



Wilburton CE Primary School

Behaviour Policy

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Section 1: Introduction

Our behaviour policy is rooted in our school aim:

For everyone to reach their full potential, learning to love and loving to learn.

This states that every child deserves the best possible start in life and the support that enables them to fulfil their potential. We believe that by supporting children to develop their skills in our three school values of love, excellence and wellbeing, they will achieve this aim. This policy sets out how all school staff are expected to teach and promote the behaviours so that everyone values themselves, each other, society and the environment.

At Wilburton CE Primary School we hope to have a culture in which everyone in our school community tries to prioritise prosocial feelings in the group: **This means that we are all aspiring to always behave in a way which is positive, helpful and beneficial for others, in both the immediate environment and for a future life.** This mindset is exemplified in our three school values:

- LOVE: learning how to be kind and respectful
- WELLBEING: learning how to be happy and healthy
- EXCELLENCE: learning how to try hard and do our best

In doing these things, we believe we are following the greatest Christian commandment: “Love the Lord your God with all your heart, with all your soul, with all your mind, with all your strength. Love your neighbour as yourself and do to others as you’d have them do to you.” Matthew 22: 34-40

There are three essential practices which happen at Wilburton CE Primary School to develop the internal discipline and self-regulation required to enable positive behaviours and healthy choices:

1. We explicitly teach the skills¹ that support our three school values, following a defined progression. Taking time to learn prosocial behaviours not only fosters positive traits which are beneficial for learning and society, but also shows children that they can have a direct impact on the world they live in, and therefore can raise aspirations and be a strong motivator for learning.
2. We teach, model and give high-quality, consistent feedback to ensure that everyone learns what our expected, prosocial behaviour routines are in school, and understands how others benefit from them.
3. We establish and maintain supportive, reliable relationships with all pupils, including when responding to antisocial and unsocial behaviours². To help us do this, we keep in mind the question: “How is the other person going to benefit from my interaction with them?”

¹ These skills that support our school values are: focus, empathy, respect, collaboration, curiosity, resilience, risk-taking.

²Antisocial behaviour: behaviour which causes harm to an individual, the community or the environment.

Unsocial behaviour: not making an effort to behave sociably or helpfully, but not to the detriment of others.

All children at our school will benefit from these three practices, and we expect the vast majority to succeed with this approach. For selected individual pupils who have been identified with greater need, a personalised approach will be used to ensure they have additional or more specific teaching, support and feedback so that they too can fulfil their full potential.

Section 2: Teaching our school values

At Wilburton CE Primary School, we teach, practise, apply and reflect upon the skills that support our school values. These are: focus, empathy, respect, collaboration, curiosity, resilience, risk-taking. And across the curriculum, children develop the skills of emotional intelligence, spiritual wellbeing, self-compassion and physical health.

Staff must teach children how to develop in these skills and must help children to understand the expectation of what everything they do will look like according to our school values and prosocial culture. This is everyone's responsibility; staff must not ignore behaviours that reflect or contradict our school values. Staff may incorporate these skills into curriculum lessons, activities, routines, school trips and events by such methods as follows:

1. Spotlight Activities: Integrate short 5 minute Spotlight Activities into lessons.
2. Re-frame: Prioritise one area for focus – then frame your lesson as an opportunity to practise it.
3. Plan with character in mind: Watch out for new ideas or ways to hijack strategies.
4. Deconstruct: Identify one target area, clarify outcomes, then collaborate to address them.
5. Discussion and reflection of how these skills contribute to self-improvement and a positive culture for all.

There are also specific elements of our school curriculum which are designed particularly as an opportunity to learn and apply our school values. These include:

- Our bespoke curriculum for physical health, mental health and relationships education. This is taught through whole school events and themes, class lessons in PE, PSHE, RE and Science.
- Daily Collective Worship, with weekly themes on our school values taught through both secular and religious starting points.
- A weekly British Values assembly to discuss and debate a topical item of interest.
- A visual listening ladder in each teaching space which staff must use to ensure children develop effective listening and thinking skills.
- The personal and social development curriculum in the Early Years Foundation Stage.
- The teaching and execution of classroom and school routines.
- Lessons in every class on 'The Zones of Regulation' which staff must give frequently to develop children's ability to identify, name and manage their range of emotions and regulate their behaviour.

All staff working in our school share the responsibility of helping children to achieve their full potential and therefore must approach every interaction as an opportunity to teach, model and instil our values. In every interaction, all staff members should be trying to prioritise prosocial feelings, by behaving in a way which is positive, helpful and ultimately beneficial for the other party.

