VISION STATEMENT

"You can't teach children to behave better by making them feel worse. When children feel better, they behave better."
Pam Leo

AIMS

At Warboys Primary Academy, we have a therapeutic approach to behaviour management inspired by Cambridgeshire Steps. We prioritise the pro-social feelings of everyone by modelling positive, responsible behaviours. We aim to empower our children with the skills and values to respect themselves, others and their community that will remain with them for life.

Our shared values promote this therapeutic approach. They are:

- **W**ARMTH - We build relationships rooted in kindness and honesty.
  We are kind, caring and compassionate, believing that all people have the right to be treated with respect.

- **P**RIDE - We take pride in all we do.
  We set high standards in every aspect of our work, environment, and personal conduct. We expect the best of ourselves and each other.

- **A**SPIRATION - We want to be the best version of ourselves.
  We aim high, seek new opportunities and strive to improve. We set ourselves challenging goals and have the will to succeed.

The School Council have used the values to create this set of rules for everyone to follow:

School Value	School Rule
WARMTH	- Be kind - Respect others - Include everyone
PRIDE	- Behave well - Speak politely - Respect property - Stay safe
ASPIRATION	- Listen well - Work hard - Challenge Yourself

Our learning behaviours are also a very important part of our learning experience. These behaviours are taught and reinforced by adults and children during lessons. These behaviours are consistent throughout the school and are displayed in every classroom.

PRO-SOCIAL BEHAVIOUR

At WPA, we recognise the importance of providing pro-social experiences for our children so that pro-social feelings are created. This results in behaviour which is positive, helpful and benefits both the child and other people. We believe in promoting pro-social behaviours, we marginalise anti-social behaviours.

Good models of behaviour are highlighted consistently, and reminders of expectations are given by all members of staff. There is an emphasis on positive reinforcement through verbal praise and body language, and this is the main form of recognition to promote pro-social behaviour. Some other methods we use to reinforce key messages and promote intrinsic motivation include:

- "Star of the Week" certificates given at a weekly celebration assembly.
- McKie Mastery™ team points for learning behaviours during Power Literacy and Power Maths, leading to a weekly trophy and team treat.
- Half term recognition awards linked to our school values.
- Visits to another member of staff or a member of the senior leadership team.
- House points earned during the afternoon sessions to aim towards a house treat at the end of each term.
- A message to parents via Class Dojo or a telephone call to share success.

Once rewards have been given, they will not be taken away as a consequence for anti-social behaviours.

IMPLEMENTATION

All staff work hard to create a positive working environment and use consistent approaches to support all children to have positive behaviour for learning and pro-social behaviours. Some of these ways include:

- Relationships: all adults will build and foster positive relationships with all children, acting in a consistent and fair way. This is from the moment children arrive at school, where they are offered a warm welcome.
- Role modelling: all adults will model positive and respectful behaviour and language. They will adopt a presence of deliberate calm.
- Personalising: where necessary we will make reasonable adjustments to provide children with the appropriate tools to access all areas of school life.
- Scripts: all adults will use agreed words, sentences and actions which are likely to be the most effective in dealing with anti-social behaviour.
- Positive language: disempowering challenging behaviour by offering positive praise, limited choices, and appropriate consequences.
- Forgiveness: when a child demonstrates anti-social behaviour, we believe that it is the behaviour that is unacceptable, not the child.

ANTI-SOCIAL BEHAVIOURS

Anti-social behaviours can be defined as behaviour that causes harm to the individual, a group, to the community or to the environment. These can be sub divided into two categories, and this language should be used by adults around the school. Dangerous behaviour is anti-social behaviour that will imminently result in injury to self or others, damage to property, or behaviour that would be considered criminal if the person was the age of criminal responsibility. Difficult behaviour is anti-social behaviour which is not dangerous (i.e., calling out during class).

When a child is demonstrating anti-social behaviours, staff will manage each situation discreetly. We will not draw attention to them in a shameful way but will wait for an appropriate opportunity to talk to them. Staff will focus on ways to de-escalate the behaviour in a calm and consistent manner.

