

# **Relational and Behaviour Policy**

## **West Witney Primary School and Nursery**



**Signed.....Sam Birnage...Headteacher**

**Signed.....Mrs Lisa Upson... Chair of Governors**

**Date: Spring Term 2026**

**Date for Review: Spring Term 2028**

## Contents

|                                                                                                       | Page |
|-------------------------------------------------------------------------------------------------------|------|
| Vision and Aims                                                                                       | 3    |
| Roles and responsibilities                                                                            | 3    |
| How we promote positive behaviour                                                                     | 3    |
| What do our relationships look like with children?                                                    | 4    |
| What are the Six Principles of Nurture?                                                               | 5    |
| What are our expectations of behaviour?                                                               | 7    |
| How do we celebrate and promote positive behaviour?                                                   | 7    |
| Responses to inappropriate behaviour and stages                                                       | 9    |
| Positive handling                                                                                     | 10   |
| Suspensions and Exclusions                                                                            | 11   |
| Related and logical consequences                                                                      | 12   |
| Tracking and analysing behaviour in school                                                            | 12   |
| How do we support a pupil who needs additional support with their relational and behaviour needs?     | 14   |
| Transition Information – moving from year group to year group.                                        | 16   |
| How does our Relational and Behaviour Policy support children with SEND or who have experienced ACEs? | 16   |
| Sexual Harassment, violence, harmful behaviours                                                       | 16   |
| Anti-Bullying                                                                                         | 18   |
| Safeguarding                                                                                          | 20   |
| Legislation and Statutory Requirements                                                                | 20   |
| Links to other policies                                                                               | 20   |
| Appendix 1<br>Our Stages and Responses Chart                                                          | 22   |
| Appendix 2<br>Pupil Incident Record                                                                   | 23   |
| Appendix 3<br>ABC Record following an incident                                                        | 24   |
| Appendix 5<br>Inclusion Support Plan                                                                  | 25   |
| Appendix 5<br>Time to Think Questions                                                                 | 26   |
| Appendix 6<br>Relational Scripts and Phrases to support Pupils                                        | 27   |
| Appendix 7<br>Suggestions for Positive Behaviour Management                                           | 28   |
| Appendix 8<br>The West Witney Way                                                                     | 29   |

## Vision and Rationale

At West Witney Primary School and Nursery, we value **kindness, respect, curiosity** and **resilience**.

We believe that if our learners are kind, respectful, curious and resilient in learning and our school life then they will be successful both academically, social and personally.

Our approach to all learners is to 'hear', nurture, guide and develop their wellbeing and choices. We are working towards becoming Nurture School and have a consistent approach to developing relationships with young people and to understand what they are communicating through their behaviours.

Learning how to manage our feelings is a skill which is learnt, much like reading and writing. Children require personalised approaches to support them as effectively as possible. The more challenging pupil's behaviour becomes, the more personalised an approach they require and the harder the adults may need to work.

It is crucial to offer our children the security and relationships needed to meet their individual wellbeing, mental health needs and to guide them along their journey in becoming independent, resilient, life-long learners. We want our children to manage their feelings and communicate their needs safely and appropriately. We believe that children are happier when their needs are understood and met. This happens when expectations are clear.

*When we can be empathic, kind, non-judgemental, consistent, predictable adults, and use gentle, affirming tones of voice, we can enable the child to feel safe enough to reflect on their behaviours and feelings.*

*(Betsy de. Theirry 2011, p88)*

Pupils who display or are at risk of displaying challenging behaviours may need support which involves both positive support and intervention alongside a form of restorative practice. A pupil's behaviours are not excused but are seen as a skill requiring improvement. There are some pupils with SEND needs who may need a more personalised approach and these pupils are still expected to be able to learn to manage their own behaviours.

## Aims of the Policy

- To provide guidance to staff, parents and carers, governors, and other stakeholders on how to support our pupils to manage and regulate their feelings, communicate their words, and feel safe so they are ready to learn.
- To provide a holistic, whole-person, inclusive model for our understanding of behavioural needs.
- To underpin our beliefs with evidence-based practice, current research, and clear processes.
- Our ethos and policy are informed by *The Kindness Principle: Making relational behaviour management work in schools*. Written by Dave Whittaker

## Roles and Responsibilities

At West Witney Primary School and Nursery behaviour is everyone's responsibility. We are all jointly accountable for promoting and developing positive behaviour throughout the school. All staff follow this policy and are encouraged to seek support where needed. The roles and responsibilities for all staff are set out below:

|                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Headteacher, Deputy Head and Assistant Head</b> develop a strategic approach to behaviour and relationships based on the values and aims of the school. Hold staff and leaders to account at all levels of implementation of agreed policy. <u>Model expected behaviour to pupils and adults at all times.</u> | <b>Senior Leaders</b> Support the HT/DHT/AHT in developing and implementing a strategic approach to behaviour and relationships based on the values and aims of the school, in line with agreed policy. Hold teachers and leaders to account of said policy. Attend CPD where required. <u>Model expected behaviour to pupils and adults at all times.</u> | <b>Teachers</b> Promote and develop positive behaviour at all times in line with the school's behaviour policy and beyond own class. Attend CPD where required. <u>Model expected behaviour to pupils and adults at all times.</u> |
| <b>Support Staff</b> Promote and develop positive behaviour at all times in                                                                                                                                                                                                                                       | <b>Governors</b> have a strategic overview of the behaviour policy. Support when                                                                                                                                                                                                                                                                           | <b>Parents</b> are supported by the school and are part of their                                                                                                                                                                   |

|                                                                                                                                                                                                                                                |                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| line with the school's behaviour policy within and beyond class / work area. Report information back to the relevant class teachers and attend CPD where required. <a href="#">Model expected behaviour to pupils and adults at all times.</a> | required in the process of exclusion. Serious incidents are reported, tracked, and analysed to ensure the policy is being upheld. <a href="#">Model expected behaviour to pupils and adults at all times.</a> | child's behaviour development. The school works closely with parents to support each individual within each phase. <a href="#">Model expected behaviour to their and other children.</a><br><a href="#">Support the school in upholding expectations as outlined in the policy.</a> |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

#### **How do we promote positive behaviour at West Witney Primary School and Nursery**

We encourage staff to reflect on what may be the underlying issues that drive or trigger behaviours in children, and to think about ways of responding to behaviour that challenge in a non-judgemental and supportive way.

We actively teach our children [positive](#) behaviour for learning for them to manage their feelings and communicate their words in a positive manner. The use of Zones of Regulation (displayed in classrooms and on the playgrounds) help children to share how they are feeling, and staff support everyone to develop strategies [to become](#) regulated again.

Below is an example of Zones of Regulation for a class. These look different for each year group to make them accessible for all ages. Individual 'toolkits' are also created when required for individual pupils.

#### *Example illustrations:*

|                                                                    |                                                                                 |                                                                                                |                                                                                          |
|--------------------------------------------------------------------|---------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
|                                                                    |                                                                                 |                                                                                                |                                                                                          |
| <b>BLUE ZONE</b><br>Sad<br>Sick<br>Tired<br>Bored<br>Moving Slowly | <b>GREEN ZONE</b><br>Happy<br>Calm<br>Feeling Okay<br>Focused<br>Ready to Learn | <b>YELLOW ZONE</b><br>Frustrated<br>Worried<br>Silly/Wiggly<br>Excited<br>Loss of Some Control | <b>RED ZONE</b><br>Mad/Angry<br>Terrified<br>Yelling/Hitting<br>Elated<br>Out of Control |
| <b>Tools</b><br>Have a drink<br>Daily mile                         | <b>Tools</b><br>Sit up<br>Brain box on<br>Smile<br>Have fun                     | <b>Tools</b><br>Deep breaths<br>Count to 10<br>Talk to someone<br>Daily mile                   | <b>Tools</b><br>Walk away<br>Safe place<br>Squeeze a ball<br>Talk to someone             |

#### *Zone and feelings*

#### *Examples of strategies a child might use:*

The Colour Monster by Anna Llenas is a story used for younger children when teaching different emotions. It is a similar concept to the Zones of Regulation.



Where necessary, we seek support from wider professional networks to problem-solve and develop our understanding of behaviour that challenges and to ensure a personalised approach has been undertaken.

Possible professionals included:

- SENSS Communication and Interaction Team
- Oxfordshire County Council Behavioural Support Team
- Educational Psychologist
- Speech and Language Therapists (NHS and Private)
- CAMHS
- [Oxfordshire Learner Engagement Service](#)
- Other commissioned services such as One Eighty

#### What do our relationships with children look like?

At West Witney Primary School and Nursery, we are focused on providing supportive and nurturing relationships with our pupils. We seek to effectively promote and develop good behaviour and choices. We feel it is crucial that pupils feel safe and **protected**; have a positive **connection** with staff and are **understood** and **cared** for.

As part of our journey of becoming a Nurture School we are working with Nurture UK to understand and advocate the Six Principles of Nurture throughout the school.

