



**Whitley Abbey Primary School**  
**Policy for Behaviour**  
and COVID 19 Behaviour Policy Guidance  
Reviewed September 2021  
Next review September 2022

## Vision

### At Whitley Abbey...

We aim for everyone to be valued, safe and happy.

We nurture the mental and physical wellbeing of our community.

We celebrate life experiences and enjoy sharing new ones together.

Through rich learning opportunities, we help children to develop a love of learning.

We strive to open children's minds to life's possibilities.

Through the Whitley Core Values, we develop; kindness, friendship, courage, honesty, resilience and gratitude.

We are proud to have Team Whitley in our hearts.

## Hand in hand we learn



## Aims

The school learning behaviour policy is designed to outline how all members, including parents and carers, of the school work together to maintain high standards of behaviour in order to:

- Help teachers **teach** effectively;
- Help pupils **learn** effectively;
- Ensure the **happiness and safety** of the school community;
- Ensure Whitley Abbey is recognised as a **positive and respectful school**.

This policy follows the recommendations and principles set out by the Department of Education:

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

At Whitley Abbey school we have adopted **The Thrive Approach** (see Appendices) and foster **attachment friendly practises** to support and promote positive learning behaviours. We work to ensure that all pupils get the 'right help' at the 'right time' taking into consideration their individual needs.

The policy and its aims are a means of promoting good relationships so that people can work together with the common purpose of helping everyone to learn and play. This policy applies to all pupils, including those with Special Educational Needs and/or Disabilities.

Children, as adults, make choices and our aim is to ensure that the choices they make are good choices. As a result of this, they will reach an understanding that all actions have consequences.

Children will be taught to self-manage their behaviour and staff will give them time and support to reflect on their behavioural choices. The aim is to stop reoccurring behaviours especially those that disrupt their learning, play and the welfare of others.

**Praise** is key to nurturing motivated, engaged children who make good choices and consequently build positive relationships. **Throughout school, all stakeholders (not just staff, but pupils, parents and visitors) should aim to 'catch' , 'notice' and 'give attention' to positive behaviour and behaviour choices.**

**YOU GIVE  
POWER  
TO WHAT YOU  
FOCUS ON.**

## **Rights and Responsibilities**

**Everyone** at Whitley Abbey Primary School has the right to learn, feel valued and work in a safe, friendly and caring environment no matter what their **role, age, needs or ability**.

Everyone is expected to show **RESPECTFUL AND SAFE BEHAVIOUR**.

We all have the right to be heard, not judged, and to be treated consistently. We strive to be role models and to become a confident, happy and independent learning community.

At Whitley Abbey, we do not tolerate incidents of racism, prejudicial or bullying behaviour at any time. These incidents are dealt with very seriously. See our Anti-Bullying policy for further information.

*At Whitley Abbey we **do not** tolerate incidents of verbal or physical aggression by parents/carers towards members of staff. Any members of our school community who choose to be disrespectful will be asked to leave our school site, and where necessary police support will be requested and our invitation for parents/carers to come on site removed.*

### **COVID-19**

*There are some necessary changes to the behaviour policy in relation to the Coronavirus Pandemic – Specific guidance related to expectations of behaviour during this time or at any future re-occurrence of the outbreak are attached as an appendix. Please see the Covid-19 Behaviour Policy Appendix at the end of this document.*

## **Responsibilities**

### **Children's Responsibilities are:**

- To work to the best of their abilities and allow others to do the same.
- To treat others with respect
- To follow the instructions of school staff.
- To follow our Code of Conduct.
- To co-operate with other children and adults and gain an increasing awareness of the importance of relationships.

### **Staff Responsibilities are:**

- To treat all children fairly and with respect.
- To help children to develop their self-esteem and develop their full potential.
- To provide a challenging, interesting and relevant curriculum which prepares children for the possibilities of the future.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form good relationships with parents so that all children can see that the key adults in their lives share a common aim.

- To treat each child with equity, providing them with the tools they need to succeed taking into account their individual needs.
- To offer a framework for social and relationships education.
- To inform parents of any changes in a child's behaviour or share any concerns about behaviour in a timely fashion.

#### **Parents Responsibilities Are:**

- To make children aware of appropriate behaviour in all situations.
- To encourage independence, self-esteem and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of school rules and expectations.
- To support their child's social and relationships education.
- To support the school in challenging unwanted or disruptive behaviours
- Fully engage in any behaviour plan/ process implemented to support their child

#### **Governors Responsibilities Are:**

- Meet the needs of pupils with special educational needs (SEN)
- Promote the highest possible standards of pupil behaviour
- Oversee the implementation of a home-school agreement

### **How we support children to achieve our aims:**

All staff at Whitley Abbey school have high expectations of the children in terms of their relationships, choices and behaviour. All staff will work to support children using a variety of strategies.

**Universal Approaches** – Strategies to support all pupils

**Universal + Approaches** – Strategies to support pupils who may have identified SEMH needs, an Individual education plan (IEP) or demonstrate behaviour that is not conducive to learning.

**Targeted Approaches** – Strategies to support pupils who have higher level needs, are at risk of exclusion or have an IEP or EHCP linked to behaviour.

<b>Universal Approaches for the Promotion of Positive Learning Behaviour in-line with The Thrive Approach and Attachment Friendly Practise</b>	
<b>Strategy</b>	<b>Our Approach</b>
Thrive Class Targets	All class teachers complete a Thrive baseline (3 times yearly) which informs the Thrive Class Plan –this identifies class targets and activities to promote pupils social and emotional skills and wellbeing therefore, impacting positively on their readiness to learn.
Code of conduct	All pupils will be provided with a code of conduct which outlines clearly the expectations of their behaviour whilst attending the school. Pupils will be expected to agree to the code of conduct which is reviewed annually.
Whitley Character Values	All staff promote the Whitley Character Values and reward children for demonstrating these characteristics. Staff consciously teach the character values in lessons and through assemblies the promote and role model them to the pupils that they teach.
Staff listen to children, are	<ul style="list-style-type: none"> <li>• Always use names when addressing individuals</li> <li>• Provide opportunities for childrens' feelings and wishes to be heard</li> </ul>

