

Hayeswood and Colehill Behaviour Guidance

Happy Schools where children learn, grow and flourish

This **guidance** is designed to sit at school level and act as the guide to how we apply the policy in our school.

1.0

Wimborne Academy Trust Vision

Wimborne Academy Trust (WAT) is a forward-looking trust that provides supportive, creative and innovative learning opportunities, nurturing everyone as an individual.

We value excellence in learning, collaboration, respect, compassion for others and a sense of community.

Our pupils develop character through a love of learning to achieve and thrive. They are prepared to be lifelong learners and responsible citizens with a global perspective.

1.1 Defining our Culture of Behaviour

All of our schools work towards our aspiration that:

All children and young people will leave us as **responsible**, **respectful** and **resilient** citizens who are able to flourish and thrive in society.

Behaviour will be **taught** not controlled; **analysed** not moralised so that behaviour becomes an **internal** not external discipline. We will do this by creating **respectful** relationships that are **curious** about context, **compassionate**, **calm** and **consistent**.

1.2 Trust- wide Behaviour Principles:

All of our schools work towards the principles that:

- Everyone has the right to an open, friendly and studious classroom environment free from disruption or aggression
- All children and young people (CYP) will have support with behaviour management if they need it
- Staff are role models for behaviour and will manage behaviour effectively to ensure a good and safe learning environment (*Teacher standard 7. WAT Teaching and Learning (T and L principles 1)*)
- Staff will establish and explicitly teach routines (*WAT T and L principles, 1*)
- Schools that offer outstanding appropriate support alongside relentlessly high expectations for pupils will see excellent behaviour demonstrated and, therefore, will maximise learning time

2.0

Trust-wide Behaviour Expectations

We embed our culture by our three Trust-wide behaviour expectations that have been agreed by all of our schools to teach, model and insist upon. Each expectation may look slightly different at each stage of a pupil's development so phases will need to agree how the teaching, modelling and encouragement of the expectations is developed in their phases.

2.1 The three Trust behaviour expectations are:

- 1) Readiness to Learn
- 2) Respectful Relationships
- 3) Engagement

These align with our School Values:

Respect	We respect ourselves, others people and the world around us
Reflect	We think about how we can make things better in how we learn and how we behave
Resilient	We engage fully, keep on trying even when it is hard and know that the harder we try the better we will be.

2.1a Demonstrate Readiness to Learn

What?

Readiness to learn is the expectation that we have of our pupils at the start of learning episodes, be that formal or informal. It is having the correct skills and equipment to accelerate learning.

Why?

Being ready to learn is an important life skill; showing respect for those around you and the environment and demonstrating organisational skills. Readiness to learn means that pupils are able to make the most of the learning, becoming rapidly engaged in thinking about key learning (WAT T and L principles, 1)

How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
<ul style="list-style-type: none">• be on time to lessons• Greet the children on entry and after each playtime• clearly indicate what level of peer interaction the learning episode requires• model the behaviour they wish to see• have the learning ready for the pupils• teach the routines for the classroom, including entry and exit• Reinforce expectations through the school's behaviour system• Create a class charter of how class would like	<ul style="list-style-type: none">• be on time for lessons• enter rooms quietly• have the necessary equipment and look after it well• keep their classroom area clutter free• participate fully• leave the room in a tidy state• link effort to achievement• Pupils are motivated to achieve• Follow their class charter and use this to reflect• At end of playtimes walk to the line and stand in line quietly and	<ul style="list-style-type: none">• communicate the expectations clearly to all staff, pupils and parents• reinforce expectations through their behaviour system• provide regular reminders and opportunities for teaching of the expectations• support staff to teach, model and enforce the expectations through thorough CPD	<ul style="list-style-type: none">• ensure their child has access to the correct equipment for school (<i>either from home or in arrangement with the school</i>)• ensure their child is on time for school and follow the correct protocols in case of absence / lateness• support the school with the expectation of readiness to learn• support learning by consistently rehearsing home learning activities

to feel and ensure adherence	respectfully		
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2.1 b Demonstrate Respectful Relationships

What?

