STEEL RIVER
ACADEMY TRUST

Behaviour Policy



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Introduction

The children at Whale Hill have a reputation in the community for good behaviour which we endeavour to protect at all times. All staff are responsible for implementing the school's Behaviour Policy. This centres heavily on the need for positive relationships and on the impact and importance of the role of the adult, and adult interactions. Children who experience difficulties will be supported through a positive and consistent approach to behaviour management. Senior staff will advise and support teachers with all aspects of implementing the policy. However, we expect staff to support each other at all times, regardless of experience and seniority. Our strength is in collective responsibility; a shared understanding and commitment to the children of Whale Hill. We work with children to help them solve their problems and use their experience as a learning opportunity, using 'sanctions' as a last resort.

Teaching areas are well organised with systems in place which facilitate effective learning and good behaviour. Routines are established and clearly conveyed to pupils and parents.

Although great emphasis is placed upon developing self-discipline, unacceptable behaviour is always addressed. The children know from an early age what the ground-rules are. We expect high standards of behaviour, with children taught to show consideration, courtesy and respect for others, their property and their surroundings.

On the rare occasions that individual children do persistently misbehave, our appropriate procedures will be implemented. Parents will of course be invited in to discuss any behaviour problems giving us cause for concern.

Rationale

In this school, we believe that good attendance and a positive approach to learning are key to success. An ethos of positive behaviour reinforcement is established where children are regularly praised for doing the 'right' thing and persistent inappropriate behaviour is not tolerated.

Purpose of the behaviour policy:

To provide guidance to staff and learners that can be:

• Easily understood and used

• Used to create and embed a nurturing, inclusive whole school ethos that reflects the aims of the policy

• Monitored and evaluated as part of a plan-do-review cycle, with input from school staff, children/young people, parents/carers and governors.

Our main aims are:

- To ensure that all members of the school community feel safe.
- To establish clear expectations of behaviour.
- To encourage relationships between all members of the school community that facilitate effective learning
- To allow children/young people to develop a strong sense of morality that allows them to take on board the thoughts and feelings of others, during the school day, in the community and beyond.
- To teach children/young people how to communicate their thoughts and feelings in a way that would be beneficial in their adulthood.
- To ensure that children show respect for everyone in the school community, their property and are polite and courteous to each other and all adults in school.
- To foster strong relationships across the school community with the aim of spending more time 'building relationships' and consequently less time having to 'repair' situations.
- To create a safe, happy, caring and productive working atmosphere where the well-being of all learners is a priority.
- To establish and maintain consistency in managing pupil behaviour across the school.

- To understand behaviour as a form of communication and to look behind it, and that it is sometimes the result of an 'unmet' need.
- To provide a common code of conduct that is clearly understood by all staff, children, and visitors.
- To share concerns with parents and carers.
- To support children who may find it difficult to follow our Core Values.
- To share successful strategies which support particular children.
- To provide an effective system of rewards.
- To embed values so firmly that they are reflected in pupils' behaviour in the community and wider society.
- To ensure that parents understand the reasoning behind the school's policy and that they are directly involved in its implementation, wherever this is appropriate and necessary.
- To ensure that every child who leaves Whale Hill Primary School is emotionally ready to take on new challenges as well as academically equipped to reach high achievement in whatever they put their mind to.

All children in this school are the responsibility of every member of staff. We all work together for the benefit of all the children.

Core Values:

At Whale Hill School we follow the 'Whale Hill Way'.

1. Be ready
2. Be respectful
3. Be responsible
4. Be safe

All staff and pupils are expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our core values (ready, respectful, responsible and safe) have a heavy emphasis on respectful behaviour and self-reflection with a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Staff Responsibilities

Research shows that the main protective factor of the impact of childhood trauma is one trusted, emotionally available adult before the age of 18.

