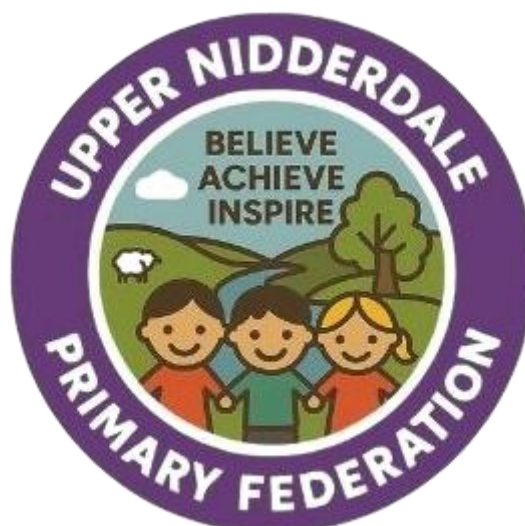




Upper Nidderdale Primary Federation

Promoting Behaviour for Learning and Life Policy - CHAMPS

Policy:	Promoting Behaviour for Learning and Life Policy - CHAMPS
This Policy was approved:	December 2024
This Policy was amended to update the CHAMPS values and daily routines and behaviour curriculum	July 2025
This Policy will be reviewed:	December 2025
Governor committee responsibility:	Headteacher

At Upper Nidderdale Primary Federation, we will all approach everything we do in the CHAMPS way, helping every child flourish into a caring, confident and resilient young person who has a **love of learning** and upholds our CHAMPS Values:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

As Rights Respecting schools, our intents are based around the following articles;

Article 23

You have the right to special education if you have a disability.

Article 28

All children have the right to a good quality education.

Article 29

All children have the right to an education that helps to develop their talents and abilities.

*'When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. **The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.**'*

Paul Dix

We invite all staff joining us to read; 'when the adults change, everything changes' by Paul Dix

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1. UNPF approach

Our policy is based on our **CHAMPS** values along with a relational approach so that everyone can achieve their best. The approach sets out **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**. It draws on research in neuroscience, psychology and adverse childhood experiences from Dr Bruce Perry, Dr Karen Treisman, Dr Nadine Burke Harris, Paul Dix and many more. It is underpinned by an expectation that by modelling, celebrating and recognising the agreed CHAMPS values and positive behaviours, our children are enabled to be ready to learn effectively. This is the UNPF **CHAMPS** way and we behave this way:

Community - Treat others as we would want to be treated ourselves

Hope – Giving confidence in what we can contribute and achieve together

Aspiration - Believe that we can be the best version of ourselves in all that we do

Mission – Living with purpose and commitment to making a positive difference

Perseverance – Not everything comes easily – keep trying to reach your goals and dreams

Shine – Let your light shine on yourself and others

We recognise children as much as possible through verbal and non-verbal praise as a way to encourage children to use our **CHAMPS** values. We understand the importance of positive body language.

2. UNPF Leadership Promise and MISSION

- A promise to enable everyone to become the best version of themselves.
- To work and learn together as a community to improve and create an **aspirational, experience and knowledge rich curriculum** for our pupils today that enables all pupils and **adults to be nurtured, thrive and succeed, growing potential and achieving high performance, creating confident and knowledgeable thinkers – CHAMPS.**
- We promise to do what is right for staff so that they are empowered SET **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**, educated, enthused and well enough to do what is right for our pupils that they can be the best version of themselves.

3. Aims of the policy

- Set **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**
- To create a culture of exceptionally good behaviour: for learning, for community, **for life**
- To create a restorative, 'done with' culture
- To ensure that all learners are treated fairly, shown respect and to promote good relationships
- To refuse to give learners attention and importance for poor conduct (praise in public, correct in private)

- To help learners take control over their behaviour and be responsible for the consequences of it
- To build a community which values kindness, bravery, being in charge of yourself (and your actions), gratitude, curiosity and being on the team – being a **CHAMP**
- To ensure that **excellent behaviour is a minimum expectation for all**
- To ensure that those with special needs or disabilities have a right to be treated with dignity and as far as possible, independence and to play an active role in the community

4. Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions (Personal Development Team)

5. Behaviour for Learning and Life

The phrase 'behaviour for learning' conceptualises the following three relationships experienced by a pupil:

- Their relationship with themselves, e.g. their self-confidence as a learner
- Their relationship with others, e.g. how they socially interact and recognise emotions
- Their relationship with the curriculum and learning, e.g. how best they learn

In order to foster a positive learning environment, these relationships must be developed and supported holistically.

As a universal offer, we have developed a '**Behaviour Curriculum.**' Through this curriculum children are taught how to follow our behaviour policy in the same way that they are taught in any curriculum subject. Good behaviour is modelled and taught at age appropriate level in class, in whole school assemblies, PSHE lessons and then recapped and revisited throughout the year.

