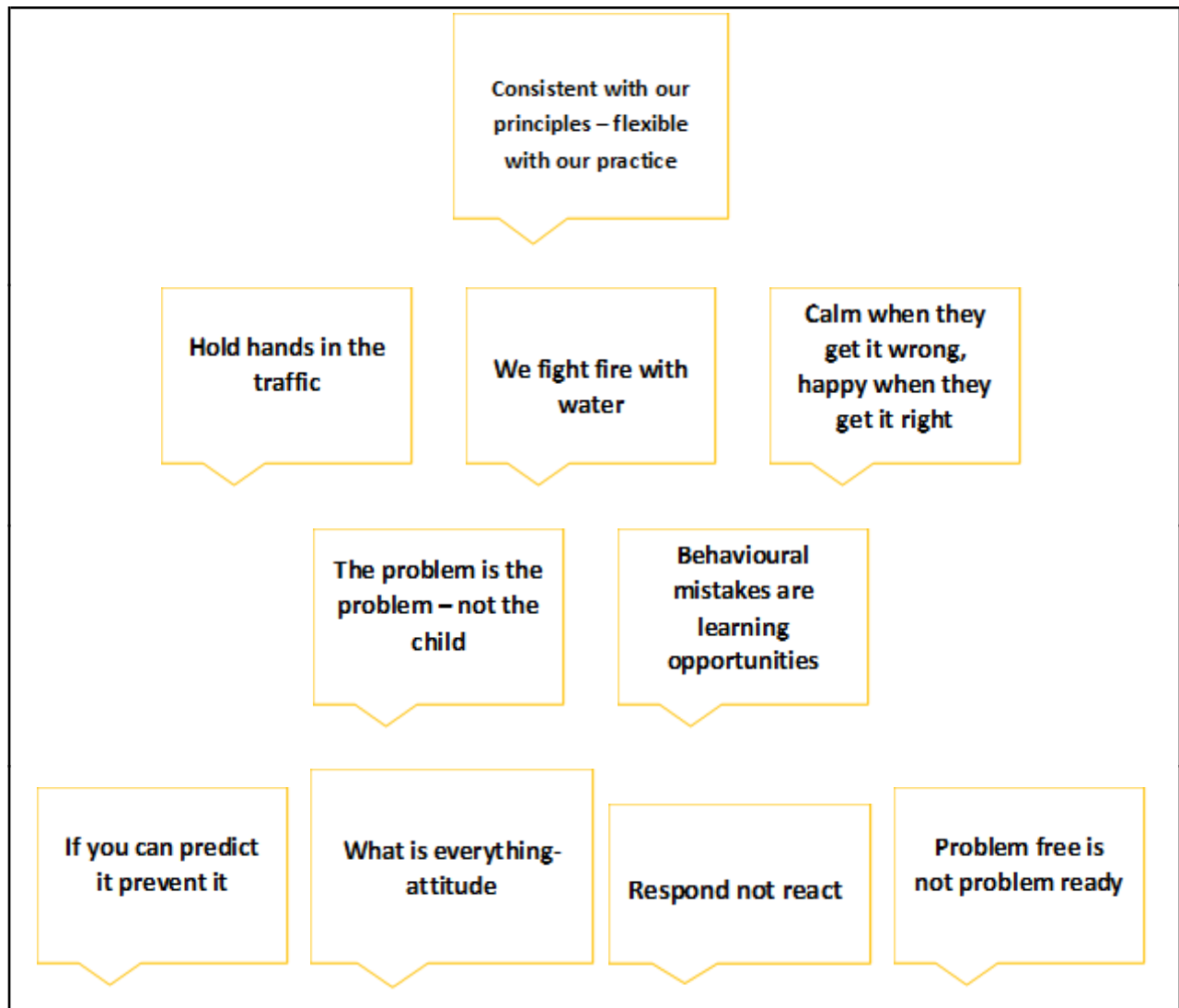




WILLIAM DAVIS PRIMARY SCHOOL

Behaviour Policy



Rob Long's Mantras ranked by our staff (training Sept 2019)

Policy approved Nov 2023 +Updated March 24



WILLIAM DAVIS PRIMARY SCHOOL

Behaviour Policy

Please note that leaders referenced the DFE's [Behaviour in schools guidance](#) October 2022 when reviewing this policy.

