



Positive Relationships and Behaviour Policy

Implemented September 2023 Reviewed September 2025
Review July 2027

Signed by:

Headteacher

Date:

Chair of governors

Date:

Philosophy

All children need a well ordered, disciplined environment in which to learn and develop their self-control, respect and appreciation of others. We believe that in order to promote good behaviour, and thus work to the best of their abilities, children need to be offered positive role models. They need to feel secure in the knowledge that approaches to their behaviour will be consistent and fair.

Aims

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour
- To ensure safety by making boundaries of acceptable/appropriate behaviour clear
- To create a common sense of direction and feeling of purpose for pupils, staff and parents
- To ensure that our children experience success which can be developed through the National Curriculum and broader curriculum
- To ensure that our children recognise their own personal development and mental health as a priority

Objectives

- Expectations of good behaviour are made clear
- We encourage sociable behaviour by promoting mutual respect
- Children are encouraged to take responsibility for their own actions and behaviour
- Positive behaviour is recognised and rewarded both publicly and private (stickers, dojo awards, special assembly mentions, praise)
- A whole school approach is used when dealing with inappropriate behaviour
- Parents are involved in any support programmes
- Children are encouraged to report examples of positive behaviour
- Where appropriate, the support of other agencies, such as Educational Psychologist, Behaviour Support Service and Learning Support Service is enlisted

Roles and Responsibilities

To develop a consistent, positive approach to behaviour, it is important to establish clear responsibilities of children, staff and parents. These are as follows:

Children's responsibilities:

- To work to the best of their abilities and allow others to do the same
- To treat others with respect
- To comply with the instructions of members of staff
- To take care of the school property and environment
- To cooperate with other children and adults

Staff responsibilities:

- To offer good role models
- To provide a challenging, interesting and relevant curriculum
- To create an environment that is safe, secure, interesting and pleasant
- To treat all children fairly and with respect
- To use rules and sanctions clearly and consistently
- To foster good relationships with parents/carers
- To recognise that each child is an individual and to be aware of their needs

Parents' responsibilities:

- To be aware of the school rules and expectation
- To support all staff in the implementation of the policy
- To foster good relationships with the whole school community
- To make their child aware of appropriate behaviour at all times
- To show an interest in all that their child does in school
- To encourage independence and self-discipline

Whole School Rules

Our school rules are:

- Be Kind
- Be Safe
- Be Responsible

Strategies for positive encouragement include (not exhaustive)

- Staff congratulating children
- Celebrating achievements with others, either in class or during Special Mentions Assemblies. Positive feedback to parents (verbal and written via Postcard home, for example). Stickers and recognition charts
- Presenting good work to another class teacher, Phase Lead, Deputy Head, or Headteacher

Class / School behaviour management

It is widely recognised that if children have a clear and consistent approach to behaviour they are more likely to also behave in a more consistent manner.

The following process should be used by all staff:

Raise your hand and say the word

STOP

Then say

EVERYTHING DOWN

Finally say

EYES ON ME

As this system becomes more embedded in school we will then be able to simply raise our hand and children will know what we expect and react accordingly.

Coming into school

How the day starts sets the tone for the rest of the day. At White Hall Academy we firmly believe that all children should receive a warm welcome as they enter school. A member of staff will be on the gate each morning to say hello / good morning and the class teacher will be at the classroom door to welcome them into their class.

Staff/children can decide if they want to do handshakes, first pumps, air high 5's etc as they do this. Every child will be greeted with 'Good Morning'. The expectation will be to look at the person greeting them, unless there is an additional need that prevents doing so.

Coming in from Breaks and Lunches

As with the start of the day, how children re-enter the classroom has an impact on their next lesson and their readiness to learn. At White Hall Academy we operate the following system.

At the end of the break the whistle is blown – all children stop what they are doing and stand still. The whistle is blown a second time and children will make their way to their class assembly points. The class teacher (or if PPA the staff member covering) will go onto the playground and collect their class, bringing them into school in an orderly manner.