Key Principles that Define our Approach:

Provide a low-arousal experience; constantly managing anxiety through explicit expectation, overt teaching, practising routines, narrating your thinking.

Build and maintain a relationship with each pupil and each family.

Help pupils who are dysregulated to return to a state of regulation through safe and nurturing care.

Here are our school expectations for staff:

Words and tone: Staff must talk and interact with pupils in a supportive, calm and nurturing manner. When children are not following our school values, staff must challenge this behaviour but must try not to cause children stress or anxiety when doing so. A firm tone may be acceptable but staff must try not respond in an "emotionally driven" manner. Staff must use positive phrasing to tell children the expected behaviour with motivator re-enforcement statements ("Well done/Thank you...").

Body language: Staff must maintain the space between themselves and a pupil and manage their height in order not to raise anxiety. Staff must be close enough to be able to use a calm, normal speaking voice when having a conversation with a pupil, but must not stand toe-to-toe. In a noisy environment, staff must stand or sit to the side to be close enough to be heard, or may choose to find a quieter location to have the conversation.

Pupil touch: Any touch given by an adult to a child is physical intervention. Staff may choose to give certain types of physical intervention where they are beneficial to the child. Staff may (only):

- give a handshake, high-five or light fist bump;
- use a 'closed mitten' hand shape on a child's shoulders to offer a supportive hug when sitting side-by-side;
- use a 'closed mitten' hand shape on a child's shoulders or elbows to gently guide them;
- gently, and only with the child's permission, support the child's posture, limbs or hands, when teaching lessons such as PE, letter formation, art, D&T, music instrument playing and first aid, if absolutely necessary to help children develop a technique;
- provide a calming or supportive touch to, for example, reduce anxiety;
- support a very young pupil carefully for a specific reason if necessary, within the sight of other adults.
- give restrictive physical intervention (restraint) as a last resort to prevent pupils from significantly damaging property, or from causing disorder. It will always be the minimum amount of physical contact required. Any pupil where restrictive physical intervention may be required will have an individual plan to list what is appropriate and who is permitted and trained to do it.

Staff have a duty of care and must give or seek restrictive physical intervention (restraint) as a last resort to prevent pupils from hurting themselves or others.

Staff must not touch children in a way which could overlap with the sort of contact that may be provided by their main care givers and attachment figures. For example, staff must not:

- allow children to sit on their laps or crawl over them;
- ruffle or stroke children's hair or faces;
- engage in pretend physical play or playful/affectionate hitting or contact;
- kiss or give a frontal hug to a child.

This list is not exhaustive.

Three particular circumstances are detailed below.

1. When a child instigates a hug without warning to a member of staff, staff must open their hands and say something like, "Thank you. I don't need a cuddle/a hug but it is nice to see you." They may use open mittens on the child's shoulders if necessary to gently detach from the child. Staff must then teach the child an appropriate way for them to show their affection (see hand-shaking, high-fives etc. above).
2. If a child is refusing to separate from a parent when they arrive at school, staff must not physically wrestle the child off their parent. The staff member may offer a hand, or offer for the parent to sit with the child in a quieter area of the school with a game or book, until the child is ready for their parent to leave and either come into class or allow a school staff member to take over the activity.
3. When guiding children, staff and older children will not grip their hand with a younger child's, which can result in pulling or dragging. Instead, the staff member or older child must hold out their hand for the younger child to hold on to.

Section 3: Prosocial, expected behaviours

At Wilburton CE Primary School we have a set of routines we expect children to carry out on a constant basis. These routines model prosocial behaviour and develop self-regulation. All staff are expected to look for, recognise and praise how we do our routines, and all staff must expect the vast majority of children to follow them every day. Staff must link their praise for routines to our school values and expectations:

1. In our school we do the things which are helpful and pleasant for others.
2. In our school we take care of our minds and bodies so that we are healthy, calm and able to learn.
3. In our school we always try hard and do our best.

Staff must make sure behaviour rules, routines and expectations are unambiguous, rationalised, overtly taught, rehearsed and scaffolded.

Each classroom will have their own specific routines for certain activities and resources, but the general school routines are set out in Appendix 1.

Prosocial behaviours will be most commonly recognised and appreciated with praise from adults. In addition, every class will also award:

- House points for behaviours which show consistent, or additional, helpful or beneficial behaviours. These are colour-coded for the three school values – blue for excellence, purple for love, green for wellbeing. House points should never be used as a bargaining tool (i.e. “if you do that, you get this”), or awarded if children ask for them. Once given, house points cannot be taken away.
- Star of the week certificates, which are presented in Celebration Assembly at the end of each week.