<p>curious and empathetic and have a desire to do what they can to help a child having a tough time.</p> <p><b>Unconditional Positive Regard</b></p>	<ul style="list-style-type: none"> <li>• Offer time out (a break away)</li> <li>• Offer change of face</li> <li>• Offer a change of setting</li> </ul> <p><b>Key Phrases</b>  e.g. <i>I can see that you are feeling unhappy can you help me to understand what is happening?</i>  <i>Is there anything I can do to help?</i>  <i>Would you be more successful if you moved to...?</i>  <i>Thank you...I can see you are...</i>  I Have noticed that your hands are clenched....  <i>If you would prefer you could...</i></p>
<p><b>Attunement</b></p>	<ul style="list-style-type: none"> <li>• Teachers listen to the parent as the expert of the child</li> <li>• Teachers view language as a means of communication and strive to understand the message that is being communicated</li> <li>• No shouting from adults</li> <li>• Adults show respect for pupil's personal space when communicating</li> <li>• <b>'No Shame'</b> approach to behaviour management</li> </ul> <p><b>'Whitley Abbey is a no shouting school'</b></p> <p>No pupil should be sanctioned for not having the correct kit or forgetting homework.  Families in these circumstances will be supported by means of Early Help.</p>
<p>Structure, routines and boundaries for all pupils are explicitly shared and adaptations to these are made to meet the individual needs.</p>	<ul style="list-style-type: none"> <li>• Planned support for transitions and changes</li> <li>• Teachers display visual timetables</li> <li>• Predictability of people and situations, and adequate preparation when things are planned to change</li> <li>• Clear classroom rules and expectations that are mirrored throughout the school</li> </ul>
<p>The use of <b>PACE</b> when dealing with children (Playfulness, Acceptance, Curiosity and Empathy)</p>	<ul style="list-style-type: none"> <li>• <b>Playfulness</b> Staff work to create an atmosphere of lightness and interest in any communication</li> <li>• <b>Acceptance</b> Staff demonstrate <b>'Unconditional Positive Regard'</b></li> <li>• <b>Curiosity</b> Staff show curiosity without judgment to enable children to reflect upon the reason of their behaviour</li> <li>• <b>Empathy</b> Adults demonstrate an empathic response to behaviour and want to help pupils during challenging times.</li> </ul>
<p>Seeing the child and not the behaviour</p> <p><b>Behaviour is Communication</b></p>	<ul style="list-style-type: none"> <li>• Frequent opportunities are provided for pupils to rectify behaviour</li> <li>• Mistakes are seen as part of learning</li> <li>• Each session or day is seen as a fresh start</li> <li>• Incidents are dealt with at an appropriate time (which will be led staff identifying when the child is regulated) and in an appropriate fashion; pupils are afforded opportunities to move on.</li> </ul>
<p>Being reflective of situations and looking at what the adult and system could have done differently and then make the changes .</p>	<ul style="list-style-type: none"> <li>• Reintegration meetings are held to discuss pupils behaviour with parents, and strategies deployed to minimise repeated incidences</li> <li>• Staff and pupils are afforded time to discuss incidences with a chosen adult or friend</li> <li>• Pupils reflect upon their behaviour, and are <b>taught</b> how to manage emotional situations effectively</li> </ul>
<p>Positive Touch</p>	<p>It is recognised through the Thrive Approach that there are some forms of acceptable positive touch which may take place between a staff member and a pupil. At Whitley Abbey Primary School, we recognise that it is acceptable for staff members to put an arm around a pupil to offer comfort and to help a child regulate. In these instances, staff should not be alone with a child and ask for consent. 'Would you like a hug... do you want me to hold your hand?'</p>

**Universal Plus Approaches for the Promotion of Positive Learning Behaviour in Line with The Thrive Approach and Attachment Friendly Practise**



Strategy	Our Approach
Thrive Practitioner	<ul style="list-style-type: none"> <li>Pupils who require additional support as a result of social and emotional needs or are not able to utilise the opportunities in the classroom on a full time basis, may access enhanced provision through the Thrive Practitioner.</li> </ul>
Outdoor learning sessions	<ul style="list-style-type: none"> <li>Staff provide alternative curriculum opportunities to encourage confidence, self-esteem and self-worth in an outdoor environment. Children learn safe and appropriate risk management strategies, as well as how to utilise the open space for interactive play, health, recreation, and development.</li> <li>Opportunities to develop characteristics of effective learning are fostered and scaffolded.</li> </ul>
Sensory equipment and tools	<ul style="list-style-type: none"> <li>Pupils who have additional sensory needs, would have the opportunity to access: <ul style="list-style-type: none"> <li>Low arousal spaces</li> <li>Reduced language</li> <li>Grounding</li> <li>Opportunities to expend superfluous energy</li> <li>Develop mindfulness practises</li> </ul> </li> </ul>

Targeted approaches for the Promotion of Positive Learning Behaviours in Line with The Thrive Approach and Attachment Friendly Practise	
Strategy	Our Approach
1 to 1 workers	<ul style="list-style-type: none"> <li>Additional adults may be assigned to support learning behaviours in class, and on the playground.</li> </ul>
Involvement of external specialists (for example psychologists, occupational therapists, music/drama/art therapists)	<p>The Team around the child works in collaboration with;</p> <ul style="list-style-type: none"> <li>Complex Communication Team</li> <li>CAMHS</li> <li>Educational Psychology</li> <li>School nursing team</li> <li>Coventry Family Health and lifestyle service</li> <li>Children's Services</li> </ul> <p>Who provide guidance, support and enhanced provision for pupil.</p>
Higher levels of containment and/or structure for difficult times such as transitions.	<ul style="list-style-type: none"> <li>Staff provide an indoor option during break and lunch times</li> <li>Low arousal spaces at break and lunch times</li> <li>Social stories</li> <li>Key adults to support the transition from playground to classroom, home to school, and during un-structured parts of the day</li> </ul>
Provide learning breaks	<ul style="list-style-type: none"> <li>Pupils are given the opportunity to withdraw from the classroom, and spend time in a low arousal area, or expel excess energy</li> <li>Thrive sensory boxes are available for pupils to access</li> <li>Now and Next boards are used for children with a shorter attention span, and a differentiated approach is fostered when supporting children who find it difficult to concentrate for longer periods of time</li> <li>Individual timetables</li> </ul>
Alternative lessons and support when they are	<ul style="list-style-type: none"> <li>Pupils can access a highly personalised curriculum, written in line with their needs and interests.</li> </ul>

needed.