Encouraging good behaviour

Children's good behaviour is noticed, encouraged and often rewarded. Strategies include:

- Emphasis on encouraging and motivating pupil e.g. positive feedback, descriptive praise, give attention for success
- Promoting respect for individuals by:
 - including their culture and background
 - modelling desired behaviour
 - listening to children and communicating that you have heard what they have said
- Creating safety, both physical and emotional, with clear and consistent use of rules and consequences.
- Raising self-esteem by ensuring pupils experience and recognise their own success
- Maximising opportunities for pupils to take responsibility for themselves in their behaviour by providing choices wherever possible
- Ensuring that feelings are part of the PSHE curriculum and included in assembly themes
- Teachers to reward classes when they feel it is appropriate, for example, after extended writing sessions or when the class follow instructions throughout a whole day. This can be done through short breaks on the play equipment or games in class

Managing incidents of unacceptable or inappropriate behaviour

We follow the following stepped behaviour code:

1. Tactical ignoring as appropriate
2. Non-verbal warning – establishing eye contact
3. Reminder of expected behaviour
4. Final verbal warning
5. Send to Phase Lead/another teacher within the year group
6. Consequence issued: 5 minutes missed break time / lunchtime

At any point, a child may move to the TeePee Room and have 'time-out' where they do not face consequences, but can use the time to calm down or consider alternative behaviour choices. The child will complete that lesson's work within the TeePee Room.

A 'time out' request could be issued where a child consistently fails to conform to behaviour rules. The Teepee Staff will collect the pupil and they will work in the TeePee room. An incident record within CPOMS should be filled in when a member of staff requests such a time out.

Managing incidents of unacceptable or inappropriate behaviour from playtimes

School staff will follow the same guidance as above.

If the negative behaviour takes place during lunch time they will then miss time the following day from that session and not the first playtime – this is a restorative intervention called 'Think it Through' which is run by Phase Leaders. This is recorded on CPOMS and the follow up action recorded by the Phase Leader.

If any pupil is struggling on the playground, either due to circumstances outside of school or for any reason in school they can access a variety of lunchtime provisions – this is accessed by referral to the Pastoral Lead.

Managing incidents of unacceptable or inappropriate behaviour outside of school

The DfE state the following in their guidance;

Pupils' conduct outside the school gates – teachers' powers What the law allows:

Teachers have the power to discipline pupils for misbehaving outside of the school premises "to such an extent as is reasonable"

Where behaviour outside the school grounds fall under the categories stated on the DfE guidance school will follow a proportionate response in line with how these behaviours would be managed in school as stated above.

https://assets.publishing.service.gov.uk/media/65ce3721e1bdec001a3221fe/Behaviour_in_schools_-_advice_for_headteachers_and_school_staff_Feb_2024.pdf

Restorative Discussions

Following any kind of disagreement or breach of school rules all parties take part in a restorative discussion:

- Everyone must be given enough time to calm down before the restorative discussion takes place
- Pupils can conduct the restorative discussions themselves depending on their age, and the severity of the disagreement. Otherwise it must be an adult that was involved in the incident who supports with the discussion
- All members of staff and children know that issues will be dealt with fairly with a 'no blame' approach, and the language used in discussions is fair, consistent and respectful
- Discussions are held in a calm, quiet place

Both the victim (if there is one) and perpetrator attend the restorative discussion and the following questions are asked:

- What happened?
- Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.
- Who did this affect? Staff, pupils and others. Include others who witnessed the incident.
- How did it make you feel? How did it make them feel? How has the victim been affected by what you did?
- What each person was thinking and feeling at the time, before and since.
- What needs to happen now to fix it? What are the consequences? What do you think needs to happen to make things right/to repair the relationship? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? With support the pupils form their own agreement. When possible, and as appropriate to their age and stage of development the children identify appropriate consequences.
- How can we stop this happening again in the future? How can we work together to prevent this happening again? What could the pupil do differently next time? At what point in the sequence does different action ne? Does the child need a reminder e.g. social story, visual/written plan of action etc?