These planned responses may include:

- Use of tactical ignoring or distraction techniques
- Use of positive phrasing ("Stand next to me", "Put the pen on the table thank you" "Walk in the corridor")
- Giving limited choice ("Are you going to sit on your own or with the group?" "When we go inside, Lego or drawing?" "Talk to me in here or in the library")
- Alter or adapt the task if the child is finding an aspect difficult
- Disempowering the behaviour ("Come back into the room when you are ready" "You can listen from there")

On occasions, a child might show they are in a crisis, which means they are showing continuous anti-social behaviours. When this happens, all adults will use the following de-escalation script:

- Use the person's name ("Michael")
- Acknowledge and reassure ("I can see something is wrong" "I am here to help")
- Offer help ("Talk and I will listen")
- Offer a 'get out' ("Come with me and help me/Come with me and we can…")

If a child has displayed anti-social behaviours, we believe in the process of reflection, repair and restore. This will vary on the severity and the frequency of the anti-social behaviour seen. The purpose of this restorative process focusses on the harm that has been done and how it can be repaired, while appreciating the experiences, needs and feelings of the individuals involved. These conversations might involve the following questions:

- What were you thinking about at the time? How were you feeling?
- Who was affected? In what way?
- What should we do to put things right?
- How can we do things differently in the future?

There will be occasions where a child's behaviour will require a consequence. Some of these may include:

	EXAMPLES OF ANTI-SOCIAL BEHAVIOURS	POSSIBLE RESPONSES
DIFFICULT BEHAVIOURS	Calling out or talking over others in class discussions Disruption of learning to other children Reluctance to complete work Reluctance to follow instructions	Remind and refocus. Positive phrasing to disempower the behaviour. Limited choices ("this….or this…."). Simple instructions ("now….then…."). Temporary removal from the activity as distraction (quick job). Time out in a separate area of the classroom to complete work. Altering the task to make it more achievable for the child. Reminder of the work that needs to be set. Visual timer to motivate. Use de-escalation script to investigate what the barrier is the child is experiencing. If behaviour continues, the behaviour noted on MyConcern and a discussion with the child's parent/carer will be arranged.

	EXAMPLES OF ANTI-SOCIAL BEHAVIOURS	POSSIBLE RESPONSES
DANGEROUS BEHAVIOURS	Hurting another child physically and emotionally Kicking, punching, biting, and spitting towards peers and adults Swearing or persistent rudeness Throwing objects in anger Conscious damage to school property Conscious damage to other people's property. Racist/Homophobic language used towards others Bullying behaviour towards others	Use de-escalation script Call for additional support from a member of SLT Provide a supportive environment for the child to calm down "Come to the….where it is calm") Time out in another class or area supervised with an adult until they feel calm. Protective consequences put in place (i.e. removal of freedom to manage harm) Behaviour recorded on MyConcern stating the severity and frequency of the behaviour. Teacher/SLT to inform the parent/carer of the incident to discuss what support and consequence will be put in place. Principal to follow the DfE exclusion guidance.

RISK REDUCTION PLAN

When a child is showing continued anti-social behaviours, it may be decided that a risk reduction plan (Appendix 1) is required to offer targeted support and bring about rapid improvements. The decision to put a risk reduction plan in place will rest with the Phase Leader, Deputy Principal or Principal. To do this, adults in school may want to complete a further analysis of the child's behaviour to help. These are inspired by Cambridgeshire Steps and involve a behaviour analysis activity and anxiety mapping, amongst others.

If needed, this will be developed with the child and parent/carer present to ensure everyone is aware of their roles and responsibilities. This plan will be reviewed after an agreed period (usually 6 weeks) or earlier if behaviour improves rapidly or deteriorates further.

RECORDING ANTI-SOCIAL BEHAVIOURS

Dangerous behaviours or continued difficult behaviours over a period of time will be reported by the member of staff who has witnessed this behaviour or dealt with the incident. This will be recorded through MyConcern where the staff will comment on the severity and the frequency of this behaviour. By providing as much information as possible, we can start to understand the behaviour and provide support for the child. Incidents on MyConcern will be monitored by phase leaders, and the Deputy Principal and Principal where necessary.