Children, parents, staff and governors will all work together to ensure our aims for behaviour are met.

## **Rewards and Praise**

At Whitley Abbey we focus on celebrating success. ~~Good~~ Positive behaviour and choices will be reinforced by rewards and praise in the following ways:

Instant Rewards and Praise Strategies	Verbal Praise Stickers and stamps Displaying work/sharing work 'Marshmallow claps' and other such fun phrases 'Thank you so much for...' 'I can see that you are...' Non-verbal praise – 'thumbs up'
The Ladder	Pupils will move up the 'Ladder' a visual positive reinforcement as a way of motivating pupils and celebrating achievements. This will be used as a motivator for <b>effort and attitude</b> to learning.
Do Jo Points	Individual children can collect Do Jo points linked to their character avatar - Do Jo points will be awarded for positive learning behaviours, demonstrating the Whitley Character Values; demonstrating positive attitudes to learning, demonstrating a growth mindset or for progress, effort and attainment.
Head Teacher Award	This individual reward will be awarded to pupils nominated by their class teacher when they; have produced exceptional work; demonstrated a positive or improved attitude to learning or any other significant achievement.
Values Awards	This individual reward will be awarded to pupils nominated by their class teacher when they demonstrate one or more of the Whitley Character Values of Friendship, Kindness, Gratitude, Honesty, Resilience or Courage.
Bronze, Silver, Gold certificates.	Each term a pupil will be nominated by their class teacher to receive the Bronze, Silver or Gold award. They will receive a badge and certificate in recognition of their achievement or progress in any area over a sustained period i.e. the term.
Bronze, Silver, Gold pins	Pupils will work to collect Do Jo points. Pupils will be awarded the pins (metal badges) which can be worn as part of their uniform to celebrate their success. Bronze = 100 Silver = 250 Gold = 500
Head Teacher Stickers and Awards	Pupils may be invited by their class teacher to visit the Head Teacher or to be identified by the Head Teacher during a classroom visit. An award will be given to celebrate significant achievements, improvements or progress. They may receive a certificate, sticker or similar award.
Phone calls home/ Face to Face conversations.	Class Teachers and Senior Leaders will aim to share positive news face to face or by telephone with parents and carers to support and motivate pupils and to celebrate significant achievements or improvements.
Pen License	Pupils will be awarded a pen license by the Head Teacher if they can demonstrate a neat cursive handwriting style. They are then awarded a pen to complete their class work. In some , children may be awarded an pen license apprenticeship giving them the opportunity to gain confidence in using a pen. In most instances this leads to them being awarded their pen license.
Other Awards	Whilst all staff must adhere to the school behaviour policy fully including the reward systems identified, they retain the autonomy to implement additional rewards and motivational strategies for the children that they teach.



## **Consequences and Sanctions**

At Whitley Abbey we use the language 'consequences' and 'sanctions', not 'punishments'.

We believe that the *behaviour* is the problem and not the child and that all behaviour is a form of communication.

We will *always* give our children choices and use a progressive sanction system.

In order to fairly implement any sanction or behaviour system it is important that children have a clear understanding of the expected behaviour. It is the job of all adults in school to reinforce expected behaviours in line with the school values and code of conduct.

### **In school**

We expect all children to:

- Sit Smartly. (Listening to the teacher and not distracting others. )
- Work Hard. (Complete work to the best of their ability within the time given.)
- Work Quietly. (The teacher will set the expectation in each session, dependent upon the activities being undertaken.)
- Treat the school, classroom and equipment with respect.

### **On the playground**

We expect children to:

- Use kind words
- Use kind hands and feet.
- Play games that are non aggressive and inclusive
- Stay within their designated area
- Follow instructions given by the adults

**No physical aggression will be tolerated.**

### **Around School**

We expect children to:

- Move around the school quietly and calmly.
- Respect others that they may come into contact with.
- Only be in areas of the school where they have permission to be.
- Treat equipment and the premises with respect.

### **At all times**

- Treat others with kindness and have good manners.
- Demonstrate the Whitley Abbey Character Values.
- Demonstrate respect for others, the school and its equipment.

# Unacceptable behaviour at Whitley Abbey Primary School

## Guide to levels of unacceptable behaviour:

**Level One:** behaviour that can be effectively managed within a classroom environment by the class teacher using the class behaviour ladder.

**Level Two:** more serious negative behaviour that is not so easily managed with a classroom environment.

**Level Three:** serious negative unacceptable behaviour or persistent level two type behaviour.

**Level Four:** very serious unacceptable behaviour or persistent level three type behaviour

## **Consequences for Unacceptable Behaviour**

### **Level 1 type behaviour**

#### **Instant Sanctions for Low Level Negative Behaviours (Level 1 behaviours)**

- Non-verbal clues: point to class rule, “look”...
- Specific reminders: “Jeff, I can see that you are just about to... Thanks.”
- Asking a child to try again e.g. when lining up or moving around the school
- Reminders about classroom expectations e.g. not calling out/ raising their hand
- Private and quiet chat with the child to give them options about their next choices.
- Option to move seats or move away from peers.
- The ‘2 o’clock letter;’ a strategy used to send the child on an errand or task in order to give them 5 minutes away from their learning/peers (preventative measure).
- A warning using the class ‘ladder’ system

If a child, despite reminders continues to presents **low level negative behaviour** this behaviour will be addressed using the class rocket system and the child will be given clear criteria to correct their behaviour.

Should a child repeatedly present a level one behaviour and despite reminders and opportunities fail to rectify the behaviour it may be considered a level 2 behaviour.

Every lesson counts for learning and it is extremely important that lessons are not interrupted by children displaying persistent low level behaviour.