Managing Behaviour over time:

The headteacher / Deputy headteacher, SLT and Pastoral Lead monitor patterns of behaviour.

Parents will be contacted at any point if their support is deemed necessary, and to inform them of particular incidents. Classroom staff should inform the headteacher of steps already taken and seek support as soon as they realise that strategies are not bringing about rapid improvements. (Recorded on CPOMS)

Generally, the class teacher retains responsibility for managing behaviour of children in his/her class. Strategies implemented by class teachers, teaching assistants and mid-day supervisors would include:

- Positive reinforcement through reminders of expectations in line with the values of the school
- Supporting conflict resolution by mediating with children; encouraging children to talk and explain what has happened, helping them to see how conflict has occurred and to support children to find a resolution agreeable to all parties

The headteacher / deputy headteacher's involvement will include:

- A formal conversation with the child when the child has had repeated reportable incidents
- A Pupil Voice conversation with child, parents and teacher to identify any hidden causes of behaviour
- Referral to the SENCO / Pastoral Lead to identify possible strategies moving forward
- Issuing of consequences such as isolation from break times, lesson times or needing to go home at lunchtimes
- Creation of behaviour improvement plan and regular review meetings
- Liaison with SENDCO to discuss possible SEND
- Liaison with external agencies for support
- Consideration of fixed term or permanent exclusion if all other strategies have proved unsuccessful

How children can resolve their own difficulties

Children should be encouraged to take responsibility for sorting out their own conflicts. This means that adults must take responsibility for teaching them and modelling strategies for doing this, and for seeing that children carry them out and reach a successful conclusion. Children should be encouraged to be assertive, to express their feelings and to resolve conflict without resorting to violence, swearing or abuse. Children learn about such strategies and how to relate to each other as part of our RSE/PSHE curriculum.

Suggested Strategy for resolving conflict

Children are encouraged to tell others if their behaviour is upsetting them. Children should seek the support of an adult if their own efforts to solve a problem have not worked.

When a more formal conversation between children is required, the following structured conversation might be used:

Each child is allowed his/her say, while the others listen with no interruptions. Each child has a turn to say:

- what the other(s) has/have done to upset them
- how they feel about it
- how they would like them to behave in future

Nobody is allowed to interrupt or argue. They continue taking turns until everyone has finished. The adult is there to act as facilitator, not as part of the discussion. She/he makes sure that:

- the turns are taken
- children adhere to the three steps
- they listen to each other and maintain eye contact

If the children cannot resolve the conflict after a reasonable time, then the adult can decide to make a judgement and take appropriate action.

Use of Force

Key Points Regarding Use of Force

- School staff have a power to use force and lawful use of the power will provide a defence to any related criminal prosecution or other legal action
- Senior school leaders should support their staff when they use this power
- Some staff are trained in Safer Handling Techniques. On occasions these staff may need to use reasonable and proportionate force to reduce the risk presented by unsafe behaviours. Any occasion must be recorded.

What is Reasonable Force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils
- Force can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed
- As mentioned above, schools generally use force to manage pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil out of a classroom
- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil

Summary

It is by accentuating the positive and dealing firmly and consistently with the negative that we will promote the values of respect, hard work and friendship amongst our pupils. We want our school to be a happy environment, where learning can take place in a harmonious environment, and children enjoy coming to school because they feel safe and secure.

It is up to all of us, all Staff, Governors and Parents to ensure that the children of White Hall Academy are educated in a caring, friendly and orderly School. We strive to work together to ensure that we achieve these worthwhile goals.

