

Behaviour and Relationships Policy

Wooden Hill Primary and Nursery School



Approved by:	Governing Board	Date: 25 th September 2023
Next review due by:	September 2024	
Signed Headteacher:	<i>I. Garner</i>	
Signed Chair of Governors:	<i>[Signature]</i>	

At Wooden Hill Primary School all children are treated with unconditional respect. There are high expectations for both adults' and children's learning and social behaviours in order for the school to be a calm, purposeful place. We understand that positive behaviour needs to be explicitly taught and modelled and recognise that all behaviour is a form of communication. We ensure children are supported to achieve the expectations when necessary.

Aims

Our aim is that the behaviour of the children at Wooden Hill Primary School will reflect our vision for all members of the school community to be READY. They will be:

- Respectful to themselves, others and property.
- Empowered to engage with their learning fully, understand their rights and feel confident to share their views.
- Active in engaging in all areas of school life and in taking responsibility for their own actions.
- Dedicated to their learning and keeping the school a positive place to be.
- Yourself – children will develop a sense of worth and identity.

Promoting Positive Behaviour

The Wooden Hill Behaviour Curriculum will be used to teach the expectations and routines expected using playful and active methods and children will be reminded of these regularly throughout the year. Children meeting these expectations will be rewarded with verbal praise regularly that is made personal by ensuring their name is used.

When routines are still being learnt or a whole class are finding a behaviour expectation challenging, the 'Pathway approach' will be used to support them to achieve the expectation and celebrate when they achieve.

Children will always be encouraged to reflect on their achievements and celebrate them. This can be achieved by:

- Sharing work in class
- Using a proud page in a personal journal
- Discussion and reflection on progress
- Discussion linked to good feelings associated with achievement
- Verbal praise and recognition that is explicit E.g ' Thank you for being polite'

In addition, house points will be rewarded for children who are exceeding expectations in behaviour for example by showing exceptional perseverance, going beyond expectations to support another child or work as part of a team or using their initiative to produce work beyond the success criteria.

During the year, children will also have the opportunity to receive a 'Head Teacher's Award' to recognise achievement

Teachers will recognise whole class achievement by providing a whole class reward. These rewards will focus on building relationships. This could be spending time outside listening to a chosen story or playing a class game. These whole class rewards will not exclude any child and will be as a result of an achievement by all. For example, showing a growth mindset during test week.

Responding to Behaviour

At Wooden Hill, we aim to create a positive, calm climate within classrooms to avoid the need for children to use behaviour as communication. Teachers will not raise their voices over children. Instead, they will use a raised hand which the children will respond to by stopping, looking and raising their hand. Teachers will also ensure expectations of behaviour are clear by following the Wooden Hill Behaviour Curriculum and supporting children to be successful by clearly labelling participation required.

For example, 'by showing the correct number of fingers', 'by moving to the correct side of the room', 'by raising your hand', 'by telling your partner', 'by writing down silently'.

For low level behaviours, praise of children demonstrating expectations will be prioritised and unobtrusive methods such as moving to stand next to a child or engaging a child in learning will be used.

When a child does not meet expectations of behaviour, they will be approached as privately as possible and checked in with to ensure there is not a need that is not being met. Behaviour is usually a method of communication. They will be clearly reminded of the behaviour expected as needed. Positive language will always be used rather than correctional. For example, 'Remember...'

If a child needs further support, scripts (based in Emotion Coaching principles) will be used in order to connect with the child.

If the child continues to not meet expectations, a restorative conversation will be conducted when the behaviour expectation is reiterated and a logical consequence or restorative action is agreed. This may take place within a break time when both the adult and child involved are calm. Reflection templates can be used to support the conversation or provide the child time to reflect and reset before the discussion occurs.

If the child is displaying dysregulated behaviour, they may be supported to regulate before returning to learning.

When there are lunch time incidents, 'Friendship Reset Forms' will be used. These should be completed by all children involved before children begin

speaking to ensure all children feel valued and heard and have chance to reflect on the event.