Reward/treat afternoons are not part of our school’s feedback system for behaviour. However, teachers may decide to plan in occasional off-timetable sessions that are an opportunity for children to develop prosocial behaviours and school values (e.g. how to play games, relax, develop a particular interest, experience a positive, motivating opportunity for collaboration). Classes do not display children’s names publically for their behaviour.

Section 4: Antisocial and unsocial behaviours

Antisocial behaviour: behaviour which causes harm to an individual, the community or the environment.

Unsocial behaviour: not making an effort to behave sociably or helpfully, but not to the detriment of others.

It is far more effective to look for and praise specific prosocial behaviours, which creates a more positive learning environment for all, rather than solely identify pupils or behaviours which are not prosocial. However, all staff are expected to challenge behaviours which do not follow our school values. This section details how this should be done.

Staff must intervene immediately with curiosity and calm when they notice behaviours that are not aiding learning, or indicate dysregulation or distress.

A restorative approach should be used to address harm caused by antisocial behaviour. This approach must be carried in the first instance by the member of staff who is there to help, as it is usually the best and only approach necessary to resolve an issue. All staff must buy in to the restorative approach and use it as a way of teaching our school values. Staff must not pass on issues to others to deal with without engaging in a restorative approach first. It is crucial for staff to consider the best time, location, tone, attendees, body language and structure for the restorative approach to be successful. Essentially the approach by staff must:

- involve those responsible for and those affected by the behaviour in solving the problem;
- support for all parties, whether perpetrators or those affected;
- address the needs of all those involved in harmful incidents;
- provide strong messages and reminders about the behaviours expected in our school.

‘Effective schools take a zero-indifference approach instead of a zero-tolerance approach.’
Cambridgeshire Therapeutic Thinking

Behaviours which are antisocial or unsocial may be conscious or subconscious. Conscious behaviours arise when pupils are *unwilling* to moderate or self-regulate, i.e. these are behaviours that we choose. Subconscious behaviours arise when pupils are *unable* to moderate or self-regulate, i.e. these are behaviours that choose us. For subconscious behaviour, the dynamic is acting on the child, and their behaviour might be saying:

- I can't process or manage my feelings.
- My world overwhelms me.
- I cannot cope on my own.

For conscious behaviour, the child is acting on the dynamic, and their behaviour could be communicating:

- I can justify my behaviour.
- I trust my belief over your assertion.
- You can't stop me.

Before responding to antisocial or unsocial behaviours, staff must consider whether the child is most likely to be displaying conscious or subconscious behaviour. Both need addressing and cannot be excused or ignored, but the approach might be different.

How staff should deal with subconscious behaviours, which are an unplanned reaction to an overwhelming experience or feeling:

- Focus on de-escalation
- Choose from scripts such as:
 - Child's name.
 - I can see something has happened.
 - I am here to help.
 - Talk and I will listen.
 - Come with me and...
- Work to reduce the level of anger/anxiety/excitement etc. by using calming techniques such as those listed in Appendix 2.
- Have a 'Reflect, Repair and Restore' conversation with the pupil. The purpose of this is to re-visit the experience by re-telling and exploring the story with a changed set of feelings. Choose prompts such as:

- Talk me through your playtime.
- So how were you feeling when...?
- What would you like to happen next?
- Who's been affected and how?
- If everything was going to be alright, what would need to happen?
- How can we make it alright for you to go back to...?
- How can you help to put this right?
- What's going to help you next time?
- Subconscious behaviour reactions should be recorded in the school's behaviour log, because if they become more frequent, more analysis or support may be required.
- If it is more regular, an ABC log to record incidents of these behaviours should be completed.
- If the subconscious behaviours are impacting on learning or access to the classroom, an individual approach must be considered (see Section 5).

