

Behaviour Policy



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1. Overview

Children are responsible and accountable for their own behaviour. Pupils' positive attitudes to learning and conduct in lessons and around the school positively impact on achievement. High expectations of staff and pupils make a positive contribution. Regardless of the starting point of individual children high standards of behaviour will be expected and promoted consistently by all adults and at all times.

2. Shared Values

All members of staff will hold the highest expectations modelling the behaviour we expect from the children. This also extends to any visitor coming into our school. Positive and productive relationships with children are central to outstanding behaviour management. Adults take the lead with children who struggle to maintain positive relationships.

At Winhills, good behaviour is the expectation and not the exception. We acknowledge good behaviour as our 'default setting' and minimum standard. We promote in our children a sense of self-discipline rather than obedience and expect that children behave consistently whilst in school.

Adults manage and influence behaviour using The Cambridgeshire Therapeutic Thinking, (CTT) strategies and tone; children are responsible for the choices they make.

3. Our Values

- At Winhills, we subscribe to a set of transformative consistencies that permeate our practice and interaction with children:
- we meet and greet
- we ensure everyone is important
- we always follow up
- we teach routines
- we acknowledge emotion
- we ensure our consequences are stepped
- we promote self-discipline
- **Our expectations for all members of Winhills Primary Academy is to be:**

READY
RESPECTFUL
SAFE

4. Working with Parents and Carers

- Clear communication on behaviour issues with parents is critical. Parents want to know when things are going well as much as they want to be informed when things are not. Communication with parents on behaviour will be consistent.
- Children who struggle with their personal discipline benefit from a consistent approach at school and in the home. Class teachers and parents will need to work in partnership. Simple agreements that give the child the same message have maximum impact. This consistency between a dedicated teacher and a loving parent is very hard to escape. School will actively support parents in managing their child's behaviour in a consistent manner.

Where appropriate parents will be given the opportunity to undertake a positive parenting course online with support from school staff.

- Parents must accept responsibility for their child's behaviour – this responsibility does not stop at the school gate. Where appropriate parents may be asked in to school to help support the school in the management of their child's behaviour.

5. Systematically Consistent

- In our school we know the kind of behaviour we want everyone to show. We call this, 'The Ready, Respectful, Safe Way'. This approach will be used to ensure consistency, teach and reinforce good behaviour. Our system is simple, equal and fair. We will work in partnership with parents to ensure that they are fully involved in adjusting poor conduct and celebrating successful changes in behaviour.
- The following way of behaving will be promoted at all times by staff and pupils.

READY to Learn:

We arrive at school on time.

We have the correct uniform and PE kit.

We have our equipment ready.

We show that we are listening and our minds are ready to try our very best.

RESPECTFUL:

We listen when others speak and we respect the property of our friends and the school.

We respect that other people have different ideas, beliefs and backgrounds to our own.

We respect that people may look different and have different needs but we all feel the same emotions.

We respect the law and the rules of school and society.

SAFE:

We move around school in a safe manner.

We follow instructions to keep ourselves safe.

We use equipment safely.

We stay safe online and make safe choices in our community.

READY, RESPECTFUL, SAFE should be the school community mantra.

- Cambridgeshire analysis tools such as 'anxiety maps' are developed with relevant staff and parents for children who need additional behaviour support to the policy
- For children who are at risk of exclusion, outside agency support will be requested (e.g. EWO, Ed Psych, SENDSS, access and inclusion team) and further steps/a risk management plan will be written as per Cambridgeshire Therapeutic Thinking process
- Pupils with specific behaviour or emotional needs are referred to the emotional literacy assistant, MHST or Headteacher accordingly.
- If a child is upset from an incident or situation, or requires a physical response, staff can comfort with a supportive hug, give high fives, shake hands, pat shoulders, soothing rub. More information on tactile responses can be found in the DLPT intimate care policy.

