



Whittingham  
C of E PRIMARY SCHOOL

## Whittingham C of E Primary School Policy for Positive Behaviour Management Autumn 2024.

This policy was reviewed during Autumn Term 2024.

It was approved by the governing body policy group in the Autumn Term 2024

It will be reviewed annually.

### Our School Values

At Whittingham, we are:

- kind,
- collaborative,
- courageous.

### Our School Vision

'Hand in hand, together we will become kind, collaborative and courageous citizens of our community and the wider world.'

### Rationale

We believe that the key to outstanding behaviour and behaviour management is **relationships** and we work hard to build positive relationships between every child and adult in school and our community, based on **kindness**. Our special relationships within school allow children to see themselves as being unique and special individuals. Such an understanding encourages children to relate to one another in a **collaborative** and **courageous** manner.

We are currently developing our approaches to promoting positive behaviour further and are developing principles of restorative school with an aim to give children skills to resolve conflict and enable them to be kind, collaborative and courageous citizens of our community and the wider world, both now and in the future.

### Staff code of conduct:

As a staff team, we have agreed that our practice is based on 4 pillars:

#### **1) Consistent, calm, adult behaviour.**

- Our staff will ensure that they model the values of the school in their practice and to our whole school community at all times.

#### **2) Positive praise drives our culture.**

- We truly believe (as all leading research shows) that leading with positivity ensures greater collaboration and outcomes for all. As such, our school is focused on looking to be the best we can be and rewards positivity to inspire and nurture progression, socially, emotionally, spiritually and academically.

#### **3) Our routines.**

- **Greetings:** we are a welcoming school to all and we show this in all interactions that we have, communicating positively with our children, our parents/ carers, governors, stakeholders and our community. This includes staff being consistently available at

classroom doors/ at the school gate as well as using agreed online communication platforms: Class Dojo, Tapestry, phone-calls, newsletters, our Headteacher's blog and our school email.

- **Rewards:**

- Effort Cup: awarded to one member of each class on a rota (each class has the Effort Cup for one week before moving to the next) and is awarded for superb effort being displayed.
- Star of the Week: one member of the class is awarded this each celebration worship on a Friday morning. This is awarded for children showing great learning qualities/ showing our school values.
- Praise Postcards: these are awarded for children showing great learning qualities/ showing our school values. The postcard is given to the child to take home on that day. Simultaneously, a Class Dojo/ Tapestry message is sent by the Teacher to notify the child's parent(s)/ carer(s) that their child has been awarded to their child to encourage interest and dialogue about the child's achievement.
- 'Wow from Whittingham' cards: these are awarded for highly significant acts of positive behaviour and are presented in Celebration Worship.
- Class Dojos:
  - a) House winners: our children are assigned into one of three houses (Aidan, Bartholomew and Cuthbert) and the Class Dojo points that they earn count to their House totals. At the end of each half-term, the winning house is awarded a treat.
  - b) Class Dojo certificates: these are awarded in Celebration Worship whenever a child reaches increments of 50 Class Dojos (KS1 & KS2)/ Smilies (EYFS).
  - c) Individual Class Dojo awards: these are awarded termly to the children with the highest Class Dojo/ Tapestry totals for that term. They are awarded with either a hot chocolate with the Headteacher or a dip in the box prize.
- Subject specific rewards:
  - Maths: We run TTRS (Times Tables Rock Stars) across Y1-6. As part of this there is a weekly tournament between year groups. Winning year groups get tokens added to the chart in the hall and, at the end of a half term, the winning year group gets 15 minutes extra break. In addition to this, there are 'Top Players' announced each week and these gets 2 Class Dojos awarded to them.
  - Reading: to promote reading further, anyone who gets 100% on a book quiz through Accelerated Reader gets awarded a raffle ticket. Consistent home reading can also be awarded at the HT/ English Coordinator's discretion. At the end of a term, several raffle tickets are drawn and the winning children are taken by the HT to Barter Books, Alnwick, as a treat.

- **Intervention/ discussion for negative behaviours:** when a child chooses to show negative behaviours, we look to redirect this in a timely and positive manner. To support this, staff will use consistent, calm and positive approaches to rectify their behaviours. The frequency of these interventions/ discussions are for staff to use their professional judgement, ensuring that they are appropriate, necessary and proportionate. The

following script/ sentence stems have been agreed for staff to use in these situations so that consistency and impact is maintained for greatest effect across school.

- 'In this school, we are kind/ collaborative/ courageous. Do you think/ feel you have shown that? What are we going to do to move forward?'
- 'I know you can...'
- 'I need to see you...'
- 'I understand that...'
- 'Thank you for listening...'

If an incident/ series of incidents occurred which was deemed by teaching staff/ SLT to show that the child is purposely not engaging with the values of the school then we would have a graduated response, done in order, to redirect the child in collaboration with the parents:

- 1) A message sent to contact the parent(s)/ carer(s).
- 2) A meeting held with the teacher and the parent(s)/ carer(s).
- 3) A meeting held with the teacher + a member of SLT and the parent(s)/ carer(s).

**4) Restorative practice** (explained further below).

### **Restorative practice**

As a Church of England school, our Christian-based school values underpin everything that we do. When circumstances arise where discord occurs, we use restorative practice to resolve any disagreement or conflict positively and with lasting effect.