It is important that adults never respond emotionally to behaviour. Shouting must only be used if a child is causing an immediate danger to themselves or others. A confrontational tone will not be taken by any staff member and not be tolerated from any child.

Conversations with class teacher will be prioritised over removal of child from classroom unless child is a danger to themselves or others or stopping learning for a prolonged period of time. Where possible, the class may be removed rather than the child to enable de-escalation to occur.

If another member of staff is required to support the class teacher or other member of staff with managing behaviour, a restorative conversation should take place following the incident involving the member of staff and supporting member of staff.

Consequences

Where a consequence is required, this will be decided in collaboration with the child using a restorative approach. The child will be clear about the behaviour that resulted in the consequence and the consequence will be logical. The consequence will be issued when the child is regulated and ready to discuss the behaviour

Behaviour	Consequence
not completing work.	completing the work at another time – possibly a break or lunch time.
making a mess of the classroom or playground	tidying up the mess
damaging school property (minor)	child to support adult in repairing damage where possible
causing another child to feel uncomfortable	apologising in a chosen way
not demonstrating correct movement around the school	practising once

EYFS behaviour

In EYFS we focus on teaching and practising behaviour routines and promoting positive behaviour.

We have clear, consistent, high expectations of behaviour

Nursery regularly use Circle times/ and PSED lessons on behaviour expectations/class rules and Reception follow the Jigsaw curriculum

We use the Colour monster to help children to think about and identify their emotions. We introduce Zones of regulation to children towards the end of Reception. Being able to think about their emotions prepares children to be able to identify which 'zone' they are in.

We give small jobs/responsibilities to children that might need these

We descriptively praise positive behaviour "I noticed you used your words to ask for that toy."

Challenging behaviours

Strategies to deal with challenging behaviours:

Clear expectations - outlining to the children what they should be doing, noticing as soon as they stop the negative behaviour

If appropriate scripts could be used, and take up time allowed such as 'If you are choosing not to sit on the carpet now, you will have to do your carpet time when the others are exploring' (not a consequence or punishment but practising appropriate behaviour).

If a child is continually not following instructions or behaving dangerously, remove them from the situation and use a script such as "If you cannot behave safely, you will need to come away"

Change of adults if child is not responding to one adult, use each other and call on SLT if needed

EYFS friendly Restorative conversations are used to follow up behaviour incidents, at a later time if needed. This is linked to the colour monster

Parents must be informed of hurting incidents

Thinking time and sand timers to be used rather than 'time out'

Prolonged/ extreme Behaviours

Where a child is requiring regular restorative conversations (five or more times within a week), a personal pathway to success will be developed with discussion with parents and Key Stage Lead.

If behaviour becomes disruptive to other children's learning or continues following a restorative conversation, a member of SLT will be asked to remind the child of expectations and decide a further consequence. This will be followed up with a conversation with the class teacher and child.

Violence or extreme verbal abuse towards any staff member or other children will not be tolerated and will result in parents being called in immediately or after school, as appropriate, to speak with a member of SLT and take part in a restorative conversation. The child will be internally excluded for their break or

lunch time where they will receive support to discuss their emotions and may receive an internal exclusion for all or part of the day to complete work.

Supporting children

The Dr Daniel Hughe's PACE (Playfulness, Acceptance, Curiosity and Empathy) approach and Comic Strip Conversations can be used to support children and understand the needs behind the behaviour incident.

To support children who are finding it hard to meet expectations, behaviour pathways will be developed to create clear focus for the child. Barriers will be added to the pathway and addressed as required. The child will be reminded of their pathway each morning to celebrate their successes and remind them of how to overcome their barriers.

Movement or sensory breaks may be incorporated into a child's timetable. These will not be used as rewards that can be given and taken away but instead recognised as regulation strategies.

If appropriate, a method of a child indicating uncomfortable feelings to the class teacher will be developed using Zones of Regulation. This will support the use of coregulation.

