

“Learning to Love God and Love our Neighbour as Ourselves.”



## Relationships and Behaviour Strategy

Behaviour Policy

Date: January 2026 (updated)

Review: January 2028

# “Learning to Love God and Love our Neighbour as Ourselves.”

## Intent:

The Whitchurch Church of England Federation expects **ALL** pupils to display high standards of behaviour at all times. In doing so, we believe that the school environment will be more conducive to high quality learning and will have an ethos of respect and community. The following rules, which have been produced by staff and pupils together, are applied by all pupils and adults to all aspects of school life.

We show love through all our values:

- We always show respect for others and their thoughts, feelings and ideas and our property
- We show kindness to everyone
- We show courage in all we do
- We show compassion for others in our actions
- We show perseverance in our learning

We will seek to achieve these aims by:

- Adopting a positive Federation ethos which values individuals and reflects the Whitchurch Federation Christian values of love, kindness, perseverance, compassion, courage and respect.
- Teaching through the curriculum Christian values, attitudes, knowledge and skills to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
- Ensuring a consistent approach by all members of the Federation team, who will always act as positive role models.
- Having high expectations of behaviour which are taught and modelled.
- Establishing a clear framework of expected behaviour which is reasonable and sensitive to pupil's needs using praise and rewards for good behaviour.
- Involving parents in promotion of appropriate behaviour.
- Recognising that on occasions some pupils may experience social, emotional or behavioural difficulties which may be a barrier to their learning.

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## Values

At The Whitchurch Church of England Federation, pupils and adults adhere to a set of core values. These are the values which our whole school community endeavour to refer to in everyday exchanges. Our values and expectations are taught and reinforced throughout the year. Our school values are rooted in our **Love of God** and our love for our fellow human beings as taught in the story of the Good Samaritan.



## REWARDS AND INCENTIVES:

The Whitchurch Church of England Federation believes in positive reinforcement as its primary behaviour management strategy. The main rewards used at our school are:

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## **Values Cards**

Values Cards will be given out throughout the day by adults to reward children when they have demonstrated the values. If a child collects all six values, they receive an invitation to afternoon tea with the Head of School / Principal.

## **House Dojo points**

Dojo points are given for excellent work and positive learning behaviours. All children will belong to one of the four houses across the Federation – House Roald Dahl, House Julia Donaldson, House Michael Morpurgo, House JK Rowling.

The points are counted by House Captains and presented in the celebration worship on a Friday. The winning house in each department will win the House Cup for that week. Points are reset for each week.

## **Principals Awards**

During the weekly Celebration Worship, Principal's award certificate given to pupils from each year group.

Head of School and the Principal will give stickers through the week for examples of excellent work, progress and exemplary behaviour.

## **Stars of the Week**

Weekly awards given to pupils by the class teachers for demonstration of learning or values, during the Celebration Worship.

## **My Golden Moment:**

Children who have achieved outside of school are celebrated during the weekly Celebration Worship.

## **Additional Strategies:**

Across the Federation, teachers employ a range of rewards that are tailored specifically to their class. Teachers have the freedom to provide additional rewards as they see fit, provided that these do not become onerous or too distracting. These additional strategies will be reviewed by SLT as necessary.

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## TRACKING NEGATIVE BEHAVIOUR

We use Arbor to track negative behaviour. As a result, SLT are able to see all behaviour tracked across the federation. Level 1 behaviour are minor incidents like shouting out or rocking on a chair. These are not logged, as they are dealt with by class teachers or other staff across the federation.

Level 2 to 5 behaviours are tracked on Arbor. A list of the categories that can be used has been added below.

The behaviours listed below are categorised into graduated steps to support consistent behaviour tracking across the school. All behaviours are considered within context, and professional judgement is applied at all times, taking into account age, developmental stage, SEND, and individual circumstances.