6. Recognising the good, especially the always good

When we recognise the good, we use our **CHAMPS** values as a framework of language; 'It is so nice to see you being in charge of yourself and making a good choice by walking down the corridor' etc

We recognise behaviour in five ways;

- Immediate and timely verbal recognition
- We recognise with our **CHAMPS** stickers
- THREE positive phone calls home per week or verbal comments to parents at pick-up/drop-off in private
- At least three House team points per day per child
- Weekly celebration assembly where one child nominated by the teacher and one child nominated by the pupils are celebrated with a **CHAMPS** certificate and an invitation to take part in a '**treat at the end of the half term**' as a special recognition (this could be extra playtime, hot chocolate, games session etc). One child is nominated by the teacher for Christian values and RRS of the week. ALL LINKED AND REFERENCED MADE TO **CHAMPS for the reason for the certificate**. Each class shares their class 'recognition' list of children being spotted being CHAMPS. These are recorded in the purple books and brought to assembly each week.

7. Supporting children who are struggling or making mistakes in their behaviour

When children start to show behaviours that are not conducive to good learning, we use the following approach;

- Gentle, quiet and under the radar approaches to support them to return to our expected behavioural norms (see Jason Bangbala non exhaustive list in **appendix 3**)
- If children continue to struggle, timeout in **the class calm areas within the class** with the 10 minute timer and their personal calm box, is offered within the classroom and this could include 'change of face'/ fizzy pop bottle card. These can be used by children when they are struggling to verbalise their needs.
- If the techniques that are employed do not have the desired effect of getting the child to a calm and self-regulated state, time away from the class may be necessary. This may be with another member of staff in the first instance then a member of Leadership.
- The behaviour **must not disrupt the learning of others in the class**.

*When a child exits the classroom, a lanyard must be worn (in line with safeguarding expectations)

We use a variety of techniques such as humour, distraction, calming boxes, weighted blankets, sensory circuits etc to enable children to remain engaged in learning/making good choices.

The aim is always to get children back to good, rather than to punish.

Once a child is calm and regulated, a reparation or restorative conversation **must take place**. This may also need to include a logical/natural consequence. **If a child has missed learning, then they will complete that learning during their own time (break, lunch or after school at home).**

The PD Team can support in managing more difficult behaviour both proactively and reactively. This approach is bespoke to each child. This is discussed in 3 weekly Meetings with the SENco.

8. Reporting of behaviour

All behaviour incidents are recorded on CPOMS using the BTA approach and the following types of behaviour are reported directly to SLT to ensure appropriate challenge and support is in place:

- Bullying
- Violence
- Any derogatory use of language relating to protected characteristics (racism, homophobic language etc)
- Harmful Sexualised behaviour (including sexualised language)

Any of the above will be also be reported to parents.

Behaviour incidents are analysed on a weekly basis by the DHT/Inclusion Leader to ensure proactive approaches to improving and supporting behaviour at the Federation. Weekly inclusion meetings ensure that leaders meet regularly to discuss behaviour in conjunction with SEND and safeguarding leaders and plan support to meet the needs of children and the Federation. This is followed by a 4 weekly strategy meeting with the Headteacher to update.

See Appendix 1 for flowchart of parental/outside agency involvement

9. Supporting children with SEMH difficulties

As human beings we are all different and as such, we all have different needs, wants, and aspirations – and the same is true of our pupils: one-size-fits-all strategies are rarely effective. For pupils to thrive, we need to take a personalised approach to support to find the best ways to unlock individuals' potential.

NEUROSCIENCE AND NEUROPHYSIOLOGY

As a Federation, we recognise that pupils with Social Emotional and Mental Health (SEMH) difficulties experience a range of different physiological and psychological challenges within their daily life. Some of our pupils have experienced significant adverse childhood trauma resulting in:

- Underdeveloped brain systems badly affecting capacity for attention, learning, concentration and kindness
- Smaller brains with less sophisticated neuronal networks
- Alarm systems in the brain having a field day, leading to dysregulated brain and body systems and stressed-out children functioning like threatened animals. For this reason, we have used the latest evidence-based scientific research to develop a positive and supportive behaviour framework through which staff can support pupils to regulate their brains and their bodies so they can make progress both academically and personally. It is built around the six principles of nurture and the following core beliefs:

- **Behaviour communicates:**

We believe that behaviour communicates information about need and recognise that some learners will require additional, individual support to help them with their development. We also understand that needs can change and will adapt our approach accordingly.

- **Behaviour can change:**

We strongly believe that behaviour is a learnt response that can be changed. It can be changed when **pupils feel safe, have HIGH EXPECTATIONS set for them, HIGH CHALLENGE is set for them, CLEAR BOUNDARIES APPLIED CONSISTENTLY WITH NURTURE**, which brings down their toxic stress levels. It can be changed through playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing, not threatening. We understand that behaviour does not change all at once and we will stagger expectations and offer praise when progress is made.

- **Behaviour is about everyone:**

We believe that behaviour is about everyone. We all have a role to play in **modelling**, supporting and managing behaviour. As a team, we understand that our actions will be scrutinised and will exemplify our core CHAMPS values to learners with on-going clear examples.