Appendices

- Paul Dix – Quotes to support our approach to behaviour management
- The Restorative Approach compared to other approaches
- Understanding ACE's
- Six stages of a Crisis
- Reframe the Behaviour
- Flowchart of behaviour Policy

It is a consistency routed in kindness, not in the machismo of zero tolerance. **Outstanding management of behaviour and relationships is simply not skills led, neither is it imported with 'magic' behaviour systems, bought with data tracking software or instantly achieved by calling a school an academy.**

Behaviour management is a team sport. It needs a team discipline, ethos and Look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.

It seems that the behaviour of a few leaders is pivotal to the success of such initiatives. Many would argue that their behaviour is pivotal to the success of the school. Without visible consistency from the top, collaborative agreements are just discarded sticky notes at the end of an INSET day. **Token economies, where a credit or merit system is used to reward individuals, can never be consistent. It always rewards the highest achievers or the worst behaved... They do not add anything to behaviour practice that can't be done with a sincere 'well done' or a round of applause from the class.**

THE COST OF ADULT EMOTION - When adult behaviour is wobbly there are lots of hidden costs. **The knock-on effect on the workload of others is considerable.** **If we don't address the language we use by default then we risk the greatest inconsistency of all: managing poor behaviour with unprovoked responses.**

You can land a sanction with a hard edge or you can land a sanction with an immediate reminder of the child's previous good behaviour. Done well, with good timing and perfect tone, there is a little magic here:

"It was the rule about ... (lining up/staying on task/bringing military hardware into school) that you broke. You have chosen to ... (move to the back/catch up with your work at lunchtime/ speak to the man from Scotland Yard). Do you remember last week when you ... (arrived on time every day/got that positive note/received the Nobel Prize)? That is who I need to see today ... Thank you for listening."

(Then give the child some 'take up' time.)" ... Save your finest performance for when it has **most impact**: when children do the right thing. Then reward them with your enthusiasm, encouragement, humour, time and attention.

Great policies embed basic expectations with absolute certainty while allowing professionals the autonomy to meet the needs of individuals.

There is a reason why the UK has the highest imprisonment rates in the European Union, and it is the same reason why sticking children in silent detentions or imprisoning them in isolation booths doesn't solve anything...

Damaged children need people, not punishment.

Expecting restorative meetings to be a quick fix. It takes time for pupils to be able to answer questions fully and reflect properly. It takes time to change behaviour. Persist and gradually trust is built, conscience is developed and everyone is more aware of their behaviour.

Punishment doesn't teach better behaviour, restorative conversations do.

WHEN THE ADULTS CHANGE EVERYTHING CHANGES FROM THIS SCHOOL BLOG

They don't need their name on the board or a tick/cross/ cloud against their name. It reconfirms their poor self-image, re-stamps a label of low expectation and provides a perverse incentive to the more subversive mind. Some children's names still appear on the board even when they have been rubbed off.