<u>Step</u>	<u>Behaviour</u>	<u>Points</u>
<b><u>Step 5 – Serious Behaviours</u></b>	Damage to property	-5
	Intentional racism	-5
	Physical violence	-5
	Persistent disobeying	-5
	Other serious incidents (as determined by SLT)	-5
<b><u>Step 4 – Significant Behaviours</u></b>	Consistent refusal to work	-4
	Inappropriate language	-4
	Inappropriate use of iPad	-4
	Persistent disobedience	-4
	Seriously hurting another child	-4
	Teasing or ridiculing	-4
<b><u>Step 3 – Repeated or Disruptive Behaviours</u></b>	Constant chair rocking (not stimming)	-3

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	Constant interruption	-3
	Constant shouting out	-3
	Constantly distracting others	-3
	Constantly out of seat	-3
	Disrespectful behaviour towards adults (shouting or swearing)	-3
	Leaving the classroom without permission	-3
	Pushing or flipping furniture	-3
	Refusing to change location when directed	-3
	Repeatedly not listening	-3
	Rough play	-3
	Swearing	-3
	Throwing items	-3
<b><u>Step 2 – Low-Level Behaviours</u></b>	Careless with items	-2
	Refusing to work	-2
	Repeated interruption	-2
	Repeated chair rocking (not stimming)	-2
	Repeatedly distracting others	-2
	Repeatedly not listening	-2
	Repeatedly out of seat	-2
	Repeatedly shouting out	-2

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	Unkind comments	-2
	Work avoidance	-2
<b><u>Step 0 – Recording Only</u></b>	Out-of-school behaviour log	0

### **SANCTIONS**

Positive behaviour and good discipline are essential for children’s learning and wellbeing. To maintain a safe and effective working environment, the school follows a staged behaviour management system. Stage 1 behaviours are managed verbally by staff and are not formally recorded. Behaviours from Stages 2–5 are recorded on Arbor by staff, providing a clear and consistent log of incidents. These records are visible to the Senior Leadership Team (SLT), who monitor patterns of behaviour and take appropriate action where necessary.

At all stages, it is hoped that early intervention and prior warnings will support children in adjusting their behaviour, preventing the need for further sanctions. Where required, behaviour records may progress to Arbor logs, which are overseen by SLT. Restorative conversations with class teachers and/or SLT are used to help children understand the impact and consequences of their behaviour choices and to support positive behaviour moving forward.

### **MANAGING INAPPROPRIATE BEHAVIOURS**

**1) If a child is displaying low-level behaviours**, they will be given up to 2 verbal warnings. Staff will support the children to make positive decisions using the language of choice.

**If negative behaviour persists**, the class teacher may ask the child to take some time out (a few minutes of reflection) in the classroom, before necessarily continuing with sanctions as per the behaviour policy. This may take the form of a ‘Time Out’ in the corresponding class where the child will be asked to reflect on their behaviour for a short time before re- joining their classmates with the ongoing activity. The child will be asked to spend 5 minutes of their next break with an adult to have a restorative conversation to ensure they fully understand the impact of their behaviour and to cover strategies to avoid the situation happening again. The behaviour will be logged in the class behaviour book to monitor frequency of behaviours.

If this happens more than 3 times in one week, this will be classed as persistent repetition and be classed as a moderate behaviour.

**2) If a child is displaying Moderate behaviours**, they may be given a verbal warning.

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If **negative behaviour persists, or is such that it exceeds a verbal warning**, the child may be asked to take some time out (a few minutes of reflection) in the classroom or in a corresponding class, before necessarily continuing with sanctions as per the behaviour policy.

The child will be asked to spend 10 minutes of their next break with an adult to have a restorative conversation to ensure they fully understand the impact of their behaviour and to cover strategies to avoid the situation happening again. The behaviour will be logged in the class behaviour book to monitor frequency of behaviours. A parent / carer will be contacted to discuss the behaviour and resultant sanction.

The child may be put on a one-week report card for repeated Moderate behaviours. An Arbor log to record this would be completed. A parent / carer will be invited in to discuss the report card.

**3) If a child is displaying Significant behaviours**, the child may be removed from the classroom for an extended period of time to reflect on their behaviour and have a restorative conversation with a member of SLT.