#### What are the Six Principles of Nurture?

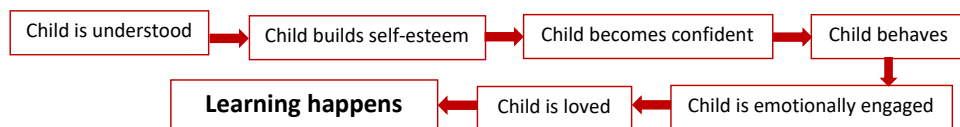
These principles coincide with our School values; **Kind, Curious, Resilient** and **Respect**.

Children are taught about each of these principles, alongside our values through assemblies and the PSHE curriculum.



(Nurture UK)

For children to learn, they need confidence and self-esteem which derives from being understood and accepted. When a child is confident, they make an emotional connection that allows them to feel loved and in turn, allows them to learn. This is shown in the diagram below:



(The Kindness Principle, p63)

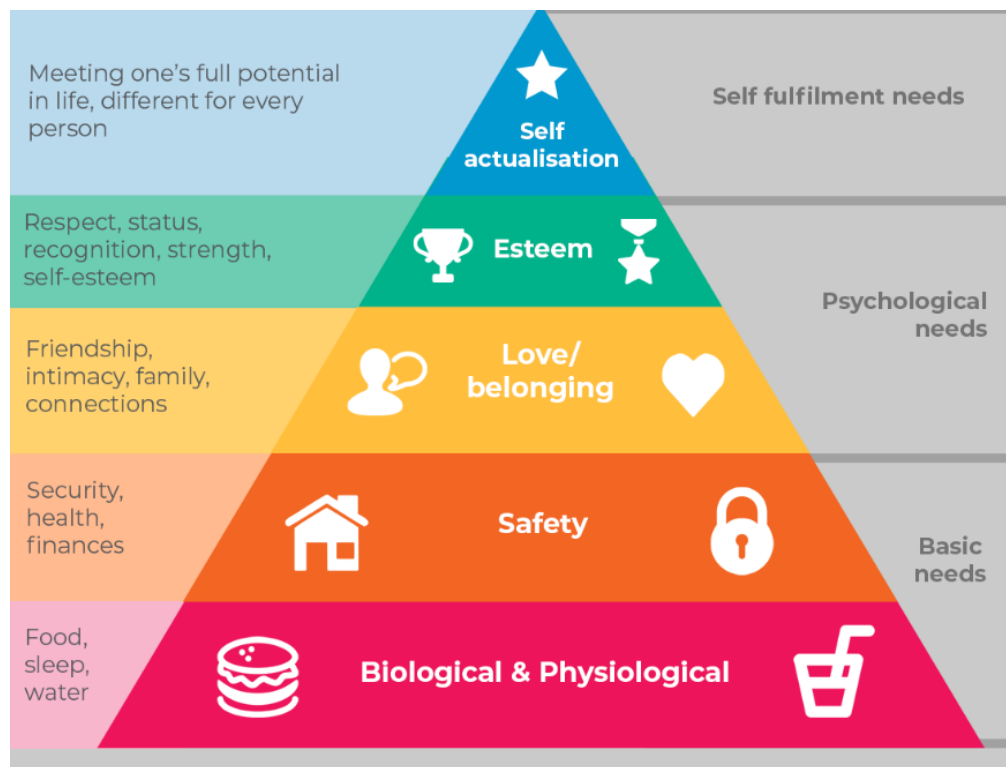
Our policy and practise are developed on the following relational approach:



Using the following approaches of **Protection, Connection, Understanding** and **Care**, staff support individuals.

| Protection                                                                                                                                                                                                                                                                                | Connection                                                                                                                                                                                                                                                                                                                      | Understanding                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Care                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"><li>• Being predictable, reliable, and trustworthy</li><li>• Providing safety cues</li><li>• Contacting their emotions</li><li>• Providing structure and boundaries</li><li>• Anticipating things that may be picked up as a threat or danger</li></ul> | <ul style="list-style-type: none"><li>• Being physically and emotionally available</li><li>• Attuning to the child by mirroring their tone and mood</li><li>• Being responsive, expressive, and interactive</li><li>• Being playful in your interactions</li><li>• Show them you like them and are interested in them</li></ul> | <ul style="list-style-type: none"><li>• Being curious about their feelings, thoughts, and behaviour</li><li>• Accepting their feelings and experience</li><li>• Thinking for them – try to work it out.</li><li>• Expressing empathy.</li><li>• Wonder aloud, validate, and show them you ‘get it’. “I can see that the situation is very hard...” “That sounds as though you were really worried...” “When that happens, I wonder if it is very frightening for you...”</li><li>• Helping them to process their feelings</li></ul> | <ul style="list-style-type: none"><li>• Being loving and compassionate</li><li>• Holding them in mind</li><li>• Using transitional objects</li><li>• Showing them that you care</li><li>• Soothing and comforting them</li></ul> |

These approaches are underpinned by Maslow's Hierarchy of Need (shown below) to ensure staff understand what our pupils need before being able to access a learning environment:



#### What are our expectations of behaviour?

This policy upholds and promotes our school values. Within behaviour and relational aspects we are...

| Kind                                                                                                                                                                                                                                                                                                                                            | Resilient                                                                                                                                                                                                                                                                                                                                                              | Curious                                                                                                                                                                                                                                                                                           | Respectful                                                                                                                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>We use manners.</li> <li>We wait at doors for others.</li> <li>We ask others if they are ok/play with them after an incident.</li> <li>We look after one another.</li> <li>We include others.</li> <li>We use our PETS (Please, Excuse me, Thank you, Sorry)</li> <li>We look after ourselves</li> </ul> | <ul style="list-style-type: none"> <li>We have a go at new things.</li> <li>We apologise even when it's not easy.</li> <li>We work hard.</li> <li>We always listen.</li> <li>We celebrate our mistakes.</li> <li>We recognise mistakes and strive to do better.</li> <li>We look for solutions.</li> <li>We recognise that life will sometimes be difficult</li> </ul> | <ul style="list-style-type: none"> <li>We wonder/ask how others are.</li> <li>We try new things.</li> <li>We play with a range of peers.</li> <li>We answer and ask questions.</li> <li>We celebrate what we know so far.</li> <li>We investigate why we may be feeling a certain way.</li> </ul> | <ul style="list-style-type: none"> <li>We wait our turn to speak.</li> <li>We respond with a sensible tone of voice.</li> <li>We use appropriate words.</li> <li>We use words rather than actions instead of shrugging.</li> <li>We look after property and equipment.</li> <li>We have kind hands and feet.</li> <li>We recognise and celebrate differences.</li> <li>We are non-judgemental</li> </ul> |

[These are examples; however, further expectations are developed by staff and children.](#)

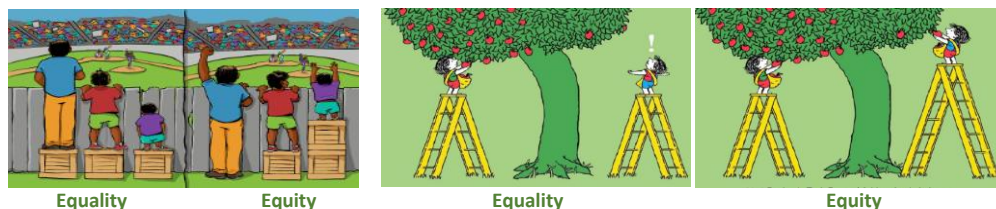
### **How do we celebrate and promote positive behaviour?**

Our staff and routines promote our school values of **kindness, curiosity, respectfulness**, and **resilience**.

We endeavour to focus on positive behaviours and reward these as frequently as possible; this includes individual, class, and house team rewards. [House Points and other awards \(internal and external\)](#) are all celebrated in weekly celebration assemblies.

Staff understand that behaviour is a form of communication and a pupil's expression of underlying or unmet needs. It is not possible to support a child's behaviour without addressing these needs. We understand the difference between equality and equity and recognise that:

- Children need personalised responses to supporting their personal development and well-being.
- Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need:
- Whilst each individual child benefits from a consistent approach, being consistent and fair is not about everyone getting the same, but everyone getting what they need:



**Consistency does not mean always responding in the same way to each child or behaviour, it means responding in a way which is consistent to our values and beliefs.**

### **Praise vs Rewards:**

Dave Whittaker (*The Kindness Principle*, 2001) explains the impact of genuine, child-centred praise:

The use of praise rather than rewards moves away from a material prize to a more **relational** and **emotional** enhancement. Praise is a more genuine and authentic relational recognition resulting in being more motivational for children. The genuine and strategic use of positive praise (not over-doing it which may result in a change in behaviour for short while) will result in more intrinsic motivation for both learning and behaviour. (p38)

***'It's not what you give but the way that you give it that counts.'***

### **Positive behaviour and good choices will result in praise that may include:**

- Verbal, non-verbal or visual expression of praise from adults present
- Stickers
- House points
- Values certificate for exceptional behaviour and attitudes – children's names are published in the Newsletter
- Whole class rewards - The class will decide upon the treat for the term (hot chocolate / film afternoon etc) and will work as a team to collect these points. Points can be awarded by any staff who see the class working well together.
- Reward on individual behaviour plans (for pupils with behaviour support plan)
- Parents [are](#) invited to [a](#) celebration assembly.

