

Behaviour Procedure

“If you can predict it, you can prevent it.”



Windhill21 is committed to providing a broad, balanced and effective education for all the children who attend our school. We believe that meeting a pupil's basic needs: by creating safe environments; forming strong and positive relationships; and developing a healthy self-esteem is key to cultivating good behaviour, good learning attitudes and to success in life. We expect all adults who work at Windhill21 to embrace this approach and to proactively support it. This approach is the responsibility of all staff throughout the school.

Our behaviour procedure is designed to:

- Promote a positive climate and learning culture within school;
- Provide a safe school environment for all;
- Develop an understanding of what appropriate behaviours are;
- Define a framework for rewarding success and de-escalating negative behaviours;
- Promote self-esteem, self-regulation and positive relationships with all staff members;
- Involve parents/carers, pupils and staff in the application of this procedure and establish strong communication.

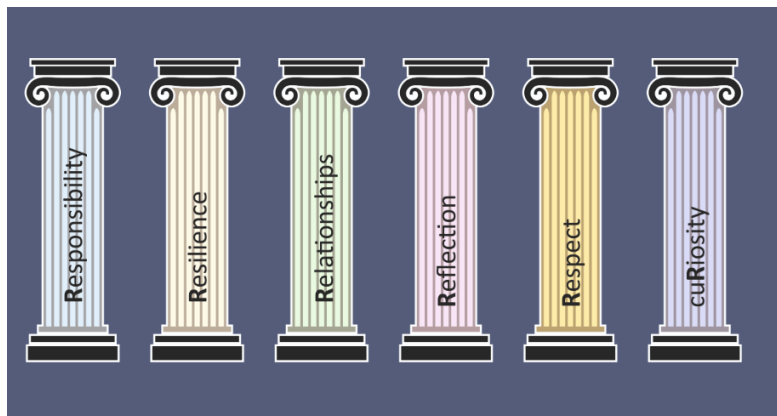
The expectation of children and staff in our school is that they will demonstrate our values which are our ‘Pillars’ and our school expectations: ‘The Three Golden Rules’. These are essential to ensure success in school.

The Golden Rules

Be Safe

Be Kind

Be Ready



The expectation of adults is that they will:

- Predict to prevent.
- Invite children into their calm and not join them in their chaos.
- Offer equal amounts of challenge and support to work ‘with’ children.
- Focus on the prevention of undesirable behaviour, rather than the reaction to it.
- Recognise that all behaviour is communication and endeavour to translate this.
- Enable children to communicate with their words because they feel safe.
- Provide clear rules, routines and boundaries for all children.
- Have consistently high expectations within individualised responses to challenging situations.
- Actively model appropriate behaviours and consistently apply the policy fairly, without favour.
- Encourage praise and actively listen to children.
- Regulate, relate and repair children using relationships and without ‘punishment’.
- Work as a team to maintain high standards of behaviour within the school.
- Collaborate with the Inclusion Lead and Headteacher in order to create personalised plans that enable children to thrive.
- Keep a record of all serious incidents, using CPOMs, and ensure that the Headteacher and parents/carers are informed within that same day.
- Work in partnership with parents/carers, school-based staff and outside professionals and ensure that advice is understood and implemented.
- Reflect upon practice objectively, without judgement, in an attempt to reduce risk.
- Understand and implement restorative practice.
- Use agreed scripts, found on the back of lanyards, when speaking with children who are dysregulated.
- Engage in personal reflection following a serious incident involving a dysregulated child, to evaluate their own responses, identify learning points, and ensure continuous improvement in support strategies.

Behaviour Rewards and Celebration

We believe in creating intrinsically motivated children. Praise and positive feedback that is specific and sincere will promote autonomy and establish positive behaviours for learning. Adults in school recognise and reward positive behaviour, always referring to the pillars and golden rules. By verbally celebrating pupils’ attitudes to learning, play and transition through school, we reinforce our expectations all the time. A wide range of further rewards are also used to promote positive behaviours:

Positive Recognition	
Extrinsic	Intrinsic
House Tokens	Smile Handshake <i>“You didn’t give up - great effort!”</i> <i>“Sticking with it made the difference.”</i> <i>“Mistakes helped you grow today.”</i> <i>“You learned from that - well done.”</i> <i>*Be mindful of children with low self-esteem; use subtle praise.</i>
Blue bands – above and beyond	
Golden awards – pillars	
Pillar Party	
Postcards and communication home	
Attendance	
Early Years: Golden Rules stickers. Nursery “Friend of the Week” award.	

