



*'Let your light shine' – Matthew 5:16*

## Promoting Positive Attitudes and Behaviours for Learning Policy

Date policy written	July 2022	
Date policy last reviewed	May 2023	
Signed	Claire Gray	Head Teacher
Signed	Chris Peart	COG

The staff and governors of Whitley Memorial Primary school ensure that the positive attitudes and behaviour for learning policy works in line with government guidelines from the Behaviour in Schools document – July 2022.

### **Aims and Expectations:**

It is the primary aim of our school that every member of the school community feels valued and respected and that each person is treated fairly and equally in the eyes of God. We are a nurturing community, whose Christian values are at the heart of all we do at the Whitley, building the foundations of mutual respect and trust for all. The school Positive Attitudes and Behaviour for Learning Policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure being a valued member of God's family.

The school has a number of school rules, but the primary aim of the policy is to promote good relationships, high expectations and careful knowledge and understanding of the children so that people can work together with the common purpose of helping everyone to learn and grow in the light of God. The policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, meaning everyone in the community can 'Let their Light Shine.'

As a school, we expect the children to follow our rules and 'Let their Light Shine.'

**Show RESPECT**- Show and have respect for our everyone and everything in our community.

**HIGH EXPECTATIONS**- Have a positive attitude and high expectations of yourself and others.

**I keep SAFE** - Remember you should keep and feel safe. Remember you can talk to trusted adults to feel safe.

**NEVER GIVE UP**- Be determined and persevere even when you are finding things difficult.

**Everyone is EQUAL**- Everyone is equal and deserves to be treated the way you would like to be treated.

Whitley Memorial C of E Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our Positive Attitudes and Behaviour for Learning policy guides staff to build warm relationships with children and families, focused on positive learning behaviours whilst having the freedom to personalise approaches that are agile to the children's needs - this echoes our core values within school.

All adults are committed to ensuring the welfare of all pupils and ensuring appropriate behaviour is followed. We are particularly aware of the needs of some children who may require staff to be agile in their support for behaviour. The school aims, within its available resources, to provide appropriate behaviour support for vulnerable children according to their needs. These include: looked after children, children with SEND and children with physical and emotional needs. Where it is considered appropriate, individual behaviour and support plans will be used.

### **Our school vision:**

As a Church of England school, our historical roots are vital to our identity and we are committed to serve our community. We value all of God's children, and follow our vision of equality for all. We believe that at Whitley Memorial Church of England Primary we are one big family, the 'Whitley Family,' striving to support our children equally in their spiritual and personal growth alongside their academic development.

Our school motto of 'Let your light shine' comes from Matthew 5:16: 'Let your light shine before all people, that they may see your good works, and glorify your Father which is in heaven.'

This voices our overarching belief that everyone, no matter what their starting point may be, has God given skills and talents and we passionately believe in working collaboratively with parents, learners, members of the community, our church (St Cuthbert's), educational partners (including the Diocese of Newcastle & Durham and Northumberland County Council) and other professionals to ensure all children receive the very best start to their learning journey and have every opportunity to '[Let Your Light Shine.](#)'

### **Our School Ethos - our school will:**

- As a Church of England school we believe everyone can '[Let Your Light Shine](#)' through:
- Providing an education of the highest quality within the context of Christian practice and belief
- Continually reviewing and refining our practice
- Providing encouragement and opportunities for everyone to discover and use the gifts and talents they've been given by God, in a safe environment
- Ensuring that Christian and British values are at the core of everything we do
- Being a fully inclusive school where all children feel safe and welcome and are encouraged to be kind, thoughtful, tolerant and respectful to all within school, the church and the wider community
- Having a positive approach to behaviour based on Christian principles and using the '[Thrive](#)' approach.
- Valuing parents as the first teachers of children and to welcome parents as partners in our school community
- Providing opportunities to worship together and with our local community

### **Whitley Memorial School Values:**

<b>Thankfulness</b>	<b>Generosity</b>
<b>Trust</b>	<b>Compassion Perseverance</b>
<b>Justice</b>	<b>Courage</b>
<b>Service</b>	<b>Forgiveness</b>
<b>Truthfulness</b>	<b>Friendship</b>
<b>Respect</b>	
<p>These Christian values underpin every aspect of our school life from the emphasis of rewards and praise to the curriculum decisions and focus for learning. The children will be encouraged to learn these Christian values in order to reflect upon them in their daily actions.</p>	