The child will be asked to spend their next break time with a member of SLT. A parent / carer will be informed and may be invited into school to discuss the behaviour and resultant sanction.

The child may be removed from class for the remainder of a teaching period for an internal exclusion with a member of SLT.

The child may receive a suspension for a fixed period of time and end with a restorative reintegration meeting with a member of SLT and a parent / carer.

The child may receive a permanent exclusion for significant behaviours. This will be in accordance with government guidance.

### **Suspensions and Permanent Exclusions**

The academy strives to not suspend or permanently exclude any pupils. We will ensure that all interventions have been exhausted prior to permanent exclusion. The academy and the LA will hold a ‘Risk of Permanent Exclusion’ and will refer to the LA and DfE exclusion guidance as below:

<https://www.gov.uk/government/publications/school-exclusion>

Any permanent exclusion will be reported in writing to the Chair of Governors and reported to the full governing body via the principal’s report.

After any suspension, parents and the pupil will be expected to attend a restorative reintegration meeting. The child will then be put on SLT check in for at least one week.

### **ArborBehaviour Logs**

The ArborBehaviour entry is used to record significant behaviours (e.g., Violence), in class and on the playground, when the offence is serious enough to bypass any prior warnings. In such an instance, a meeting will take place with the child’s parent/carer to discuss a suitable consequence. SLT will meet with parents or carers to stress the significance of the behaviour.

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## **SLT Check-In**

This is a restorative intervention designed to support pupils in developing positive behaviour, emotional regulation, and engagement with learning. The purpose of this intervention is to build strong, trusting relationships with pupils, promote reflection and accountability, and provide consistent adult support, rather than to impose sanctions.

Pupils may be identified for SLT Check-Ins by the Senior Leadership Team in consultation with the class teacher where behaviour, emotional regulation, or attitudes to learning indicate that additional support is required. The intervention is intended to be preventative and supportive, recognising that behaviour is a form of communication and that pupils may require adult guidance to understand and regulate their responses.

Each pupil will be allocated a named member of SLT and will attend regular check-ins at a time agreed with SLT. The frequency and duration of the intervention will be proportionate to the pupil’s needs and will be reviewed regularly.

During check-ins, the SLT member will:

- Provide a calm, consistent opportunity for the pupil to feel heard and supported
- Encourage restorative reflection on behaviour and its impact on learning and relationships
- Reinforce school expectations in a clear and supportive manner
- Acknowledge and praise positive choices, effort, and progress
- Support the pupil in identifying strategies and setting achievable, developmentally appropriate targets

Check-ins are conducted in a non-judgemental manner and focus on repairing relationships, restoring a sense of safety, and supporting pupils to make positive choices moving forward.

Parents and carers will be informed when a pupil begins the SLT Check-In intervention. The intervention will be recorded on the school’s inclusion tracker and monitored by SLT to ensure consistency and effectiveness. Where appropriate, feedback will be shared with parents/carers as part of ongoing partnership working.

SLT Check-Ins are time-limited and reviewed regularly. Where sustained improvement is demonstrated, the intervention will be phased out. If concerns persist, further support or interventions will be considered in line with the school’s behaviour, safeguarding, and inclusion procedures, and in collaboration with parents/carers and relevant professionals.

## **Individual Behaviour Plan (IBP) and SEND**

In writing this policy, it is acknowledged that reasonable adjustments will be made, where possible, for pupils with Special Educational Needs or SEMH needs.

Some pupils may require adaptations to the usual rewards and sanctions protocol – this may be bespoke sticker charts or similar. To support staff in understanding protocols for these children, an IBP will be created by the class teacher. This will cover triggers that can lead to challenging behaviour, rewards and

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strategies that are employed every day to maintain positive behaviour and then examples of how the child often presents when displaying low, moderate or significant behaviours. For each of these behaviours, there are ‘potential actions’ for staff to take to de-escalate and regulate the child, as well as agreed sanctions. The IBP will be shared with staff who directly work with the child to provide them with the best support.