Our aim is for each member of the school community to attain their highest achievements through a quality curriculum; and to have a respect for, and a consideration of each other. William Davis is a **Restorative School** and we believe that **strong relationships** are the basis for excellent **Teaching and Learning**.

"We'd like you to picture the whole school community committed to the pursuit of best practice in teaching and learning and how that whole pursuit of best practice is vitally connected to the quality of relationships in the classroom and beyond." (Thorsborne 2013 Implementing Restorative Practices in Schools p11)

We teach children the **William Davis Values**:

- Respect
- Honesty
- Collaboration
- Commitment
- Communication
- Care

We believe that it is through promoting and developing positive behaviour that children will become responsible and fair citizens who value each other and value each others' differences.

We expect all children to demonstrate the following behaviours:

- Be gentle, kind and helpful
- Listen
- Speak nicely to everyone
- Look after property
- Work hard
- Be honest
- Sort out problems calmly by listening to each other and talking it through
- Walk quietly and safely around the school



These are our basic school rules-see **Appendix 1 William Davis Rules and School Values** and **Appendix 13 William Davis Playground Rules and School Values**

We teach children to have excellent learning behaviours so that they are successful learners who achieve their best. We use Chris Quigley's Secrets of Success to teach children excellent learning behaviours-see **Appendix 2 Secrets of Success and School Values**.

We promote **positive learning behaviour, targeting Secrets of Success and School Values** in the following ways:

- Traffic light system (in class)
- Achievement cards (assembly)
- Star of the Week Award (assembly)
- Golden Book (assembly)

Classroom Charters

In the first week of school in September each class works together to create a class charter that reflects the School Values. We believe that it is through empowering the children to create their own charter that their rights and responsibilities to each other, and to others in the community, will become meaningful to them and will remain meaningful to them throughout their lives. This policy unites the children around shared values and a common point of reference for good behaviour, agreed and signed jointly with their teacher, which serves as the 'social glue' within the class that binds the children together.

The Restorative Approach

In September 2017 William Davis completed whole staff training in order to be a **Restorative School**. We use restorative approaches as a first response to resolving problems with both children and staff.

The restorative approach focuses on healing relationships by:

- reflecting on what has happened
- repairing harm caused by an incident
- reconnecting relationships

Being a Restorative School means that when applying the staged responses below staff will try to use Restorative approaches first. Children will be referred to a member of SLT if they are



involved in a Stage 3 incident. See **Appendix 3** for **The Restorative Framework Conversation Framework and Informal and Formal Contexts**

Relationships Charter

In order to teach children how to manage Relationships effectively classes need to agree to a Relationships Charter in the first half term of the year. Charters needed to acknowledge:

- The difference between relationships and friendships; and what makes a good relationship
- Emotions and feelings; and how they can impact on relationships
- Positive ingredients needed to make a relationship work: being kind and thoughtful; being understanding; being a good listener
- Being different from each other is normal; children and adults need to respect people who are different
- It is not acceptable to exclude and bully people who are different
- There are different roles played in bullying; and the role we should aspire to is the Defender

WD Way – Guidelines for Managing Incidents or Behaviours

At William Davis we respond to inappropriate behaviours using our Stages and Steps see **Appendix 4**. In keeping with this policy staff will apply Restorative Approaches when appropriate; staff in consultation with SLT will make a judgement as to whether a sanction is needed.

Reflection Forms

Children are asked to complete **Reflection Form (A)(Appendix 5)** if they have not used the **Secrets of Success** eg not focusing on their learning.

Children are asked to complete **Reflection Form (B) (Appendix 6)** if they have not followed the **School Rules and Values** eg. children have a verbal or physical conflict, or a child breaks someone else's property.

Class teachers keep Reflection Forms A and B in a class folder so that they can refer a child to SLT if they collect three reflection forms. At this stage SLT will see the child and parent to discuss their behaviour.



Zones of Regulation

In order to support children to self regulate their emotions, we teach children across the school to use the **Zones of Regulation**. The Zones of Regulation organises our feelings, states of alertness, and energy levels into four coloured Zones – **Blue, Green, Yellow, and Red**. The simple language and visual structure of The Zones of Regulation helps make the skill of regulation more concrete for all learners see **ZoR Visual Appendix 7**

The Zones of Regulation (ZoR) teach children to:

- self-identify feelings, energy, and levels of alertness
- build self-awareness of body signals as they relate to emotions
- identify, practice, and utilise effective regulation and wellness tools/strategies
- understand when and how to use tools
- identify triggers and sparks that impact regulation.