Exclusion/ Suspension

There may be occasions where a child's behaviour may be so unacceptable that it becomes necessary for the Headteacher to consider excluding the child. There are two types of formal exclusion; suspension and permanent exclusion. Only in exceptional circumstances should a pupil's exclusion be an unexpected event to parents. Where the behaviour of a child is becoming increasingly challenging there should be early home-school contact and a Team Around the Child (TAC) meeting held with a plan in place in order to minimise the risk of potential exclusion situations for children already demonstrating significantly challenging behaviour. Suspension or Permanent exclusion from school should never be the first resort except in clearly defined circumstances.

Repeated inappropriate behaviour, which includes bullying, racist, homophobic, sexist, any incident discriminating against protected characteristics, that does not improve following support programmes, parental involvement or sanctions may result in a suspension or permanent exclusion of the child.

A significant single incident of a more serious nature may result in a fixed term or permanent exclusion. These may include:

- Verbal and physical assaults on a pupil or adult
- Significant deliberate damage to property
- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school.

The child's age, stage of development and any SEN or disability factors will be taken into account when decisions regarding exclusions are made.

The decision to exclude/ suspend can only be made by the Headteacher, or by the Deputy Headteacher in the absence of the Headteacher (If appointing acting Headteacher, in instances the Headteacher is off site they must be contacted prior to a suspension) . The guidance in the BFBC document 'Exclusion from Schools and Pupil Referral Units – Guidance' should always be carefully followed when considering excluding a child.

In all cases of suspension or permanent exclusions a letter is sent to parents detailing the reasons for the exclusion and the length of the exclusion period. The school will always ensure that appropriate learning tasks are prepared for the child to complete during this exclusion period. The parent/carer must make arrangements to collect these from the school.

Parents/carers can appeal against the Headteacher's decision by contacting the Governing Body who will follow the Bracknell Forest exclusion procedures.

At the end of the exclusion period an appointment will be made for the parents/carers and pupil to meet with the Headteacher for a re-integration meeting. The purpose of this meeting is to resolve any problems and to impress upon the child and the parents/carers the seriousness of the behaviours. Where a BSP (Behaviour Support Plan) is not already established, due consideration will be made to immediately implement a BSP to secure rapid improvement to the concerning behaviours.

The Headteacher has a responsibility to report all exclusions to the Governing Body on a termly basis.

Appendix 1: Scripts

Scripts can be used to support a child who requires coregulation or behaviour guidance.

The aim of the scripts is to provide a calm response which allows the adult to connect with the child, acknowledge their feelings, reiterate expectations and move them on from the situation.

Script for Calling Out

_____ I can hear you have lots to share/ fantastic ideas.

I know that it can be tricky to wait your turn but we do not interrupt. It is important everyone has their turn.

Let's practise putting up your hand/ Why don't you write what you want to say on a whiteboard so you don't forget?

Script for snatching

_____ I just want to check in with you.

I could see that you really wanted/needed _____ but we do not snatch. It is important we ask politely and wait until they are finished.

Is there *another colour you could use while you wait?*

Script for shouting

_____ I'm here for you.

Sometimes when we are excited/ frustrated our voices can get a little bit loud.

I need you match my voice volume and you can tell me what happened.

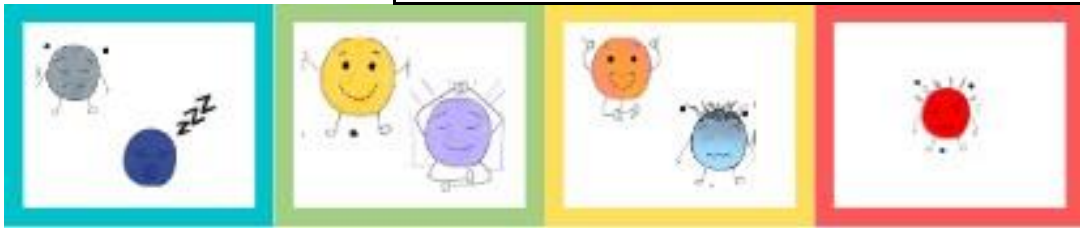
Appendix 2: Reset forms to aid restorative conversation

Reflect and Reset

What happened?