## **Behaviour at unstructured times**

Behaviour at break and lunch is expected to be at the same standard as in classrooms by following routines established by SLT and midday supervisors.

## **Off-Site Behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip. This can also be applied if a pupil misbehaves on the way to school or on the way home from school. Sanctions will be applied in line with those outlined in this policy.

## **Social media, chat groups, online gaming**

Where pupils engage in inappropriate online conduct, such as swearing, shaming other pupils, bullying, sharing inappropriate images and other negative behaviours, the school will apply sanctions, contact and in certain situations meet with families, in order to resolve issues and further educate pupils and parents in online safety and appropriate use of technology.

## **Malicious Allegations**

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the principal will discipline the pupil in accordance with the full range of sanctions outlined in this policy.

## **Confiscation**

Any prohibited items (listed below) found in pupils’ possession will be confiscated. These items will not be returned to pupils. We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate. Searching and screening pupils is conducted in line with the DfE’s latest guidance on searching, screening and confiscation.

- o Knives or weapons
- o Alcohol
- o Illegal drugs
- o Stolen items
- o Tobacco and cigarette papers
- o Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

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## **Positive Handling**

Members of school staff have a legal power to use reasonable force. The power applies only to members of staff at the school who are trained.

The academy has a specific team of staff who have Positive Handling training. This team and method is implemented when all other avenues have been explored or where the situation is likely to escalate and for the safety of the pupil and others they need to be moved. It cannot be done by unpaid volunteers or parents accompanying children on a school organised visit.

## **School can use reasonable force to:**

- Remove a disruptive pupil from the classroom where they have refused to follow an instruction
- Prevent a pupil behaving in a way that disrupts a school event or a school visit
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- Prevent a pupil from attacking a member of staff or another pupil, or to stop a disturbance in the playground
- Restrain a pupil at risk of harming themselves or others through physical outbursts

## **Staff Training**

Our staff are provided with training in management behaviour, including proper use of positive handling as part of their continuing professional development. Any event in which reasonable force has been deemed necessary, will be recorded and logged in writing and parents will be informed.

## **INTERVENTIONS**

The following interventions are provided by the school to support social, emotional & behavioural issues:

### **Lego Therapy**

Lego Therapy groups focus on building peer interaction and social skills. These are skills that may be difficult for some children and these groups are designed to support the development of these skills. The groups can be a place to practice a variety of skills including Turn Taking, Eye Contact, Sharing, Waiting, Problem solving, Listening Giving/following instructions, checking on Understanding, Peer interaction/working as a team, asking for help/asking questions and developing verbal and non- verbal language.

### **Sensory Toys**

Appropriate (taking into account size and materials etc.) sensory toys may help our children to focus better. There's so many different “fidgets” and each child will have their own sensory needs so not all “fidgets” will work the same for each child.

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## **ELSA**

ELSA (Emotional Literacy Support) is run by a trained teaching assistant to deliver support for pupils in the following areas:

- Loss and bereavement
- Emotional Literacy
- Self-esteem
- Social Skills
- Friendship issues
- Relationships
- Managing strong feelings
- Anxiety and worries
- Bullying
- Conflict
- Emotional Regulation
- Growth Mindset
- Social and therapeutic stories
- Problem solving

## **1:1 Support with School Pastoral Team**

Direct work means being still in oneself in order to respond to the chaos which the child may be experiencing in their mind. The purpose of direct work is to provide secure conditions for the child, so that the child can feel safe to express their feelings. Appropriate direct work will be implemented where appropriate.

## **Early Help**

If a child receives multiple entries in the behaviour book on CPOMS, Senior Leaders and the Pastoral team will be informed and they will set up a meeting between school, parents and the child. Members of staff to attend the meeting will usually be the Family Support Worker and the class teacher, although this may vary according to the child and/or the issue that has led to the Early Help process being implemented. The meeting will be set up as soon as possible and will be an opportunity to openly discuss a child's behaviour and what can be done to support the individual to make a positive change.