Behaviour Support Plans

If children’s behaviour cannot be managed within the **stepped approach** staff should refer the child to the SENCo who will support the writing of a **Behaviour Support Plan (Appendix 10)** using the **Multifaceted Tool Box** .

Physical Restraint Guidance

If a child needs to be physically restrained to keep them or others safe, Team Teach trained staff should intervene; all staff should refer to the **Physical Restraint Guidance (Appendix 11)**. Staff should ensure that a member of SLT records the restraint incident on the **Physical Restraint Record** saved on the server (SMT drive). See **Appendix 12** for information needed by SLT.

Policy approved November 2023

Updated March 2024



Appendices

Appendix 1 **William Davis Rules**

Appendix 2 **William Davis Secrets of Success**

Appendix 3 **The Restorative Framework**

Appendix 4 **Stages and Steps**

Appendix 5 **Refection Sheets A (Secrets of Success)**

Appendix 6 **Refection Sheets B (Values/ Rules)**

Appendix 7 **Zones of Regulation Visual**

Appendix 8 **Behaviour Support Plan**

Appendix 9 **Physical Restraint Guidance**

Appendix 10 **Rob Long's Mantras**

Appendix 11 **Playground Rules**

Appendix 12 **WD Way**

Appendix 13 **Government Searching, Screening and Confiscation Advice for schools**



Appendix 1

William Davis Rules and School Values

Do..	Don't...	Value
Listen to the adults and each other	Interrupt Ignore instructions	Respect Communication
Be gentle, kind and helpful	Hurt anybody or anybody's feelings	Care
Look after property	Waste or damage things	Care
Work hard	Give up	Commitment
Be honest	Cover up the truth	Honesty
Sort out problems calmly by listening to each other and talking it through	Shout or lose your temper	Collaboration Communication
Walk quietly and safely around the school	Run or use loud voices	Care Respect



Appendix 2

William Davis Secrets of Success and School Values

Secrets of Success	WD Values	What this means...
Understand others	Respect Care Collaboration	Learn to listen, listen to learn about others.
Try new things	Commitment	If you never try, you'll never know.
Work Hard	Commitment	It's not luck or looks that make you successful, it's all about the effort.
Concentrate	Commitment	Learn to focus, tune out distractions and be mindful.
Push Yourself	Commitment	Fight your fears and learn to push past doubts.
Imagine	Honesty Communication	Have ideas and don't be scared of being wrong.
Improve	Commitment	Keep advancing, bit by bit. Success never comes in one giant step.
Don't give up	Commitment	Sir Winston Churchill said 'Success isn't final, failure isn't fatal. It is the courage to continue that counts.'



Appendix 3

The Restorative Framework

The Restorative Framework Conversation Framework and Informal and Formal Contexts

Reflect Repair Reconnect

Restorative Prompt Card

To the person responsible...

- What happened?
- What were you thinking at the time?
- What do you think now?
- Who's been affected by what you did? How?
- What's needed to make things right?
- How can we make sure this doesn't happen again?

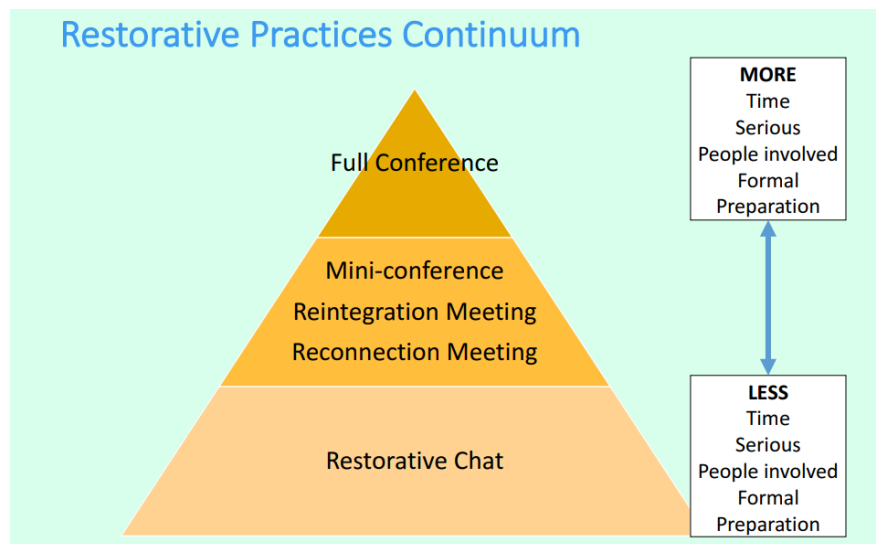
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Reflect Repair Reconnect

To the person harmed...