A visit to a member of the SLT

•

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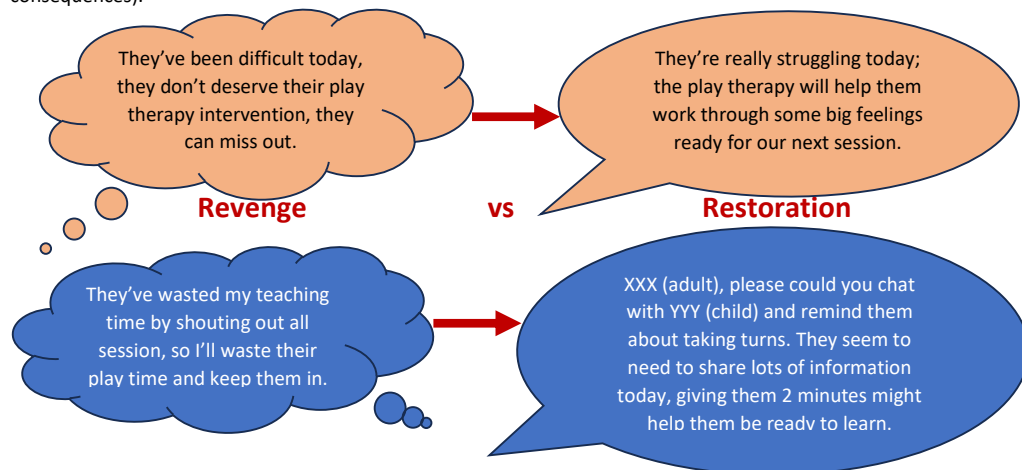
When awards are given, descriptive praise is also shared so that children understand why they have received the award.

### Responses to Inappropriate Behaviour

We have a clear consequences system which all teachers follow consistently. This adds clarity for our staff and pupils and ensures consistency in our approach to relational responses in response to a pupil's behavioural choices. It teaches pupils that inappropriate behaviours will not be tolerated and protects the rights of all.

This system is used for most children for most of the time and is reflected on a child-by-child basis to make consequences appropriate to the incident. Reasonable adjustments are made when required, for example, for children with SEND or children who have experienced ACE's (Adverse Childhood Experiences) where flexible consistency is required. Flexible consistency is personalised and reasonable adjustments for individuals. This approach incorporates high expectations and structure but without compromising the responsibility of an incident. It allows staff to problem solve, enquire more and to look for solutions rather than impose sanctions which may result in further unwanted behaviours. This approach ensures all children are respected and considered rather than imposing consistency of approach of a policy which can lead to staff trying to justify unreasonable and inappropriate consequences for some children. This approach keeps in mind the importance of 'kindness first'. (*The Kindness Principle*, p55)

Dave Whittaker (*The Kindness Principle*, p41) discusses the importance of always considering why a consequence is required before carrying it out. He also explains the importance of adults resisting holding a grudge or seeking revenge, and keeping our own personal feelings separate to a related consequence; consequences must be logical and restorative. We focus on **restoration over revenge** to support pupils to restore a situation after an incident. Consequences, if appropriate, are related and logical (more explained further on with examples of related consequences).



**Our Stages and Responses Chart** for staff to follow:

| Level | Unwanted behaviour                          | Response (with a reminder of expectations)                                                 | Staff to implement |
|-------|---------------------------------------------|--------------------------------------------------------------------------------------------|--------------------|
| 1     | a) Initial low-level interruption/behaviour | Reminder of expectation – verbally or non-verbally. Use of positive peer example           | All staff          |
|       | b) Initial low-level interruption/behaviour | Verbal warning from adult, expected behaviour defined positively with link to expectations |                    |

|   |                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                        |
|---|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
|   | c) Repeated low-level interruption/behaviour                                                                                    | Age-appropriate time out (between 1 and 5 minutes) within environment to reflect. Behaviour expectations displayed. Correct behaviour and likely consequence discussed. Pupil returns to activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                        |
| 2 | Further lack of focus on learning/repeated behaviour continues. Preventing others from learning                                 | Loss of playtime to make up learning time. Restorative conversation following <b>Time to Think</b> questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Member of staff in charge of class/group. (class teacher/cover)        |
| 3 | Verbal abuse.<br>Continuous prevention to others from learning.<br>Inappropriate language.<br>Not following adult instructions. | <ul style="list-style-type: none"> <li>Incidents will be recorded on pupil's file (via incident form)</li> <li>Parent/carer informed <u>by class</u> teacher.</li> <li>Pupil will receive a related consequence.</li> <li>Restorative conversation following <b>Time to Think</b> questions and linked to age-appropriate <b>Zones of Regulation</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <u>Class Teacher</u><br>SLT                                            |
| 4 | Acts of purposeful, serious, and unacceptable behaviour                                                                         | <ul style="list-style-type: none"> <li>Isolated incidents will be recorded on pupil's file (via incident form)</li> <li>Pupil will receive a related consequence.</li> <li>Reparation during break/lunch time</li> <li><b>Time to Think</b> questions and linked to age-appropriate <b>Zones of Regulation</b></li> <li>Parent/carer informed <u>by</u> SLT.</li> <li>If repeated behaviours persist then an Inclusion Support Plan to begin (or be adapted if current plan in place).</li> <li><u>External agencies if appropriate</u></li> </ul>                                                                                                                                                                                                                                                                                                                                      | <u>Class Teacher</u><br>SLT alongside parents where necessary.         |
| 5 | Repeated acts of purposeful, serious, and unacceptable behaviour                                                                | <ul style="list-style-type: none"> <li>Repeated incidents will be recorded on pupil's file (via incident form)</li> <li>Parent/carer informed <u>by</u> SLT.</li> <li>Pupil will receive an internal or fixed-term external suspension, depending on severity of incident.</li> <li>Suspensions will follow the school's <u>Exclusion Suspension Policy</u></li> <li>Pupil will also receive a related consequence.</li> <li>Reparation during break/lunch time</li> <li><b>Time to Think</b> questions and linked to age-appropriate <b>Zones of Regulation</b></li> <li>Discussions between class teacher, parents and SLT regarding a pupils (possible) SEMH needs and how we can support them.</li> <li>If repeated behaviours persist then a Inclusion Support Plan to begin (or be adapted if current plan in place).</li> <li><u>External agencies if appropriate</u></li> </ul> | SLT alongside parents.<br><u>Governors.</u><br><u>Local Authority.</u> |
| 6 | <u>Repeated suspensions or extreme behaviour (See school's Exclusion and Suspension Policy)</u>                                 | <u>Exclusions following the school's Exclusion and Suspension Policy</u>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <u>Headteacher</u><br><u>Governors</u><br><u>Local Authority</u>       |

**Offsite misbehaviour:** This policy remains in place when behaviour incidents happen offsite ~~in school hours~~, for example, on a school trip. The above stages, strategies and consequences will be followed ~~where possible~~. Reparation and restorative conversations may need to take place later due to the nature of the trip. A member of SLT will be always available for consultation during a trip. Children who require individual risk assessments will have completed versions and these will be signed off by a relevant member of the Senior Leadership Team beforehand. If it is believed that a pupil is likely to be a risk to themselves or others during a trip even with reasonable adjustment (risk

assessment), the Headteacher has the right to not allow the pupil to attend the trip as a duty of care. Appropriate provision will be made for the pupil to remain in school.

Stage 4 and 5 is often a result of acts of purposeful, serious, and unacceptable behaviour :

- Shouting at members of school community
- Physically intimidating or threatening members of the school community, e.g.
  - Shaking or holding a fist towards another person
- The use of aggressive hand gestures
- Threatening behaviour
- Swearing
- Swearing
- Pushing with intent to hurt
- Hitting, e.g. slapping, punching, kicking
- Deliberate spitting
- Breaching the school's security procedures
- Using sexualised language or gestures
- Sexual harassment or assault
- Any form of discrimination (e.g. racist, homophobic, transgender, sexist)

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This is not an exhaustive list but seeks to provide illustrations of such behaviour.

#### Positive Handling

Where positive handling is required, we adhere to the following:

- If positive handling is part of an individual's risk assessment, Team Teach strategies may be used by trained members of staff.
- Positive handling will only be used as a last resort to keep pupils and staff safe.
- Staff cannot be compelled to engage in positive handling without necessary training.
- Initial training will need to be updated periodically to ensure confidence and consistency of updated practice.
- Be clear (with yourself and verbally with the child) about the reasons for using positive handling, as this will need to be recorded.
- Ensure positive handling is carried out for as short a time as possible and does not involve moving a child to another location unless necessary.
- Ideally positive handling will take place in a safe, comfortable, withdrawn location which will preserve privacy and support pupils in calming down later.
- Pupils requiring positive handling will most likely be in a heightened state of arousal, and as such all investigations of what has happened, and discussions of further consequences should be withheld until after they have calmed down.
- Using positive handling is an extremely sensitive, demanding and potentially dangerous experience for staff and pupils, and support from school leadership should be routinely available to all involved in following up situations where such force has been used to debrief staff effectively.
- The need for positive handling is normally very rare, and school leaders should be proactive in identifying where emergency procedures are becoming normalised and where pupils' Inclusion Plans and risk assessments (including a positive handling plan) need to be revised to reduce the need for positive handling.