Staff should therefore:

- Foster strong relationships between themselves and pupils (providing psychological safety and showing professional 'love').
- Provide a physically safe, predictable, consistent and structured learning environment (in line with our School Environment Policy).
- Ensure that they are role models for pupils; demonstrating through their own behaviour, what it looks like to be ready, respectful, responsible and safe.
- Remind children of our expectations at all times to ensure consistency e.g. when moving around school i.e. walking in single file, walking on the left - no running.
- Ensure children understand boundaries by being firm but fair.
- Ensure that their emotions do not impact a situation; ensuring they remain the steady, regulated adult.
- Actively support parental involvement and remind parents that they have a valuable role to play.

We have a clear system of rewards:

Recognition:

- Consistent praise throughout the school. Positive noticing those who go 'over and above.'
- Each year group chooses one child each term to receive the Outstanding Achievement Whale Award.
- Each week, reception and KS1 teachers choose a child to be class achiever. This can be for both academic achievement or skills such as confidence, resilience, perseverance etc…
- A recognition board will be used in each class to encourage all children to get their name on the board for going 'over and above.'
- Each week, KS2 teachers choose a child to be class achiever (this can be for both academic achievement or skills such as confidence, resilience, perseverance etc.), English achiever, Science achiever and maths achiever.
- Extra special work by individual children is shared with the head teacher/team leaders.
- Phone calls home will be made where a child has demonstrated 'over and above' behaviour.
- Postcards home will be sent when a child has demonstrated 'over and above' behaviour.
- Each class with weekly attendance of 100% receive a prize in assembly.
- Individual children with termly and annual attendance of 100% receive a special prize.
- Termly reading awards.
- A selection of leavers' awards and trophies are presented at the end of year 6.
- Curriculum star awards will be given each half term for pupils who have achieved well in foundation subjects from Reception to Year Six.
- Stickers/stamps awarded for work.
- Head boy and head girl in year six will be chosen by year five and six teams.
- Awards are given in PE for the six Spirit of the Games values: Passion, Self-Belief, Respect, Honesty, Determination and Teamwork.

Intervention, Support and Restoration

Some children experience difficulties which require a great deal of adult support and intervention. In all matters, staff will endeavour to treat children fairly and equally, praising good behaviour and trying to pre-empt problems. We believe that staff must try at all times to be approachable, listening to what children say and give them the respect that we expect them to give us. When dealing with a serious incident, staff will strive to remain calm and always making certain that situations are diffused and handled in a fair, non-threatening manner. Children are patiently encouraged to share their concerns and frustrations and to work with adults to resolve conflicts. Behaviour incidents are always logged on our CPOMS system. For most children, we recognise that a simple and quick intervention can

Script: 30 Second intervention

I have noticed that you are....(having trouble getting started, wandering around etc.) right now.

At Whale Hill we (remind of rules – refer to Core Values)

Because of that you need to...(refer to action to support behaviour e.g. move to another table, complete learning another time)

See me for 2 minutes after class.

Do you remember yesterday/last week when you...(refer to previous positive behaviour)?

That's who we need to see today..

Thank you for listening...then give the child some 'take up' time.

prevent further escalation of behaviour. All staff will endeavour to use the script below when de-escalating behaviour.

Repair and Rebuilding Relationships

It is important for teachers to take time to follow up with a pupil to repair and rebuild the relationship before they come back to class. Refer back to the behaviour policy and always separate with the student amicably.

Restorative Questions

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How can we put things right?
7. How can we do things differently?

Children with Additional Needs

We will differentiate our behaviour policy as appropriate to the needs of all children/young people within our school setting, in line with the Equality Act (2010). For some students this approach will require an individualised emotional regulation approach which will include ELSA or counselling. It is our aim to inform parents/carers at the beginning of each year about this differentiated approach in order for them to understand that "being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity)".

Children who have been identified with additional needs are not always being defiant or wilfully ignoring school policy when their behaviour does not conform to behaviour requirements. Vocal stimming, vocal tics, impulsive speaking, spontaneously giggling or crying are all natural biological responses in a neurodivergent brain. While some children can suppress and mask these tics and responses, usually to the detriment of their mental health, many cannot.