- What happened?
- What did you think/feel at the time?
- What have you been thinking/feeling since?
- How has this affected you? What's been the worst of it?
- What do you need to make things right?
- How would you like me to follow up with you?

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Appendix 4

Behaviour Stages and Steps

Stage 1- Low level disruptive behaviour

Not listening to class instructions Calling out Not following group work rules

Interrupting Making rude noises

Stage 2 –Disrespectful behaviour

Speaking in a disrespectful way to another child Answering back

Walking away from an adult when they are speaking to you

OR continuing stage 1 behaviour

Stage 3 – Hurtful or dangerous behaviour

Hitting or kicking another child/adult

The use of threatening behaviour towards another person

Racist / religious/ genderbased /homophobic name calling

Swearing Spitting Fighting Stealing Threatening



Behaviour Steps

Step 1

- A warning and a reminder about the rules agreed on our class charters that are not being adhered to
- Move places within the class

Step 2

- Time out within the classroom.
- A Restorative conversation
- Missed playtime to catch up on work.
- In KS 2 the child would fill out a Reflection Form A. In KS1 the form would be completed by a member of staff as a record of the

Step 3

- Time out with phase leader or phase group class.
- A Restorative conversation (recorded by the facilitator and reported to SLT)
- A Reflection form A or B should be completed.
- Exclusion from playground / trips / certain activities; fixed term or permanent exclusion
- Meeting with HT/ DHT/SMT, class teacher and parents.

All Stage 3 behaviour should be recorded by a member HT/DHT



Appendix 5

Reflection Form A (Secrets of Success)

Name:	Class:	Date:
-------	--------	-------

Which of the William Davis' Secrets of Success did I not follow? (Tick) ✓

- Try new things (Commitment, Honesty)*
- Work hard (Commitment)*
- Concentrate (Commitment)*
- Push yourself (Commitment)*
- Imagine (Communication and Commitment)*
- Improve (Commitment, Honesty)*
- Understand others (Care, Collaboration, Commitment, Respect, Honesty)*
- Don't give up (Commitment)*



Other:

What happened?

I need to reflect on my behaviour because...

What was I thinking at the time?

Who has been affected by what I did? How?

What am I thinking now?

What is needed to make things right?

I will need to...

How can I make sure this doesn't happen again?

☐ Please write or draw

SLT follow-up required Y/N



Appendix 6

Reflection Form B (School Values)

Name:	Class:	Date:
<p>Which of the William Davis' values did I not follow?</p> <p><input type="checkbox"/> Care (Was I kind to others? Did I look after things belonging to others?)</p> <p><input type="checkbox"/> Commitment (Did I try my hardest?)</p> <p><input type="checkbox"/> Communication (Did I try to sort things out by talking?)</p> <p><input type="checkbox"/> Collaboration (Did I try to work with and understand others?)</p> <p><input type="checkbox"/> Honesty (Did I tell the truth?)</p> <p><input type="checkbox"/> Respect (Did I treat others with respect and care?)</p> <p>Other:</p>		



What happened?

I need to reflect on my behaviour because...

What was I thinking at the time?

Who has been affected by what I did? How?

What am I thinking now?

What is needed to make things right?

I will need to...

How can I make sure this doesn't happen again?



