



**Upper Wharfedale Primary Federation**

# **Positive Behaviour for Learning Policy**

**Kettlewell Primary School**

**This policy is inclusive of Anti- bullying**

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## Intent

Across the Upper Wharfedale Primary Federation, we understand that the answer to positive behaviour lies in the ability of adults to deliver behaviour practice that is simple, highly effective, and consistent. This consistency is a base on which to build authentic, exciting behaviour practice.

This policy is designed to support the way in which all members of the school can flourish and work together in a community where everyone feels happy, safe and secure. We believe that positive behaviours are an essential foundation for successful teaching and effective learning. A clear set out Behaviour Policy, which is understood and implemented by all those involved across the Federation, is crucial therefore to ensuring that our community functions as it must in-order-to achieve our aims. This policy should be read and applied in conjunction with all other relevant school policies, including the Safeguarding & Child Protection Policy.

## Aims

- To create a culture of exceptional behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour, show self-discipline and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

# 1. Introduction

At The Upper Wharfedale Federation our vision is 'Be the Light'. We are a Federation who pride ourselves on striving to meet the needs of each individual and we are committed to creating an environment where **exemplary** behaviour is at the heart of productive learning.

## Our Federation is :

- a **Learning** environment filled with **Love** and encouragement;
- a team of **Inspiring** individuals who show **Kindness** and compassion;
- a community where everyone **Grows** through **Trust** and mutual respect;
- a place that fosters **Hope** and **Forgiveness**, building resilience;
- a centre of **Thankfulness**, where all celebrate success together.

## **We are all the light!**

Our pupils are welcomed into a positive, aspirational and caring environment that allows all to achieve well and realise their full potential. In order to do this, the school adopts a behaviour system that is based on positivity, praise and respectful relationships, which are built and nurtured between teacher and pupil. It relies heavily upon the importance of PIP – Praising and rewarding in public and RIP – Reprimanding (where necessary) in private. **Its base is rooted in being kind and fair to children.**

# 1. Roles and Responsibilities

## **The governing board will have overall responsibility for:**

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

## **The headteacher will be responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

## **The mental health lead and SENDCO will be responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

**Teaching staff will be responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning exciting and engaging lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

**All members of staff, including teaching and support staff, and volunteers will be responsible for:**

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Refer to the rules regularly, 'Ready, Respectful, Safe'.
- Model positive behaviours and build relationships.
- Use the Recognition Board frequently.
- Be calm and give 'take up time' when going through the steps to resolve issues. Always take the steps to prevent before issuing sanctions.
- Follow up and engage in reflective dialogue with pupils when appropriate.
- Never ignore unacceptable behaviours.
- Follow the steps to address negative behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - Headteacher.
  - Deputy Head teacher
  - Base Leaders
  - SENDCO
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

**Pupils will be responsible for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

**Parents will be responsible for:**

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

## 2. Staff induction, development, and support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs.

The SLT and the headteacher will review staff training needs **annually**, and in response to any serious or persistent behaviour issues disrupting the running of the school.

## 3. Prevention strategies

### Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The Upper Wharfedale Federation way is based on relational practice, where the teacher-pupil relationship is seen as crucial to the effectiveness of school behaviour. The schools will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

### Clear set of rules

All school staff are responsible for ensuring that the children understand and follow the school's rules.

Our Home-School Agreement gives a description of responsibilities for all members of the community (see Appendix A).

Our Federation Rules (Be the Light)
<p><b>1. Be Ready</b> We need to show everyone that we are ready to learn or start the next part of our day. We can do this by:</p> <ul style="list-style-type: none"><li>• showing active listening</li><li>• following instructions</li><li>• engaging in our learning with a growth mindset and a positive approach</li><li>• Being brave and resilient; to learn from our 'marvellous mistakes' when trying new things</li><li>• Trying our best to succeed and persevering when it gets tough</li></ul>
<p><b>2. Be Respectful</b> Respect means being kind, treating everyone the same and looking after our things. We can show that we are being respectful by:</p> <ul style="list-style-type: none"><li>• showing that we are ready to learn</li><li>• showing good manners and using kind words e.g. saying please and thank you or holding the door open for somebody</li><li>• addressing each other politely</li><li>• looking after our school and the world around us</li><li>• showing empathy by thinking about how others might be feeling</li></ul>
<p><b>3. Be Safe</b> It is important to keep ourselves and others safe so that people don't get hurt or upset. We can help keep everyone safe by:</p> <ul style="list-style-type: none"><li>• using 'wonderful walking' 'lovely lines' and 'calm corridors' when moving around school</li><li>• keeping our hands and feet to ourselves</li><li>• listening to the adults looking after us</li><li>• wash hands regularly</li><li>• play only in the places allowed</li><li>• Use equipment properly</li></ul>