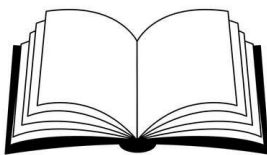


How were you feeling?



What was the impact of your choice?

Not completing learning. Stopping the class children Making other learning.



shutterstock.com · 358417976

uncomfortable



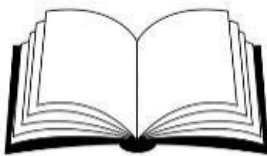
shutterstock.com · 35842719

shutterstock.com · 35842719



What can I do to make it right?

Complete my work Write an apology letter Say sorry. I have an idea



shutterstock.com · 35842719



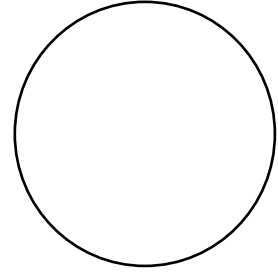
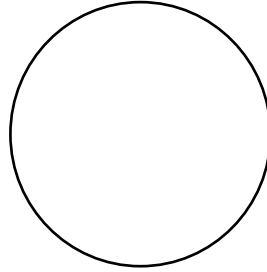
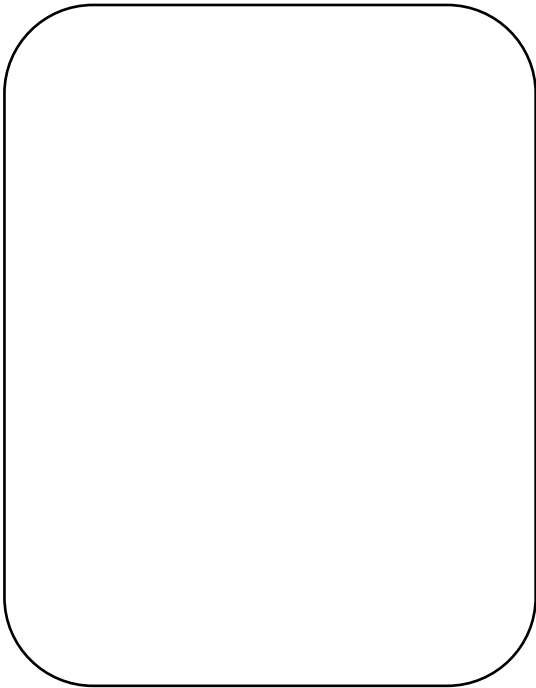
Friendship Reset