Appendix 7

Zones of Regulation Visual

The ZONES of Regulation® Reproducible E [The Zones of Regulation Visual](#)

The ZONES of Regulation®

<p>BLUE ZONE</p> <p>Sad Sick Tired Bored Moving Slowly</p>	<p>GREEN ZONE</p> <p>Happy Calm Feeling Okay Focused Ready to Learn</p>	<p>YELLOW ZONE</p> <p>Frustrated Worried Silly/Wiggly Excited Loss of Some Control</p>	<p>RED ZONE</p> <p>Mad/Angry Terrified Yelling/Hitting Elated Out of Control</p>

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Appendix 8

Behaviour Support Plan

Behaviour Support Plan	
Likes and dislikes (Rewards and motivators)	
Triggers/cues to behaviour (what causes the behaviour)	
Setting (when /where the behaviour occurs)	
Action (description of behaviour)	
Early warning sign (how can we recognise if he is becoming dysregulated)	
Preventative measures/strategies to avoid behaviour incidents	



Strategies for dealing with behaviour	
Result (what happened after the behaviour)	

Appendix 9

Physical Intervention and Restraint Guidance

At William Davis Primary School, we are committed to a positive behaviour policy which encourages children to make positive behaviour choices. We do however recognise that children sometimes do make the wrong choices. On rare occasions this may result in a situation that requires some form of physical intervention by staff. Our policy for physical intervention is based upon the following principles:-

- Physical intervention should be used only as a last resort when other appropriate strategies have failed.
- Any physical contact should be only the minimum required.
- Physical intervention must be used in ways that maintain the safety and dignity of all concerned.
- Incidents must be recorded and reported to the Headteacher as soon as possible
- Parents will be informed of each incident

1. The Legal Framework

Section 93 of the Education & Inspections Act 2006 allows 'teachers and other persons who are authorised by the Head Teacher who have control or charge of pupils to use such force as is reasonable in all the circumstances to prevent a pupil from doing, or continuing to do, any of the following:-

- causing injury to his/herself or others
- committing an offence
- damaging property



- prejudicing the maintenance of good order & discipline'

2. Our approach

At William Davis Primary School we aim to avoid the need for physical intervention and regard this as a last resort in a tiny minority of situations. We always aim to deal with behaviour using a positive approach and therefore this policy should be read in connection with our Behaviour Policy.

It is not possible to define every circumstance in which physical restraint would be necessary or appropriate and staff will have to exercise their own judgement in situations which arise within the above categories. Staff should always act within the School's policy on behaviour and discipline, particularly in dealing with disruptive behaviour.

Staff should be aware that when they are in charge of children during the school day, or during other supervised activities, they are acting in loco parentis and have a 'Duty of Care' to all children they are in charge of. They must, therefore, take reasonable action to ensure all pupils' safety and well being. Staff are not expected to place themselves in situations where they are likely to suffer injury as a result of their intervention.

3. Use of physical restraint

Physical restraint should be applied as an act of care and control with the intention or re-establishing verbal control as soon as possible and, at the same time, allowing the pupil to regain self-control. It should never take a form which could be seen as punishment.

Staff are only authorised to use reasonable force in applying physical restraint, although there is no absolute definition of this. What constitutes reasonable force depends upon the particular situation and the pupil to whom it is being applied. However, as a general rule, only the force necessary to stop or prevent danger should be used, in accordance with the guidelines below.

In all circumstances, alternative methods should be used as appropriate with physical intervention or restraint, a last resort.

When physical restraint becomes necessary:

DO

- Tell the pupil what you are doing and why
- Use the minimum force necessary
- Involve another member of staff if possible

William Davis Primary School, Wood Close, Cheshire St, London E2 6ET - 020 7739 1511

Email: admin@williamdavis.towerhamlets.sch.uk



- Tell the pupil what s/he must do for you to remove the restraint (this may need frequent repetition)
- Use simple and clear language
- Hold limbs above a major joint if possible e.g. above the elbow
- Relax your restraint in response to the pupil's compliance

DON'T

- Act in temper (involve another staff member if you fear loss of control)
- Involve yourself in a prolonged verbal exchange with the pupil
- Involve other pupils in the restraint
- Touch or hold the pupil in a way that could be viewed as sexually inappropriate conduct
- Twist or force limbs back against a joint
- Bend fingers or pull hair
- Hold the pupil in a way which will restrict blood flow or breathing e.g. around the neck
- Slap, punch, kick or trip up the pupil
- Use physical restraint or intervention as a punishment

4. Actions after an incident

Physical restraint often occurs in response to highly charged emotional situations and there is a clear need for debriefing after the incident, both for the staff involved and the pupil. The head teacher should be informed of any incident as soon as possible and will take responsibility for making arrangements for debriefing once the situation has stabilised. An appropriate member of the teaching staff should always be involved in debriefing the pupil involved and any victims of the incident should be offered support, and their parents informed.