## Consistency

- Consistent language, consistent response: simple and clear expectations reflected in all conversations about behaviour.
- Consistent follow up: never 'pass' problems up the line of management, teachers take responsibility for behaviour interventions. Teachers may seek support but never delegate. Remember: 'The standard you walk past is the standard you accept'.
- Consistent positive reinforcement: 'relentless routines' for reinforcing, encouraging and celebrating positive behaviour.
- Consistent consequences: defined, agreed and implemented at classroom level as well as established structures for more serious behaviour.
- Consistent, simple rules promoting positive behaviour.
- Consistent respect from adults: even when faced with disrespectful learners.
- Consistent models of emotional control: staff to model emotional restraint, not just teach it. Teachers are to be role models for learning; learning alongside pupils.
- Consistently reinforced routines for behaviour around the school site.
- Consistent environment: display consistent visual messages and positive images of learners.

Our Consistencies
<p>Meet and Greet</p> <ul style="list-style-type: none"><li>• In the morning, children are to line up outside of the classroom while teachers and teaching assistants greet them into the classroom with a compliment or question to show kindness and a positive welcome.</li></ul>
<p>Lovely Lines</p> <ul style="list-style-type: none"><li>• At any time of the day where the children are required to line up, they should stand one behind the other, facing forwards, quietly. Staff are to encourage and praise children for their 'lovely line' and use the term as a prompt.</li></ul>
<p>Wonderful Walking</p> <ul style="list-style-type: none"><li>• Everyone in school is expected to walk calmly, slowly and quietly with their hands by their sides, to show a sense of pride in our school. Staff are to encourage and praise children for their 'wonderful walking'.</li></ul>
<p>Calm Corridors</p> <ul style="list-style-type: none"><li>• When children are moving around school, staff are to use the term 'calm corridors' to remind children to be respectful to others who may be working nearby.</li></ul>
<p>5, 4, 3, 2, 1, Show Me That You're Ready</p> <ul style="list-style-type: none"><li>• When staff want the children's attention, they are to count down from five while wiggling their fingers as the children copy or clap for call and response 'show me that you're ready'.</li></ul>

## Positive Recognitions

### 'Be the Light' Board

- Each class to have a display board for recognising positive behaviour.
- When a child is seen demonstrating the school rules and our (Christian) values, their name goes on the board.
- All staff to encourage the behaviour enthusiastically.
- The aim is for all class members to have their names on the 'Be the Light' board by the end of the week. A team effort approach.

## House Points

House points will be awarded to children daily for:

- displaying positive behaviour
- for learning and school values in the classroom and around the school.
- Points will be collated and accumulated weekly towards a termly goal e.g. a film afternoon, Easter egg hunt, the big day out.
- Each house will know their totals, but they are added together toward the school goal.

## Headteacher Awards

Headteacher award stickers will be given to children in recognition of their success by the Executive Headteachers.

## Shine Awards

Pupils in each class will receive a 'Shine Award' from their class teacher each week. These are given when a pupil demonstrates a school value or values consistently throughout the week.

## Positive Feedback

Teachers / Executive Headteachers will endeavour to contact parents/carers on a regular basis to inform them when children have been going above and beyond with positive behaviours for learning and are having a successful week in school.

## 4. Managing behaviours

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

All staff will record all reported incidents on CPOMS to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil's behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the DSL team, will be provided alongside the use of consequences to prevent the misbehaviour recurring. After an initial incident of negative behaviour, the following consequences will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable:

## Stepped Boundaries

Unacceptable behaviour could range from low level classroom disruption to more serious incidents including bullying and racism. There are steps which staff should follow to address negative behaviour.