Challenging Behaviour Strategies & Consequences

Windhill21 acknowledge that children may display challenging behaviour. Staff intervention should be consistently flexible and based upon pupils' level of development, their needs and circumstance (see Appendix 1). Therefore, any consequences that address undesirable and challenging behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time.

- Low level behaviours occur due to an unmet need.
- A child maybe trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has lost control their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

1. Low-Level (CT)		2. Red Behaviour (CT)		3. Crisis (SLT)	
		<ul style="list-style-type: none"> ● Recorded on CPOMs if directed by SLT ● Parents informed by CT 		<ul style="list-style-type: none"> ● Recorded on CPOMs ● Parents informed by SLT 	
Behaviour (Not an exhaustive list)					
Rocking Tapping Swinging on chair Head on desk Sullen Calling out	Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Teasing Pushing Arguing Destroying work Running indoors Disrupting	Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault with intent to hurt Fighting with intent to hurt Disrespectful to adults Racial abuse Bullying Homophobic language	Leaving the classroom or school grounds without permission.
Strategies and Flexible Consequences					
<ul style="list-style-type: none"> ● Acknowledge all low level behaviours ● Read the body language of the child ● Consider you own body language ● Invite the child into your calm don't join them in their chaos ● Use child's name to engage ● Use reflective language... "I can see that... I notice... I am wondering... I imagine." ● Use empathy "I understand this is hard for you.... That must be really difficult." ● Match affect – use a low tone of voice ● Consider sensory regulation (deep pressure) ● Remind children of the natural consequence to their behaviour. 		<ul style="list-style-type: none"> ● Continue to use low level strategies if appropriate ● "What should you be doing now?" ● "Name, command, thank you" ● Ask "what?" not "why?" ● Give the child 2 choices (don't make these punitive, make them choices you are happy with) ● Maintain high expectations and boundaries ● Affect language... "when you...I feel... I need you to" ● Remind children of school expectations ● Ensure strong routines are in place ● Staff should use positive recognition to encourage and create a positive culture ● Give time and space – move seat ● Class reset ● Restorative conversation ● Think reflection not reprimand ● Be curious ● If the behaviour becomes unsafe respond as if it is a crisis behaviour ● Alternative Lunch 		<ul style="list-style-type: none"> ● Alternative Lunch ● The child will be taken back to class when safe enough to engage ● Continue to use anxiety and defensive strategies ● Support and closely supervise ● Offer a safe space ● Change face ● All crises should be followed up with a restorative conversation with class staff/SLT/pastoral ● Support for classroom staff to recover Change environment (internal suspension) ● External suspension 	
Aim					
<ul style="list-style-type: none"> ● The purpose of these strategies is to ensure the child feels listened to heard and understood ● We need to make the child feel safe enough to use their words 		<ul style="list-style-type: none"> ● Remember that children don't behave for systems; they communicate with people who connect, people who care. ● Find a balance of challenge and support to prevent further escalation into crisis. 		<ul style="list-style-type: none"> ● The priority in a crisis is to maintain safety and calm the situation. ● Crisis situations may involve the removal of stressors. 	
Further Flexible Consequences					
<p>Logical consequence - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.</p>					

Persistent, Challenging Behaviour

Due to the complex needs and vulnerabilities of individual pupils, even after using relational strategies, challenging behaviours may still occur. At Windhill21, we believe that relationships make the difference and understand that these take time to develop (see Appendix 2). Where instances of persistent, challenging behaviour occur reasonable adjustments will be made. In the event of persistent socially unacceptable behaviour, where reasonable adjustments and school interventions have not yet led to sustained improvement in behaviours, SLT members will meet with parents to discuss the following pathways to success in school.