Respectful relationships means building considerate and courteous relationships with all members of the school and wider community.

Why?

We want all pupils in our Trust to leave us as responsible, respectful and resilient individuals. Learning how to foster respectful relationships is key to being confident in wider society and in whichever place of work our pupils decide to enter. Excellent relationships can motivate CYP to achieve (WAT, T and L principles, 1)

How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
<ul style="list-style-type: none"> • Model respectful relationships • Greet pupils into lessons • Speak calmly and fairly to all • Ensure the vocabulary used is inclusive • Be tolerant of pupil's needs and ensure their needs are catered for • Seek to understand the wider context of a pupil's life • Teach social cues, 	<ul style="list-style-type: none"> • Speak to all calmly and fairly • Use language that is inclusive and non derogatory • Be welcoming and open to new pupils, parents and visitors • Use social media with respect for all other users • Attempt all tasks to the best of their ability • Show awareness of others and help 	<ul style="list-style-type: none"> • Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through 	<ul style="list-style-type: none"> • Model respectful relationships, especially when working with the school • Use language that is inclusive and challenge language which is not inclusive or is derogatory • Encourage their children to try their best at all tasks • Talk about members of the school community in a respectful way

<p>where appropriate</p> <ul style="list-style-type: none"> • Challenge any language that seeks to be derogatory to an individual or a group • Be open and welcoming to parents and visitors • Encourage all pupils to try their best • Make links with parents to build trusted respectful relationships (phone, catch at gate, share anecdotes from day,) • Show 'deliberate botherdness' to child relationships with children and work on maintaining and developing these over time. 	<p>whenthey can</p> <ul style="list-style-type: none"> • Show good manners while eating and generally around school 	<p>thorough CPD</p> <ul style="list-style-type: none"> • Model respectful relationships with all in the school and wider community • Use whole school teaching to demonstrate respectful relationships • Support staff when there are anti social or dangerous behaviours 	<ul style="list-style-type: none"> • Support school staff in reinforcing the behaviour guidance and ensuring that they challenge unwanted behaviour while out of school
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2.1c Demonstrate Engagement

What?

Engagement is the expectation that all members of the school will be actively involved in the school community, whether that is in a learning episode or something more informal. Engagement is showing that you are listening, actively participating and ready to respond.

Why?

Engagement fosters motivation to participate in school activities and allows pupils to have a strong sense of belonging which is important as they grow and mature. Engagement in learning maximises every learning opportunity by minimising low level distractions (WAT, T and L principles, 1)

How?

As a minimum,

Staff will:	Pupils will:	Senior leaders will:	We would like Parents to:
<ul style="list-style-type: none"> • Model engagement when pupils are addressing others including giving appropriate responses • Teach active listening to pupils • Make themselves aware of individual pupil's needs • Ensure that lessons are adapted to cater for pupils' needs in line with SEN and behaviour support plans where appropriate. • Make lessons relevant with an appropriate level of challenge • Use visual and verbal reminders about active engagement in lessons • Use feedback to gauge the engagement in lessons and beyond 	<ul style="list-style-type: none"> • Look at a speaker whilst they are speaking • Do not distract others • Be ready to answer questions and/or contribute to discussions • Respond to feedback • Where appropriate, participate in extracurricular activities such as clubs/ school council / tours for visitors / shows / sports leader etc • Attend school regularly and on time • Give clubs a go • Focus on YOUR best • Attempt all tasks to your best ability • Play fairly, following rules and enjoy the social time • Use playtimes as an 	<ul style="list-style-type: none"> • Communicate the expectations clearly to all staff, pupils and parents • Reinforce expectations through their behaviour system • Provide regular reminders and opportunities for teaching of the expectations • Support staff to teach, model and enforce the expectations through thorough CPD • Track pupil engagement in extracurricular activities • Ensure there is an appropriate range of extracurricular activities on offer • Monitor attendance and support leaders to support families where 	<ul style="list-style-type: none"> • Model engagement with their children • Encourage engagement in extracurricular activities, either during school time or outside of the school day • Use staff feedback to understand how engaged their child is in school life • Ensure regular and punctual attendance at school