**Whitley Memorial Shine Rules:**

**Show RESPECT**- Show and have respect for our everyone and everything in our community.

**HIGH EXPECTATIONS**- Have a positive attitude and high expectations of yourself and others.

**I keep SAFE** - Remember you should keep and feel safe. Remember you can talk to trusted adults to feel safe.

**NEVER GIVE UP**- Be determined and persevere even when you are finding things difficult.

**Everyone is EQUAL**- Everyone is equal and deserves to be treated the way you would like to be treated.

**In addition, we have simple rules for other aspects of school:**

<p><b>Our listening code – Hands Free, Eyes on Me</b></p> <ol style="list-style-type: none"> <li>1. Stop what I am doing</li> <li>2. Empty hands</li> <li>3. Look at the member of staff</li> <li>4. Keep quiet and still</li> <li>5. Listen to instructions</li> </ol>	<p><b>Our line up code – 3 Whistles</b> <i>When I am asked to line up, I:</i></p> <ol style="list-style-type: none"> <li>1. Stop</li> <li>2. Walk sensibly to my line</li> <li>3. Silence in the line and wait for adult instructions</li> </ol>	<p><b>Lunch time</b></p> <ul style="list-style-type: none"> <li>● I wash my hands before lunch</li> <li>● I walk to the dining hall</li> <li>● I stay in my seat while I am eating</li> <li>● I eat sensibly and converse quietly with the people on my table</li> <li>● I leave my table clean and tidy</li> </ul>
---	--	---

**Whole School Non-negotiable Strategies to improve relationships:**

- Every child will have a supportive relationship with members of staff
- Adults will meet and greet at the start of the school day
- Meeting with parents of vulnerable children to develop positive relationships across the family and working together towards the same purpose.
- Playing, engaging, conversing with children at every opportunity; including lunch times and playtimes. Time should be allocated for emotional ‘check-ins’ throughout the day.

- All staff will use Thrive language and appropriate tones throughout their practice (Sentence Stems are listed below)

**The following Thrive sentence stems will be used to begin conversations when children are finding it difficult:**

- **I'm wondering...**
- **I'm imagining ...**
- **I notice ...**
- **I wonder...**
- **I can see ...**
- **I am thinking...**

These allow a non-confrontational approach to be adopted and are more likely to result in the child being able to discuss what the problem is, aiding self-regulation and a quicker more effective solution.

#### **Whole School Expectations and Strategies to improve learning behaviours.**

- Model and articulate appropriate learning behaviours in all situations.
- Model growth mind set with the view of supporting children in their resilience regarding setbacks/mistakes/failures.
- Know the emotional barriers for children and personalise responses to this proactively.
- Allow time to share alternatives to the behaviours displayed using the VRFs (Vital relationship functions - Thrive) or identifying the positive behaviour.
- Always praise positive behaviour.
- Contact parents regarding positive behaviour.
- Ongoing communication with parents to ensure school staff and parents and carers work together in maintaining best possible behaviours for learning.
- Using appropriate positive language, including positive non-verbal gestures – **never shout** at children.
- Promote sensible, structured and orderly movement around school.
- Adults should be reflective about their own practice – unpick and review where things are not going well and identify what has been successful, what needs to change and how this can happen.
- Children should be taught play time games/activities to do at wet play or lunch times and play times so they have a bank of resources available.

#### **The Thrive Approach**

Thrive gives us a systematic approach to identifying, supporting and reviewing emotional development needs. It is a development model that recognises children's emotional capacity grows through experiences in a series of stages. As they develop, their experiences and circumstances shape their development. Issues arise when development is significantly interrupted at one of these stages. This results in gaps which manifest most often as challenging behaviour patterns as the child grows up. These gaps can be filled through focused support in relationships with other people.

Vital Relational Functions (VRFs) underpins our approach to building positive relationships. All staff form relationships with students so that everybody feels valued and emotionally supported. When behaviour is unacceptable staff will use VRFs: attune to the child's feelings; validate their experiences; contain them to

ensure they are safe; regulate/soothe to help them understand the behaviour and begin to make a change.