Our staff team have been developing their understanding of the researcher Paul Dix and that by having a whole-team approach to behaviour management – where the behaviour of the adults is consistent and sets an example – change really can happen for the best among pupils.

Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'.

Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together.

All members of staff are trained in the key principles of restorative practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

## Restorative practice

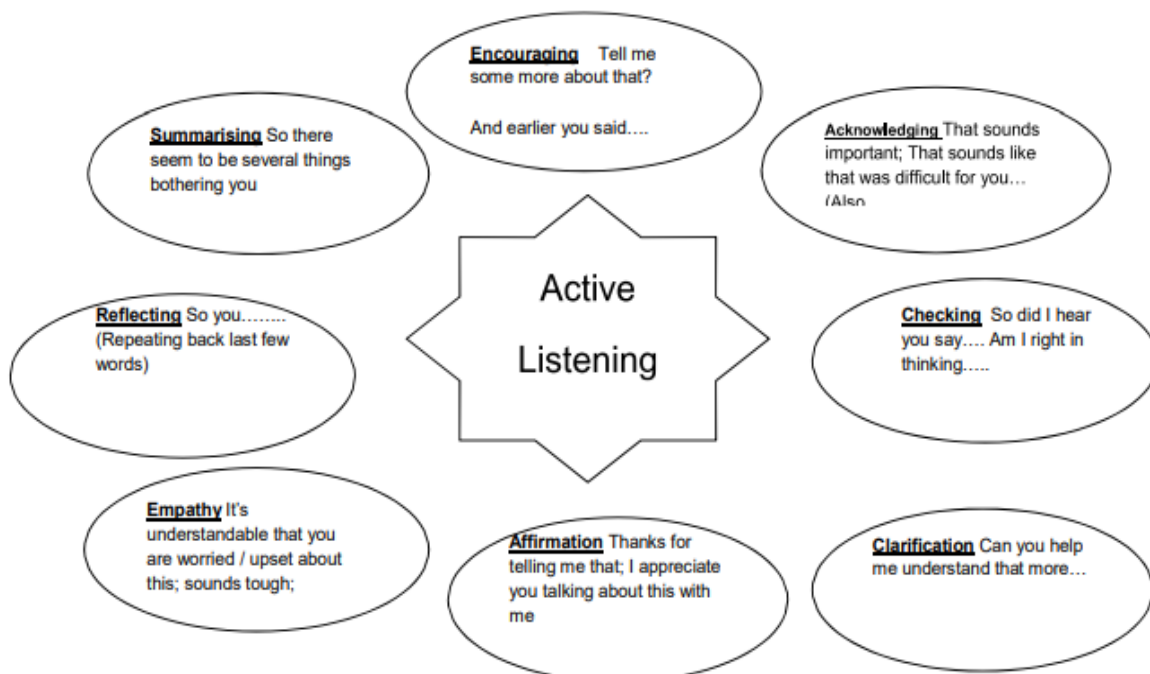
### Rules to restorative practice:

- Be **calm**.
- One person speaks at a time.
- Everyone listens with **respect**.

For each person involved:	Next steps... (All together)
What happened?	What needs to happen now?
What were you thinking?	How shall we make this happen?
How were you feeling?	What support do you need? (Who or what could help?)
How do you think/ feel about it now?	

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in **developing their own strategies** for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them.

All staff working within our school use **active listening skills** when dealing with behaviour. This enables them to draw out more from those involved.



At Whittingham, we recognise that all children are unique individuals and therefore, on occasion, we are flexible in the manner in which we address any incidences of negative behaviour. The stages of the Restorative Approach underpin our method in dealing with behaviour issues but we

are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, stories, small group work and visual prompts such as photographs, symbols or makaton may be used to support this.

This approach is also adapted where necessary for other pupils. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon by the team around the child on an individual basis. Staff use their discretion and knowledge of the pupils involved as well as their own training to determine how best to implement this approach in conjunction with our Headteacher, SENDco, Mental Health and Wellbeing Lead and Thrive Practitioner, Belinda Athey.

As stated previously, behaviour logs - held within logs books in each classroom - would be updated if an incident occurred. Beyond these measures, the school has the option for FTE (fixed term exclusion) should this be necessary.

### **SEN/D children**

For those children who are SEN/D and require a different/ altered response, particularly towards any negative behaviours, these will be discussed with the SENCo (BA) and potentially alternative/ adapted responses can be used from staff, e.g. using personalised visual prompts etc.

### **Anti Bullying**

**Bullying** - We have a separate policy for anti bullying but it is also helpful to reference some key points within this policy. At Whittingham we do not tolerate bullying of any kind and such incidents, although rare, are treated very seriously.

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is deliberately hurtful, repeated over a period of time and difficult to defend against.

Bullying can include:

Emotional - Being unfriendly, excluding, tormenting

Physical - Hitting, kicking, pushing, taking another's belongings, any use of violence

Racial - Racial taunts, graffiti, gestures

Sexual - Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching

Direct or indirect verbal name-calling, sarcasm, spreading rumours, teasing

Cyber-bullying - Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our approach to preventing and addressing bullying are set out in our Anti-bullying Policy.

*Headteacher Belinda Athey on behalf of the Governing Body's Policy Committee.*