### **Level 2**

- The child will be sent to the ‘Timeout Zone’ (outside the DHT office – to be dealt with by the SLT – HT, DHT, AH, SENCo or learning mentors) with a **Yellow** behaviour slip, which will refer to the reason. The level will be recorded by **the class teacher on CPOMS.**

#### **Yellow Behaviour Slip**

- The child will miss two of their playtimes. or the child may be issued with an internal exclusion whereby the child loses the privilege to work within their class/year group/phase for a fixed period (usually the remainder of the session or ½ a day).
- If any child receives a level 2 behaviour slip 3 times per half term the **leader of the phase will contact parents and inform them about their child’s behaviour.** The DHT will monitor the behaviour file on a weekly basis. Files will be kept in the DHT office.

- **At lunchtime** children should initially be sent to the – Lead Lunchtime Supervisor, who will take the children to see a member of SLT for a yellow slip, this information will be passed to the class teacher - the above will then apply.

### Level 3

- If a member of staff believes the child has shown unacceptable behaviour at level 3 they will summarise the incident to the DHT. The DHT will consider the behaviour and if the behaviour is a level 3 the child will be given an **Orange** behaviour.
- **At lunchtime** level 3 behaviour children will be issued with an orange slip by the member of staff dealing with them and sent to the DHT with two older children (where possible).
- The level will be recorded on CPOMS.

### Orange Behaviour Slips

- The child will not be allowed outside to play for the following 2 lunchtimes or the child may be issued with an internal exclusion whereby the child loses the privilege to work within their class/year group/phase for a fixed period (usually the 1 day).
- **The DHT will contact the parents of any children who have had an orange behaviour slip.**

**During any internal exclusion (level 2 or 3) a pupil may be sent to:**

1. **Another Class Teacher**
2. **A Senior Leader**
3. **The Deputy Head Teacher**
4. **The Head Teacher**

**...to complete the rest of their work.**

**...Or may be sent to another teacher to await a restorative conversation with their own class teacher at a later time.**

### Level 4

- If a member of staff believes the child has shown unacceptable behaviour at level 4 they will summarise the incident to the HT. The HT will consider the behaviour and if the behaviour is a level 4 the child will be given a **Red** behaviour slip. It will be recorded by the HT in the behaviour log.
- **After investigation; parents will be immediately informed by telephone and will be expected to support the school's actions. This phone call will be followed by a formal letter. An appointment may be made with parents, teacher and the HT to discuss the child's future behaviour.**
- All privileges for an extended period will be withdrawn at the discretion of the HT.
- The child may be issued with an internal exclusion whereby the child loses the privilege to work within their class/year group/phase.
- In some cases, the child may be excluded for a fixed period, usually in the first instance of 2 to 5 days and the formal recording of that exclusion will be made.
- In extreme cases the child may be permanently excluded.
- **At lunchtime** children will be brought straight to the HT by the member of staff dealing with the issue or the member of staff may request support for the teaching staff to remove the child from the playground.

## Unacceptable behaviour explained:

Level One	Level Two	Level Three	Level Four
<p>Not on task/ wasting time.</p> <p>Deliberate avoidance or non completion of set work</p> <p>Distracting another child, chatting in class/assembly.</p> <p>Distraction, interruption of activities, calling out, attention seeking behaviour.</p> <p>Negative body language.</p> <p>Damage to school/others' property through careless behaviour.</p> <p>Running indoors.</p>	<p><b>Any Persistence of level one.</b> Telling lies.</p> <p>Teasing others, name calling, making, unkind and derogatory comments.</p> <p>Answering back.</p> <p>Damaging school property through careless behaviour.</p> <p>Retaliation (May sometimes be considered a level 3 behaviour)</p> <p><b>Graffiti on school books</b></p>	<p><b>Any persistence of level two.</b></p> <p>Not responding to instructions; uncooperative behaviour.</p> <p>Play fighting, dangerous or Rough and aggressive play on the playground (including when playing football).</p> <p>Stealing.</p> <p><b>*Racial or prejudice abuse.</b></p> <p>Deliberate, persistent or malicious lying.</p> <p>Inappropriate/bad language.</p> <p>Graffiti on school property</p> <p>Damage to school property</p> <p>Deliberately damaging another child's property or school property.</p> <p>Deliberately injuring another pupil</p> <p>Putting themselves or others in danger</p> <p>Spitting</p> <p>Racist or homophobic name calling</p> <p>Bullying (including cyber)</p>	<p><b>Any persistence of Level three.</b> Serious acts of sustained Violence towards pupils and adults eg: hitting, kicking, fighting, and biting.</p> <p>Persistent bad language and verbal abuse.</p> <p>Continued refusal of an adult's reasonable request.</p> <p>Vandalism of school buildings/property.</p> <p>Bringing dangerous items into school.</p> <p><b>Bullying (including cyber)</b></p> <p>Leaving school premises without consent.</p> <p>Unprovoked assault on another pupil.</p> <p>Kicking another child in the genital area.</p>

**\* This will be investigated by the DHT or HT and could result in Level 4 consequences depending on the outcomes.**

**All level four type behaviour will result in a full investigation and will be logged by the HT.** (Please also refer to the school anti-bullying policy).

## **Conflict Resolution**

At Whitley Abbey Primary School we expect all incidents to be resolved in a calm and professional manner. We will also ensure that parents/carers are informed of any serious incidents **on the same day** that they have occurred.

We ask that parents contact school directly with any concerns about incidents that have happened in school, **not** to approach other children or parents/carers directly on the playground. Any significant incident will also be logged on an ABC Form and stored in the pupils file on CPOMS (an electronic system to support with the secure storage of pupil behaviour data).

## **Monitoring Pupil Behaviour**

It is necessary to keep track of good behaviour and poor conduct of pupils, however once individual incidences are resolved, pupils are given a 'fresh start' therefore pupils can begin each session with the highest of expectations.

It is the responsibility of all staff to support the monitoring and the frequency of/ types of incidents in order to modify inappropriate behaviour and provide emotional and behavioural support for those who need it.