At Whitley Memorial Primary School we commonly see children who have interrupted development that makes them unable to make an informed choice when faced with a difficulty. These children experience a feeling, often that they can't name or understand, and behave instinctively. For these children "Your choice, your consequence" is not appropriate. Instead they will be supported to understand the physical sensations they experience and link them to a feeling or emotion and access their "Thinking brain" to enable them to feel – think – act. This may be done on a one-to-one basis or as part of a group. Children will still be held accountable for unacceptable behaviour.

As a 'Thrive' school and taking into account individual students, Whitley Memorial must consider individuals' needs and circumstances when applying the school's Behaviour Policy, including in regard to race, religion and culture, SEN, disability and the circumstances of other vulnerable pupils. In doing so the school must act in accordance with the Disability Discrimination Act 2005 (Code of Practice for Schools – Disability Discrimination Act 2005) and the SEN duties in the Education Act 2001, both of which were amended by the SEN and Disability Act 2014. It is important, where necessary, to differentiate between a student with SEN (learning) and SEN (behaviour), whilst accepting that a student may have both learning and behavioural needs.

Students identified as exhibiting unsatisfactory behaviour may need support to improve their behaviour until it can be described as falling within the acceptable norms of the school. It may be that intervention by the class teacher, Key Stage Leader, Deputy or HT is sufficient to improve behaviour. Sometimes additional measures are required. Where appropriate, these are decided on in consultation with the SENCO.

Individualised Pupil Passports and reward systems will be in line with the Special Educational Needs & Inclusion policy in which Inclusive Provision is defined as "educational provision to remove the child's barriers to learning, which is additional to, or otherwise different from, the differentiated educational provision made generally for children of the same age in maintained schools".

### **Worship**

It is an expectation that children will come calmly and silently into worship and sit smartly while listening. The children are expected to show respect. Whole school worship promotes the core values and teaches children further Christian values.

### **Playtime and lunchtime Behaviour**

- Members of staff are responsible for overseeing the children at times of transition, including playtimes and the beginning and end of the day.
- The children will continue to follow the **Shine** rules at this time.
- Any children who require medical attention will be seen by a member of staff who is on first aid for that duty.
- After playtime all the children can be reminded that playtime is over and that a change in behaviour is expected in and around school (i.e. indoor voices).
- If it is felt that the playground has too big a boundary and the time is too unstructured or there is a risk of a child not being able to keep themselves or others safe, this should be preempted by the staff and arrangements made for that child to have playtime in break/lunch club with a friend. Support will be put in place to help make that transition so they learn to adjust to the playground environment.

### **Visits out of school**

It is an expectation that children's behaviour will be exemplary at all times and will be good role models for our school. They are expected to be polite and courteous to members of the public and other adults that they encounter. The expectations will be shared with children, staff and any other helpers before they leave school.

Possible risks caused by a child's behaviour will be identified in the Evolve risk assessment, via the Event Specific Plan.

**Any incidents that occur during these periods are recorded and reported to the teacher first, and depending on the frequency or seriousness of the incident, passed on to SLT, Deputy Head Teacher and then the Head teacher. The incidents are investigated and appropriate action taken. Reports of the incidents are filed with the teacher on CPOMS.**

### **Physical intervention**

In line with the school's Physical Intervention Policy, staff and will have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom.

Physical restraint will only be used as a last resort and as a method of restraint. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are detailed in the Physical Intervention Policy. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. The power to use reasonable force also applies to any individual whom the headteacher has identified as temporarily in charge, such as volunteers.

### **Behaviour Guidelines and Procedures:**

For all members of Whitley Memorial Primary school, it is very important that meaningful praise and reward should have great emphasis. Praise is one of the simplest and most powerful tools to engage and motivate students. When used effectively, praise can turn around behaviour and improve students' attitudes to their learning. We will continue to use praise to motivate and reinforce positive behaviours as well as demonstrating to every child that they are valued at our school. Praise will be delivered in various ways; it may be rewarded individually or in groups and it can be earned for a variety of reasons.

### **Rewards:**

Rewards can be awarded by any adult in school to praise and motivate children on their journey to outstanding modelled behaviour.