<ul style="list-style-type: none"> • Encourage pupils to participate in extracurricular activities • Model good attendance • Acknowledge effort as well as outcome 	<p>opportunity to move and to talk to friends</p>	<p>attendance is not as expected</p>	
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3.0 Types of Behaviour

We understand that all behaviour is a form of communication and that we need to build relationships with the children by knowing and understanding them and their influences. Consistency and coherence across the schools is paramount. Hayeswood and Colehill schools generally defines behaviour into the following four categories:

3.1 Pro-Social behaviour

This is the behaviour that we wish for all of our CYP to aspire to. It is defined as behaviour which is positive, helpful, and intended to promote social acceptance.

It is characterised by a concern for the rights, feelings and welfare of other people and is behaviour which benefits other people or society. Examples of pro-social behaviour can be (but are not limited to):

- Active Listening in class and to others in less structured times
- Helping others with tasks
- Lending equipment
- Welcoming visitors
- Going 'above and beyond'
- Magnificent manners excuse me, after you, you're welcome, my pleasure
- Positive conversations with adults ie Good morning Mrs ... hope you have a good day.
- Showing kindness in all actions and language

3.2 Un-Social behaviour

This can be defined as not seeking or giving to association with others. It is characterised by being unwilling or unable to behave sociably in the company of others, but not to the detriment of self or others. It can sometimes present as not doing as instructed, but not to the detriment of self or others. Examples of un-social behaviour can be (but are not limited to):

- Homework not being completed
- Not following instructions
- A lack of work in lessons
- Disrupting learning for others
- Not trying their best
- Chatting
- Not being on task
- Being the joker, seeking attention

3.3 Anti Social Behaviour

This can also be classed as 'Difficult' behaviour when it is anti social but not dangerous (see 3.4)

This can be defined as behaviour that causes harm to an individual, the community or to the environment. It is characterised by behaviour that is likely to cause injury, harassment, alarm or distress or that violates the rights of another person or is contrary to the laws and customs of society. Examples of anti-social behaviour can be (but are not limited to):

- Persistent disruption of learning
- Absconding from the classroom
- Causing disrepute to the school
- Bullying

- Harassment
- Refusal to engage
- Disregard for rules
- Swearing
- Damaging equipment/resources/displays
- Mimicking, undermining and being unkind

3.4 Dangerous behaviour

This can be defined as behaviour which will imminently result in injury to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility. Examples of dangerous behaviour can be (but are not limited to):

- Racist / homophobic/ sexist abuse
- Physical violence eg kicking, punching, biting and pinching
- Bringing weapons on site
- Bringing drugs or alcohol on site
- Wilful damage to property
- Inciting violence in others
- Child on child abuse
- Persistent Bullying
- Throwing tables, chairs
- Trying to leave school grounds

The school will closely monitor CYP who are displaying un-social or antisocial / difficult behaviour and ensure that checks have been made about their specific learning needs, safeguarding needs and where interventions may be needed to ensure provision throughout the curriculum and school is appropriate (*see roadmap appendix A*)

Most CYP will never need to be subject to any consequences for anti social or dangerous behaviour or any bribes in order to behave pro-socially or achieve academically, they will simply need a dynamic and engaging education experience.

However, there may be one or two CYP in each class who may be at risk of harming themselves either physically or by withdrawing, hiding etc. . These are often the very quiet or withdrawn CYP who can be missed from planning as their behaviours do not trouble anyone and staff at the school will be aware of these CYP and monitor them closely.

4.0 Rewards

Hayeswood and Colehill schools recognises that modelling and teaching pro-social behaviour will likely result in more pro-social behaviours being shown. CYP can be recognised for their pro-social behaviour with a system of rewards.