6. Positive Reinforcement, Responsibility and Reward

At Winhills Primary Academy we make sure that our pupils' excellent conduct is acknowledged, valued, appreciated and recognised. We anchor good behaviour through a range of reinforcements such as;

- Each class will have a school rules designed by the class that sets out the expectations
- The use of a quiet voice and a calm manner. No shouting to be used by teachers, teaching assistants or support staff as a way of managing behaviour
- Teachers will use silent signals to get the attention of the whole class wherever possible
- Discussion and reflection - recognising that everyone needs to have their say and be listened to
- The use of positive language to promote desirable behaviours
- Every child is welcomed in to the class and thanked at the end of the day with a smile and greeting, and throughout the day when possible
- Zones of regulation are used to help the children verbalise emotions and gain support from adults or use self-help measures
- The 'Ready, Respectful Safe' mantra and other pro-social actions are verbalised and recognised when seen.
- Class Dojo will be used from Years EYFS- Year 6. Each child has their own avatar and will be able to collect points for pro social behaviours shown.
- Each classroom has the same visual system to help children understand their emotions that they are communicating.
- Teachers can send children to the Headteacher to be rewarded with stickers or a certificate when they feel it is appropriate.
- A Pink Post-it note is sent home with a positive mention on for exceptional behaviour.
- Class teachers acknowledge out of school achievements during the school day.
- Weekly Celebration assemblies celebrate achievements in and out of school.

7. Delivering Sanctions with Dignity.

Step one: Reminder

- A clear reminder about expectations linked to 'The Ready, Respectful, Safe' way.
- Script: 'I'm/we're checking we are all ready, respectful and safe'.
- Use of strategies to stop behaviour escalating such as redirection, refocussing, 'knowing look' or gentle hand on shoulder etc.

Step two: The warning

- A clear verbal warning related to Ready, Respectful, Safe directed at the child making them aware of their behaviour and clearly outlining the consequences in a 1:1 situation.
- Script: This is a warning. You are not being ready, respectful and safe. Your behaviour needs to change or you will need a consequence.
- Children will be reminded of their good previous good conduct to prove that they can make good choices.

Step three: The Consequence

- A clear consequence directed at the child making them aware of their behaviour and clearly outlining the consequence. This consequence should be carried out quietly on a one to one basis, and as immediate as possible.
- Children will be reminded of their good previous good conduct to prove that they can

make good choices.

- Follow all CTT training undertaken by behaviour leads during these steps.

- Script:

Continued talking – You had a warning and you have continued to not be ready, respectful, safe by doing... Therefore, I'd like you to (continue your work in e.g. Mr Smith's room because I can't trust this behaviour in the classroom) (stay in to complete your work because you have chosen not to complete your work in class time) (stay in and reflect on your behaviour because I can't trust this behaviour outside)

Recording: Record on the class tracking sheet. Sign adult's name when consequence has been carried out.

Step Four: Reflect and restore

- If poor behaviour continues following a consequence, the child will need to be seen by a member of SLT
 - With a member of SLT, the child will reflect on their behaviour and the consequences they are receiving.
 - What happened?
 - What were you thinking at the time?
 - What have you thought since?
 - How did this make people feel?
 - Who has been affected?
 - What is going to change?
-
- All incidents of reflection time (Step 3) are recorded on the class tracking sheet.
 - Incidents at Step 4 will also be recorded on Arbor.
 - If children are repeatedly reaching high level classroom sanctions SENCo will support class teachers to create a risk management plan. Parents/guardians will be expected to support this plan at home. Class teachers are responsible for the plan with the full support of senior leaders.
 - On the rare occasions these steps are unsuccessful support will be provided by the SLT and external agencies as needed.

It is important to note that during this time the adult remains calm and follows the guidelines above.

While the school behaviour policy outlines a consistent approach of *reminder, warning and consequence* based on our core values of being **Ready, Respectful and Safe**, we recognise that some pupils may require additional or alternative strategies to support their emotional and behavioural development. In line with Cambridge Therapeutic Thinking, these interventions are tailored to the child's individual needs, focusing on understanding the underlying causes of behaviour and promoting self-regulation, reflection, and positive relationships. This ensures that all pupils are supported in a fair, consistent and compassionate way, enabling them to succeed within our school community.

Appendix A-Behaviour Chart.

Appendix B-Staff Guidelines

BEHAVIOUR MANAGEMENT GUIDELINES FOR STAFF

These guidelines are based on the principle that all students and adults at Winhills Primary Academy should be valued equally, respect the needs of others and promote a positive climate for learning. **Everyone** is asked to be “ready, respectful and safe”.

This outline of consistent practice is the way to good order.

Good behaviour depends above all on establishing appropriate relationships with students and young people. Staff must take the initiative to establish relationships and if we act in a consistent and positive way, so will the vast majority of students.