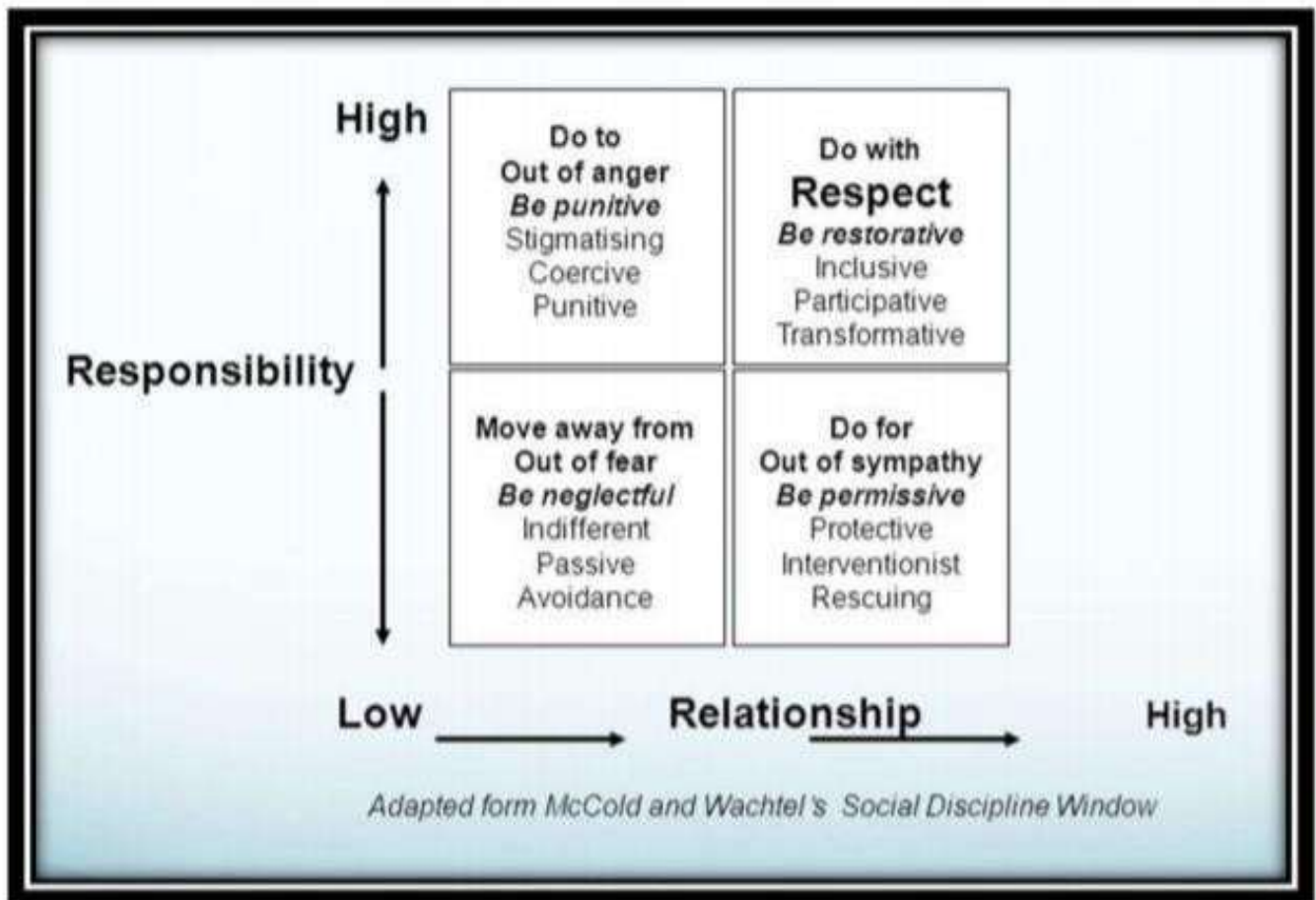
Adults who manage the behaviour of angry children brilliantly understand that the first principle is to manage their own response so it is predictable, consistent and empathetic.

Consistent, calm, adult behaviour. First attention for best conduct. Relentless routines. Scripting difficult interventions. Restorative follow-up.