## **Working with External Agencies**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs coordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

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Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, BEE-U, and medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

### **Pupil Transition**

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings where appropriate.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

### **Working with Parents:**

Staff will always work in good faith when approaching parents to discuss concerns about a pupil's behaviour, and all actions taken will be under the remit of this policy.

Praise for positive behaviour will be shared with parents via the Class Dojo app.

We take the view that good behaviour from pupils is the product of a successful working relationship between school and the home, and to this end we will always seek to maintain clear lines of communication with parents in order to ensure that the behaviour of our pupils meets the standards that we expect. Correspondingly, we ask that parents also keep the school informed of any factors outside of the school day that may be affecting their pupil's behaviour. This is important, as it will enable us to keep an eye on any pupil who might struggle to behave to the required standard and, if necessary, make appropriate adjustments to their school routine. Such an adjustment might include alternative arrangements being made at lunchtime.

Any instances of unacceptable behaviour will always be communicated to parents by the class teacher, either in person at the end of the school day or, if that is not possible, by a telephone call.

Also, parents who wish to enquire about their pupil's behaviour in school are welcome to make an appointment in order to come in for an update. In most cases the best person to contact will be the class teacher, as this will be the person who is responsible for supervising the pupil on a day-to-day basis and will also be the member of staff best placed to discuss concerns with parents. It is anticipated that the vast majority of enquiries about behaviour will be swiftly resolved in this manner.

Where inappropriate behaviour persists over time without the desired changes taking place, despite the use of the sanctions described above, it may be necessary for the academy to request that parents come in for a regular timetabled meeting at set points during the week in order for a report to be given about their pupil's conduct. This may take the form of a discussion (with or without the pupil present) and may

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also involve the use of a home/school diary in order for parents and staff to track and record behaviour over time.

It will not normally be the case that a serious behavioural incident takes place during the school day that the academy remains unaware of. However, it is accepted that sometimes pupils can withhold from informing staff about behaviour during the day that has affected them and may instead disclose to their parents after the school day has ended. Concerns about more serious episodes of behaviour that parents may wish to make the school aware of can be made directly to a member of the Senior Leadership Team.

### **Bullying**

Bullying is when the same pupil is repeatedly and deliberately harmed by the same pupil or groups of pupils. The victim finds it difficult to defend him or herself against the perpetrator/s. The victim is the same pupil who is subjected over and over again to mean and hurtful actions by others.

*'Bullying is behaviour by an individual or group, usually repeated over time that intentionally hurts another individual or group either physically or emotionally'*

(Preventing and Tackling Bullying, Advice for School Leaders, Staff and Governing Bodies, 2011, Department for Education).

Bullying will not be accepted or condoned. All forms of bullying will be addressed.

Further information is available in our Anti-Bullying Policy.