It is important to note that before positive handling is required, staff attempt a range of the following to de-escalate a situation and to support the pupil:

- ✓ Distraction
- ✓ Humour
- ✓ 'Change of face'
- ✓ Withdrawal of other pupils
- ✓ Suggest self-withdrawal to a safe place.
- ✓ Strategic ignoring
- ✓ Suggestions of self-soothing strategies

The following are the key requirements of this policy:

- Positive handling must not be used as a sanction, but as a means of making a situation safe. A child must not be held for any longer than is necessary to make the situation safe.
- When a child is being held or moved, steps must be taken as quickly as possible to ensure more than one adult is present, to support the colleague who is using positive handling approaches, as well as to monitor the safety of all those involved.
- Where a pupil involved has SEND, schools must ensure reasonable adjustments are made to the use of positive handling, and consideration given to the effects on the child of these approaches.
- All positive handling incidents must be recorded on the pupils' individual form setting out how the matter was resolved. [For complex cases where patterns need to be explored, a tracking document will be used rather than an individual record sheet](#), for example, an ABC record.
- All positive handling incidents must be reported to parents/carers, including all the information recorded within the school's system, in a timely and transparent manner.

Data on the use of reasonable force will be collected during the year and used to support schools in reducing the need for physical intervention wherever possible.

### Suspensions / Exclusions

We take serious behaviour choices seriously at West Witney Primary School and Nursery. Very serious (including multiple/repeated behaviours) incidents including violence, verbal abuse or behaviour threatening the health and safety of others or damage to property are likely to result in a fixed term suspension. In severe cases, if fixed term suspensions do not help the pupil a [permanent](#) exclusion can be enforced. The Headteacher informs the Local Authority and [reports to](#) the governing body about any suspensions.

The governing body has a discipline committee. This committee considers any exclusion or suspension appeals on behalf of the governors. Reintegration meetings follow all suspensions and parents/carers are invited to discuss how the school can support the pupil in moving forward. [A Reintegration Plan and/or an Inclusion Plan is written and agreed during this meeting or updated to make reasonable adjustments for the pupil.](#) Please see the school's [Exclusion and Suspension Policy](#) for more details.

### How do we make these steps clear to all pupils?

- Zones of Regulation in each class; at the beginning of each academic year each classroom creates their own age-appropriate **Zones of Regulation** posters to ensure pupils are practising using language opposed to actions to support how they are feeling. Each class decides on specific strategies which they might be able to use when feeling in each of the four zones. This is referred to daily and as often as required by the adults and pupils in the class.
- Whole-school poster in each class and around school displaying expectations of behaviour (appendix 8)
- Steps of escalation in response to any unwanted behaviour (appendix 1) in all classrooms and around school
- The six **Time to Think** questions are also displayed in all classrooms and is available in the Incident File to reinforce the restorative steps to incidents. (appendix 5)
- All staff have Time to Think questions and 4 stages of the Emotion Coaching approach on lanyards to support restorative conversations with pupils.

**Time to Think** questions.

- 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?

### What are Related Consequences and Logical Responses?

We do not believe in sanctions or punishments. We do not punish children. However, it is important to understand that children may require additional time to catch up on work or require additional intervention to reflect on any inappropriate reactions or choices displayed when aiming to manage and communicate their feelings, wants or needs.

We use **related consequences and logical responses** to help educate the children about their behaviour choices and to work with a child in a logical way that allows a consequence to seem fair and is restorative, ensuring relationships remain intact. This is often best carried out immediately but, when necessary, these conversations may happen sometime after an event when the child is better regulated and able to reflect upon their behaviour/reaction allowing them to participate fully in the process.

The **consequence** needs to be **related** to the incident, to support the learner's understanding of both positive and negative consequences. There will be a consequence if the adult is clear that the behaviour was by choice and not a lack of understanding. We take a consistent approach when supporting children to manage their feelings and communicate their words in a positive manner in school.

**Examples of Related Consequences:** (not exhaustive)

| <u>Behaviour Choice</u>                                                  | <u>Related Consequence</u>                                                                                                                                     |
|--------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Hitting / kicking pupils or adults                                       | Letter of apology, doing something kind to/for them                                                                                                            |
| Running down the corridor                                                | Asking the child to return to the beginning and walk ( <u>At West Witney We Walk</u> )                                                                         |
| Two children squabbling over a ball                                      | Children asked to sit out for 2 minutes to watch positive play                                                                                                 |
| Ignoring an adults' instructions                                         | Apologising for being rude and correct own behaviour                                                                                                           |
| Refusal to complete work in learning sessions                            | Completing learning at lunchtime                                                                                                                               |
| Making a mess (any environment)                                          | Tidy/clean it up                                                                                                                                               |
| Being rude, saying hurtful comments                                      | Writing a letter of apology                                                                                                                                    |
| Throwing paint at a window (extreme) Vandalism                           | Child cleans the windows with supervision in breaktime. Police being called, possibility of child paying for damage (extreme incidents)                        |
| Abusive online messages to another pupil                                 | Removal of phone for a period (with parents' support)                                                                                                          |
| Child makes unkind comments about someone being poor/different race etc. | Child is asked to stay in at lunch and a teacher explains the meaning/child researches the meaning for themselves.<br>Child writes an apology. Verbal apology. |

### How do we record or track incidents/behaviour?

All staff are required to complete a **Pupil Incident Record** for incidents (appendix 2) and incidents are logged electronically.

When the incidents involve children with complex needs or become repeated incidents with the same pupil, an **ABC chart** (appendix 3) may be completed to identify or track patterns which might help staff in supporting the pupil. This is discussed with and confirmed by a member of SLT before these are completed.

The ABC Chart is an observational tool that allows us to record information about a particular behaviour and to track patterns if/when incidents reoccur. The aim of using an ABC Chart is to better understand what the behaviour is communicating.

'A' refers to the **antecedent** or the event that occurred before the behaviour was exhibited. The can include what the person was doing, who was there, where they were, what sights/sounds/smells/temperatures/number of people that were in the environment.

'B' refers to an objective and clear description of the **behaviour** that occurred e.g. X threw an item on the floor.

'C' refers to what occurred after the behaviour of the **consequences** e.g. children moved away from X, noise levels in the room decreased.

Incidents are recorded onto the pupil's electronic file (hard copies stored in line with retention policy) and analysis/tracking/pattern spotting is helpful when identifying triggers or situations where the behaviour is most likely to occur.

Commented [MB1]: How are we going to record ABC?

When analysing data, we look for:

- When /what time is the behaviour is most likely to occur?
- During what activities is the behaviour most likely to occur?
- Are there any times or activities during which the behaviour does not occur?
- Where is the behaviour most likely to occur?
- With whom is the behaviour most likely to occur?

It is also important to look at what consequences might be maintaining the behaviour:

- What does the behaviour achieve for the child?
- Does the child avoid or escape any activity by engaging in the behaviour?
- Is the child rewarded in any way by engaging in behaviour?
- What might the child be attempting to communicate by engaging in this behaviour

#### How do we support a pupil who needs additional support with their relational and behaviour needs?

Just like teaching and learning, behaviour requires a well-planned approach when supporting pupils. When pupils require further support with their relational and behavioural needs, the Inclusion Lead will work with staff and parents to adapt teaching styles to individuals. When required, assessments take place to support the pupil using a graduated approach to behaviour management which is a graduated approach to behaviour management; **Assess, Plan, Do, Review...**



### Assess

Some children may be 'acting out', others may be withdrawn. Responding to the behaviour alone will not be helpful, therefore, we need to assess a child's relational needs and work with these rather than simply attempting to control or manage behaviour.

We assess some pupil's relational needs using **Boxall Profile** to understand what a child's behaviour is telling us in terms of their underlying needs. The school's Inclusion Lead and the class teacher (in some cases, parents) will complete assessments together to gain a true understanding of the pupil. The Inclusion Lead will decide whether or not it is appropriate to carry out the Boxall Profile.

The **Boxall Profile** is divided into two sections, each comprising of 34 questions:

- **DEVELOPMENTAL STRANDS** – measuring different aspects of a pupil's cognition, social and emotional development that influence how well they can learn and function in the classroom.
- **DIAGNOSTIC PROFILE** – measuring pupil's challenging behaviours that prevent successful social and emotional academic performance. (These behaviours are directly or indirectly the result of impaired development in the early years and can be resolved once the social and emotional needs are identified and the necessary skills are developed).