- Praise and encouragement in all areas of schools should be used by everyone as much as possible.
- House Points – will be rewarded for positive pieces of work, demonstrating the **Shine** rules, excellent school behaviours etc.
- Recognition Worship will be held regularly where two children in each class will receive a 'Let Your Light Shine,' certificate and their success is shared with the rest of the school (e.g. excellent effort, kind deeds or actions related to our core values)
- Achievement Worship – these are held once a term for children to share their out of school achievements and an opportunity for everyone else to celebrate their successes beyond the classroom.
- Postcards – throughout the year, a member of staff may send a postcard home to share with parents how a child has successfully excelled in showing the core values in their school day.
- Phone calls home/ Conversation at collection/ Parent Consultations – teachers can call home or ask to speak to an adult at home time to share a positive message about their child.
- Head teacher's Award- Some children who are sent to the head teacher with high quality work, for going 'above and beyond,' or recognition for a personal event outside of school, can be awarded with a special head teacher sticker and certificate for their exceptional achievements.
- Reading Rewards – Children who are regularly read at home, then bring their signed reading record into school to show evidence of this, will be rewarded raffle tickets daily and can be in with the chance of winning prizes at the end of each week.
- Finally, the house point team with the most house points at the end of each term will be given a prize and a morning/afternoon treat for their joint efforts in being exemplary students for the term.

## **Sanctions:**

Before any sanctions are used, staff should use all methods of praise and modifying behaviour in order to support children. Staff will use the Thrive sentence stems or language to pre-empt and encourage changes to behaviour. With the use of sanctions, all pupils at Whitley Memorial will experience and expect a fair and consistent approach from all members of staff which will differentiate depending on the seriousness of offences. **Procedures for dealing with unacceptable behaviour will be guided by the sanctions chart below. However, this chart is only to be used as a guidance as staff do have the flexibility to take into consideration individual circumstances before giving a consequence as every child and incident is different.**

Children at the 'being' or 'doing' stage of emotional development do not always have an understanding of cause and effect so sanctions may need to follow a different approach for these few children and this will be discussed with SLT and Thrive practitioners. Children who are working at an age appropriate level of development understand the concept of actions and consequences.

When any sanction is given, we recognise that this can cause a shift in the adult/child relationship; therefore, it is the responsibility of all adults to seek to repair the relationship with a restorative conversation after the sanction. This should allow the child to move on, understand and feel safe and happy in school.

The agreed systems for sanctions to register disapproval of unacceptable behaviour, can range from responses such as polite reminders to permanent exclusions. This system aims to:

- Provide a clear and consistent approach of suitable responses
- Minimise disruption to others, especially during teaching and learning time
- Provide every opportunity for the children to correct their own behaviour, make sensible choices and prevent further sanctions being applied
- Allow early involvement of parents, line managers, SENDCo and support agencies
- Do everything responsibly possible to avoid any child receiving an exclusion from school.

The sanctions will take place as follow:

**The table will be followed by all staff members. However, teachers will use their professional judgement to identify which stage a child may begin on depending on their individual needs. Teachers may contact parents informally if persistent behaviour means their child is receiving a yellow or red card regularly. This conversation may lead to an informal in class behaviour chart or a short term reward system before moving onto a behaviour support plan and advice from outside agencies.**

**Serious incidents should be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or "one off" offence. These may include:**

- **Serious actual or threatened violence against another pupil or a member of staff**
- **Sexual abuse or assault**

- Supplying an illegal drug
- Carrying an offensive weapon
- Serious deliberate damage to school property.