How staff should deal with conscious behaviours, which the child is planning and choosing because of a perceived gain:

- Plan ahead. Can you predict any likely conscious behaviours and if so, could they be prevented?
- Try not to get drawn into the behaviour that's there – disempower or tactically ignore until a 1:1 conversation can be had.
- Privately if possible, give a verbal **reminder of the desired behaviour** always with a reason, e.g. "X, we are silent so everyone can concentrate. That's your first reminder." Or, "I know you want to contribute to the discussion, X, but we never interrupt because it's not polite. You need to wait for them to finish and that's a first reminder."
- Give limited choice, e.g. "Are you going to work here or with the group?" "Are you going to start by... or by...?"
- Wherever possible, the adult will notice and acknowledge the pupil doing the expected behaviour later on.
- If there are three reminders given in one session, the pupil will have a consequence of some missed play: 5 minutes for EYFS and KS1; 8 minutes for Year 3/4; 10 minutes for Year 5/6 (standing by the first-aid bench outside, sitting by the office, in the library area or if appropriate and supervised in class). Child to be silent – no discussion of incidents/behaviour with the staff member is required. Adult dismissing must be positive as they leave and greet them warmly at the start of the next session – consequences are temporary.
- If there are 4 reminders in one session, the child should be asked to work elsewhere.
- If pupils get to 3 or 4 reminders in a session, this should be recorded on the school's online behaviour reporting form.
- Where pupils are receiving multiple reminders on lots of occasions, either identified by the teacher or by analysis of the behaviour records each half-term, an individual response should be considered (see Section 5).
- Be consistent with expectations and the consequence. As a school we believe that certainty is more important than severity.

Some specific behaviours and school consequences are listed in Appendix 3.

Section 5: Supporting pupils with additional needs

We expect the positive, clear and consistent approach outlined above to work with the vast majority of pupils to help them to reach their full potential. However, we recognise that for a small number of pupils, additional support, guidance and teaching will be required. These children will be identifiable because they will have numerous reminders but no change in behaviour, or frequent instances of dysregulation. They therefore need a tailored approach so that they too are able to develop their skills of self-regulation and make the progress they are cognitively capable of in school, without impacting on the learning of others.

Whilst this approach might look slightly different to the approach for most other children (for example in its timescale or focus), it is based on the same values, aims and expectations. We recognise there is a difference between equality and equity, and equity is what our school is set up to do: giving everyone what they need to achieve success. Treating everyone the same is anything but fair; equal treatment can ignore, erase and dismiss our differences, further promoting existing privilege. Equity is when we consider the needs of all learners and provide differentiated activities so all learners have received equal opportunity to learn.

‘Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will often need to be considered in relation to a pupil’s SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.’ *DfE Behaviour in Schools 2022*

A flowchart summarising the process we take in school is provided in Appendix 4. This is expanded on below.

Step 1: Describe the Behaviour

In order to create accurate behaviour plans we need to start by accurately describing the behaviour and providing a context. Non-judgemental, accurate descriptions are necessary. Check if the behaviours are covered by this policy, and if not, whether they should be and so the policy should be revised. If they are, but this policy is not working, continue with next steps.

Step 2: Early Prognosis

Early prognosis provides a fairly swift check on potential reasons behind the described behaviour and is the next level of a graduated response when a child’s needs are not being met by policy. Consider all the factors and make a hypothesis and plan of action. If this does not work, move onto Step 3.

Step 3: Create a Plan

3a) Identify whether the behaviour is difficult or dangerous. Complete the risk calculator and if the behaviour is dangerous or antisocial, implement logical protective consequences.

3b) Identify protective and educational consequences.

Protective consequences are necessary measures to manage the risk of harm that results from dangerous behaviours. Protective consequences limit freedoms.

When we use protective consequences, we need evidence of the educational consequences that are in place to progress the pupil to a point where we can return any freedoms limited by the use of protective consequences. Educational consequences return freedoms.

3c) Decide if the behaviour is *predominantly* conscious or subconscious, to differentiate between motivated behaviours and reactive behaviours.

Subconscious behaviour: Present without any thought or planning; a behaviour a person is unable to contain – unable to moderate or self-regulate.

Conscious behaviour: A result of thought and planning; a behaviour chosen by the pupil in order to secure a desired outcome or meet a specific need – unwilling to moderate or self-regulate.

Behaviour can be a mixture of both conscious and subconscious elements. Predominantly conscious behaviours serve the individual well enough to encourage them to use the behaviour despite any known potential consequence

or punishment associated with the behaviour. Predominantly sub-conscious behaviour is a sign of a failure to cope with an overwhelming feeling. Such as being overwhelmed with frustration or overwhelmed with anxiety (arousal) or overwhelmed with depression.

Subconscious behaviour can be influenced by raised awareness or by changing the experience or feeling which is causing the reaction. They can be positively influenced by support, deflection, nurture as well as reduced stimulus, change of personnel or peer group, emotional support, counselling, managing triggers such as space, noise or activity.