All Level 2,3 and 4 behaviour incidents will be logged on CPOMS. The Deputy Head Teacher will monitor these weekly. When a child accumulates multiple Behaviour slips in quick succession the Deputy Head teacher will hold a 'Guided Conversation' with the pupil to support them in addressing any unmet needs and help them to improve their behaviour.

## **Staff Training**

All staff are trained in behaviour management through regular professional based upon the principles of the Thrive Approach and through Team Teach training, where de-escalation strategies are given a high priority. ~~Good~~ Positive behaviour and encouraging children to follow the code of conduct is the responsibility of all staff. SLT and the Thrive practitioner provide support for staff in behaviour management techniques.

## **Special Educational Needs**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to consistently challenging behaviour may be differentiated and personalised to cater to the needs of the pupil. Those children who commonly demonstrate inappropriate or unacceptable behaviour may be regarded as having a Special Educational Need. These children may be drawn to the attention of the SENDCo (Refer to SEND policy for details of procedures).

A Positive Intervention Plan (PIP) may be produced, in consultation with the SENDCo, parents and any outside agency that may be called upon for advice. The PIP will be monitored and reviewed at regular intervals and appropriate further action taken

## **Where more support is needed for challenging behaviour:**

Individual pupils, who are being supported by the school to improve behaviour, may have an individualised support to help them to be successful in school. This may include but is not limited to:

- A behaviour plan known as a Positive Intervention Plan (PIP). (The plan will be highly personalised to the child, regularly reviewed and adhered to by all staff members.)

- A personalised timetable
- Sensory breaks
- Structured lunch and break times
- Access to counselling
- 1:1 Thrive sessions
- A home school communication book

**If a child is in need of additional support to improve their behaviour, advice and support will be sought from the following agencies: Coventry LA SEND team.**

**If a child is in need of additional support to avoid permanent exclusion, advice will also be sought from Coventry LA Inclusion team.**

**If a child is in need of significant 1-1 support for SEND or emotional and behaviour needs My-Plan will be used in order to secure an EHC plan to support the child throughout their school life.**

### **Exclusion**

Whitley Abbey is committed to a policy of inclusion. It is expected that parents will actively support the school's approach to behaviour management so that all children are kept in school whenever possible. However, if the child's behaviour is damaging the effectiveness of teaching and learning or is dangerous, then the school will implement either; a timetable adjustment; a reintegration timetable; a fixed term in-school exclusion; a fixed term out of school exclusion; and finally in the most extreme circumstances, a permanent school exclusion. Advice from Coventry Local Education Authority will be sought in all cases of permanent exclusion.

Any exclusion decision is made by the Head Teacher or Deputy Head Teacher (in the absence of the Head Teacher) who will apply the civil standard of proof i.e. 'on balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' Each case will be thoroughly reviewed on its own merit. Behaviour of pupils outside of school can also be considered grounds for exclusion.

Whitley Abbey Primary School recognises that disruptive behaviour can be an indication of unmet needs. Therefore, any pupil giving rise to concern may be referred for a multi-agency assessment to ensure that all needs are identified and met. Outcomes from any such assessment will be shared with parents.

Pupils with additional needs are not exempt from exclusion however, the school will work with the pupil and family to minimise the risk of exclusion. In the case that a pupil with additional needs is excluded, school will provide evidence that they have taken action to minimise the possibility of behaviour escalating. This may be in the form of; A completed Risk Assessment leading to A Positive Intervention Plan, An Individual Education Plan, Early Help Meetings or School Interventions including Thrive, and counselling.

In some cases pupils behaviour and subsequent risk assessments may mean that school has to make the decision, in the best interests of the pupils safety and welfare, to withdraw them from education excursions. In this case, a consultation will take place with parents and children to explain the reason for such a decision.

Similarly, there may be occasions where school school decide, following a risk assessment, that pupils need to be educated away from their classroom for a fixed term. E.g. spending the day in an alternative classroom or setting in school.



In cases of permanent exclusion, which must be advised to parents in writing, the Chair of the Governing body will be informed, and the governing body's disciplinary panel will be required to ratify the decision. The parent/s or legal guardian of any child being permanently excluded have the right to appeal in writing to the Chair of the Governing body within 14 days of being advised of a permanent exclusion. Only the Headteacher or Deputy Headteacher has the authority to exclude a pupil from school for fixed term exclusion.

A decision to permanently exclude a child, or a decision to impose a further fixed term exclusion, when the total number of days being excluded from school for an individual pupil exceeds fifteen school days in one school year, must be taken by the Chair of the Governing body with the consensus of the Governing body disciplinary panel. Any child who is in danger of fixed term or permanent exclusion is entitled to a PSP (Pastoral Support Programme). This will be drawn up with parents in consultation with Senior Leaders and the SENCO in conjunction with a Behaviour Contact and Report Record

### **Physical Restraint**

School staff are trained in Team Teach restraint techniques and if used, these incidents are recorded in the 'Bound Book' which is kept securely. Such incidents may be where a child is presenting behaviours that may cause physical or emotional harm to themselves or their peers, or staff, or may be when a child is causing significant damage to school property which could also result in harm to themselves. Any child who is at risk of exclusion and/ or at risk of requiring such techniques will have a **Positive Intervention Plan (PIP)** that will be drawn up with parents in consultation with the SENCO/specialist agencies. Where restraint is required, senior leaders will inform parents/cares on the same day.

### **Health and Safety**

If a child is acting in a threatening manner to another child or to an adult, all staff must take reasonable precautions to avoid confrontation:

- Ensure that three adults are present in difficult situations; avoid physical contact or restraint unless the aggressor acts in a physically threatening manner.
- Use de-escalation tactics (see appendix 6) and give the aggressor space in which to calm down.
- Remove other children from the area and telephone the parent.
- Speak in a quiet calm manner and try to engage the child in dialogue.
- In cases where there is judged by staff working together to be a serious risk to pupil/staff safety, damage to school property it may be necessary for staff to use a proportionate physical intervention. Wherever possible, this will be a minimum of three Team Teach trained staff members.
- This policy should be used in accordance with our Physical Intervention Policy and Team Teach guidance to ensure the wellbeing of the child, to ensure the correct procedures are followed and to prevent staff from false allegations.
- As a last resort if the child does attempt physical violence to a child or adult the adult/s in the situation is able to use reasonable force to restrain the child or in extreme cases where significant injury is a realistic threat staff may contact the authorities for support.