<p>The steps will always be delivered calmly by staff members. Children should be given 'take up time' (processing time) between each step to provide the chance for them to amend their behaviour.</p>
<p>1. The Reminder</p> <ul style="list-style-type: none"><li>remind the learner about the school rules, 'Ready, Respectful, Safe' as a prompt to make the right choice.</li></ul>
<p>2. The Warning</p> <ul style="list-style-type: none"><li>a clear, verbal caution delivered privately to the pupil making them aware of their behaviour and the consequences if they continue. Remind the pupil of positive behaviours they have displayed in the past to prove they can make good choices.</li></ul>
<p>3. Calming Time</p> <ul style="list-style-type: none"><li>speak to the pupil away from others, reset the boundaries, ask the pupil to reflect on their next step, pupil is given the opportunity to make the correct choice. If the pupil makes a comment as staff walk away, the member of staff is to make a note of it and follow it up later.</li><li>I noticed you chose to...</li><li>You need to have thinking time.</li><li>I will come and speak to you in two minutes. (If outside, stand next to a member of staff)</li></ul> <p>Example – 'I have noticed that you chose to use rude words. You are breaking the rule of being respectful. You have now chosen to have some thinking time. I will come and speak to you in two minutes. Thank you for listening.'</p>
<p>3a. Sanctions</p> <p>Depending on the situations, sanctions may be used for example</p> <ul style="list-style-type: none"><li>Completing work they did not attempt (possibly with support)</li><li>Tidying up areas that were not left as they should be</li><li>Writing an apology letter</li><li>Time out to reflect and decompress.</li></ul>
<p>4. Follow-Up</p> <ul style="list-style-type: none"><li>If the first three steps reoccur on a regular basis, a restorative conversation must take place with the member of staff involved. Time should be given for the child to calm down and 'reset' before the conversation takes place.</li><li>What happened?</li><li>What were you feeling at the time? What have you felt since?</li><li>How did this make people feel?</li><li>What should we do to put things right? How can we do things differently next time?</li><li>Using your professional judgement, a conversation with parents via phone call may be necessary after this step.</li><li>Behaviour risk assessments to review triggers and avoid future incidents</li><li>Positive behaviour strategies and rewards to implemented if needed</li></ul>
<p>5. The Repair</p> <ul style="list-style-type: none"><li>a meeting is scheduled with the pupil, class teacher and Headteacher to discuss the unacceptable behaviour and plan next steps. These will be recorded and monitored. Parents may be asked to join this meeting as a final step.</li></ul>

## Restorative Practice

The Upper Whafedale Primary Federation uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way.

Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. Always agree parameters before a discussion especially where multiple children are involved to ensure the discussion stays calm:

- You will all get your chance to talk.
  - We agree not to interrupt another person talking even if they say something you disagree with because you will have your chance to talk.
  - We will work together to agree a solution/appropriate consequence.
- However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse.

## Use of reasonable force

The UWPF follows DfE guidelines (2011) regarding the use of reasonable force.

### **1. What is reasonable force?**

The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. 'Reasonable in the circumstances' means using no more force than is needed. As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention. School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

### **2. Who can use reasonable force?**

All members of school staff have a legal power to use reasonable force.

(ii) This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

### **3. When can reasonable force be used?**

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.

(ii) In a school, force is used for two main purposes to control pupils or to restrain them.

(iii) The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

## Behaviour Pathway

- Reminder Warning Calming Time
- Follow-Up (restorative conversation) Phone call home
- Repair
- Meeting with parents
- Suspension
- Exclusion

## **Extreme Behaviour**

Any behaviour which falls into Tier 3 or 4 categories may trigger exclusion either temporary or permanent:

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- A member of SLT or the DSL team investigates the incident and decides whether it constitutes unacceptable behaviour.
- If the above deems the incident to be unacceptable behaviour, they will record the incident on CPOMS. The behaviour will also be recorded on the pupil's permanent record.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the headteacher will determine the period the pupil will be removed from the classroom, as well as any additional consequences.
- A member of SLT will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether the pupil should be suspended, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.

- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

### **Fixed-Term Suspensions & Permanent Exclusions**

Only the Headteacher has the power to exclude a pupil from school. The Headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. It is also possible for the Headteacher to convert a fixed-term suspension into a permanent exclusion, if the circumstances warrant this.