Stages	Who	Possible Consequences	Examples of Behaviours displayed
<b>Stage 1</b> - A Spoken warning	Class teachers  Support Staff  Lunch time Staff	Remind the child of our <b>Shine</b> rules and explain why they are not following these rules.  <i><b>I have given you a spoken warning because you are... Please try to ... instead. Thank you for listening to me.</b></i>  Give the ch ideas as to how they can change this behaviour e.g. Remember to raise your hand when you would like to answer a question.  <i><b>Also, praise the positive behaviour of children around to allow the child to see what is expected of them.</b></i>	<ul style="list-style-type: none"> <li>- Shouting out in class</li> <li>- Answering adults back</li> <li>- Low level classroom disruptions</li> <li>- Name calling</li> <li>- Showing an unwillingness to work or try with their work</li> <li>- Not displaying the Shine rules</li> </ul>
<b>Stage 2</b> - In class reflectio n time	Class Teacher  Support Staff  Lunch time Staff	Time away from the rest of the group to reflect on displayed behaviours e.g on a concentration station or in a quiet area.  At break or lunch time, this could be at a classroom door or on the wall. The child will still be expected to complete their task in this area.  <i><b>... Please can I ask you to come sit in our reflection area. You have continued to... and I feel you require some time to think about how you could stop this. As I have suggested, you could try... Please work quietly until you are ready to follow our Shine rules.</b></i>  If you are happy with the child’s progress while in the reflection space, they can be reintegrated into class. This should happen within 30 minutes of the stage 2 behaviour happening.	<ul style="list-style-type: none"> <li>- Continuation of the behaviours shown in Stage 1</li> </ul>

<b>Stage 3 - Yellow Card</b>	Class Teachers  Support Staff  Lunch time staff	<p>5 minutes loss of play to have a restorative chat with a member of staff.</p> <p>If a yellow card is given at break or lunch time, the child is required to stay with the member of staff for 5 minutes and have the restorative chat in that time before returning to their activities.</p> <p><b>Quietly at the child's side:</b>  <i>I am giving you a yellow card as you have continued to... I feel we need 5 minutes at break time/stay with me to chat about how we can make different choices. Please stay in at break time to have a chat with me.</i></p>	<ul style="list-style-type: none"> <li>- Continuation of behaviours shown in Stage 1 and then 2</li> <li>- Immediate Yellow card for aggressive behaviour e.g - pushing, tackling</li> </ul>
------------------------------	---	--	--

		<p>If a child is frequently receiving yellow cards, please see the information below.</p>	
<b>Stage 4 - Red Card</b>	Class teacher  Support Staff  Lunch time staff	<p>15 minutes loss of play for reflection time and a restorative chat with a member of staff.</p> <p><b>CPOMs completed</b></p> <p><b>Parents informed</b></p> <p>If a red card is given at break or lunch time, the child is required to stay with the member of staff for 15 minutes and have the restorative chat in that time before returning to their activities. <b>Class teacher must be informed.</b></p> <p><b>Quietly, at the child's side:</b>  <i>I am giving you a red card as I have noticed you are/have... you will lose 15 minutes of your play. I would like you to reflect on what you have done and we will have a chat about this in a moment.</i></p> <p>If a child is frequently receiving red cards, please see the information below.</p>	<ul style="list-style-type: none"> <li>- Continuation of the behaviours shown above.</li> </ul> <p><b>The following behaviour will cause a RED card to be given automatically</b></p> <ul style="list-style-type: none"> <li>- violence against another person</li> <li>- using foul language</li> <li>- refusing to accept a yellow card</li> <li>- child on child abuse (bullying)</li> <li>- Cyber bullying</li> </ul>

<p><b>Stage 5 -</b> Taken to a member of SLT to discuss behaviour choices/reflect</p>	<p>Class Teacher If a child has reached stage 5 with support staff or lunch time staff, they must be taken to the class teacher who will make the decision whether that child is ready to be seen by SLT.</p>	<p>Possible Sanctions</p> <ul style="list-style-type: none"> <li>- Time out in the SLT members class to reflect while completing class work</li> <li>- Short Term behaviour interventions implemented (2-6 weeks)</li> <li>- Structured play intervention through the use of Thrive - SEND support considered</li> </ul> <p>CPOMs completed Parents informed</p>	<ul style="list-style-type: none"> <li>- Continuation of the behaviours shown above</li> <li>- Any racial/homophobic or sexual language, comments or actions will result in immediately being seen by a member of SLT or move straight to <b>STAGE 6</b></li> <li>- Persistent child on child abuse (bullying)</li> <li>- Dangerous behaviour</li> <li>- Persistent physical abuse whether child on child or child on adult abuse.</li> </ul>
<p><b>Stage 6 -</b> Taken to see DHT/HT, behaviour discussed and parents informed and governor involvement</p>	<p>Class Teacher</p>	<p>Possible Sanctions</p> <ul style="list-style-type: none"> <li>- Meeting with parents</li> <li>- Internal exclusions</li> <li>- Removal of privileges e.g. not attending school visits etc</li> <li>- External exclusions - the length of these could vary depending on the severity of the incident/incidents</li> <li>- Work with outside agencies</li> <li>- SEND action plan</li> <li>- Governors informed</li> <li>- CPOMs completed</li> </ul>	<ul style="list-style-type: none"> <li>- Continuation of the behaviours shown above</li> <li>- Any racial/homophobic or sexual language, comments or actions will result in immediately being seen by a member of SLT</li> </ul>
<p><b>Stage 7 -</b> Further sanctions</p>		<p>Individual programme withdrawal of privileges or in the case of extreme behaviour - temporary exclusion</p>	