After the event the incident should be recorded and then reported to the parent as quickly as possible.

The Chair of the Governing Body should be informed on the same day.

### **Monitoring of this policy**

The Headteacher and Deputy Headteacher monitor the effectiveness of this policy on a regular basis. They also report to the Governing Body on the effectiveness of the policy and, if necessary, make recommendations for further improvements.

All behavioural information is recorded and reviewed as part of the monitoring process. In addition, observations and pupil voice will be captured to provide additional evidence and information about the effectiveness of this policy.

It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

## Code of Conduct

We celebrate our diversity and include everyone.

We have good manners and treat everyone with respect.

We use kind words, hands and feet.

We work hard to achieve our goals by being ready to learn, listen and take part.

We are honest.

We care for our school and everything in it.

We wear our correct school uniform.

We walk quietly around school.

We are good friends and try to help others.

## **Bullying Definition**

At Whitley Abbey Primary School, we discuss what bullying is, as well as incidents we would not describe as bullying, with all pupils through assemblies and PSHE lessons. We agree that:

- Bullying is usually physical hurting, name calling, nasty looks or leaving people out.
- Bullying usually happens when the relationship is imbalanced.
- *Bullying is usually on-going.*

*To help the children understand what bullying is we use the Rude, Mean and Bullying definitions*



When someone says or does something  
*unintentionally* hurtful  
and they do it once, that's  
**RUDE.**

When someone says or does something  
*intentionally* hurtful  
and they do it once, that's  
**MEAN.**

When someone says or does something  
*intentionally* hurtful and they *keep doing it*  
even when you tell them to stop or show  
them that you're upset—that's  
**BULLYING.**

## **Parental Involvement**

The parents of bullies and their victims will be informed of an incident and the action that has taken place and asked to support strategies proposed to tackle the problem. The bully will also be reminded of the possible consequences of bullying and the sanctions for repeated incidents will be clearly explained to him/her. (Persistent bullies may be excluded from school). A monitoring tool may also be used, usually incorporating a reward for achieving desired behaviour.

## **Social Media and Cyber-bullying**

The children will be taught how to stay safe when using the internet. Any incidences of cyber-bullying outside of school, which impact on our pupils will be dealt with in school and in extreme case children may be excluded. Parents will be asked into school to work on the problem as a team. Information is sent out to parents on a regular basis and on a needs basis (e.g. reacting to year group situations) to parents informing them how to keep their children safe on the internet. Information is also available through the school website and integrated into the computing curriculum.

## **Searching and Screening for harmful items (see also Banned Items Policy)**

Head Teachers and authorised staff (SLT and Learning Mentors) can search for any item banned by the

school rules which has been identified in the rules as an item which may be searched for and may cause harm to others. If a banned item is found parents will be contacted immediately.

### **Mobile Devices**

Mobile devices including phones, tablets and any items which can record, take photos or access the internet are not allowed in school during the school day. Year 5 and 6 children who are being encouraged to walk to school independently may bring a phone to school which will be kept in the school office until the end of the day; a form needs to be completed giving parental permission. **Parents will be requested** not to use mobile devices on the school site at anytime in order to safeguard all our children. Staff are only to use their personal mobile devices in the staffroom or in the office area, not in areas where there are children.

### **Peer-on-Peer Abuse (See also Child Protection Policy)**

Peer-on-Peer Abuse may take the following forms:

- Bullying (including cyberbullying)
- Sexual violence and sexual harassment
- Upskirting
- Physical abuse
- Sexting (the policy should include your school's approach to this)
- Initiation/hazing-type violence and rituals

Safeguarding concerns are reported on CPOMs and appropriate action is taken by the Safeguarding team, who inform all staff involved through the system.

Where necessary the Safeguarding team will call MASH or police for advice.

Physical harm will also be picked up through the school behavioural system, using the coloured slips which are given to the SLT to be investigated. Incidences which need an orange or red slip (level 3 or 4 behaviours) are also recorded on CPoms and parents are informed and asked to support the school.

A preventative programme is in place to support all children to achieve positive behaviour, including assemblies, PSHE lessons and the Whitley Abbey Code of Conduct. The following NSPCC programmes are also used for more intensive work:

- Talk Pants
- Making sense of relationships
- Share Aware – Online Safety
- Net Aware – Social Media

## **Appendix 3**

## **Worrying or Anti-Social Behaviour**

### **Worrying behaviour outside of school hours – off site.**

If the school is informed of dangerous or worrying behaviour off-site, the school will in the first instance contact the parents and where necessary MASH and the police.

### **Worrying behaviour on school site outside of school hours – children.**

Children are supervised on the school site between 8.45 am and 3.30 pm (with the exception of clubs, Abbey Oaks and Walking Bus times) behaviour of children on school site before and after these times is the responsibility of their parents and carers.

### **Worrying behaviour on school site – parents and visitors**

Any anti-social behaviour by parents, carers and visitors to the school site which does not follow our Whitley Code of Conduct will be challenged. This may result in a temporary site ban. This includes swearing, racist or homophobic comments, acts of aggression and rudeness to staff.

**Abbey Oaks, walking bus and clubs:** any child with challenging behaviour during school wrap around provision, clubs or on walking bus will have their place suspended either temporarily or permanently.

**School Trips:** children who have regularly challenging behaviour will need additional supervision to go on school trips and parents may be requested to come on school trips to allow their child to participate. Dangerous behaviour during a school trip may result in the parents or carers being requested to come and collect their child.

**Residential Trips:** school will put in place additional supervision for children known to have challenging behaviour, so that where possible children can take part in school trips. If however behaviour is thought to be dangerous to other children and adults the child may not be able to go on school trips. Dangerous behaviour during residential trip may result in the parents or carers being requested to come and collect their child.