We also recognise that many children find it difficult to sit still for extended periods of time, and children swinging or rocking on chairs need to move. Therefore, this will not be treated as a behaviour difficulty. Teachers will aim to provide regular rest-breaks and movement breaks for children who are swinging on chairs or standing up.

This will be taken into consideration and the policy may be adapted.

Waves of Intervention

Wave Three: Specialist support and interventions supported by external professionals, such as Play Therapy, counselling, art therapy.

Wave Two: Interventions aimed at supporting specific identified needs, for example… nurture groups, ELSA sessions, SEN support, EHCPs

Wave One: Whole school strategies as outlined in the main body of this behaviour policy.

• Children/young people have a wide range of individual needs which change over time. As such, children/young people require a flexible approach within an overall structure of consistency. Whilst we envisage that our Wave One behavioural approach will be effective for the majority of children/young people at Whale Hill, some children/young people will require extra support in order for us to ensure an equitable school environment.

• A graduated response to behaviour allows staff to support children/young people according to their current level of need. The WAVES above provides some examples of support offered at each wave of our graduated response. Children/young people will be provided with support based on their level of need. Given that Whale Hill Primary School views behaviour as a communication of need, frequent behaviour will be seen as an indication that level of support may need to be increased (e.g. a child receiving support at Wave One may begin to receive assessment and

support at Wave Two). Decisions about the level of support required will always be made in consultation with the child or young person, their parents/carers and external professionals as appropriate.

Children in Crisis

Additional support for children who enter the 'Crisis Phase':

Whale Hill offers a trauma informed approach and therefore further supports children who enter a 'Crisis Phase'. Additional support is offered to children who experience crisis points.

Examples of this support and steps taken include:

● Immediate risk assessment of the surrounding areas and if it is deemed that the child or other children are at risk, the child is appropriately moved to an area of safety.

● Adult to remain with the child whilst they are in crisis; this is to safeguard the pupil.

● Once the child is in the recovery crisis phase, the adult will continue to remain with the child.

● Adult will then support the child through a 'Restorative Practice' session.

● SLT to ensure that the Parent/Carer of the child is informed.

● Support recorded in school.

STATE OF REGULATION	POTENTIAL DISPLAYED BEHAVIOURS	RESPONSIVE CO REGULATION
CALM	Steady heart/breathing rate. Calm state of arousal. Open to social engagement. Expressive facial expression and voice prosody. Able to listen, process language and engage in thinking to learn	Maximise expressive social engagement. Fully engage and connect using the face, voice, movement. Encourage listening and expressive responses. Engage thinking skills to reflect and make connections. Introduce gentle challenge through play/activity
MILD STRESS	Slightly raised heart/breathing rate. Signs of agitation, frustration, anxiety. Raised hypervigilance. Lack of focus, easily distracted. Increased mobilisation. Early signs of needing to take control or helplessness.	Connect through eye contact, movement and facial expression. Express calmness through storytelling prosody and open facial expression. Attune to mood, intensity and energy of the child. Respond by being more animated to attune to agitation, increase intensity to attune to anger, be gentle and delicate to attune to sadness. Respond empathically and validate feelings. Use calming, soothing and regulatory activities.
DYSREGULATED (MOBILISED)	High levels of arousal/ distress. Hyper vigilant. Difficulty listening and focusing. Mobilised – fidgeting, jumping, running, climbing etc. Raised voice with lack of prosody. Decreased expressivity. Threatening behaviour. Oppositional behaviour	Reduce social demands whilst remaining present. Provide individual attention. Convey adult containment. Let them know you are able to 'hold' their dysregulation by remaining regulated. Convey your calm and regulated state by being confident and contained. Use quiet, calm sounds and tones which are expressive and confident. Reduce language, give short clear directions. Avoid questions and choices. Use predictable routine. Reduce sensory input, lights, noise. Use sensory soothing

