with some including:

- Sexual Harassment – (defined as the unwanted conduct of a sexual nature, including sexual remarks, sexual taunts, physical behaviour or online sexual harassment)
- Sexual Violence

Pupils are encouraged to report anything that makes them uncomfortable, no matter how ‘small’ they feel it might be.

The school’s response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

In cases where this child-on-child abuse is identified, we will follow our child protection procedures, taking a contextualised approach to support all children and young people who have been affected by the situation. Some of these behaviours and actions have been referred to in the above 'sanctions and extreme behaviours section' and our 'Child Protection' and 'Child-on-Child Abuse' policies.

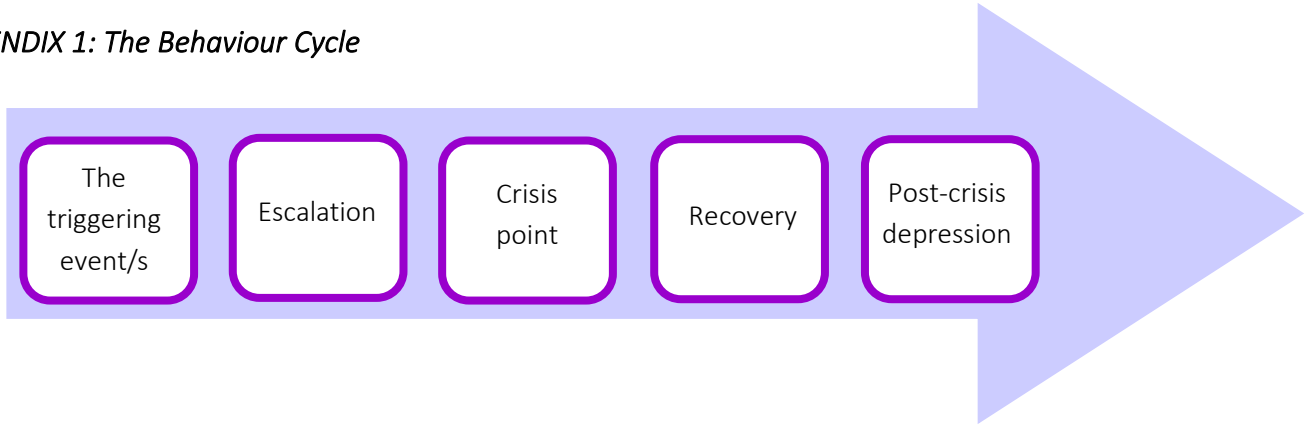
Complaints and allegations

Our school aims to be fair, open and honest when dealing with any complaint. We give careful consideration to all complaints and deal with them as swiftly as possible. We aim to resolve any complaint through dialogue and mutual understanding and, in all cases, we put the interests of the child above all other issues. We provide sufficient opportunity for any complaint to be fully discussed and then resolved.

We will also make clear to pupils that they have a right, and are able to question/complain about the use of reasonable force.

We will ensure that mechanisms are in place for pupils, parents, carers and staff to voice the opinions, comments or concerns through face-to-face dialogues, use of home / school diaries or by telephone.

APPENDIX 1: The Behaviour Cycle



The Behaviour Cycle

1. Triggering events – occurrence perceived by the individual as a threat to him/her.

Two types

- Fear inducing events – give the person the perception he/she is under threat or about to lose something of value.
- Frustrating circumstances – give the person the idea that his/her efforts or demand have been useless.

2. Escalation phase – pupil's body and mind prepare for a fight. He/she may respond physically or taunt the perceived threat, if it is a person
3. Crisis point – pupil explodes into violent acts against the threat or runs away.
4. Recovery phase – pupil's body relaxes and mind decreases in vigilance. The confrontation is seen to be over, even if temporarily.
5. Post-crisis phase - while pupil tries to return to a stable level, he/she often feels tired, tearful, depressed, guilty.

APPENDIX 2: Individual Behaviour Plan

Name of child	DOB
Date plan initiated	Person writing plan
Relevant background information	
Strengths	
Areas of concern (including triggers)	
Current support	
Suggested actions	
Staff involved	

APPENDIX 3: Restorative conversations

Examples of types of questions that could be asked when challenging behaviour:

- What happened?
- What were you thinking of at the time?
- What have you thought about since?
- Who has been affected by what you have done?
- In what way have they been affected?
- What do you think you need to do to make things right?

To help those affected:

- What did you think when this happened?
- What impact has this incident had on you?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?