Positive Behaviour Plan

Parents are required to support the school by attending a meeting to agree a plan for effectively managing challenging behaviour, together. The plan may include:

- **ABC**
- **Individualised De-escalation Strategies** - bespoke to the individual children
- **Possible alternative provision for lunchtime**
- **Zoned area at break and lunchtime**
- **Report Card (see Appendix 4)**
- **Positive Handling Plan** - A plan that aims to reduce the use of reasonable force
- **RAMP** - In the event of behaviours which leave the child's personal safety compromised or which include assaults of other pupils and/or staff, a Risk Assessment will be completed.
- **Separation Space** – Pupils may receive targeted social and emotional skills teaching outside of the classroom in order to support a calm, gradual, and successful reintegration into their learning environment.

Support systems for parents

Communication with parents

Windhill21 will, where they see appropriate, verbally inform parents of their child's behaviour. **In every instance where a child has been withdrawn from their class/the playground, parents will be informed within the school day or as soon as possible, thereafter.** If the decision has been taken to issue an exclusion, the school will - by the end of the afternoon session on the day that the exclusion is issued - inform parents of the reasons for the exclusion and that they are legally required to ensure that their child is not in a public space during school hours and that parents could be given a fixed penalty notice if they fail to comply. This will be communicated in a letter to be given to the responsible adult collecting the pupil at the point of exclusion, or as soon as possible thereafter in exceptional circumstances.

Exclusion

Only the Headteacher can take the decision to exclude a pupil. A period of exclusion can either be for a fixed term (ranging from 0.5 days to 5 days) or permanent. The decision to exclude is not taken lightly and will be based on reducing risk. The aim of the exclusion is to enable staff the time required to formulate a plan to prevent future incidents. Pupils are not excluded at Windhill21 for a specific behaviour; each case is taken into consideration on an individual basis, with the child's circumstances and the viewpoints of staff included.

Appendix 1

The Language of Choice – staff scripts.

Step 1 – Statement of reality (tell them what you see)

“Ricky, you’re climbing over the fence.”

Never ask a child why they are doing what they are doing – they just need to STOP doing it. Using a statement of reality, many children will quickly do something to change the behaviour without further prompting. Remember, you need to give them TAKE UP TIME to do this rather than stand over them which again can be confrontational. They may also be seeking attention so giving them space shows they will not receive excess attention for negative behaviours. Remember to praise them if they change their behaviour.

Step 2 – Describe the behaviour you want to see

“Ricky, you need to collect the ball by using the gate – thank you.”

Rather than starting or ending your statement with **PLEASE**, use a **THANK YOU** instead. A thank you carries more of an EXPECTATION that they will do as you have asked them to. Remember; use these scripts with a calm voice and a smile as you are more likely to get positive results.

Step 3 – Statement of Choice

If they still do not do as you have requested, you need to use the language of choice. This gives the children the responsibility for the consequences that you will carry out (and you MUST deliver consequences, or the child will learn that you do not follow threats through).

“Ricky, if you choose to climb over the fence then you are putting yourself at risk of harm and I will need to keep you safe. It’s your choice.”

You should remain **calm** and **assertive** rather than **aggressive** when using these scripts. If you lose your cool, then the child will pick up on your tone and may well be aggressive back which will make the situation worse. Most importantly, if after using the language of choice the child chooses to do the right thing, then you MUST praise them for making the right choice. This means that the child learns that it’s good to do the right thing and that you are pleased that they have made a good choice. Ignore any secondary behaviours (stomping around or grumbling as they do the right thing) the most important thing is that they have made the right choice! Should the child choose not to do as you have asked, then you MUST follow through with your consequences – seeking help if necessary.

Appendix 2

How to create supportive relationships

Teach the child not the curriculum
 Believe in them
 Know their names
 Know something about them
 Show you're interested in them as people not just as pupils
 Smile frequently
 Be warm
 Unconditional positive regard
 Respect & support interests
 Do show and tell with adults and children
 Be real for your learners
 Be interested in them as people
 Consistently kind
 Say good morning
 Take a genuine interest in them
 Let them know a little about you
 Engage with them during break time
 Greet students as they arrive at the gate and classroom door
 End the day on a good note (no grudges)
 Care about them
 Use full names
 Have lunch with them
 Kick a football around the playground with them
 Skip with them
 Seek to understand rather than to blame
 Listen with the intent to understand rather than the intent to reply