### Fast Track

We recognise that there will be occasions that the system of warnings will be unsuitable, such as:-

- when a child is wilfully abusive (verbal or physical)
- when a child's behaviour is considered dangerous.

- when a child shows signs of persistent bullying whether child on child abuse or child on adult abuse. At such times the child will be taken straight to the SLT, Deputy Headteacher or Headteacher The following behaviour will cause a RED card to be given automatically:
- violence against another person
- using foul language
- refusing to accept a yellow card

In all but the most exceptional circumstances, the school will make every effort to support the child and avoid exclusions. It is vitally important that parents are informed early and behaviour targets are agreed to establish a possible cause of behaviour and form a partnership of support for the child. Regular feedback and communication will be shared with home as outlined in the above.

**However, serious incidents should be treated on an individual basis and the circumstances investigated. In exceptional circumstances permanent exclusion may be considered for a first or “one off” offence. These may include:**

- **Serious actual or threatened violence against another pupil or a member of staff**
- **Sexual abuse or assault**
- **Supplying an illegal drug**
- **Carrying an offensive weapon**
- **Serious deliberate damage to school property.**

#### **Searching and confiscation**

Before screening or conducting a search of a pupil, it is vital that staff at Whitley Memorial consider their obligations under the European Convention on Human Rights. Under Article 8, pupils have a right to respect for their private life. In the context of these rights and obligations, this means that pupils have the right to expect a reasonable level of personal privacy. However, searching can play a critical role in ensuring that schools are safe environments for all pupils and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils can learn and thrive. The head teacher and staff are authorised and have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item.

The list of prohibited items is:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- any article (weapon) that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to property of any person (including the pupil).
- tobacco, vapes and cigarette papers
- fireworks, lighters, matches etc
- pornographic images

Before conducting a search, the members of staff will explain to the child why they are being searched and should seek the cooperation of the child so they understand why they are being searched. If the pupil is not willing to co-operate with the search, the member of staff should consider why this is. Reasons might include that they:

- are in possession of a prohibited item
- do not understand the instruction
- are unaware of what a search may involve

- have had a previous distressing experience of being searched.

A member of staff may only search a child's bag/possessions, their coat pockets and ask them to turn their pockets inside out. No other search will be out. All searches will take place in the presence of a member of SLT and with the child.

Any search by a member of staff for a prohibited item listed, should be recorded in the school's safeguarding reporting system, including whether or not an item is found. This will allow the designated safeguarding lead (or deputy) to identify possible risks and initiate a safeguarding response if required. The school will record

- the date, time and location of the search
- which pupil was searched
- who conducted the search and any other adults or pupils present
- what was being searched for
- the reason for searching
- what items, if any, were found
- what follow-up action was taken as a consequence of the search.

### **Informing parents of searching and confiscation**

At Whitley Memorial we feel it is highly important that we are working at one with the community and parents by forming and maintaining positive relationships with parents. Parents will be informed of any search that is taking place and the outcomes of such search.

### **Confiscation**

An authorised staff member carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- poses a risk to staff or pupils
- is prohibited, or identified in the school rules for which a search can be made
- is evidence in relation to an offence

### **Special Educational Needs**

Whitley Memorial will consistently promote fair and high standards of behaviour for all; providing additional and agile support where needed to ensure pupils can achieve and learn as well as possible. As a school, we will not always assume that because a child is SEND, it has affected their behaviour on a particular occasion – we will use our judgement of the facts to ascertain this. If we will the pupil's SEND has contributed to their misbehaviour, we will consider reasonable adjustments that should be implemented to support each child.