- Responses to pro-social subconscious behaviours may include recognition and celebration to raise the behaviour to a conscious level, emotional feedback such as smiles, clapping, laughing etc.
- Responses to anti-social subconscious behaviour may include managing the feelings through support, discussions, restorative work, counselling, recovery time or managing the experience with time out, differentiated curriculum, family support, managing the stimulus etc.

If the behaviour is mostly subconscious, analyse it using records, ABC logs and/or an anxiety map to collect information. The aim is to plan to avoid escalation through differentiation and support. Input from a number of sources, including the child's view where possible, will allow us to look for inconsistency in perception.

Step 4: Predict and Prevent Plan

To formalise differentiation to protect the pupil from what they cannot cope with, or what they cannot cope without. This once formalised can be seen as an early targeted differentiated plan for the pupil – we must ensure we Assess, Plan, Do, Review to ensure what has been suggested has become part of the solution not further increased the problem

A Predict and Prevent Plan should start with solutions based on identified anxiety and/or dependence. But it should then evolve, through assess, plan, do, review, to develop skills that allow us to reduce this differentiation over time. Without progression we can shift a pupil who is overanxious to a pupil who is over dependant.

Removal and Separation Spaces

The Predict and Prevent Plan may include removal from class and the use of separation spaces.

Removal, where the child is asked to work away from their peers, can be used to maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption. It also enables disruptive pupils to be taken to a place where education can be continued in a managed environment.

A separation space (such as the library or cabin) is a differentiated environment where a pupil is educated and supported out of the classroom to regulate his or her emotions because of identified sensory or anxiety overload as part of a planned response.

A separation space is needed *until* we have taught the pupil with subconscious behaviour to cope with being reintegrated in to a bigger dynamic.

A separation space is needed *until* we have taught the pupil with conscious behaviour that their behaviour is preventing them being reintegrated into a bigger dynamic and as such justifies the separation space as a protective consequence.

Learning Anxiety (subconscious behaviour) and Learning Avoidance (conscious behaviour)

The Predict and Prevent Plan may include a prediction that the child may not complete learning tasks either due to anxiety about an element of it, or a controlled choice.

Anxiety-based learning avoidance: seek to identify what specifically is causing the anxiety and try to provide differentiation to support this pupil until they can cope. For example, scaffolds, use of a laptop, learning aids, check-in time, support of a peer, alternative ways of showing learning. If the anxiety is more general and all-affecting, then planning should move through the following progression over time:

1. Nurture

No explicit academic targets, priority is being safe and comfortable within the dynamic, interacting with staff and peers. Developing a healthy therapeutic balance.

2. Engagement

Relationship building, shared agenda, allowing staff and peers to participate and contribute and collaborate.

3. Structure

Reintroducing curriculum with analysed differentiation, broader curriculum, subjects and timetable, child-led participation but within agreed parameters.

4. Challenge

Increase in acceptance of adult initiated tasks, timetable, work set by staff, following agreed agenda.

5. Agency

Fully engaged with the curriculum, happy to accept direction, engaged with learning as a self-owned and initiated agenda.

Meetings with parents and the child should be held every week to discuss the stage the child is at and the plan to progress.

If learning is being avoided as a controlled choice, the questions will have been answered to identify the motivations behind this conscious behaviour (Step 3c). In these circumstances, limited choice can be given to the pupil for some degree of control, but ultimately learning tasks are still expected to be completed. Discussion should be had between the teacher, SLT and parents about how to ensure this happens.