Rewards will be genuine and specific, allowing the reward to be a teaching opportunity. Rewards can include (but are not limited to):

- Verbal recognition
- Recognition board
- Contact with home (email, verbal, phone call, postcard, Google classrooms, Tapestry)
- Choice of activity
- Merit / credit /other formal recognition (Certificate in assembly)
- Headteacher award (sticker,pencil)
- Child specific rewards (what the child likes or needs)
- Whole class cumulative reward

5.0 Consequences

All behaviour has consequences and Hayeswood and Colehill schools recognises that part of teaching behaviour is providing proportionate, rational, timely and appropriate consequences for behaviour, including rewards, detailed above. Staff follow a 'Get it right' sequence

[Get It Right Steps](#)

5.1 Consequences for un social behaviour could include (but are not limited to):

- Missing unstructured times to complete work
- Making up the work missed after school

- Apologising for not following instructions
- Reflection time with an adult in restorative justice discussion
- Communication with parents
- Time to calm and reflect

5.2 Consequences for anti social / difficult behaviour could include (but are not limited to) :

- Spending some reflective time away from peers
- A loss of unstructured times
- Meeting with others through a restorative process
- Use of alternative provision

Anti social / difficult behaviour may also result in suspension or exclusion from the school.

5.3 Consequences for dangerous behaviour could include (but are not limited to) :

- Restorative processes
- Time spent away from peers
- Loss of social times, including after school detentions
- Suspension
- Use of managed moves
- Use of alternative provision to improve behaviour

Dangerous behaviour may also result in a Permanent Exclusion from the school.

At Hayeswood and Colehill schools, we have a system for consequences but we acknowledge that there may be some CYP who sit outside of any formal system and we will apply our knowledge of the CYP and their context when making decisions about consequences to ensure **equity**.

- Personalised learning
- Reduced timetables
- Extra brain breaks and rewards systems

6.0

Further reading:

Useful policies and documents to be read in conjunction with this guidance:

Policies / Guidance

- The Equalities Policy
- Schools SEND policy
- The Child Protection Policy
- The Attendance Policy
- Exclusions Policy
- Anti Bullying Policy
- Mental Health Guidance

DfE guidance and legislation

- [KCSiE, 2022](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - guidance 2022](#)
- [Behaviour in Schools, 2022](#)
- [Alternative Provision, 2016](#)
- [Equalities Act, 2010](#)
- [SEN Code of Practice, 2015](#)

and;

- The vision, values and strategic outcomes of Wimborne Academy Trust
- Wimborne Academy Trust's Principles of Teaching and Learning

Useful books:

[Know Me to Teach Me by Louise Bomber](#)

[Inside I'm Hurting by Louise Bomber](#)

[Conversations that matter: Talking with Children and Teenagers in Ways That Help
by Margot Sunderland](#)

[Dealing with Feeling by Tina Rae](#)

[When the Adults Change, Everything Changes by Paul Dix](#)

[After the Adults Change, Achievable Behaviour Nirvana by Paul Dix](#)

[My Hidden Chimp by Prof Steve Peters](#)

[The Behaviour Guru: Behaviour Management Solutions for Teachers
by Tom Bennett](#)

[Teach Like a Champion \(3.0\) by Doug Lemov](#)

[Beyond Discipline: From Compliance to Community by Alfie Kohn](#)

[Miss, I don't Give a Sh*t by Adele Bates](#)

Useful websites:

<https://www.teachervision.com/teaching-strategies/behavior-management>

<https://beaconschoolsupport.co.uk/resources.php>

<https://www.nhs.uk/conditions/baby/babys-development/behaviour/dealing-with-child-behaviour-problems/>

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

[Appendix A - roadmap of support](#)

Please right click on the picture below and select 'open link' to view the roadmap of support