DYSREGULATED (IMMOBILISED)	Lowered heart/breathing rate. Reduced energy. Shuts off from surroundings/ dissociates. Depressed state. Immobile/frozen. May feel faint.	Gentle, soft and delicate manner of coming close, making them aware of your presence and support. Use comforting and predictable voice. Use invited touch to soothe. Singing, humming, music. Use sensory soothing. Calm and gentle reassurance.
CRISIS	The child's behaviour means that they or other people are not safe	An individualised plan of action which outlines action to be taken in the event of unsafe behaviour. This may include advice from outside agencies. The plan should be shared with the child and include their views as to what helps and with all staff working with the child. Roles and responsibilities should be clear. If the plan includes physical intervention staff should have had the appropriate training, Adults need to provide high levels of containment through their way of being – having a plan can help

Language

We recognise that words matter and would never use language to label a child or cause more shame or ridicule. Staff are careful to disassociate the behaviour from the child and use phrases such as "I would love to see the positive attitude to your work you displayed yesterday." We will also speak to all children with respect and with a supportive, restorative nature. Language to avoid:

• Language that reinforces staff control, for example 'enforce', 'punishment', 'isolation', 'naughty corner', 'removal', 'rule', 'power', 'control', 'confiscate', and 'impose'

• Language that places negative judgement on a child or young person or their behaviour, including 'attention seeking', 'malicious', 'poor behaviour', 'misbehaviour', 'manipulative', 'naughty', 'immoral'

• Language that reinforces negative gender stereotypes, such as 'naughty boy', or 'bossy girl'.

Language that can be particularly helpful:

• Language that promotes trauma informed approaches and acknowledges the need behind a behaviour, for example 'emotionally dysregulated', 'what is the function behind this behaviour?', 'attention needing', 'feeling unsafe', 'presenting as distressed', 'requiring co-regulation support'

Approaches that draw on trauma and attachment theory tend to advocate separating the child or young person from any behaviour that challenges. This can be achieved through the language used to describe the child and their behaviour, for example:

• 'Attention seeking' could be considered to describe the surface-level behaviour, but not the underlying need. Instead, 'attachment needing' might reframe the behaviour as being the function of an unmet need

• 'Manipulative' is another word that describes the surface-level behaviour and has negative connotations within society. Instead, phrases such as 'trying to find a way to have their needs met' or 'feeling insecure in their relationships with others' might be more appropriate.

• Using externalising language around behaviour that challenges and separating the child from their behaviour, e.g. 'The expectations are that we…, so we need to…' (rather than saying 'you need to').

• Using internalising language around behaviour that meets school expectations or can be celebrated, and showing warmth towards the child or young person, e.g. 'You were very thoughtful when you… so you did brilliantly at showing me our 'be kind' expectation'.

• Often, children and young people who have received regular feedback on their behaviour can develop reputations amongst staff and other children/young people. These reputations often relate entirely to their behaviour, and are often powerful, pervasive and dominating. As staff, we can work to challenge these narratives by: Talking to other staff about exceptions, e.g. 'Jay was so kind today when she…' (N.B. it is important to talk about exceptions in a way that avoids isolating other staff members/avoids a 'she behaves fine for me' discussion), reinforcing an alternative identity, e.g. 'Zak, you're my ICT expert, can you help me…' , seeking opportunities to reinforce exceptions in the classroom, e.g. 'Sami, it was really kind of you to get a pencil for Jack as well as yourself'

Trauma Informed Approach

Staff should use the trauma informed approach with all pupils to de-escalate a situation and avoid further conflict. If pupils persistently struggle to manage their behaviours, ACEs may have occurred/be occurring: we have a range of mental health support, including ELSA trained staff, Mental Health first aiders and school counsellors. Pupils may also have additional needs which contribute to them being unable to follow rules and, in this instance, an initial conversation with the SENDCo would be appropriate.

Pupils can often exhibit stress responses such as fight, flight, freeze and fawn. These can be expressed through various anti-social behaviours, such as being disrespectful or rude, disruptive, aggressive or oppositional, risk-taking, forgetful, disorganised or fidgety and unsettled. Please see the 'Words matter' Australian Childhood Foundation document for further detail. All staff have familiarised themselves with this document. We also use the TECA (Trauma Expression and Connection Assessment) with pupils who are demonstrating stress responses to certain situations.