Examples of what the questions assess:

- A need for control e.g. accepting the adult-lead, co-operative working, turn-taking, requesting help.
- Social skills e.g. listening skills, responding to others, starting conversations, proximity.
- Identity e.g. ability to take risks in learning, accept challenges, make mistakes.
- Self-regulation and sensory regulation e.g. emotional literacy, self-soothing, managing sensory input.
- Behaviours for learning e.g. impulse control, managing transitions.

Where there is a high level of need, we involve external professionals to support us, such as Educational Psychologists, Oxfordshire County Council Behaviour Advisory Team or out-reach support from The Mulberry Bush School. They may assess through gathering information via consultation with staff, discussion with parents and the child as well as analysing results from assessments.

**Assessing pupils with SEN** – it is important to note that children with SEN are more likely to be excluded (both for a fixed period and permanently) than those who do not have SEN. There is evidence to suggest that behavioural, emotional, and social difficulties and resulting school suspensions are associated with both literacy difficulties, language impairment and communication & interaction difficulties. Therefore, we assess language, communication and interaction and literacy needs alongside a child's relational needs. We also ensure that we understand the pupil's executive function skills (the capacity to plan and meet goals, display self-control, follow multiple-step directions even when interrupted, and stay focused despite distractions) as these can have a significant impact on a pupil's capacity to learn, they may also go unrecognised.

#### **Plan**

Following assessment, an analysis of needs identifies key areas for support and an Inclusion Support Plan (appendix 4) is created. We use this to ol to help plan for support and intervention, both of which provide support to ensure that the child's difficulties are not blocking their access to the learning or the social environment. It also ensures that the child is receiving ing support to develop skills in their area/s of difficulty.

The relationship is central to all we do. All interventions should be adapted to meet a pupil's relational needs. How we need to be with a child, in terms of our relationship and interaction skills, should ld be outlined. How we behave and interact with a child is as important as what we do.

Planned approaches/interventions to support a pupil may include:

- ELSA sessions - focussing on belonging, self-esteem, confidence, and understanding emotions.
- Lego Therapy – focussing on attentions and listening as well as teamwork.
- Structured lunch time to enable pupils to have successful playtimes and be ready for learning.
- Time in a Nurture Group
- Referral to The Nest
- Talking and Drawing

#### **Do**

We monitor and record throughout the implementation 'do' phase and change often takes place slowly and in small steps. Adults are encouraged to notice the good things and provide descriptive commentary for the pupil to make links in their positive choices. We include ideas of what might go wrong to be prepared for supporting the pupil further.

Relentless routines and **consistency over time** is a key feature of the relational approach and we are quick to respond to issues, practical or relational, causing difficulties for the pupil in being successful.

Parents and carers should be active participants at the stage and engage in regular dialogue with the adult-s in the school. Parents and carers will be able to provide helpful information to the school and support for the child. It is also helpful for the child to see the school and their parents/carers to be working collaboratively together, supporting each other, and taking a consistent approach.

#### **Review**

We review a pupil's progress and provide opportunity to reflect on how well the provision is meeting the child's needs. A solution focused reflection, which focusses on what has gone well and builds on the skills and strengths of the child adults, parents/carers.

When it is felt that a pupil is doing well, we carefully adapt the plan and do not reduce support too quickly. At this point, factors which have changed and therefore may need consideration and amending can take place and be included in the planning moving forward.

The review meeting also feeds back into the 'Assess' part of the cycle and at the point, further advice and support may be sought if the child's needs are still not being met well or if there has been a deterioration or identification of new needs.

#### **Transition Information – moving from year group to year group.**

Transition starts before a child moves to a new class. We ensure that there are opportunities throughout the year for all children to have contact with all adults in school so that adults become familiar faces and positive relationships begin to develop. As we come to the end of each academic year, we include time and activities with the new teacher and staff handover meetings.

We recognise that some children need additional transition support. This will involve meetings with the class teachers for both parents and child, as well as personalised pupil profiles which is created in partnership with home and school.

At the end of the school year, those who require one, take home a transition booklet which has photos of their new class/environment, staff who will be supporting them as well as any other key information personalised to the individual.

#### **How does our Relational and Behaviour Policy support children with SEND or who have experienced ACEs?**

While challenging behaviour is not by itself a special educational need or disability, it is clearly the case that underlying needs can contribute to how pupils behave in school. Examples of this can include Autism Spectrum Conditions, Attention Deficit Hyperactivity Disorder, Attachment Disorders and communication, social, emotional, and mental health difficulties. Children who have experienced multiple ACEs (Adverse Childhood Experiences) may also require an adjusted approach to behaviour support.

With this in mind, we ensure:

- We work in close partnership with pupils' parents/carers, whether the same behaviours are exhibited at home.
- We seek advice from external professionals including Educational Psychology Team, Communication and Interaction Team, Behaviour Support Team, and The School Nurse Team.

It is important to note, as mentioned in the previous 'responses' section, that we recognise that some children require a differentiated approach. We support these children through their pupil profile plans and when necessary, have risk assessments in place for them. These documents are constantly reviewed and shared with parents on an Assess, Plan, Do, Review cycle.

#### **Sexual harassment, violence, harmful sexual behaviours**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence refers to sexual offences under the Sexual Offences Act 2003, including rape, assault by penetration and sexual assault. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Staff challenge any form of derogatory and sexualised language or behaviour immediately. Staff are vigilant to sexualised/aggressive touching/grabbing. Sexual misconduct is seen as unacceptable and not 'banter' or an inevitable part of growing up. Staff understand that small behaviours can feed into a bigger problem:

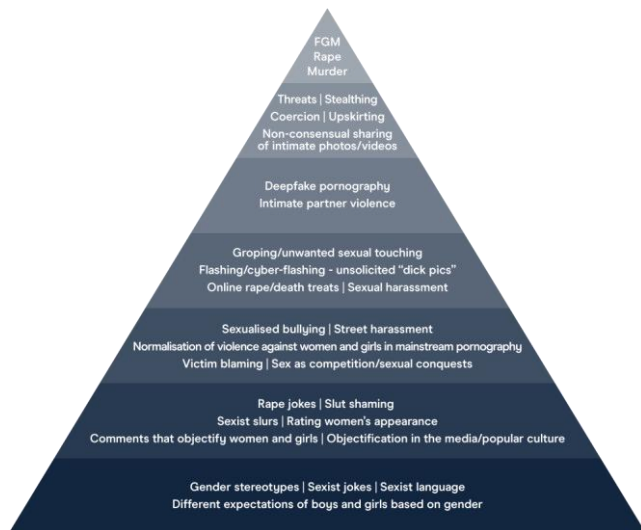


Image adapted from Bold Voices

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Groups at particular risk include girls, students who identify as Lesbian, Gay, Bisexual, Transgender+ (LGBT+) or are perceived by peers to be LGBT+ and pupils with SEND. We recognise that these children can be targeted by other children, so children are encouraged to speak out and share their concerns with members of staff.

Our school acknowledges the need to treat everyone with equity, fairness, dignity and respect. Any discriminatory behaviours are challenged, and children are supported to understand how to treat others with Respect (a school value). We also have a statutory duty to report and record any of the above incidents. We record incidents across the whole spectrum of sexual violence, sexual harassment and harmful sexualised behaviours on our safeguarding platform, as well as our MIS system, so that they can understand the scale of the problem in our schools and make appropriate plans to reduce it.

All such incidents should be immediately reported to the Designated Safeguarding Lead (DSL). Staff understand how to respond to an allegation:

- Take it seriously – don't dismiss it
- Ask open questions
- Be clear about who you'll need to tell
- Be clear you'll only tell people who need to know
- Tell the DSL straight away and make a written record
- Don't view any potentially explicit images or videos yourself

Victims of harm should be supported by the school's pastoral system, their wishes and feelings considered and they understand the law on child-on-child abuse is there to protect them, not criminalise them.

Further information regarding sexual harassment, violence and harmful sexual behaviours (including up skirting) can be found in the school's Child Protection and Safeguarding Policy.

## **Anti-Bullying**

## **Anti-Bullying**

At West Witney Primary School and Nursery, we aim to provide a safe and secure environment within which bullying has no place. We strive to ensure that any incidents that do take place are dealt with promptly and effectively follow a procedure.

***Definition of Bullying: The DfE state there is no legal definition of bullying. We follow the Anti-Bullying Alliance's definition of bullying and teach pupils of West Witney Primary School and Nursery that bullying is:***

*The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal, or psychological. It can happen face-to-face or online'.  
(Anti-Bullying Alliance)*

At West Witney Primary School & Nursery we believe that it is a basic entitlement of all children to receive their education free from humiliation, oppression, and abuse. It is the responsibility of all adults working in the school to ensure that children learn in an atmosphere which is caring and protective. Bullying affects everyone, not just the bullies and victims. It also affects those other children who may witness bullying, and less aggressive children can be drawn in by group pressure. Bullying can have a devastating effect on individuals within school, it can lead to absenteeism and under-achievement and in the worst cases to depression and suicide. For the silent majority who witness bullying or who know that it goes on, the effects can also be traumatic, leading to feelings of worry, fear, guilt and again in some cases absenteeism.