If the Executive Headteacher excludes a pupil, s/he informs the parents immediately, giving reasons for the exclusion. At the same time, the Executive Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the Governing Body. The school informs the parents how to make any such appeal. The Executive Headteacher informs the LEA and the Governing Body about any permanent exclusion and about any fixed-term exclusions beyond five days in any one term.

## **5. Sexual abuse and harassment**

The school will prohibit all forms of sexual abuse and harassment, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling child-on-child sexual abuse and harassment are detailed in the Child-on-child Abuse Policy.

## **6. Mobile Phones**

Only children in Year 6 (unless agreed with the Headteachers) will be allowed to bring a mobile phone into school if it is needed for walking to and from school only. This must then be handed in at the school office on arrival at school.

## 7. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item.

The law states that knives or weapons, alcohol, illegal drugs, tobacco products, pornographic images, fireworks, anything that has been, or is likely to be, used to cause injury or commit an offence, anything banned in the school rules (referred to in Section 550ZA of the Education Act 1996) are 'prohibited items' and can be confiscated.

### Establishing Grounds for a Search

Teachers can only undertake a search without consent if they have reasonable grounds for suspecting that a pupil may have in his or her possession a prohibited item. The teacher must decide in each particular case what constitutes reasonable grounds for suspicion. For example, they may have heard other pupils talking about the item or they might notice a pupil behaving in a way that causes them to be suspicious.

The powers allow school staff to search regardless of whether the pupil is found after the search to have that item. This includes circumstances where staff suspect a pupil of having items such as illegal drugs or stolen property which are later found not to be illegal or stolen.

## 9. Children with SEND

In the case of children who have been identified as having special educational needs the school, acting in partnership with parents where necessary, will draw up an individual action/behaviour plan. The plan will be designed to facilitate improvements in the child's behaviour over a specified period of time.

### Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these (an ABC chart is used to track behaviours and identify patterns), taking into account the specific circumstances and requirements of the pupil concerned.

While this may involve a more sensitive interpretation of this policy during the duration of the action plan, unacceptable behaviour will not be allowed to remain unacknowledged and will be dealt with in accordance with the policy where appropriate.

Additional strategies will be used by staff such as Social Stories, Now and Next boards and countdown timers to support children with SEND in feeling safe, calm and included in school life.



## Appendix

- Appendix A – Tiers of Behaviour and Possible Sanctions
- Appendix B – Home School Agreement
- Appendix C - Strategies to promote good behavior
- Appendix D – Policy Overview

## Appendix A Tiers of Behaviour and Possible Sanctions

### **TIER ONE:**

A child's needs can be met within universal offer available to all children within the normal classroom environment.

What kind of behaviour might be seen at Tier 1?

All behaviours are likely to be low frequency and / or low intensity

- Low Level disruption
  - Failure to follow instructions (first time)
  - Low Level failure to be Ready, Respectful or Safe. Corrected following reminders.
- Possible consequences:
- Time In
  - Loss of social time

### **TIER TWO:**

A child's 'needs' can be met largely within universal provision but with additional targeted support. The EHT will be informed.

What kind of behaviour might be seen at Tier 2?

Behaviours likely to be similar to Tier 1 but are frequent and / or increase in intensity.

Behaviours will persist despite appropriate Tier 1 strategies being in place.

Repeated Low Level Disruption or failure to be Ready, Respectful or Safe

- Significant Disruption to learning of themselves or others
  - Verbal or physical aggression
- Consequences:
- Time In
  - Loss of social time (longer than at Level 1)
  - Movement to another area
  - Senior Team to provide support alongside the member of staff
  - Parents informed of patterns of behaviour and invited in to discuss strategies with teacher

### **TIER THREE: Personalised provision needed**

A child's needs cannot be met within universal services without additional specialist support.

MAIN AUDIENCE: Class teacher, Base Leader, SENDCo and Executive Headteacher

What kind of behaviour might be seen at Tier 3?

Behaviours could be similar to Tier 2 but more persistent, frequent and / or immediate and intense in nature. Behaviours will persist despite appropriate Tier 2 strategies being in place.

Specialist advice/ help likely to be needed.