<https://prezi.com/view/CaD3hB25Sv8kYtAeqr8m/>

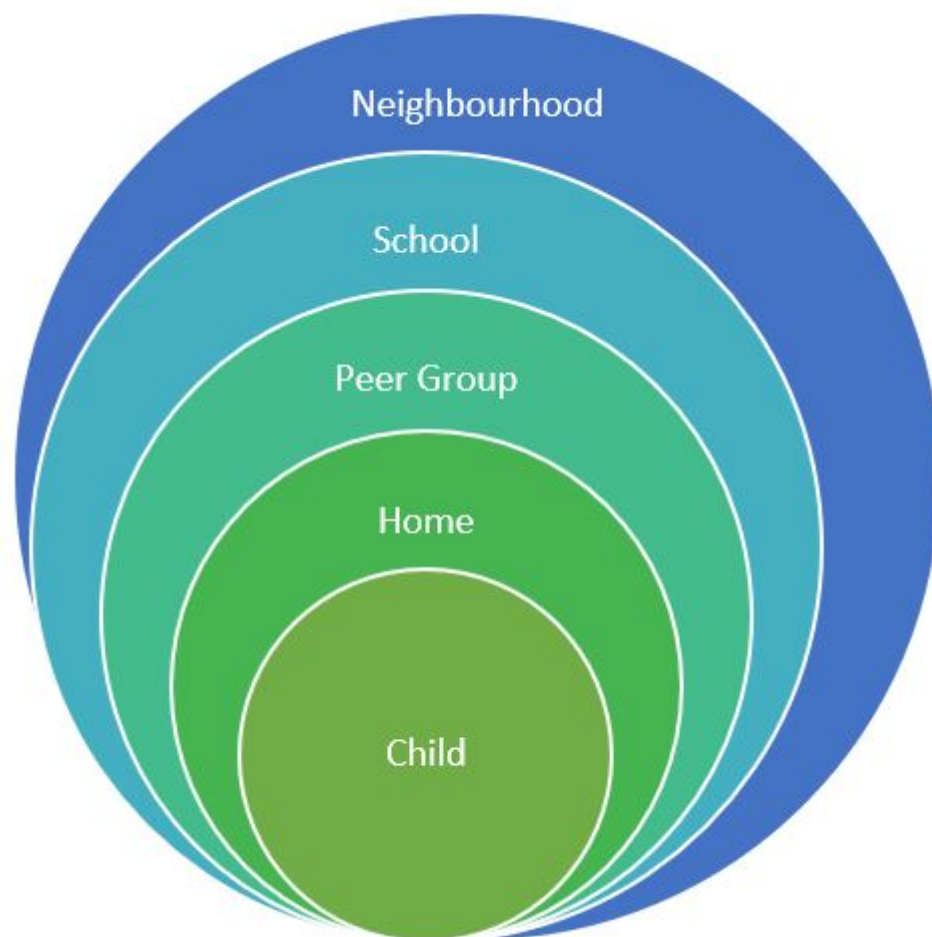
Appendix B - ABC behaviour chart:

Name:

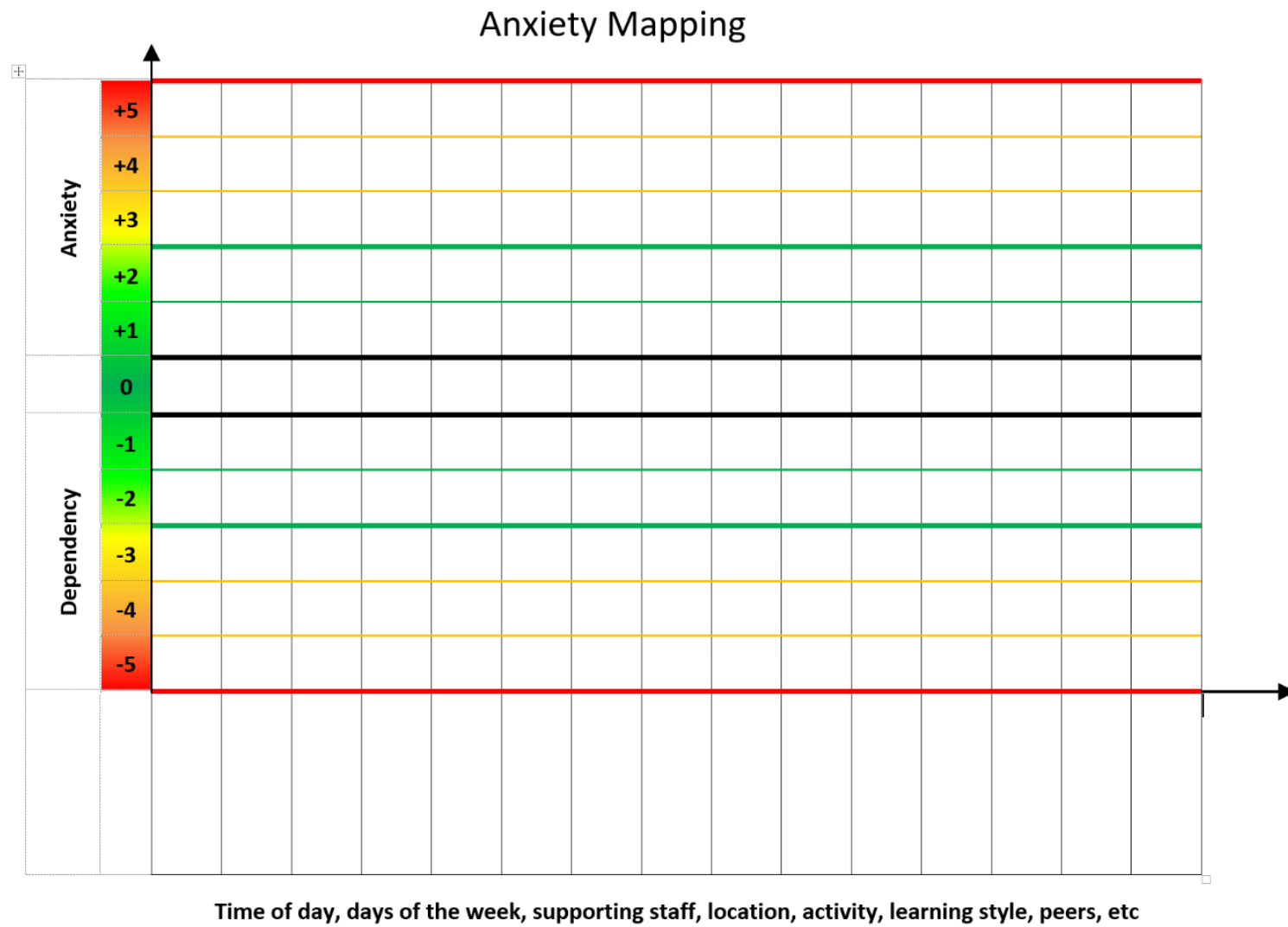
ABC CHART

Date / time	ANTECEDENT Location, activity, people	BEHAVIOUR Describe what you saw	CONSEQUENCE What did you do/how did the person react.	Possible purpose/reason

Appendix C - Contextual Circle:



Appendix D - Example of anxiety mapping chart



Useful strategies

Appendix F: Calm Down Strategies

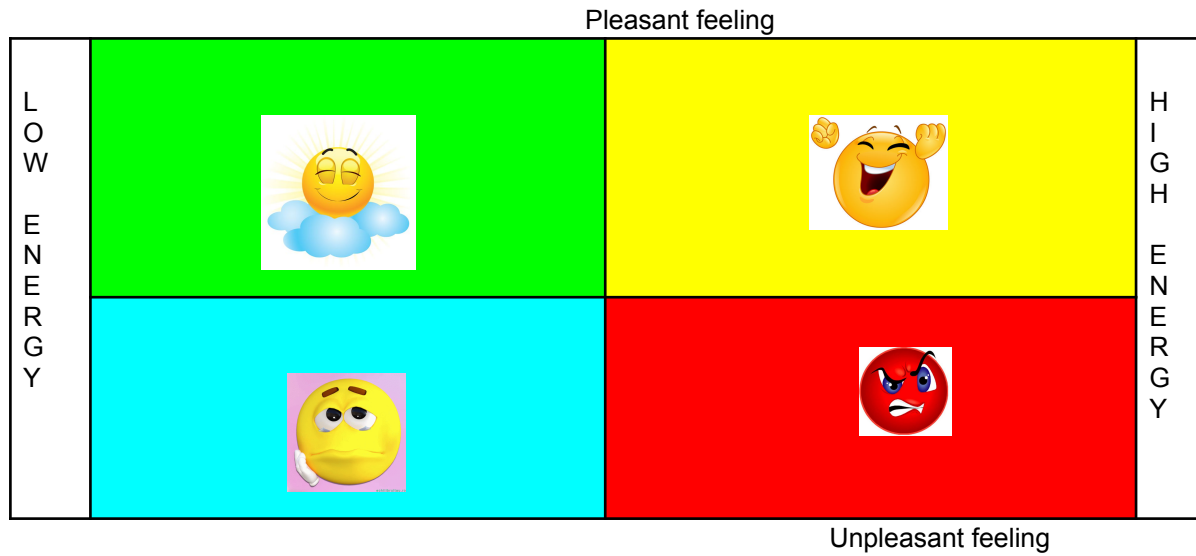
- Deep breaths - rocket breaths, smell the flowers blow out the candle, teddy on tummy
- Calm down area in the classroom/just outside classroom with Tiny Turtle (KS1) - stay in there for no longer than 5 minutes.
- Calm down thermometer: Think 'stop' - take 3 deep breaths - stay cool.
- Blow a feather across the room.
- Sensory room
- Sensory breaks with adult supervision
- Mindfulness colouring
- Cosmic yoga
- If in the hall child can choose to sit outside the hall or somewhere else in the school in sight of staff
- If outside sit in a place of child's choice within sight of staff to practice calm down strategies
- Sand or water play
- Bubble breaths