If the behaviour is part of an ongoing pattern it may be necessary to address the situation through the development of a behavioural IEP, which may include an anger management programme, or other strategies agreed by the SENCO. This may require additional support from, other services, for example the LA BST.

In some circumstances a CAF may be appropriate to help identify an additional need for a particular child.

It is also helpful to consider the circumstances precipitating the incident to explore ways in which future incidents can be avoided.



All incidents should be recorded immediately on the Pupil Restraint Report Form (attached). All sections of this report should be completed so that any patterns of behaviour can be identified and addressed.

In the event of any future complaint or allegation this record will provide essential and accurate information.

A copy should be filed in the child's appropriate file and in a central school file in order to inform individual and school risk assessments.

A member of the leadership team will contact parents as soon as possible after an incident, normally on the same day, to inform them of the actions that were taken and why, and to provide them with an opportunity to discuss it.

5. Risk Assessments

If we become aware that a pupil is likely to behave in a disruptive way that may require the use of reasonable force, we will plan how to respond if the situation arises. Such planning will address:

- Strategies to be used prior to intervention
- Ways of avoiding 'triggers' if these are known
- Involvement of parents to ensure that they are clear about the specific action the school might need to take
- Briefing of staff to ensure they know exactly what action they should be taking (this may identify a need for training or guidance)
- Identification of additional support that can be summoned if appropriate
- The school's duty of care to all pupils and staff

6. Complaints and Allegations

A clear restraint policy, adhered to by all staff and shared with parents, should help to avoid complaints from parents. It is unlikely to prevent all complaints, however, and a dispute about the use of force by a member of staff might lead to an investigation, either under the complaints disciplinary or allegation management procedures.

It is our intention to inform all staff, pupils, parents and governors about these procedures and the context in which they apply.



Record of Physical Restraint

RECORD OF PHYSICAL INTERVENTION OR RESTRAINT

Date of incident: Time of incident:

Pupil Name: D.o.B:

Member(s) of staff involved:

Adult witnesses to restraint:

Pupil witnesses to restraint:

Outline of event leading to restraint:

Outline of incident of restraint (including restraint method used):

Outcome of restraint:



Appendix 10

Mantras

Rob Long introduced us to his mantras. They help us to shape our response to children.

Hold hands in the traffic

What is everything-attitude

Consistent with our principles – flexible with our practice

Respond not react

We fight fire with water

Calm when they get it wrong, happy when they get it right

Analyse don't personalise

The problem is the problem – not the child

If you can predict it prevent it

Problem free is not problem ready

Context is decisive

Behavioural mistakes are learning opportunities

Behaviour is rarely random



Appendix 11 Playground Rules

Value	Do..
Respect Collaboration Commitment	Stick to the agreed zones (football, scooter, basketball, climbing, quiet area). Follow the agreed rules about when and how you play on our equipment.
Respect Communication Honesty	Listen to adults and to each other. Use Restorative conversations to help you sort out problems
Care	Be gentle, kind and helpful especially to our new children and our quiet children.
Care Collaboration Commitment	Look after our equipment so that it lasts. Take care of insects and flowers and plants.
Care Respect	Play safely, be respectful to those around us so that no one gets hurt or upset.



Appendix 12

The William Davis Way Guidelines

WD Start the Day and Transition to Class Rooms

- Annika or Charlotte are on call (first aid etc) during 'WD Start the Day' 8.00 – 8.45.
- A member of EYFS staff collects EYFS children at 8:45.
- Children in KS1&2 join their classes at 8:40 in the class/hall (Yr 4-6) or playground Yr 1-3 (gates open 8:40-8:45)
- The TAs on duty should support children to tidy the resources up by 8:45 before the children are directed to join their class.
- Russell will stop Multi-Sports at 8.45 on Mondays and Wednesdays and send the children back to the class/hall or playground to line up with their class.