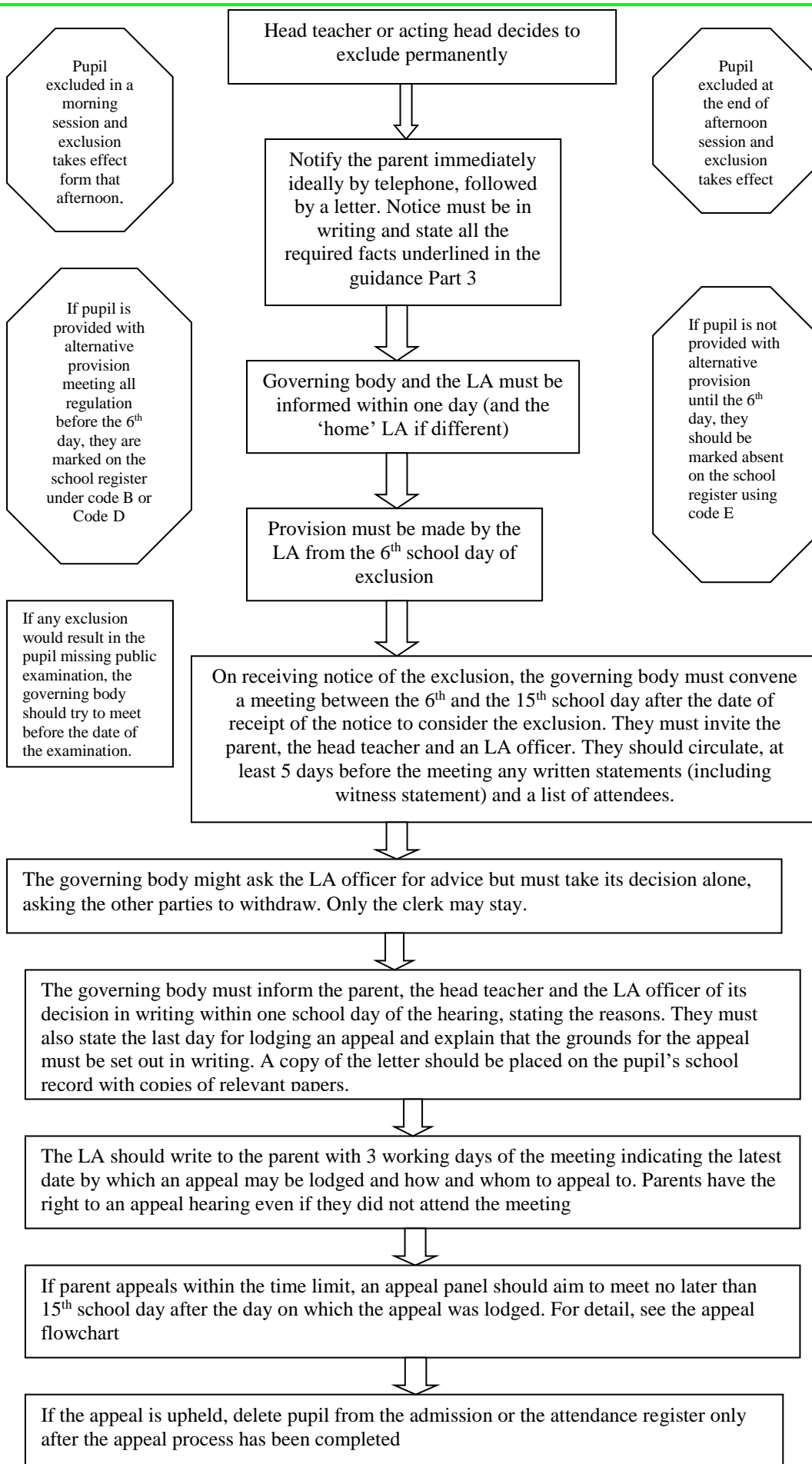
### **Behaviour at lunchtime and play time**

Our Behaviour Policy has been shared with all lunchtime supervisors. In order to ensure the health and safety of children and staff at lunchtime we will (as previously outlined) continue to promote positive behaviour through lunch time clubs and by encouraging older children to be good role models (Sports Leaders, Lunch time helpers). Lunchtime Supervisors will also reward pupils with Do Jo points. However, in the event of challenging behaviour these additional steps will be followed:

- Record any incidents of bad behaviour. This includes physical or racist abuse to adults and children.
- Racist abuse will be reported to the Headteacher who will report this to Local Authority each term, log the incident on CPOMS and speak to parents.
- Report any recorded incidents so that the code of conduct can be implemented,
- Following three incidents of bad behaviour parents at lunchtime will be invited into school to work together to resolve the issue.
- Children who have consistently demonstrated that they cannot cope with the lunchbreak will have a supervised lunch break where activities will be planned for them.
- If any further incidents occur the child will be asked to go home for lunch for an agreed period.

In addition to the Level 1,2,3 and 4 sanctions lunchtime and playtime supervisors may issue pupils with an immediate 10 min time out.