In addition the following may be seen:-

- Significant verbal or physical aggression
  - Discriminatory language or aggression i.e. Racial, Gender, Homophobic, Transphobic
  - Targeted intimidation or bullying
- Consequences:
- Time In
  - Loss of social time (longer than at Level 2)
  - Movement to another area
  - Senior Team to provide support alongside the member of staff
  - Parents informed of patterns of behaviour and invited in to discuss strategies with teacher
  - Behaviour Support Plan is agreed with parents, pupil and school staff
  - Possible Exclusion
  - External agency support is requested

**TIER FOUR: Intensive Personalised Provision**

MAIN AUDIENCE: Executive Head teacher, SENDCo, Senior staff and Class teacher  
Specialist/ acute services/ statutory services support and intervention required

What kind of behaviour might be seen at Tier 4?

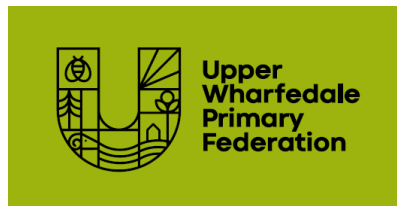
Behaviours in previous tiers are demonstrated consistently and are of an intense nature regularly.

A child with severe and complex special and additional needs, which have not been resolved through early intervention, targeted support or single agency specialist service.

Significant incidents of intimidation or bullying, usually repeated incidents. Behaviours posing a significant risk of suspension or exclusion such as serious physical assault. Behaviours which create a barrier to accessing specialist support and intervention.

Consequences:

- Loss of social time (longer than at Level 3)
- Senior Team to provide support alongside the member of staff
- Parents must attend meeting to discuss strategies with a member of the leadership team and/ or a member of the Local Governing Body
- Behaviour Support Plan is agreed with parents, pupil and school staff
- Possible Exclusion
- Possible Managed Move
- External agency support is requested



# HOME SCHOOL AGREEMENT

*Providing an irresistible learning journey in a nurturing and inclusive environment*

## **The Child's Obligations:**

I will:

Be polite, helpful and kind at all times and show respect to everyone I meet.

Always try my best at school and take pride in my work.

Follow the school rules, 'Ready, Respectful, Safe'.

Be kind, helpful and friendly to other children and all the adults and visitors to the school.

Tell a teacher if I see someone being unkind.

Keep myself clean and tidy, use the toilet properly and flush it every time.

Wash my hands when I have used the toilet.

Use 'Wonderful Walking', 'Lovely Lines' and 'Calm Corridors' & Terrific Transitions'

Look after the school and keep it free from litter.

When using the internet I will follow the Online Safety Code.

### **The Family Will:**

- Make sure their child arrives at school on time and properly dressed and equipped.
- Make sure their child attends school and, in the case of absence, telephone school to explain the reason.
- Notify the school of illness affecting their child or the family of which the school ought reasonably to be aware.
- Attend Parents' Evenings held to discuss their child's progress.
- Support the school's policies and guidelines for behaviour.
- Help their child to understand and follow the school rules, 'Ready, Respectful, Safe'. Support their child in homework and other opportunities for home-learning.
- Encourage their child to read at home through reading books together and listening to their child read.
- Make the school aware of any concerns or problems that might affect their child's work or behaviour.
- Encourage their child to regard school as an opportunity for enjoyment through learning.
- Not use social networking sites to single out individuals or to distribute untruthful or malicious information or comments.
- Treat children, staff and other parents with respect.
- Treat our neighbours with respect, particularly when parking near school.

### **The School will:**

- Encourage children to do their best at all times and achieve their full potential.
- Develop children's confidence and build their self-esteem.
- Encourage children to take care of their surroundings and others around them. Provide a
- balanced curriculum and meet the individual needs of children.
- Arrange homework where this offers the appropriate opportunity for home-learning.
- Inform parents of children's progress at regular meetings and thorough annual written reports.
- Inform parents about what the teachers aim to teach the children each term. Offer a safe
- and secure learning environment.
- Create awareness amongst children of the importance of personal hygiene.
- Vigorously promote a climate of zero tolerance towards bullying.
- 
- Be open and welcoming at all times and offer opportunities for parents to become involved in the daily life of the school.
- Actively promote and encourage the 3-way partnership which this agreement represents.

On behalf of the Upper Wharfedale Primary Federation:

Claire Greenwood and Chris Parkhouse  
Executive Headteachers

## Appendix C

### Strategies to help promote good behaviour

Please note: we would not expect to see all these strategies happening all the time, in all classrooms!