### **Radicalisation**

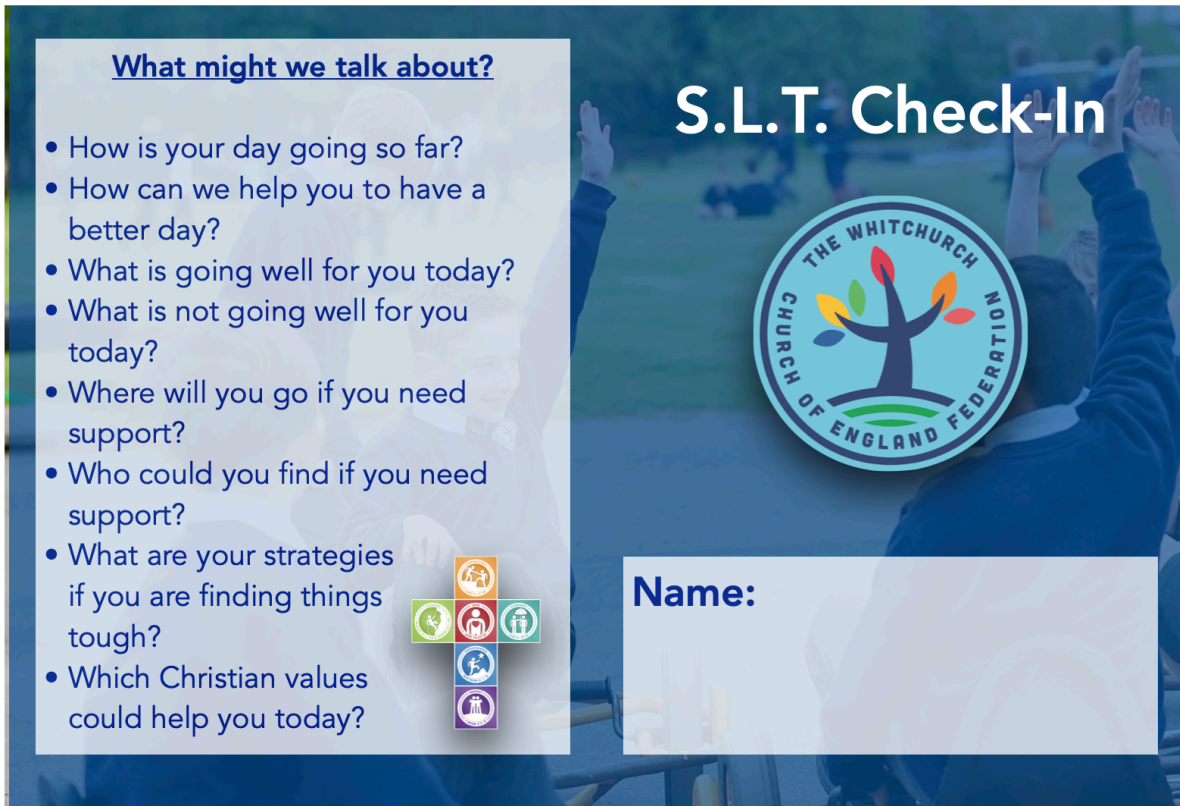
Use of inappropriate language, possession of violent extremist literature, behavioural changes, the expression of extremist views, advocating violent actions and means, association with known extremists, seeking to recruit others. All staff in the Federation have received PREVENT training to identify early signs of radicalisation. Staff are also aware that any extreme behaviour, language or incidents related to radicalisation will be reported to the PREVENT team and investigated

Further. See Safeguarding and Child Protection Policy and Preventing Extremism and Radicalisation Policy.

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## Appendices

### SLT check in card




**What might we talk about?**

- How is your day going so far?
- How can we help you to have a better day?
- What is going well for you today?
- What is not going well for you today?
- Where will you go if you need support?
- Who could you find if you need support?
- What are your strategies if you are finding things tough?
- Which Christian values could help you today?



**S.L.T. Check-In**



**Name:**

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<u>Daily Check-In</u>						
Day 1 - ____/____/____						
Morning 1	Break	Morning 2	Lunch	Afternoon 1	Afternoon 2	SLT sign
Day 2 - ____/____/____						
Morning 1	Break	Morning 2	Lunch	Afternoon 1	Afternoon 2	SLT sign
Day 3 - ____/____/____						
Morning 1	Break	Morning 2	Lunch	Afternoon 1	Afternoon 2	SLT sign
Day 4 - ____/____/____						
Morning 1	Break	Morning 2	Lunch	Afternoon 1	Afternoon 2	SLT sign
Day 5 - ____/____/____						
Morning 1	Break	Morning 2	Lunch	Afternoon 1	Afternoon 2	SLT sign

Individual Behaviour Plan (IBP)

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\*\*\*First name, surname initial\*\*\*

Insert photo [here](#)

Triggers	Everyday Strategies
•	•

Low	Moderate	Significant
<p><b>What does it look like?</b></p> <p>•</p>	<p><b>What does it look like?</b></p> <p>•</p>	<p><b>What does it look like?</b></p> <p>•</p>
<p><b>Potential Actions</b></p> <p>•</p>	<p><b>Potential Actions</b></p> <p>•</p>	<p><b>Potential Actions</b></p> <p>•</p>