### **Appendix 5**



## Appendix 6

<b>School</b> Whitley Abbey Primary School	<b>Parent</b>	<b>Child</b>
<p><b>The school will do its best to:</b></p> <ul style="list-style-type: none"> <li>■ Provide an environment which has been risk assessed in response to the COVID-19 infection;</li> <li>■ Adhere to the social distancing rules as set out by the government as much as we reasonably can;</li> <li>■ Provide a curriculum that meets the needs of your child's well-being, mental health and academic needs;</li> <li>■ Contact parents/carers if your child displays symptoms of COVID-19;</li> <li>■ Inform you if staff or children in your child's year group 'bubble' have a positive test COVID-19 as this will mean you will all need to self-isolate for at least 14 days.</li> <li>■ Continue our clear and consistent approach to rewards and sanctions for children as set out in the Behaviour Policy as well the expectations outlined in this agreement;</li> <li>■ Communicate between home and school through notices, email, Facebook and the school website.</li> </ul>	<p><b>To help my child at school, I know and understand that:</b></p> <ul style="list-style-type: none"> <li>■ If my child, or anyone in my household, shows symptoms of COVID-19, I will not send them to school, we will self-isolate for 14 days as a family, I will get them tested and I will let the school know as soon as possible via telephone;</li> <li>■ If my child shows symptoms of COVID-19 at school, I will collect my child from school immediately;</li> <li>■ On my commute, and when dropping my child off and picking them up, I will adhere to the 2 metre social distancing rules and the one-way system.</li> <li>■ When dropping off and picking up, I will <u>stick</u> to the timings we have chosen as a family and will ensure we adhere to social distancing on the school site.</li> <li>■ My child will only bring to school a packed lunch box, book bag, filled water bottle and indoor shoes to change into.</li> <li>■ I will need to remind my child about social distancing rules but accept they are difficult to follow and that my child may not always do this successfully</li> <li>■ My child will need to use good respiratory and hand hygiene;</li> <li>■ I will not be allowed into the school but should phone or email the school.</li> <li>■ I need to support all staff in their efforts to create an 'as safe as possible' environment during this crisis;</li> <li>■ Read all letters/messages/emails that are sent home;</li> <li>■ I need to inform the school immediately of any changes to parents/carer and emergency contacts details.</li> <li>■ If my child is deemed unsafe, he/she will be sent home and cannot return to school until they can be safe. This includes for behaviour <u>and</u> I will work with the school to put a support plan in place.</li> </ul>	<p><b>I will do my best to:</b></p> <ul style="list-style-type: none"> <li>■ Adhere to the social distancing rules in class and in the playground;</li> <li>■ Tell an adult if I feel unwell;</li> <li>■ Only use the equipment provided to me by school and no other;</li> <li>■ Only mix with children in my year group bubble;</li> <li>■ Only enter and exit the school building through the designated gate;</li> <li>■ Follow good respiratory hygiene: coughing and sneezing into elbow or tissue (catch it-bin it-kill it);</li> <li>■ Follow good hand hygiene – use soap and water for 20 seconds or hand sanitiser;</li> <li>■ Behave well at all times to maintain the safety of myself and others;</li> <li>■ Follow these expectations and know that if I don't, I will be sent home and will not be able to come back into school until I can be safe.</li> </ul>
<p>Thank you for your support in keeping school safe for everyone. If you are unable to agree to the agreement and would like to chat about it please contact school by email or telephone so that we can reach an understanding. Otherwise we will assume that you agree with the home/school agreement.</p>		

## Appendix 7

### COVID-19 – Behaviour Appendix

**Everyone** at Whitley Abbey Primary School has the right to learn, feel valued and work in a **safe**, friendly and caring environment no matter what their **role, age, needs or ability**.

As part of the our COVID safety protocol it is important to consider expectations on pupil behaviour to ensure that the school is a safe\* environment and in turn work to minimise the spread or potential spread of Covid-19.

### Everyone is expected to show **RESPECTFUL BEHAVIOUR**.

Pupils, and where relevant parents, will therefore be expected to:

- Regularly use the sanitation stations and hand washing facilities at school throughout the day.
- Maintain high standards of personal hygiene - particularly when using unavoidable shared spaces such as the toilets/ sinks.
- Practice their own personal care such as disposing of used tissues and applying/ removing PPE if they chose to wear it.
- Follow adult directions including: maintaining social distancing (when in place), following the schools one way system and washing hands according to Government Guidelines.
- To implement the 'catch it, bin it, kill it' approach for coughs and sneezes consistently.
- To dispose of tissues in a safe manner.
- Move around school safely, and only when necessary, as directed by a member of staff.
- Respect the rights of others to feel safe by not touching equipment that does not belong to them and allowing others personal space as requested 'social distancing'.
- Follow 'social distancing rules' as and when directed to do so by remaining in their designated workspace unless otherwise directed or following a request to use the toilets.
- Remain in their 'bubble' and not attempt to make contact with pupils in other 'bubbles'.
- Remain in areas of the school designated to their 'bubble' and not attempt to enter cordoned off areas or areas used by other groups of children.
- Report to an adult in school if they begin to feel unwell.

Parents are expected to support the school in ensuring:

- Pupils are aware of the rules and the reason for the measures that school has taken in an age appropriate manner.
- Ensuring that their child does not attend school if they show any symptoms of Covid-19 and reporting this in a timely fashion.
- Following the social distancing measures on arrival and collection of their children.
- Being prompt on arrival and collection of their children.
- Being contactable to collect their child promptly should they become unwell during the day.
- Give permission to school to take the temperature of their child if they feel or appear unwell.
- Follow staff instructions.
- Walk to school if possible and avoid public transport where possible.
- Promptly leave site after dropping off or collecting children.
- Work collaboratively with school as required to create individual risk assessments.

Should a member of the school community not follow the outlined Behaviour Policy, school will take a stepped approach as outlined below:

*(It is important to note that whilst the following rules apply to all children, Whitley staff will make every effort to explore reasons that a child may not be following the rules ( for example: lack of understanding/ over excitement of seeing friends after isolation) and work with the child and family to support them to do so. If a child is showing distress due to the changes experienced in school staff will work to reassure the child and make contact with the family so that they are aware of the situation.)*

- In the first instance the child will receive a verbal reminder of the rules/policies and where possible visual cues – such as directing children to posters or the use of social stories or other media to reinforce the rules.
- Should a second breach occur school will contact parents to discuss the issue and to ask for support to reinforce expected behaviour at home. The child may be asked to take 'time out' of their bubble to consider their actions and reflect upon behaviour.

**Should a child breach the policy in such a way that could put other pupils or staff in immediate danger e.g. spitting or intentionally coughing in someone's face, then the child may be internally isolated in school for a fixed period (Usually ½ day) parents will be informed by a member of the leadership team.**

**If there is evidence of serious and persistent breach parents may be asked to immediately collect the child from school.**

**In this case, a child may be placed in isolation supervised by 2 staff members whilst they await the arrival of their parents. The normal behavior policy will be used in this instance.**

**Due to the nature of the Covid-19 virus and government guidelines on social distancing: re-integration meetings or discussions may be held by telephone rather than face to face.**

safe\* – school leaders have taken actions to limit to possibility of the spread of Covid-19 however, despite all the efforts and control measures school cannot eliminate all risk. School have taken every action possible to minimize the possibility of disease transmission through a thorough risk assessment process in collaboration with the Local authority.