Staff should strive, wherever possible, to use the trauma informed approach.

TRAUMA INFORMED APPROACH	BEHAVIOURAL APPROACH
Facilitating relative dependency	Encouraging further pseudo independence
Creating emotional safety through sensitive attuned care	The use of more authority, power, control
Becoming stress managers	Managing behaviour
The adult being responsible for holding boundaries	More consequences for the pupil
Flexibility of approach	Rigidity of approach
Focussing on strengthening a pupils internal controls	Imposing external controls that the pupil may not developmentally be ready for
Being responsive	Being reactive
Expectations based on emotional and social age of pupil	Expectations and tasks being match to pupil's chronological age
Adapting the environment to the pupil	Expecting the pupil to adapt to the environment
ALL transitions to be identified and prepared for	Only identifying major transitions
Using the pupils history as a framework in which to interpret behaviour	Blank canvas approach

All staff including students and supply teachers will use the following steps consistently (with the exception of the above):

1. **Reminder of Rule (Core Values) -**repeat as necessary
2. **Caution-**"Think carefully about your next step."
3. **Last Chance-**use microscript, and a 2 minute inconvenience at next break/lunch.
4. **Time Out-**in class, or on chair in corridor. 5 minutes
5. **Restorative conversation-**5 minutes with key adult.

Step 6: For more serious incidents or persistently moving though the above steps, children are taken to visit the Head teacher/deputy head teacher to be reminded about their behaviour. **Class teacher will speak to parents to inform them.**

If the steps are followed over a number of days and no improvement is made, then this may result in a report being issued (see section on behaviour reports).

Step 7:

Issue a red report and inform the team leader and parents. 16 or more positive sessions will result in removal from report (at the discretion of the head teacher).

Step 8:

After 3 weeks of being placed on a red report, parents will be invited to attend a behaviour plan meeting, where strategies will be discussed that are to be implemented and a behaviour plan will be completed & signed by all concerned. Refer to the red report/behaviour management procedures below.

Step 9:

After 3 weeks on a behaviour plan, a review meeting will take place. Other strategies will then be considered, such as after school detentions or a day in another trust school.

Procedures for Reports

We have high expectations for our children and expect them to aspire to be the best that they can be. Our system of reports is designed to help children to develop a good attitude to learning so they do not miss an opportunity to improve.

Children are under close scrutiny when on report; reports are signed and ticked by teachers after each lesson and children are required to report to the head teacher. If the child has not attempted to make a significant improvement in the lesson the teacher will insert a cross; when this happens the child will spend playtime in the head teacher's office doing more school work.

Children must be clear about the reason why they have been placed on report.

We have 5 types of report:

Red Behaviour Report: Used when behaviour has not improved following initial intervention (Step 7)

Orange Attitude to Learning Report: Used when behaviour for learning has been raised as a concern

Green Voluntary Report: Sometimes children ask to be on voluntary report for a short period because it helps them to improve their learning and behaviour.

Blue Home Report: Sometimes parents ask for children to be on home report so we can work together to improve behaviour at home.

Yellow Playtime Behaviour Report: Used when issues at break time have been raised.

When a child is put on red report the following applies:

- Parents will receive a letter reminding them of procedures.
- If a child has 3 **red** reports in a three week period, a meeting with parents will be held and a plan for sustained good behaviour will be agreed.
- Children who are on a red report at the time a trip takes place, may not be allowed to join in depending upon the reason for the report. Children must be made aware of this consequence at the time of the report being issued. Children will not miss curriculum trips owing to behaviour unless that behaviour puts themselves or others at risk.

A member of staff must collect the report with the child and this will be recorded on CPOMS and the school behaviour log.

Procedures for Positive Behaviour Management Plans

In some instances, the 'report' system does not always improve a behaviour situation. (see step 8) It is then time to consider different options; the first option to be considered is a behaviour management plan.