Each day is a new day
 Earn respect rather than expect it
 Be authentic
 Don't take yourself seriously
 Care about their welfare
 Share your favourite film or band
 Make time or you'll make excuses
 Brag about them outrageously to others
 Every child needs a champion
 Never use sarcasm
 There is always more than one perspective
 Intention and attention is key
 Tone of voice is important
 Tell them your first name
 Talk about your own kids
 Share a pen or pencil
 Say goodbye at the end of the day
 Always preserve rewards
 Show interest in their interests
 Have a sense of humour
 Mutual respect
 Open communication
 Be approachable
 Be reflective
 Smile from your heart
 Catch them at their best
 Positive phone calls home
 Have high expectations
 Show empathy (not sympathy)
 Look out for their sports teams results
 Actively listen and then listen some more

Don't take yourself too seriously
 Create a safe environment
 Develop and cultivate compassion
 Say the "hard things"
 The small things are the big stuff
 Ask questions
 Set boundaries
 Step in without being asked
 Know when to dial it back
 Give consistently, receive occasionally
 You create the weather in your classroom
 Mutual Respect
 Welcome diversity
 Be supportive
 Initiate conversations
 Honesty is key
 Follow through and do what you say you'll do
 Compliment
 Say thanks
 Laugh
 Be present
 Be their biggest cheerleader
 Let go of the past
 Check in regularly
 Be willing to learn from each other
 Show Botherdness
 Remember important dates
 Don't judge
 Separate the behaviour from the person
 Treat them fairly
 Laugh with them
 Remember their birthday
 Learn to apologise

Appendix 3

Pillar Expectations

At our school, pupils are expected to demonstrate the following core values (the pillars) through their actions and attitudes each day.

Respect Pupils show respect to themselves, to others, and to their environment.	<ul style="list-style-type: none">• They speak kindly and listen attentively when others are talking.• They follow adult instructions the first time they are given.• They take care of school property and respect the belongings of others.• They celebrate diversity and treat everyone with fairness and dignity.• They hold doors for peers and adults.• They walk sensibly inside the school.
Relationships Pupils build and maintain positive relationships through kindness, trust, and empathy.	<ul style="list-style-type: none">• They include others in games and collaborative activities.• They offer support to peers who are upset or struggling.• They resolve conflicts calmly and respectfully.• They work cooperatively with both peers and adults.
Resilience Pupils show resilience by persevering through challenges and learning from mistakes.	<ul style="list-style-type: none">• They keep trying even when tasks are difficult.• They accept feedback positively and use it to improve.• They remain calm when frustrated and seek help when needed.• They recover from setbacks with a positive attitude and renewed effort.
Curiosity Pupils express curiosity by showing a desire to learn and explore new ideas.	<ul style="list-style-type: none">• They ask thoughtful questions and engage actively in learning.• They participate enthusiastically in lessons and discussions.• They explore topics independently or collaboratively.• They demonstrate interest in learning both in and beyond the classroom.• They are open-minded to friendships, learning and experiences.
Reflection Pupils reflect on their actions and choices in order to grow and improve.	<ul style="list-style-type: none">• They consider what went well and what could be done differently.• They pause to think before reacting in difficult situations.• They acknowledge mistakes and take steps to put things right.• They accept support to repair relationships when needed.
Responsibility Pupils take responsibility for their behaviour, their learning, and their impact on others.	<ul style="list-style-type: none">• They arrive on time, ready to learn, with the correct equipment.• They complete homework and classwork to the best of their ability.• They make positive choices.• They look after shared spaces and contribute to a safe and respectful school environment.• They accept responsibility for choices they have made.

Appendix 4

Name:

Year

This Report Card must be handed to the teacher or a key adult on the playground on duty after every session

	8.45am – 9.45am	9.45am – 11am	11am - 11.15am Break	11.15am – 12.15pm	12.15pm – 1:10pm Lunch	1.10pm – 3.15pm	Comments
Mon	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Tues	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Wed	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Thurs	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	
Fri	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	1 2 3	

1 = Excellent behaviour

2 = Good behaviour

3 = Unacceptable behaviour