The Restorative Approach compared to other approaches

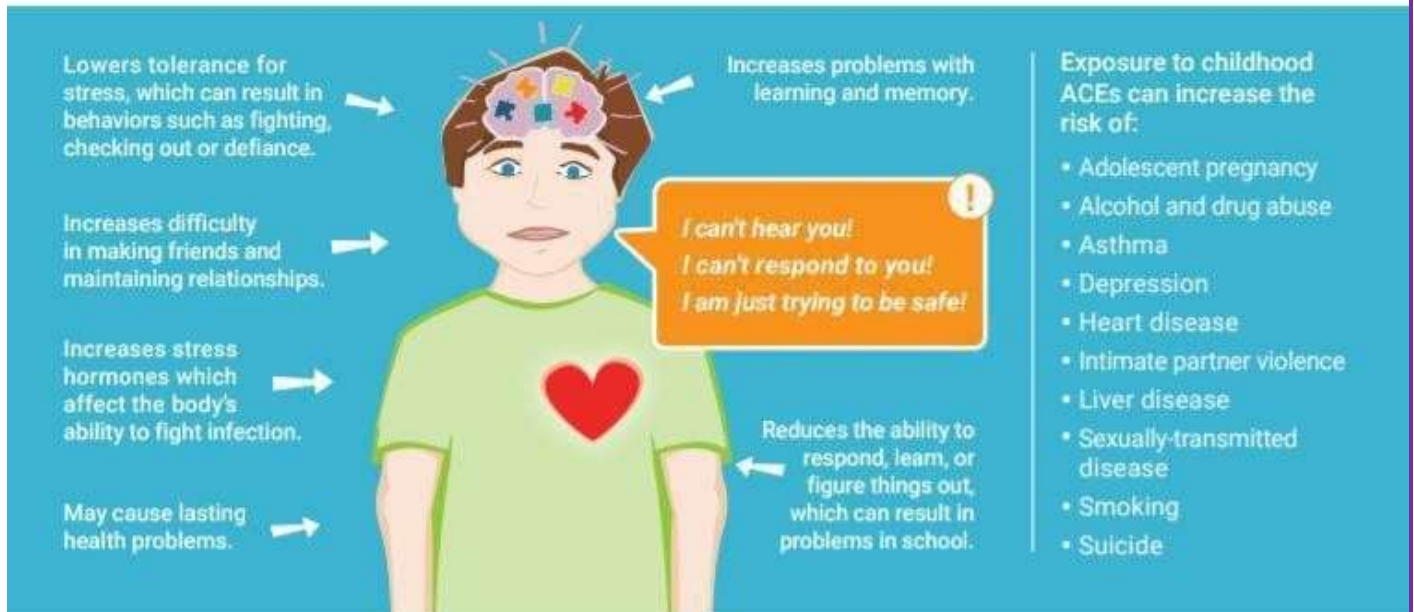
A useful way of looking at how the restorative approach works in schools is by using the social discipline window below.

The model's 4 quadrants identify four sets of attitudes and responses to behaviour.



Understanding ACEs

ACEs (**Adverse Childhood Experiences**) are serious childhood traumas that can result in toxic stress. Prolonged exposure to ACEs can create toxic stress, which can damage the developing brain and body of children and affect overall health. Toxic stress may prevent a child from learning or playing in a healthy way with other children, and can cause long-term health problems.



ACEs (Adverse Childhood Experiences) can include:

- | | |
|---|---|
| <ul style="list-style-type: none"> • Abuse: Emotional/physical/sexual • Bullying/violence of/by another child, sibling, or adult • Homelessness • Household: Substance abuse/mental illness/domestic violence/incarceration/parental abandonment, divorce, loss | <ul style="list-style-type: none"> • Involvement in child welfare system • Medical trauma • Natural disasters and war • Neglect: Emotional/physical • Racism, sexism, or any other form of discrimination • Violence in community |
|---|---|

SURVIVAL MODE RESPONSE

Toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked off-line. Self-protection is their priority.