We consider ongoing education of children is essential to develop skills and strategies to allow them to identify, cope with and, ultimately, prevent bullying. These are relatively rare occurrences but can and do happen in school communities. We work hard to create an ethos which protects children from these unpleasant aspects of behaviour, and we are committed to dealing with any incidents straight away (whenever possible), in order that children involved in any incidents are made aware immediately that such behaviour is unacceptable.

Our Relational and Behaviour policy does not condone any form of bullying, whether physical or verbal abuse or persistent teasing. Any parent who suspects that their child may be a victim of any kind of bullying should contact the class teacher as soon as they have a concern.

**It is never a good idea to hope the problem goes away. It rarely does!**

Children and parents need to feel confident that something will be done about the problem. Often, it is enough to simply confront a child with what they have been doing and explain the effect it has on someone else, whilst issuing a reminder that such behaviour will not be tolerated. Bullying thrives in an atmosphere of secrecy; victims and bystanders fear reprisals if they report a bullying incident; without knowledge of the incident, staff cannot intervene to protect the victim, and accordingly, they are not seen by children as an effective source of help to which they can turn. Bullying can occur through several types of anti-social behaviour.

#### **Bullying can be:**

- **PHYSICAL** - A child can be physically punched, kicked hit, spat at etc.
- **VERBAL** - Verbal abuse can take the form of name calling, teasing and taunting. It may be directed towards gender, ethnic origin, physical/social disability, or personality, etc.
- **EXCLUSION** - A child can be bullied by being excluded from discussions/activities/games, with those they believe to be their friends.
- **DAMAGE TO PROPERTY OR THEFT** - Children may have their property damaged, stolen or hidden. Physical threats may be used by the bully in order that the pupil hands over property to them.
- **INTIMIDATION** - Bullying can also include making rude gestures and intimidation.
- **CYBER-BULLYING** – unkind messages/chat through social network sites, emails or texts etc. (please refer to the school's Online Safety Policy for more information)

#### **Why do people bully?**

#### **Why do people bully?**

People bully for a variety of reasons. These include feeling they don't fit in, disliking themselves, peer pressure, wanting to show off, feeling upset or angry or having a fear of being bullied themselves. Most bullies have a lack of empathy, which can be caused by a lack of good role models or be a personality trait that needs fostering in a positive direction. It is everyone's responsibility to prevent bullying.

#### **Action taken by School to Prevent Bullying:**

- All complaints taken seriously and dealt with quickly and firmly.
- Appropriate levels of adult support in the playground.
- Staff awareness training.
- Discussion and assemblies with children on aspects of bullying and the appropriate way to behave towards each other.
- Provision of equipment to occupy children at lunchtime.
- Providing a curriculum which stresses the importance of children learning tolerance, learning to take responsibility, and caring for others.
- Recognising and rewarding non-aggressive behaviour.
- Using peer group pressure actively to discourage bullying.
- Helping children to develop positive strategies and assertion.
- If a child reports an act of bullying, this is taken seriously and is investigated thoroughly. A reduction in bullying is directly related to an increased willingness of teaching and support staff to intervene in bullying incidents and an increase in confidence of children to report bullying.

#### What action is taken when bullying is suspected?

If bullying is suspected, we talk to the suspected victim, the suspected bully, and any witnesses. If any degree of bullying is identified, the following action will be taken: - Help, and pastoral support will be given as is appropriate to both the suspected victims and the suspected bullies.

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#### We support the victims in the following ways:

- by offering them an immediate opportunity to talk about their experiences
- informing the victims' parents/carers
- by offering continuing support when they feel they need it
- by arranging for special supervision in the playground if necessary
- we also discipline, yet try to help the bullies in the following ways by:
  - o talking about what happened, to discover why they became involved.
  - o involving the bullies' parents/carers
  - o continuing to work with the bullies to change their behaviour.
  - o requesting help from support services
  - o taking one or more of the disciplinary steps below, to prevent more bullying:
    1. Bullies will be officially warned to stop bullying by the Senior Leadership Team.
    2. The bully's parents/carers will be informed verbally and asked to discuss the matter.
    3. Actions put in place to mitigate the possibility of bullying e.g. a separate area at playtime.
    4. If bullying continues, then the bully's parents/carers will be formally informed in writing.
    5. If bullying continues, then they may be suspended.
    6. If such behaviour does not end, then there may be a recommendation for exclusion.
    7. School offers continuous support for bullies to ensure they have clear guidance and praise for restoring their behaviour choices.

#### How can parents help prevent bullying?

- Take an active interest in your child's social life and chat about friends and their activities (including online communications).
- Regularly check your child's phone including social media, messaging platforms and emails.
- Watch for signs of distress in your child.
- Inform the school immediately you suspect your child is being bullied. Your concerns will be taken seriously, and appropriate action will follow.
- Advice your child not to fight back. It makes matters worse and your child could be accused of bullying or face consequences outlined in this policy.
- Make sure your child is fully aware of the school policy concerning bullying.

### How do we promote anti-bullying in school?

Children are regularly informed of the school policy at assemblies and during class time, with particular emphasis on the following points:

- no one deserves to be bullied, it is WRONG.
- to go straight to a member of staff and tell
- that children will not get into trouble if they tell.
- to be proud of who they are
- to stay with a group of friends
- to be assertive - say "NO!"
- walk away confidently.
- that fighting back makes things worse.
- to act if they know someone is being bullied.
- watching and doing nothing is wrong - tell an adult immediately.
- not to be, or pretend to be, friends with a bully.

### Safeguarding

We strive to ensure pupils are safeguarded within school, this includes peer on peer bullying and cyber bullying. More details can be found in the school's [Child Protection and Safeguarding Policy](#) and Online Safety Policy.

### Legislation and Statutory Requirements

This policy is based on advice from the Department for Education (DfE) on:

- Behaviour in schools 2022
- The Equality Act 2010 - advice for schools
- Use of reasonable force in schools
- School suspensions and permanent exclusions

Information from the following resources have also been included:

- Special educational needs and disability (SEND) Code of Practice.
- Equality Act (2010)
- Devon County Council's Guidance for Developing Relational Policy and Practice.
- Nurture UK
- Boxall Profile
- The Kindness Principle by Dave Whittaker
- Shame Reduced Practice (Betsy de Thierry training)
- Emotion Coaching (The Mulberry Bush School)

### Links to other policies

To ensure that we support holistic practice which works towards a common aim and consistent value system, we have made links to the following policies:

- [Exclusion and Suspension Policy](#)
- [Child Protection and Safeguarding Policy](#)
- SEND Policy
- Accessibility Policy
- West Witney Primary School and Nursery's offer for SEND
- Online Safety Policy

#### Dissemination of this policy

- All staff members and governors will have access to this policy.
- The policy is available on the school's website.
- Copies will be available to view in the school office upon request by parents and teachers.
- This policy will be shared with new staff as part of the school's induction process.
- The policy will be referred to during INSET and additional training will be offered to staff requiring or requesting further support.

#### Date for review of the policy

The policy will be reviewed annually using a consultative process which identifies staff, pupil, and governor feedback. This policy & procedures will be reviewed in line with the school's policy review programme. The governing body may, however, review the policy earlier than this if the government introduces new regulations or if the governing body receives recommendations on how the policy might be improved to impact standards.

#### Appendices

1. Stage and Responses chart
2. Incident form
3. ABC
4. Inclusion support plan template
5. *Time to Think* questions
6. Proactive strategies and scripts
7. Suggestions for positive behaviour management
8. Poster – Expectations of Behaviour at West Witney School