REASONABLE FORCE

In all situations, staff are expected to make every effort to de-escalate using the techniques noted above that are relevant to the child and appropriate for the situation.

In exceptional circumstances and where de-escalation strategies have been unsuccessful, reasonable force may be required. Reasonable force will only be used as a last resort when all other behaviour management strategies have failed, or when pupils, staff or property are at immediate risk. When reasonable force have been used, this will also be recorded on MyConcern by the adult and parents/carers will be notified too.

RACIST INCIDENTS

Our definition of racial harassment is that of the CRE (Commission for Racial Equality*): 'Verbal or physical violence which includes attacks on property as well as on the person, which is suffered by individuals or groups because of their colour, race, nationality and ethnic or national origins, and where the victim believes that the perpetrator was acting on racial grounds and/or there is evidence of racism.'*

All racist incidents will be reported onto MyConcern by the member of staff who witnessed the incident and parents/carers will be informed. The process of reflection, repair and restore will be used with the child involved. This will help plan to ensure this is less likely to happen in the future. Racist incidents will be monitored by the Principal and reported to the Academy Committee.

HOMOPHOBIC INCIDENTS

Homophobic language or abuse means verbal or physical attacks on property as well as on the person due to their sexual orientation. Homophobic language in school is often used to refer to something or someone as inferior, without referring to actual or perceived orientation. At WPA, we will challenge this language if it is used by children, to ensure everyone understands why this is not appropriate. Continuous incidents of homophobic language being used will be recorded on MyConcern and will be addressed with the support from the parent/carer.

BULLYING

Bullying in any form will not be tolerated. It contradicts the values and principles we hold at WPA, of warmth, pride and aspiration. Please see our separate anti-bullying policy for more detailed information.

EXCLUSION

Serious incidents may result in a fixed-term or permanent exclusion. These decisions are not made lightly and are informed by Local Authority guidance. If this occurs, a reintegration meeting is held with the parents/carers and child on their return to school.

SPECIAL EDUCATIONAL NEEDS

We recognise that all children are unique, therefore it is impossible to adopt a 'one size fits all' approach to managing behaviour. In applying the principles of the behaviour policy, we will have due regard for the specific needs of individual children and adopt our approach accordingly. Where children have individual plans, which provide details of potential 'triggers' and personalised strategies, this will be shared with staff and applied consistently to achieve the best outcomes and support for individual children.

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ROLES AND RESPONSIBILITIES

Academy Committee
- Monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.
- Maintaining a discipline committee

Principal
- Reviewing and approving this behaviour policy.
- Ensuring that the school environment encourages positive behaviour and that staff deal effectively with children who display anti-social behaviours.
- Monitor how staff implement this policy to ensure it is applied consistently.
- Provide staff training and support.
- Support the team in responding to incidents.
- Report on the impact to the Trust and Academy Committee.

Senior Leaders
- Support the Principal on the points above.
- Support the team in responding to incidents.
- Report on the impact to the Principal.

SENDCo
- Support the Principal as part of the Senior Leadership Team.
- Ensure there is a personalised plan for pupils with Special Educational Needs, as appropriate.
- Provide staff training to deliver personalised plans.
- Monitor the effectiveness and impact of personalised plans for pupils with Special Educational Needs.
- Report on the impact to the Principal.

Staff
- Implement the behaviour policy consistently.
- Lead by example, modelling positive behaviour and attitudes.
- Deliver a personalised approach to managing behaviour where necessary.
- Record behaviour incidents.
- Communicate effectively with parents regarding any concerns.

Parents
- Support their child in adhering to the expectations of this policy.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any concerns with the class teacher promptly.
- Work in partnership with the school to support the aims of this policy.

Pupils
- Adhere to the expectations of this policy.
- Support each other to promote positive behaviour.
- Share any concerns regarding behaviour with an adult in school.
- Work collaboratively with adults in school where additional support is needed.