The behaviour management plan is completed with the child and teacher and discussed with the parent.

The teacher and the child will discuss what is considered to be acceptable and unacceptable behaviour. Resulting from this discussion, consequences of actions & choices are determined. The plan when completed is signed by the teacher and at the meeting with parents discussed and signed. This plan will be reviewed daily by the class teacher and head teacher. Whilst on a behaviour management plan the child may not be able to attend school visits (depending on the reason for the plan), playtimes and lunchtimes may require alternative arrangements and the child may not be able to attend afterschool clubs. The plan will be reviewed after 2 weeks; during this review, it will be decided if the child has corrected their behaviour and comes off behaviour plan completely or if they need two more weeks on the behaviour management plan.

We do recognise that Behaviour plan provides some children with a structure to help maintain their positive behaviour and it can help them to regulate their behaviour. In these circumstances, they may need to be on for longer. School may seek advice from the Redcar and Cleveland Inclusion Service to aid de-escalation.

Internal Exclusion

If a behaviour plan fails to improve behaviour in an appropriate time-scale, a fixed time of internal exclusion will apply and playtimes will be spent in the Head teacher's office. This will be reviewed at the end of the day and extended if necessary. During an internal exclusion the child will:

- Have work set by their normal class teacher.
- Will sit on a table in the head teacher's or deputy head teacher's office.
- Will not have ANY engagement with any other children.
- They will not do 'jobs' or be 'helper' for the class teacher whose class they are in.

When there has been a case of extended internal exclusion, a reintegration plan will be agreed to support the child in re-entering their year group.

When there has been a number of internal exclusions, school will seek advice form the Local Authority Inclusion Team.

Suspension

- In extreme cases, where disruptive behaviour continues or children's and staff's safety is compromised, the child may be suspended from school. This could be lunchtime exclusion initially or, if appropriate, an agreed fixed period of time.
- Following suspension from school, a reintegration meeting with parents and the head teacher will be held before the child is re-admitted.
- **In some cases, this could be followed by a respite period at an appropriate specialist provision.**

Playtimes/lunchtimes

Playtimes are organised in year groups with several members of staff on duty. The aim of the staff is to keep playtimes happy, positive and safe and to prevent conflict, unhappiness and injury. Rough, physical games need to be prevented by making pupils aware of the reason for the concern. Often children do not realise what they are doing may result in an accident or quarrel. It is also important that children realise that a hit may be accidental and caused unintentionally and, in this instance, staff should always try and ascertain if this is the case.

Midday supervisors supervise children at lunchtime. They are responsible for the safety and well-being of pupils during this period. It is important that our expectation of behaviour is high during this period. Members of SLT will be visible in the dining hall and on the field/playground.

Should any pupil behave in a manner which puts others at risk or challenges the authority of the midday supervisors, the incident will be shared with teaching staff and recorded on CPOMS and the class teacher will intervene accordingly. Lunchtime Staff should send pupils to SLT if this is the case.

Restrictive Interventions, Reasonable Force and Seclusion

A productive educational environment is not possible if children and staff share a sense of anxiety and feel unsafe. Staff need to know what they are expected to do when they are faced with a child in crisis. They need to know which de-escalation skills to use and what to do when these fail to bring the situation under control. They need effective techniques and strategies which are detailed in policy and supported by leadership. Safe work settings require staff who are competent, and confident to intervene when a child endangers themselves, others or property. Risk cannot always be eliminated but if there is a foreseeable risk it must be assessed, and where possible reduced.

1. Legal Framework and Definitions

In line with statutory guidance, Whale Hill Primary School recognizes that a productive and safe educational environment is only possible if children and staff feel completely secure. Safe work settings require staff who are competent and confident to intervene when a child endangers themselves, others, or property.