Six Stages of a Crisis

Stage description	Need for	Behaviours	Positive handling responses
1. Anxiety/Trigger	Diversion, support and reassurance.	Low Level Shows signs of anxiety, hiding face in hands, bent over/under table, becoming red in the face, rocking or tapping, withdrawing from group, refusing to speak or dismissive, refusing to co-operate, using a fixed stare.	Low Level Distraction. Offer a change of scenery or a special job to do. Read the body language and the behaviour, intervene early, communicate; display calm body language, talk low, slow and quietly, offer reassurance, including positive physical prompts, assess the situation, divert and distract introducing another activity or topic. Remind about token or reward that is being worked for.
2. Defensive/Escalation	Diversion, reassurance, clear limits, boundaries and choices.	Medium Level Displays higher tension, could be abusive, making personal and offensive remarks or swearing, talking louder, higher, quicker, adopting aggressive postures, changes in eye contact, pacing around, breaking minor rules, low level destruction, picking up objects which could be used as weapons, challenges; 'No I wont...', 'Go away' etc. May try to run/escape.	Medium Level Continue to use level one strategies + state desired behaviours clearly, offer alternatives and options, offer clear but limited choices – A or B, give a get out with dignity, assess the situation and consider making the environment safer and getting help, guide towards safety using a 'big gesture'.. Give him/her space. Remove audience.
3. Crisis	Possibly for physical intervention.	High Level Shouting and screaming, crying, spitting, biting, head banging, scratching pulling hair damaging property, picking up objects which can be used as weapons, hurting self, grabbing or threatening others, hurting others, kicking, slapping, punching.	High Level Continue to use level 1 and 2 de=escalation responses + make the environment safer, Reduce your use of language, move furniture and remove weapon objects, guide assertively, hold or restrain if absolutely necessary, ensure face, voice and posture are supportive, not aggressive., use fresh face if needed. Ensure privacy. No unnecessary people present.

Stage description	Need for	Behaviours	Positive handling responses
4. Recovery	Co-ordinated letting go and reassurance.	Recovery behaviours May cry, go into a confined space, curl up into a ball. Can easily be confused with anxiety stage. People may sit quietly in a hunched position, the difference is they can revert to extreme violence without the build up associated with the normal escalation in stage 2.	Recovery positive handling responses Support and monitor, this may not be a good time to touch as it may provoke a reversion to crisis, give space, look for signs that the person is ready to talk.
5. Depression	Observation, support and monitoring.	After a serious incident people can become depressed, they may not want to interact.	Depression positive handling responses Support and monitor, respond to any signs that the person may want to communicate, show concern and care but do not attempt to resolve residual disciplinary issues at this stage.
6. Follow up	Listening and learning.	Follow up Listening and learning, recording, reporting and communicating, planning to avoid similar events in the future.	- Listen to views of child - What can be learned from this? - Keep appropriate record of incident and responses - Share reports as appropriate – child's file - Appropriate professionals meet to discuss plan/risk assessment/care and control plan.

REFRAME THE BEHAVIOUR

"KIDS DO WELL IF THEY CAN"
~ROSS GREENE



"SEE A CHILD DIFFERENTLY, YOU SEE A DIFFERENT CHILD"
~Dr. Stuart Shanker

When kids exhibit challenging behaviour we can be "STRESS DETECTIVES"... finding and removing barriers.

- FIND STRESSORS → REDUCE THEM
 - FIND UNMET NEEDS → MEET THEM
 - FIND SKILLS DEFICITS → TEACH THEM
- @kwenski2

Consistent approach to Class Dojo Points

Maximum of 4 class Dojo Points can be awarded per day:

- Home learning – this includes reading TTRS, spelling, pre-reading and phonics
- Learning behaviour – classwork, effort etc over the day
- Independence – will need to clarify what that looks like for year groups
- Care for our community

This can only be adapted for additional needs in collaboration with SEN and clear criteria shared with child and parent

Behaviour Management at White Hall Academy

‘TeePee Room’ to be offered throughout

Employ tactical ignoring where appropriate,
reward the positives

Establish eye contact

Reminder of expected behaviour

Verbal warning

Send to another teacher within Year Group

Loss of 5 minutes of break / lunchtime to have
reflective conversation

Parents Informed

Send to Phase Leader

Send to Deputy Head
Behaviour Support Meeting set up
SENCO informed—Assessment of work level

Should undesirable behaviour continue—contact
Deputy Headteacher. Internal exclusion with
Deputy -strategies instigated from Policy

Update Headteacher with behaviour plan.
Headteacher to consider of Fixed Term and/or
Permanent exclusion