Act as a friendly adult, willing to show students where the boundaries of acceptable behaviour lie. If you can do this with both words and actions you can create appropriate relationships.

We must be:

- CONSISTENT and CALM
- Relentless with ROUTINES
- SCRIPTING difficult interventions
- REFLECTIVE in our own practice and with our children’s behaviour
- Greeting children
- Relatable and smile!
- Communicating clearly, using CTT training
- Expecting to give and receive respect
- Treating everyone as an individual
- Setting and expecting high standards
- Applying rules firmly and fairly
- Modelling positive behaviour.

You must avoid:

- Humiliating – it breeds resentment
- Sarcasm - it damages you
- Over-reacting - the problem will grow
- Shouting - it diminishes you
- Blanket punishments - the innocent will resent them (as will their parents)
- Over-punishments - never punish what you cannot prove

- Audiences - the desire for a student to entertain to avoid embarrassment can exacerbate the problem.

Praise is the key to improving behaviour and staff should be aiming to giving out praise at least four times as often as consequences. Positive Post-it notes for students going “above and beyond” are provided to pupils (no more than 2 Post-it notes per class per week).

Parents should receive messages via Dojo with good news.

Below are examples of good behaviour management practice which we must all have considered:

- Control the entrance to the room through meeting and greeting every individual
- Use a seating plan and enforce it – refuse requests to sit with friends
- Dress for the role – look the authority figure
- Model good behaviour – be polite and firm
- Have every resource students may need available to you – give them no excuses to either get out of their seats or avoid starting work
- Have an activity ready on the board or on desks as students enter the room
- Have class rules and enforce them consistently – e.g. coats off, equipment and visual timetable on desk where needed.
- Use an assertive tone but avoid shouting
- Follow CTT training.

Appendix C- Cambridgeshire CTT Graduated Response.



Therapeutic Thinking Graduated Response

Universal Behaviour Curriculum	☐ Teach pro-social behaviour. ☐ Include within pupil induction. ☐ Establish routines. ☐ Staff role-model expectations. ☐ Create positive relationships. ☐ Use positive phrasing to communicate expectations.
Targeted Behaviour Policy	☐ Predict and prevent anti-social behaviour, progress to pro-social behaviour - a plan for the majority. ☐ Check if the identified behaviour is covered in policy. ☐ Follow the policy. ☐ Record the impact of policy on pupil's behaviour. ☐ Analyse the dynamic using the inclusion circles. ☐ If an individual plan, additional to or different from policy, is needed, move on to Early Prognosis.
Targeted Plus Early Prognosis	☐ Describe the behaviour factually and unemotionally. ☐ Gather appropriate and authentic pupil voice. ☐ Gather information from relevant parties, including multi-agency colleagues, in respect of: - o Function of behaviour - o Health and wellbeing - o Context - o Cultural expectations ☐ Use the collated information to Assess, Plan, Do, Review. ☐ Where further intervention is needed, move to Predict & Prevent.
Specialist Predict, Prevent & Progress	☐ Update Early Prognosis document. ☐ Complete Risk Calculator. ☐ Identify any protective consequences needed. ☐ Identify educational consequences needed. ☐ Complete Subconscious and Conscious checklists. ☐ Complete Anxiety Analysis over a period of time. ☐ Identify factors the child can't cope with and which they can't cope without. ☐ Use all preceding analysis to create a Predict, Prevent & Progress plan. ☐ Review the plan regularly. ☐ Where further intervention is needed move to Therapeutic Plan.
Specialist Plus Therapeutic Plan	☐ Ensure all preceding analysis documents are updated (Early Prognosis, Risk Calculator, Subconscious & Conscious checklists, Anxiety Analysis). ☐ Complete the Therapeutic Tree for the individual pupil, taking into account all the preceding analysis when populating the planned pro-social experiences and planned pro-social behaviours. ☐ Complete a Therapeutic Plan as a result of the completed analysis documents. ☐ Continue Assess, Plan, Do, Review cycles. ☐ Involve multi-agency colleagues in a review of the effectiveness of meeting need.

Version:	1
Written by:	Carol Besant (Head) and Claire Myers (SENCo)
Last reviewed by staff:	
Last reviewed by governors:	
Next review due by:	September 2027