Children with special educational needs or emotional/behavioural difficulties may need to follow a specific/individual behaviour programme from time to time - this may include issuing good behaviour certificates at nominated intervals as a staged incentive. Usually this will be drawn up by the Class Teacher/SENCo and/or Head Teacher. Parents/Carers will be consulted and informed of individual programmes and targets.

In the event that a child has regular and/or significant episodes of dysregulated behaviour school will create a behaviour crisis management plan and consider therapeutic intervention

### **Record Keeping**

- Red cards and further stages are recorded on CPOMS
- All information regarding concerns about children's behaviour are shared with the DSL(s) in school and recorded on CPOMS

- Any patterns of behaviour or notable triggers are also reported in line with our safeguarding responsibilities and recorded on CPOMS
- Children are required to reflect on their behaviour, encouraged to offer suggestions on how to manage situations in the future and given support with conflict resolution strategies.
- On occasion home-school books are used to support children's behaviour both at home and at school and these once undertaken, must be filled in consistently according to agreement with parents

### **The Role of Parents**

Parents are crucial in helping Whitley Memorial develop and maintain positive attitudes and exemplary behaviours for learning. To support the school, we encourage parents to understand our Positive Attitudes and Behaviour for Learning Policy and encourage their children to follow this.

Parents have an important role in reinforcing the policy at home and ensuring children understand how they can behave positively in school. If a parent has concerns about the management of a child's behaviour, they should raise this firstly with the child's class teacher who will work in partnership with them. If they feel this is still a problem after some time for change parents can look to seek further support within school.

Whitley Memorial staff will continuously work with parents to inform them of their child's behaviour: whether positive or negative behaviour. Parents will be included in pastoral work and reviewing behaviour. As stated in the chart, teachers will inform parents of any behaviour beyond a red card or persistent yellow cards, this will be carried out when:

- Parents/carers are informed of problematic behaviour when their children are collected from school
- If the children are not collected by their parents/carers they will be contacted by telephone or email and invited to school to talk about the behaviour with their teacher.

### **Behaviour outside of school premises**

In the even where an incident takes place outside of school, the head teacher or SLT will make a judgement as to whether it is appropriate to follow our Promoting Positive Attitudes and Behaviour for Learning Policy.

Whitley may consider taking actions when:

- An incident happens where a child is taking part in any school-organised or school-related activity
- When travelling to and from school
- When wearing school uniform
- When in some other way the pupil is identifiable as a school pupil
- That could have repercussions for the orderly running of school
- That poses a threat to another pupil
- That could adversely affect the reputation of the school.

### **Reintegration**

If a child is ever excluded, whether internally or externally, a reintegration meeting between the school, pupil and parents/carers or, if relevant, other agencies will take place. The school will consider the support the pupil is already receiving and look at further support to ensure that child is meeting the expected standards of behaviour.

### **Behaviour incidents online**

The way in which pupils relate to one another online can have a significant impact on the culture at school. Negative interactions online can damage the school's culture and can lead to school feeling like an unsafe

place. Behaviour issues online can be very difficult to manage given issues of anonymity, and online incidents can occur both on and off school premises. Although online spaces differ in many ways, Whitley Memorial expect the same standards of behaviour online as are expected offline – everyone should be treated with kindness, respect and dignity.

Inappropriate online behaviour including bullying, the use of inappropriate language, the sharing of inappropriate content and any harassment will be addressed with the same principles as offline behaviour and following the child protection and safeguarding policy.

Most online incidents amongst young people occur outside of the school day and premises and parents are responsible for this behaviour. However, often incidents that occur online will affect the school culture. We will impose sanctions when we feel online behaviour possessed a threat or causes harm to another pupil or has repercussions for the orderly running of the school.

**Monitoring of this policy:**

The implementation of this policy will be monitored via meetings and through observations.

**Success Criteria:**

Indications that this behaviour policy is succeeding could include:

- A reduction in the number of students being sent to SLT
- A reduction in students losing play time minutes
- Positive feedback from pupils, parents and staff
- Observations of positive displays throughout school
- Improved pupil confidence ● Improved standards of achievement ● Improved Thrive assessments.