Draw what

Draw or write

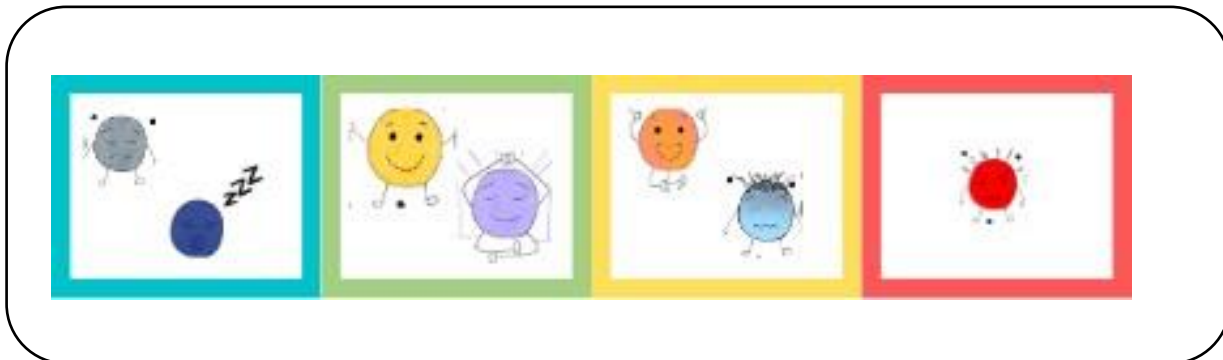
Draw or write how happened
how you felt

you think they

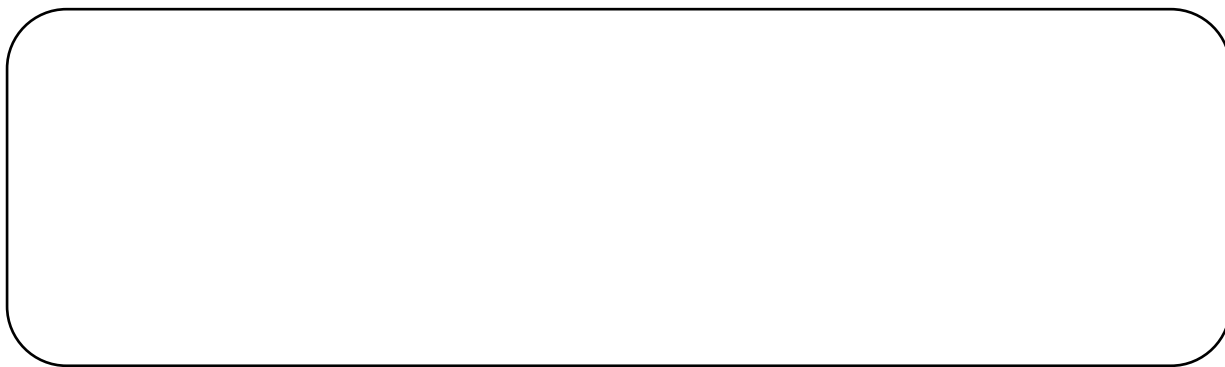


felt.

What can you do now?



What can they do now?



Reflect and Reset

What happened?



How was I feeling?

How am I feeling now?

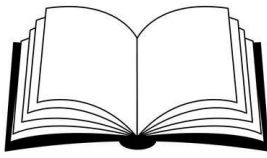


What can I do to make it right?

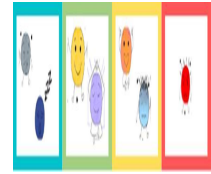
Complete my work

Write an apology letter

Say sorry. I have an idea



shutterstock.com - 358417976



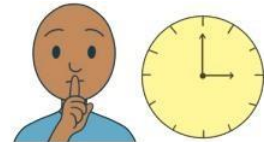
What can I do next time?



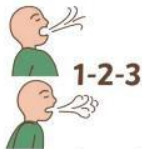
ask for help



walk away



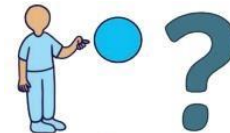
have some quiet time



take some deep breaths



count to 10



something else

Appendix 3 Comic Strip Conversation

(information from [Comic strip conversations - Resource Library - Sheffield Children's NHS Foundation Trust \(sheffieldchildrens.nhs.uk\)](#))

How do you create a comic strip conversation?

Choose a time when heightened emotions have calmed; making a comic strip conversation when a young person is still in crisis will not be effective. Support the young person to lead on the activity, for example, they could do the drawing or labelling.

Adult or young person draws

- where the young person was at the beginning of the situation

- who was there
- what people were doing
- speech bubbles to record what people said
- thought bubbles to explore how people may be feeling and what they are thinking

Encourage the young person to apply a colour code to the feelings. This is personal to the young person and could be kept as a key. Colour code the thought and speech bubbles.

Go through the above steps until the key points of the situation are visually recorded in the style of a comic strip or cartoon. The adult or the young person could talk through the situation to ensure they both understand what happened.

Support the young person's social understanding by talking through parts of the situation that they might have misinterpreted, for example: "Maybe 'x' found it frightening not funny when you picked up the chair. So 'x' would feel...?"

4- Written Statement of Behaviour Principles:

Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others

- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances. This written statement of behaviour principles is reviewed and approved by the full governing board annually

Appendix 5 – School expectations for display around the school

AT WOODEN HILL WE ARE ALWAYS  TO LEARN.

This means we are and help others to be:

- **R**espectful to ourselves, others and property.
- **E**mpowered to engage with our learning and share our views
- **A**ctive in taking responsibility for our actions
- **D**edicated to our learning and keeping the school a positive place
- **Y**ourselves