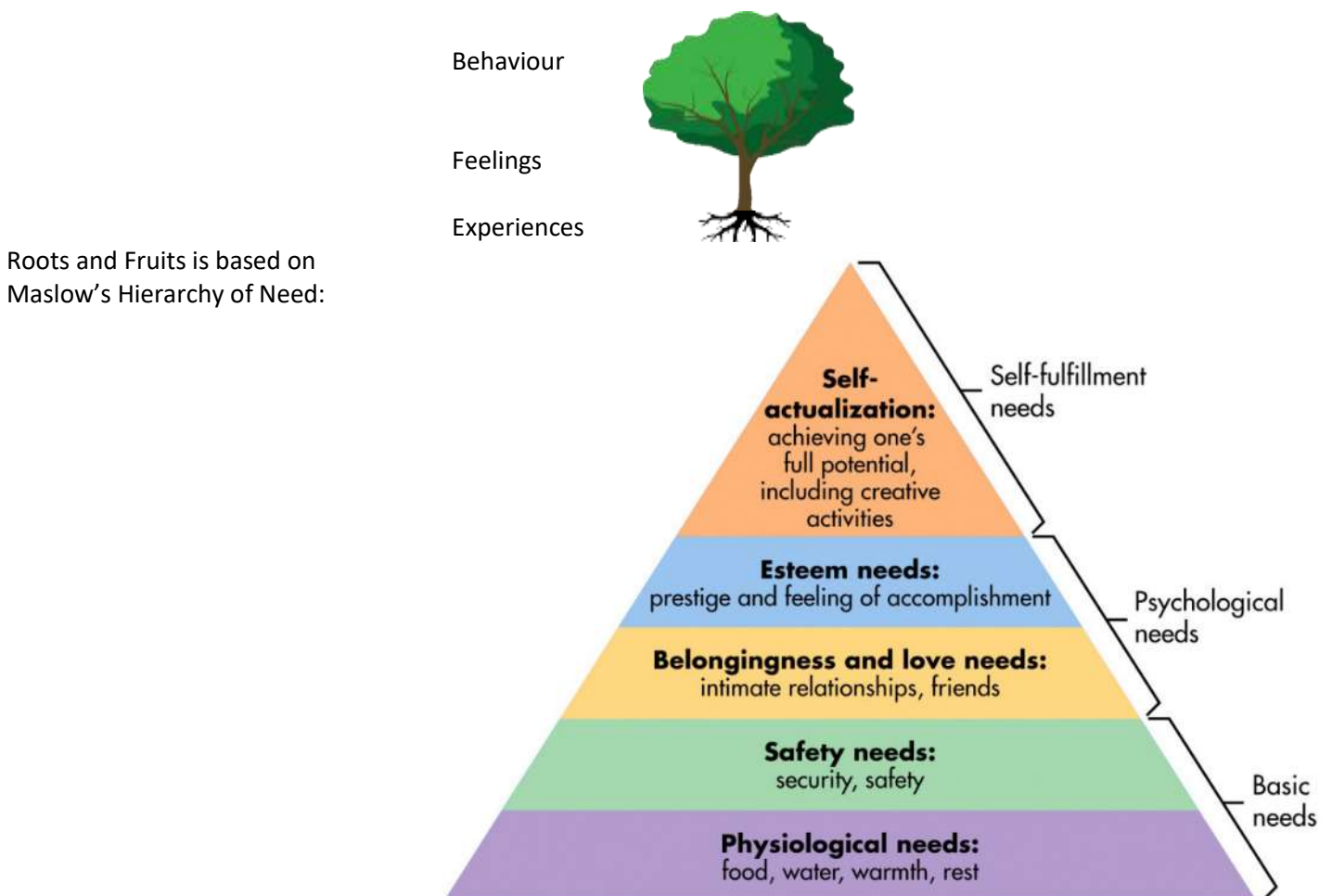
If more information on the child's behaviour is still needed, move to Step 5.

Step 5: Roots and Fruits and Therapeutic Support Plan

Roots and Fruits is a planning tool based on the therapeutic view of behaviour:

- Negative experiences create negative feelings. Negative feelings create negative behaviour.
- Positive experiences create positive feelings. Positive feelings create positive behaviour.

Changing children's experiences changes their feelings which leads to changes in their behaviour:



Guidance on how to complete a Roots and Fruits template is included in Appendix 5.

Completing a Therapeutic Support Plan

Roots and Fruits identify root causes to behaviour and identifies solutions that school can provide to support through creating more pro-social feelings via experiences. Once roots and fruits has been completed, this information can be used to create a Therapeutic support plan. The information in the therapeutic support plan are the agreed actions that fall outside of the rest of the school policy, and should be carried out by all staff.

Essential parts of the therapeutic support plan:

- Provision, risk reduction measures and differentiation measures: these are the pro-social experiences identified through Roots and Fruits. All these differentiated activities or experiences need to be explained in detail for how these are used, and should have clear unambiguous descriptions. At times, the reason for the differentiation may be of a confidential nature.
- Consequence: Protective and educational consequences should be included as a consistent response to the behaviour and provide the child with certainty. Protective consequences are a logical limit to the freedoms enjoyed by the majority of children. Normally they are outcome rather than time limited. The educational consequences are experiences including conversations that motivate, up-skill or inspire the child to have any removed freedoms returned.
- Clear, non-ambiguous statements of how staff should response to pro-social behaviours, anxiety or difficult behaviours, and crisis or dangerous behaviours.

A therapeutic support plan should have a review date, and needs to be regularly assessed and adapted to match the behaviours seen in the child at that time. Strategies should be evaluated for their level of success.