Assemblies

- Teachers should act as role models during assemblies. This means, for example, not talking to other staff.
- All classes should be silent on entry. It is the responsibility of the teacher to ensure this is fulfilled.
- Teachers should do their best to manage their class using gesture as opposed to verbal instructions.
- If a class is noisy coming in the member of staff leading the assembly may ask the class to leave and enter in silence. However, this must be explained to the children before they leave the classroom so they understand the expectations and potential consequences if they are not met.
- Children need to sit safely and show respect for each other's personal space. This may need to be practised in advance.
- All classes need to be downstairs promptly so that the assembly can start on time and playtime is not being pushed back.
- Individualised plans may be needed for key children.
- Supply teachers need to know the William Davis expectations regarding transitions. A copy of the 'William Davis Way' guidelines information will be included in the Visitor Information Pack.
- **All classes must be collected after assembly by the class teacher.**

Lunch

- SLT member to check with Senior MMS to see where the support is needed. They may not be needed in the playground.
- SLT lunchtime support should be flexible depending on staffing; they may be needed in the dinner hall or in the playground.
- **SLT member to remain on call** throughout lunch to deal with any stage 3 behaviour incidents.



- **TA will support with the transition at the end of lunch up to the classroom even if this means starting their lunch slightly late.**
- Children and staff have agreed a lunch hall charter. A photographic display of lunch hall expectations is displayed in the hall so that the children have visual reminders of the correct way to conduct themselves during lunch time.

Wet Play

- The leading member of staff will make the decision about wet play for morning break. They will ask the office to communicate this message to the rest of the school.
- The senior MMS will make the decision and inform staff about lunch play. Children stay in their own/ bubble classes to play quiet games, read, talk etc.
- In the event of wet play in the morning the TA and the teacher will communicate in order to ensure both members of staff can go for a break.

Uniform

- All staff should remind parents and carers of our uniform expectations. Messages should be given with sensitivity.
- On PE days children should wear PE kit for the day; this must follow uniform guidelines.

The William Davis Way: Behaviour

Secrets of Success/ Values

Displays:

Each classroom must have an accessible SoS display which includes:

- Behaviour faces (red, yellow, green, silver, gold)
- The 8 statements with descriptors and values
- Individual children's names

Use of display/skills

- All children's names begin on green every day.
- Praise should be given for demonstrating a SoS skill/learning behavior/ value; it should be specific and clear, using the language of SoS.
- Children are responsible for moving their names on the relevant face requested by the adult with an explanation.
- If a child is required to move their name onto the yellow face, an explanation of how they can return to the green face must be given.



Communication

- If children are selected to share their successes in the Golden Book with SLT, children should be aware of what learning behaviors/ values they have demonstrated to achieve this.
- Adults sharing classes should ensure a consistent approach.

Behaviour around the school

- Children should move around the school in a calm and safe way; children should move silently.
- There should be an **adult at the front and an adult at the back of the line**
- There should be regular 'checkpoints' to ensure children are safe and being respectful
- Adults should model good manners by greeting each other politely.
- Children are expected to greet adults with a 'good morning' or 'good afternoon' when they pass them on the corridor/stairs, and/or open doors for them.
- Children should take responsibility for the school environment by using the bins provided for their rubbish; and by taking care of displays.

Lining up and response to bell

- A 5-minute warning by the ringing of a bell, should be prompt in order to remind the children that the end of play is approaching
- Adults should use this bell to circulate the playground, reminding all children that this is their opportunity to go to the toilet, have a drink and prepare for the end of playtime
- Adults should then ensure they are spread across the playground to prepare for the end of playtime bell
- An end of playtime bell is rung and all children should stand still immediately, where they are. All adults need to remind children to freeze.
- A final bell is rung and children should walk safely to their line and wait for their adult
- Adults should already be waiting for the children

Learning behaviours in the classroom

Whole school

- ★ Adult raises hand to signal everybody to stop and listen; children raise hand and stop talking ready to listen
- ★ Children should use whole body listening to support active listening (refer to class poster)
- ★ Adults to set class volume using class volume posters
- ★ No hands up (hands up to ask not to answer)
- ★ AfL-Agree-thumbs up, Build on-fists, Challenge-C shape, new idea-brain point
- ★ Using 1,2,(3) for transitions (1- get ready; 2- stand up; 3- move to correct place in silence)



Appendix 13

Searching, Screening and Confiscation Guidance

[Searching, Screening and Confiscation - GOV.UK](#)

Leaders must refer to the above **Government Searching, Screening and Confiscation Advice for schools (2022)** when considering searching a pupil.

This publication is intended to explain the screening, searching and confiscating powers a school has, ensuring that headteachers and members of staff have the confidence to use these powers and schools are a calm, safe and supportive environment to learn and work. This publication also provides advice to headteachers and staff on their related legal duties when it comes to these powers. It also includes statutory guidance which schools must have regard to.