Appendix G: Mood Metres

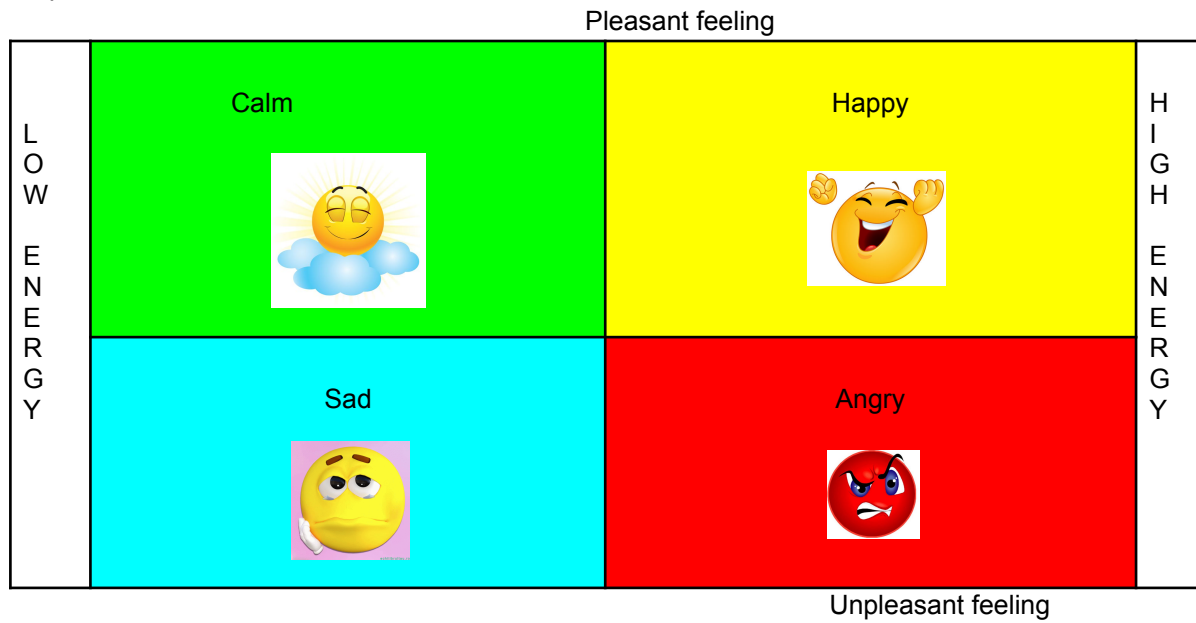
Emotional Vocabulary Progression in vocabulary. Share with class and create class charter about how children would like to FEEL in their class and how they can achieve that. This can be used as a discussion point and as a reminder when things are more difficult.