- Always meet, greet and correct at the door as pupils enter/ leave: brings positivity early, as well as the first chance to stamp out untidy uniform, chewing etc: “Excellent uniform Corrina”; Great to see you today Jack”; “Good start Liam”;
- Ignore bad behaviour and focus on good behaviour: “Thank you Laura for being ready to listen”; “Thank you Tanya for looking this way”; “Thank you Martyn for your maturity” etc.
- Exude confidence! How can we impart confidence and self-esteem in our pupils if we are severely lacking it ourselves? Always project a calm and assertive persona. Eye contact, clear voice, walk around the whole class and smile!
- Use non-confrontational techniques:  
“Is everything alright there Helen?” for unfocused pupils.  
“How can I help you Amy?” for pupils off task.
- Stand near to a disruptive pupil while still allowing them their personal space
- Make extra-ordinary out of the ordinary – use a lot of praise for small events
- Look beyond the behaviour and view it as communication; there will always be an underlying reason. Appropriate ways of communication can be taught, but it takes time – be patient
- Pupils need praise like plants need water – unruly classes can be tamed by praise – PIP and RIP (Praise in Public, Reprimand in Private)
- Utilise and develop non-verbal skills e.g. tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. - Why?: keeps calm environment and doesn't disrupt the pace of lesson; boosts pupils' self-esteem; pupils can't answer back to a non-verbal cue
- Routine is crucial – hand in the air or other agreed signal which all understand to get attention, with a thumbs up from other hand to pupils that respond
- Pupils never forget a good member of staff
- Knowing their motives allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
- Connect with pupils: make everything relevant by using football/ films/ music etc. to apply understanding in new contexts to which the pupils can easily relate
- Have high expectations of all pupils e.g. “I expect all pupils in this room to make good progress”.
- Use a good sense of humour: again a great way to engage with pupils e.g. “as Jessie J once told me, if you don't have anything positive to say, then say nothing at all”
- Smile! Generates warmth and a positive learning environment
- Use seating plans – break up cliques and friendship groups.
- Going out into the playground at the end of the day to a parent for praise is worth far more than a 1,000 negative calls. A 1 minute phone call praising a pupil to their parent can have far more impact than many

hours of detentions

- Keep low level disruption low level e.g. quietly go round and whisper in their ear to focus on task, to listen etc. This will increase self esteem

#### **4 good strategies to combat a disruptive pupil:**

- Say their name - Eye contact – Pause - Body language - Action e.g. “look this way” - “Thank you” - Move on
- Ask “What should you be doing now?” – refocuses their brain
- Power of choice e.g. “If you choose to disrupt the lesson for a 3rd time... it’s your choice”
- Diversion – agree and refocus e.g. Pupil: “Miss I’m rubbish at maths”, Teacher: “Maybe you do struggle with fractions but this task will help you to understand”

#### **Emphasise TEAM – Together Everyone Achieves More**

- Always be on the lookout for good ideas, techniques and strategies from good practice. Observe others when you can. Video yourself
- Always be alert and be careful of positioning – you should always know what each pupil is doing e.g. never turn your back to focus on one pupil etc.



Positive Behaviour Policy  
Overview

Adult Consistencies

- Consistent positive reinforcement:  
**Ready, Respectful, Safe.**
- Consistent consequences.
- Consistent, calm response
- Consistent relentless routines
- Consistent environment

Rules

Ready  
Respectful  
Safe

Routines

1. Daily 'Meet and Greet'
2. Lovely Lines
3. Wonderful Walking
4. Calm Corridors
5. '5,4,3,2,1 Show Me That You're Ready'

Consequences of unacceptable behaviour

1. The reminder (Ready, Respectful, Safe).
2. The caution (30 second script)
3. The time-out.
4. The formal meeting.

30 Second Scripted Intervention

- I have noticed that you are...
- It was the rule about...(3 rules)
- You have chosen to...
- Do you remember when you... (refer to previous positive behaviour)
- That is who I need to see today
- Thank you for listening and being respectful

Positive Strategies

- 'Be the Light' Recognition Board
- Celebration Assembly
- HT Awards
- House Points
- Shine Awards
- Growth Mindset Certificates

Above & Beyond Behaviour

- House Parties
- Positive notes /Phone calls