## Our Stages and Responses Chart

Appendix 1

| Level | Unwanted behaviour                                                                                                          | Response (with a reminder of expectations)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Staff to implement                                              |
|-------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| 1     | d) Initial low-level interruption/behaviour                                                                                 | Reminder of expectation—verbally or non-verbally. Use of positive peer example                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | All staff                                                       |
|       | e) Initial low-level interruption/behaviour                                                                                 | Verbal warning from adult, expected behaviour defined positively with link to expectations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                 |
|       | f) Repeated low-level interruption/behaviour                                                                                | Age appropriate time out (between 1 and 5 minutes) within environment to reflect. Behaviour expectations displayed. Correct behaviour and likely consequence discussed. Pupil returns to activity.                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                 |
| 2     | Further lack of focus on learning/repeated behaviour continues. Preventing others from learning                             | Loss of playtime to make up learning time. Restorative conversation following <b>Time to Think</b> questions.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Member of staff in charge of class/group. (class teacher/cover) |
| 3     | Verbal abuse<br>Continuous prevention to others from learning<br>Inappropriate language<br>Not following adult instructions | <ul style="list-style-type: none"> <li>Incidents will be recorded on pupil's file (via incident form)</li> <li>Parent/carer informed.</li> <li>Pupil will receive a related consequence.</li> <li>Time to 'repair' during lunchtime (staffed by members of SLT).</li> <li>Restorative conversation following <b>Time to Think</b> questions and linked to age appropriate <b>Zones of Regulation</b></li> </ul>                                                                                                                                                                                                                                                         | SLT                                                             |
| 4     | Acts of purposeful, serious and unacceptable behaviour                                                                      | <ul style="list-style-type: none"> <li>Isolated incidents will be recorded on pupil's file (via incident form)</li> <li>Pupil will receive a related consequence.</li> <li>Reparation during break/lunch time</li> <li><b>Time to Think</b> questions and linked to age appropriate <b>Zones of Regulation</b></li> <li>Parent/carer informed.</li> <li>If repeated behaviours persist then an Inclusion Support Plan to begin (or be adapted if current plan in place).</li> </ul>                                                                                                                                                                                     | SLT alongside parents where necessary.                          |
| 5     | Repeated acts of purposeful, serious and unacceptable behaviour                                                             | <ul style="list-style-type: none"> <li>Repeated incidents will be recorded on pupil's file (via incident form)</li> <li>Parent/carer informed.</li> <li>Pupil will receive an internal or fixed-term external suspension, depending on severity of incident.</li> <li>Suspensions will follow the school's Suspension Policy</li> <li>Pupil will also receive a related consequence.</li> <li>Reparation during break/lunch time</li> <li><b>Time to Think</b> questions and linked to age appropriate <b>Zones of Regulation</b></li> <li>If repeated behaviours persists then an Inclusion Support Plan to begin (or be adapted if current plan in place).</li> </ul> | SLT alongside parents.                                          |

| Level | Unwanted behaviour                          | Response (with a reminder of expectations)                                       | Staff to implement |
|-------|---------------------------------------------|----------------------------------------------------------------------------------|--------------------|
| 1     | d) Initial low-level interruption/behaviour | Reminder of expectation – verbally or non-verbally. Use of positive peer example | All staff          |

|   |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                              |
|---|-----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
|   | <p>e) <u>Initial low-level interruption/ behaviour</u></p> <p>f) <u>Repeated low-level interruption/behaviour</u></p>                                     | <p>Verbal warning from adult, expected behaviour defined positively with link to expectations</p> <p>Age-appropriate time out (between 1 and 5 minutes) within environment to reflect. <b>The West Witney Way</b> Behaviour expectations displayed. Correct behaviour and likely consequence discussed. Pupil returns to activity.</p>                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                              |
| 2 | <p>Further lack of focus on learning/repeated behaviour continues.</p> <p>Preventing others from learning or not following adult instructions.</p>        | <p>Loss of playtime to make up learning time. Restorative conversation following <b>Time to Think</b> questions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Member of staff in charge of class/group. (class teacher/cover)</p>                                       |
| 3 | <p>Verbal abuse.</p> <p>Continuous prevention to others from learning.</p> <p>Inappropriate language.</p> <p><u>Not following adult instructions.</u></p> | <ul style="list-style-type: none"> <li>Incidents will be recorded on pupil's file (via incident form)</li> <li>Parent/carer informed by class teacher</li> <li>Pupil will receive a related consequence</li> <li>Restorative conversation following <b>Time to Think</b> questions and linked to age-appropriate <b>Zones of Regulation</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Class Teacher</p> <p>SLT</p>                                                                              |
| 4 | <p>Acts of purposeful, serious and unacceptable behaviour</p>                                                                                             | <ul style="list-style-type: none"> <li>Isolated incidents will be recorded on pupil's file (via incident form)</li> <li>Pupil will receive a related consequence</li> <li>Reparation during break/lunch time</li> <li><b>Time to Think</b> questions and linked to age-appropriate <b>Zones of Regulation</b></li> <li>Parent/carer informed by SLT</li> <li><del>If repeated behaviours persist then an Inclusion Support Plan to begin (or be adapted if current plan in place).</del></li> <li>External agencies if appropriate (e.g. police)</li> <li>Pupil may receive an internal or fixed-term external suspension, depending on severity of incident</li> </ul>                                                                                       | <p>Class Teacher</p> <p>SLT alongside parents where necessary.</p> <p>Governors.</p> <p>Local Authority.</p> |
| 5 | <p>Repeated acts of purposeful, serious and unacceptable behaviour</p>                                                                                    | <ul style="list-style-type: none"> <li>Repeated incidents will be recorded on pupil's file (via incident form)</li> <li>Parent/carer informed by SLT</li> <li>Pupil will receive an internal or fixed-term external suspension, depending on severity of incident</li> <li>Suspensions will follow the school's Exclusion and Suspension Policy</li> <li>Pupil will also receive a related consequence</li> <li>Reparation during break/lunch time</li> <li><b>Time to Think</b> questions and linked to age-appropriate <b>Zones of Regulation</b></li> <li><del>If repeated behaviours persists then a</del>An Inclusion Support Plan to begin (or be adapted if current plan in place).</li> <li>External agencies if appropriate (e.g. police)</li> </ul> | <p>SLT alongside parents.</p> <p>Governors.</p> <p>Local Authority.</p>                                      |
| 6 | <p>Repeated suspensions or extreme behaviour (See school's Exclusion and Suspension Policy)</p>                                                           | <ul style="list-style-type: none"> <li>Exclusions following the school's Exclusion and Suspension Policy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Headteacher</p> <p>Governors</p> <p>Local Authority</p>                                                   |



## Pupil Incident Record

Appendix 2

Name:

Date:

Time:

Year group/class:

SLT who has been informed:

Record completed by:

### Our school values:

At West Witney we are **Kind, Curious, Resilient** and **Respectful**.

Circle the code/s below to show the nature of the incident:

Physical on Pupil - Physical on Adult - Verbal to Pupil - Verbal to Adult - Bullying - Racist Abuse - Homophobic Abuse - Theft - Other

Description of incident:

Commented [MB2]: Write out in full

Who else was involved? Any other adults/children?

Discussion with child, using Zones - What choices could you have made? Explain your feelings and choices.

Any additional information/comments from members of staff.

What need to happen now? (e.g. speak with parents, miss break, letter of apology etc).

Signed:

Date/time:



## ABC Record following an Incident (to go on reverse of incident record)

Appendix 3

**To be used when identifying patterns in behaviour – discuss with SLT before completing**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_ Year group/class: \_\_\_\_\_

Record completed by: \_\_\_\_\_ SLT who has been informed: \_\_\_\_\_

| Staff involved:                                        |                                                                   |                                | Duration of incident: |                             |             |                           |                                                                 |
|--------------------------------------------------------|-------------------------------------------------------------------|--------------------------------|-----------------------|-----------------------------|-------------|---------------------------|-----------------------------------------------------------------|
| What activity was going on when the behaviour started? | <b>ANTECEDANT</b>                                                 | <b>BEHAVIOUR</b>               | <b>CONSEQUENCE</b>    |                             |             |                           |                                                                 |
|                                                        | What Happened right before that may have triggered the behaviour? | <b>Observable Behaviours:</b>  | <b>Tick</b>           | <b>What did you try?</b>    | <b>Tick</b> | <b>Did it work? Y / N</b> | What happened after the behaviour, or because of the behaviour? |
|                                                        |                                                                   | Physical assault               |                       | Verbal reminder/instruction |             |                           |                                                                 |
|                                                        |                                                                   | Property damage/ throwing      |                       | Visual support              |             |                           |                                                                 |
|                                                        |                                                                   | Resistance to restorative work |                       | Withdrawal                  |             |                           |                                                                 |
|                                                        |                                                                   | Intimidating/threatening       |                       | Success reminder            |             |                           |                                                                 |
|                                                        |                                                                   | Persistent disruption          |                       | Distraction                 |             |                           |                                                                 |
|                                                        |                                                                   | Absconding                     |                       | Time                        |             |                           |                                                                 |
|                                                        |                                                                   | Refusal to engage              |                       | Tactical ignoring           |             |                           |                                                                 |
|                                                        |                                                                   | Self-sabotage                  |                       | Change of staff             |             |                           |                                                                 |
|                                                        |                                                                   | Refusal to comply/defiance     |                       | Audience removal            |             |                           |                                                                 |
|                                                        |                                                                   | Arrived in heightened state    |                       | Choice                      |             |                           |                                                                 |
|                                                        |                                                                   | Racism                         |                       | Physical intervention*      |             |                           |                                                                 |
|                                                        |                                                                   | Theft                          |                       |                             |             |                           |                                                                 |
|                                                        |                                                                   |                                |                       |                             |             |                           |                                                                 |
| <b>Function of behaviour:</b>                          |                                                                   |                                |                       |                             |             |                           |                                                                 |
| o Attention                                            |                                                                   |                                |                       |                             |             |                           |                                                                 |
| o Escape/Avoid demand                                  |                                                                   |                                |                       |                             |             |                           |                                                                 |
| o Escape/Avoid situation                               |                                                                   |                                |                       |                             |             |                           |                                                                 |
| o Want something                                       |                                                                   |                                |                       |                             |             |                           |                                                                 |
| o Sensory                                              |                                                                   |                                |                       |                             |             |                           |                                                                 |
| o Other:                                               |                                                                   |                                |                       |                             |             |                           |                                                                 |

SLT comments:

\* if Teach Team is carried out by trained staff, complete relevant doc.