Feelings, powerless, destroy, attack, worried, anxious, frightened, terrified, alone, not belonging, lost, lonely, disapproval, guilty, shock, damaged, anger, trust, mistrustful, jealous, unsafe, relationship, sorry, frustrated, annoyed, aggressive, acceptable, repair, protect, positive, negative, fair, unfair, goal, consequence, reward, calm, relaxed, respect, patience, ignore, support, happy, excited, proud, resilience, scared hurt relieved unkind kind pleased





Step 1



Step 2-



Step 3

		Pleasant feeling			
L O W E N E R G Y	Calm Thoughtful Content Peaceful		Happy Energised Motivated Hopeful		H I G H E N E R G Y
	Sad Lonely Discouraged Bored		Angry Frustrated Worried Restless		
				Unpleasant feeling	

Step 4

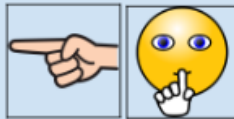
Pleasant feeling			
L O W E N E R G Y	Serene fulfilled Calm Balanced Easygoing Chill Thoughtful Content Satisfied Grateful Tranquil Relaxed Comfy Complacent Peaceful Mellow	Lively Upbeat Excited Ecstatic Enthusiastic Energised Inspired Hyper Motivated Surprised Focused Pleasant Joyful Blissful Hopeful Happy	H I G H E N E R G Y
	Sad Lonely Tired Bored Exhausted Drained Apathetic Down Pessimistic Concerned Glum Spent	Tense Nervous Restless Troubled Peeved Worried Frighted Uneasy Frustrated Stressed Irritated Angry	

Discouraged Spent Alienated Low

Stunned Annoyed Panicked Furious

Appendix H: Get it right poster

1. Non-Verbal Warning
(e.g. shake of the head, small action, point to the correct behaviour/learning)



2. Verbal Warning
(quiet reminder about the behaviour which is causing conflict or unwanted feelings)



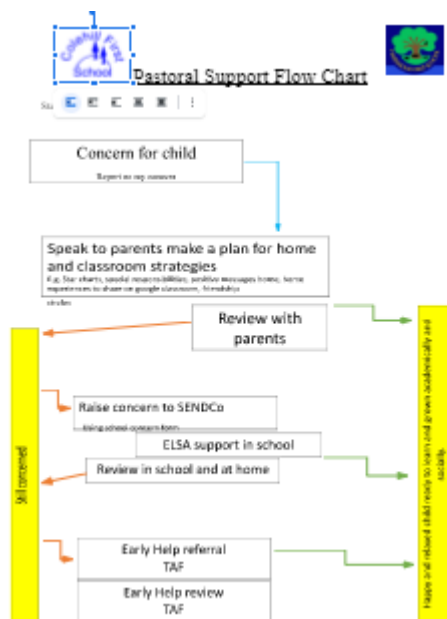
3. Reflection Time / Make It Right Chat
Using the Reflection Form, reflect on the behaviour and how to make it right.



4. Talk to families
If wrong choices about behaviour are still made, families will be told.



Pastoral Support Flow Chart.docx



Appendix J: Useful Phrases

I can see you are very angry/upset.

I'm wondering if

I think you might be upset by what happened earlier with the lego/break/sand etc and now you feel angry because you think no one listened to you. Have I got that right?

First, then

Now, next

Say child's name (to get their attention) state the behaviour you want to see and then say thank you ie Michael, I would like to see your hand up if you have a question, Thank you (this assumes the behaviour is going to happen rather than saying please at the start)

State your expectations and then walk away. Don't get into a discussion about it. Everything about you should be saying I'm expecting this to happen not I'm hoping this will happen. Be assertive even if you don't feel it. Be brave, walk away (keeping child in sight, sometimes may be necessary to say I can see you need one more minute to calm down or to reflect and then you need to come back into the class/building etc I'll be in there waiting for you.

Think PACE - Playfulness. Match the rage! This can shock them out of the moment and then you can laugh together this regulates child again

Appendix K

Restorative conversations

(Past)

What happened?

What were you thinking at the time?

(Present)

What have your thoughts been since?

How do you feel about what happened?

Who has been affected?

(Future)

What needs to be done to put things right?

What could you do differently next time?

If necessary complete restorative conversations form.