- Reasonable Force / Restrictive Intervention: Staff have a statutory power to use reasonable force to prevent pupils from committing an offense, injuring themselves or others, or damaging property. The use of force will always be a last resort, using the minimum force necessary for the shortest possible time.
- Physical Restraint: A restrictive intervention involving the positive application of force by staff to overcome active resistance, with the specific intent of restricting a pupil's movement.
- Seclusion: Compulsorily confining a pupil alone in a room or area which they are prevented from leaving. Whale Hill Primary School does not practice or permit unlawful seclusion. All internal exclusions or quiet

periods are strictly supervised, protective, and carried out with an adult present or readily accessible, always ensuring the child's psychological and physical safety.

2. Staff Training and "Team-Teach"

Risk cannot always be eliminated, but where a foreseeable risk is identified, it must be assessed and reduced. To ensure competence and safety:

- Selected staff undergo regular, accredited Team-Teach training delivered by qualified instructors.
- Team-Teach is a positive handling strategy that emphasizes de-escalation skills first. It allows trained staff to physically hold and restrain children *only* when positive, trauma-informed de-escalation strategies have proven unsuccessful and an immediate risk remains.
- Staff training and re-accreditation take place annually. More information on these safety frameworks can be found via the official Team Teach portal.

3. Mandatory Recording and Same-Day Notification

Every single incident involving a restrictive physical intervention or the use of reasonable force is treated with the highest level of accountability:

- Immediate Logging: The incident must be documented immediately in writing and recorded on the school's secure digital safeguarding system (CPOMS) and the school behaviour log.
- Same-Day Parental Notification: The school must inform the child's parent or carer on the exact same day that a restrictive physical intervention has taken place. The notification will outline what happened, what triggered the incident, the specific hold/technique used, and the post-incident support provided.
- Post-Incident Support (Co-Regulation): Following any intervention, both the child and the staff involved will be given time to enter a recovery phase. Once calm, a structured 'Restorative Practice' or 'Repair and Rebuild' session will take place to guide the child safely back into their learning environment.

Anti-bullying log: All incidents will be recorded on CPOMS (Refer to Anti-bulling policy).

Incidents Outside of School Premises/School Hours

The school may take action against any child who is reported for bad, abusive, discriminatory or bullying behaviour outside of school if:

a) The child is participating in a school-related activity (such as a school trip).

b) Travelling to or from school.

c) Wearing school uniform.

d) The misbehaviour could pose a threat to another pupil's physical or mental health and well-being or adversely affect the school's reputation. This may also include the inappropriate use of social media sites.

e) Could have repercussions for the orderly running of the school

f) Could adversely affect the reputation of the school

Any action taken will be proportionate to the behaviour and will be in line with this policy.

Behaviour Blueprint

Adult Behaviour

- Calm, consistent and fair
- Give first attention to best conduct
- High expectations
- Recognise "Over & Above Behaviour"
- Relentlessly bothered

Over & Above Behaviour

- Praise
- Note Home
- Recognition Board/ Display
- Star of the Week
- Positive noticing- consistently "Over & Above"
- Exceptional work

The Whale Hill Way

- Be Ready
- Be Respectful
- Be Responsible
- Be Safe

Characteristics of Learning

Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage, Listening

Stepped Sanctions- In private

1. **Reminder of Rule**-repeat as necessary
2. **Caution**-"Think carefully about your next step."
3. **Last Chance**-use microscript, and a 2 minute inconvenience at next break/lunch.
4. **Time Out**-in class, or on chair in corridor. 5 minutes
5. **Restorative conversation**-5 minutes with key adult.

Uncompleted Work

Work sent home for completion with a slip for parents to sign and return.

Red Report Behaviours

Physical violence, swearing, racism, homophobia.
Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.

Microscript

I've noticed that…You know the school rules, be ready, be respectful, be responsible, be safe. Can you remember when you …(*time they did this really well*)…and how that made you feel? I expect you to…Thank you for listening.

Restorative Questions

1. **What has happened?**
2. **What were you feeling at the time?**
3. **Who has been affected by the actions?**
4. **How have they been affected?**
5. **What needs to be done to make things right?**
6. **How can we do things differently in the future?**

The number of questions to be used MUST depend on the age of the child. Those underlined should be used with the youngest children.