## Inclusion Support Plan

Appendix 4

Name:

DOB:

|                                                                  |            |                                                  |  |
|------------------------------------------------------------------|------------|--------------------------------------------------|--|
| Date plan starts:                                                |            | Medical conditions/SEN needs:                    |  |
| Date of next review:                                             |            | Staff working with the pupil:                    |  |
| Skills and Talents<br>•                                          | Likes<br>• | Dislikes<br>•                                    |  |
| Challenging behaviour<br>•<br>•                                  |            | Targets<br>•<br>•                                |  |
| Strategies for positive behaviour<br>•<br>•                      |            | How can we try to prevent an incident?<br>•<br>• |  |
| How can we try to diffuse the situation?<br>•                    |            | Support after an incident<br>•                   |  |
| Agreement:<br>Parent name:<br><br>Parent signature:<br><br>Date: |            | Staff name:<br><br>Staff signature:<br><br>Date: |  |



## Time to Think Questions

Appendix 5

- 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 use alongside

***Zones of Regulation***



## Relational Scripts and Phrases to Support Pupils

Appendix 6

### Emotion Coaching Stage 1: Labelling Feelings:

- I can see you're feeling...
- I can tell you are...
- You seem/look a bit... to me.
- I wonder whether you might be feeling...

### Emotion Coaching Stage 2: Validating Feelings:

- I understand why you feel...
- It's ok/normal to feel...
- I'm sorry that happened to you...
- I would feel... too if...

### Emotion Coaching Stage 3: Setting/Reminding of Expectations:

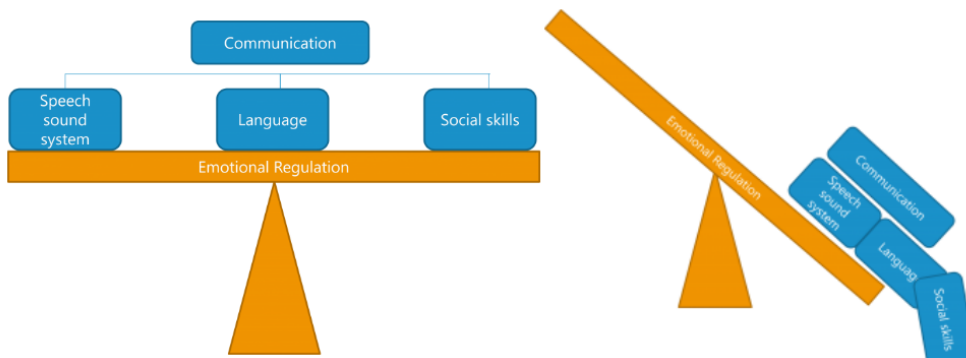
- It's ok to feel... but it's not ok to...
- It's ok to feel... but our rules/agreements are...

### Emotion Coaching Stage 4: Problem Solving:

- Let's think of what we could have done instead...
- Shall we decide what to do next time you feel like this?
- Can you think of a different way to show how you feel?
- I can help you think of a different way to manage this. How about...

### Landing a difficult message, softly:

- Remind the pupil of their previous good behaviour and choices.
- Challenge their negative alternative monologue 'you can do this; you can make good choices'.
- Thank the pupil for listening.
- Position yourself lower or at eye level with the pupil, or side on if you are standing; do not demand eye contact.
- Use a soft, disappointed tone of voice.
- Keep in mind that the sanction is a consequence not personal retribution.
- Walk away as soon as you have finished speaking.
- Give the pupil time to process what you have said/asked them to do and allow them time to carry it out.



These ideas are not exhaustive, but it is important to note that simple language is key; When we are emotionally dysregulated our communication skills weaken. For example, we struggle to think straight and reason, we find it **hard to take in spoken information** and to say what we need to say so we find it hard to solve problems through talking. This puts us at risk of communication breakdown. (NHS)



## Suggestions for Positive Behaviour Management:

Appendix 7

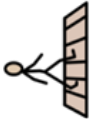
- ✓ Check your non-verbal communication – does your body language mirror positivity?
- ✓ Convince your class that there is no place you'd rather be today.
- ✓ Find out what makes a learner important, valued, like they belong.
- ✓ Reward learners for going 'above and beyond' expectations, not just simply meeting them. However, always try to notice the little things for pupils who struggle to meet expectations.
- ✓ Let children lead learning, share responsibility, delegate jobs.
- ✓ Mark moments with sincere, subtle verbal praise. It can be powerful when done so in private for some children!
- ✓ Send positive notes home/comments in reading record/catch parents on the door.
- ✓ 'Anchor' the praise by describing exactly what was good about their behaviour.
- ✓ Show learners their ideas and experiences have real value to you and the class.
- ✓ Individualise your positive comments and gestures – children will remember them.
- ✓ Catch learning doing the right thing – don't expect they already know what they're doing is right.
- ✓ Know your learners - differentiate the way you celebrate achievement – not everyone wants to feel famous, but everyone wants to feel valued.
- ✓ Displays of children's learning which screams high expectations.
- ✓ Make learners feel important for the behaviours they can show and not the ones they can't.

### **Habits of managing behaviour well:**

- Meet and greet children with a smile.
- Persistently catch individuals doing the right thing.
- Teach behaviours that you want to see and follow them up.
- Teach learners how you would like to be treated and follow it up.
- Reinforce conduct/attitudes that are appropriate to age and context.
- Agree routines and expectations with your class, consistently apply and follow up, teach what needs to be taught with regards to children fulfilling these expectations.
- Sustain a passion for curriculum that breaks through the limiting self-belief of some learners.
- Relentlessly work to build mutual trust, even when trust is broken, time is wasted and promises are not kept. Refuse to give up on your learners.
- Keep your emotion for when it is most appreciated by the learners.

### **Non-verbal skills/attitudes that work with more challenging behaviours:**

- Show humility.
- Change anger to shades of disappointment.
- Be neutral and non-confrontational.
- Give clear cues when switching from the formal to the informal, from relaxed to authoritative.
- Work to create a certainty that poor behaviour will be addressed and relentlessly followed up.
- Patiently giving without expectation of receiving anything back.
- Showing empathy balanced with determination to help the learner succeed.
- Earning respect, not expecting it.
- Never lay your relationship with a pupil on the line over a behavioural issue.
- Keep your promises.
- At times ignoring defensive behaviours in the moment.
- Commitment to building an appropriate relationship.
- Refusing to listen to the doubters; refusing to give up on a learner.

| The West Witney Way                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                              | <b>STAR Sitting</b><br><br>S. sit up tall.<br>T. track the speaker.<br>A. ask & answer questions<br>R. respect everyone.                                                                                   | <b>At West Witney We Walk</b><br><br>• We walk in silence.<br>• We use soldier arms.<br>• We walk sensibly.<br>• We face the direction we are walking                  | <b>Lovely Listening</b><br><br>• We listen to one voice.<br>• We use STAR sitting.<br>• We put our hands up if we want to speak.<br>• We focus on the speaker.                                                  |
|                                                                                                                                                                                                                                | <b>Lovely Lining-Up</b><br><br>• We face forwards.<br>• We stand with an arms' length in front of us.<br>• We move to 'soldier' arms.<br>• We stand in silence.                                            | <b>Delightful Dinners</b><br><br>• We use STAR sitting.<br>• We use quiet voices.<br>• We use Lovely Lining-Up and walking at West Witney<br>• We use lovely listening. | <b>Peaceful Playtimes</b><br><br>• 'At West Witney We Walk' to and from the playground.<br>• Whistle 1 = stop.<br>• Whistle 2 = line up.<br>• We use Lovely Lining-Up.                                          |
| We Value our School Values                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                  |
| <b>We are Kind</b><br>• We use manners<br>• We wait at doors for others<br>• We look after one another<br>• We include others<br>• We look after ourselves<br>• We use our PETS:<br><b>Please, Excuse me, Thank you, Sorry</b> | <b>We are Resilient</b><br>• We have a go at new things<br>• We apologise even when it's not easy<br>• We work hard<br>• We listen at all times<br>• We celebrate our mistakes<br>• We strive to do better<br>• We look for solutions<br>• We recognise that life will sometimes be difficult | <b>We are Curious</b><br>• We ask how others are<br>• We try new things<br>• We play with a range of friends<br>• We answer and ask questions<br>• We celebrate the little we know<br>• We investigate why we may be feeling a certain way               | <b>We are Respectful</b><br>• We wait turns to speak<br>• We talk with a sensible tone of voice<br>• We use appropriate words<br>• We use words instead of shrugging<br>• We look after equipment<br>• We have kind hands, feet and words<br>• We recognise and celebrate everyone's differences |