- **Behaviour is about British Values:**

We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Trauma informed practice

Trauma is the result of an event, series of events, or set of circumstances that is experienced by an individual as distressing, harmful or life-threatening. There are three main types of trauma:

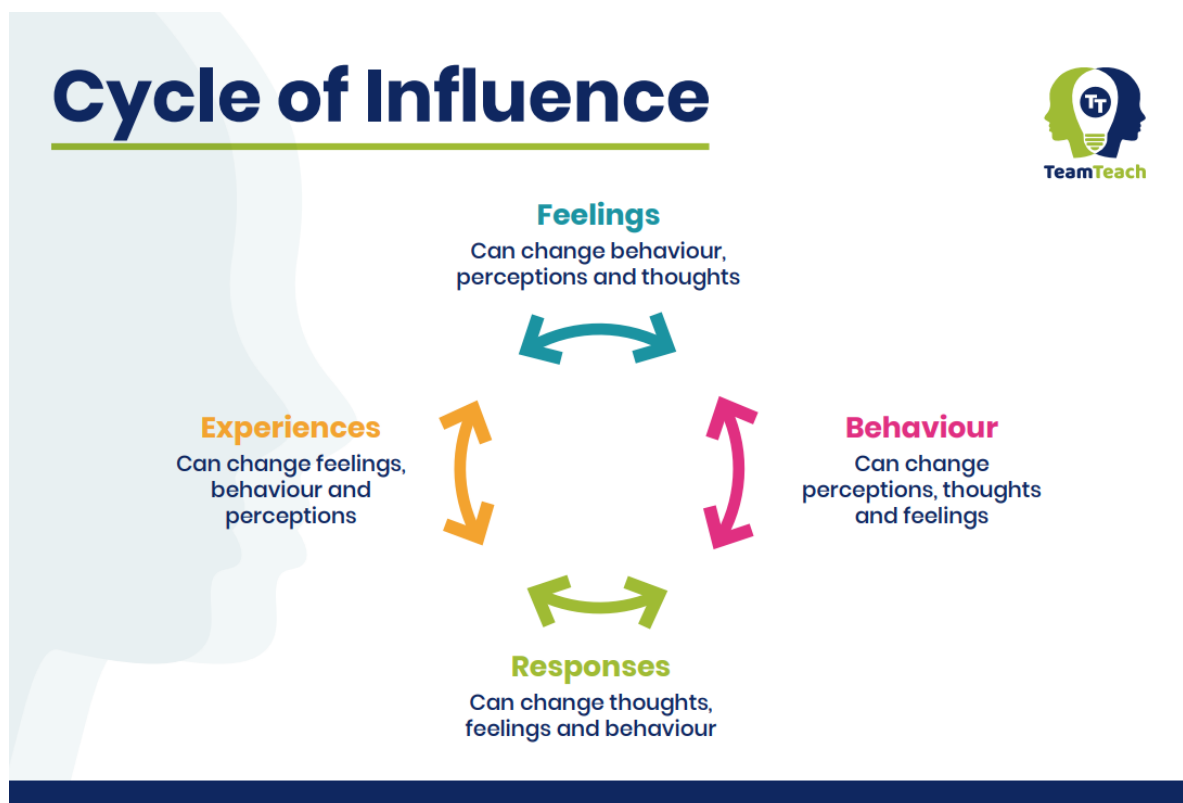
- Acute trauma, which results from a single incident
- Chronic trauma, which is repeated and prolonged
- Complex trauma, which is exposure to varied and multiple traumatic events, often of an invasive, interpersonal nature

Trauma-informed practice describes an approach to health and social care that takes people's previous experiences of trauma exposure into account when developing support mechanisms. Effective practice requires seeing beyond an individual's behaviour and explore the underlying unmet need, so that we can bring compassion and understanding to our daily interactions.

At the heart of trauma-informed practice is a commitment to developing strong, trusting relationships, and to working collaboratively with pupils to help them overcome any physical, psychological and emotional barriers that their traumatic experiences may have caused.

It is about improving the quality of care and support we provide through clear policy and practice, keeping the safety and wellbeing of everyone as a priority, and actively seeking ways to avoid re-traumatisation.

When we view a pupil's behaviour through the lens of previous trauma, it allows us to better understand the reasons behind that behaviour and enables us, where appropriate, to interrupt the **Cycle of Influence**. Rather than re-experiencing the feelings caused by the original trauma, we can take steps to collaborate with individuals and create new experiences, thus reducing the likelihood of ongoing behaviour and re-traumatisation.



De-escalation

De-escalation is the process of calming down a situation in which a student is becoming upset, frustrated, or angry. The aim is to prevent the situation from intensifying by offering timely and effective support. Supporting pupils during times of distress is an essential part of creating a safe and positive school environment. De-escalation strategies are key to reducing anxiety, avoiding times of crisis, and ensuring all pupils feel supported. A pupil needs to have trust in the adult they are with, options available to them and an exit to the situation available. Staff need to acknowledge what has happened, focus on the pupil and ensure good communication.

De-escalation helps to:

-  foster a calm and supportive learning environment.
-  create a safer environment for both students and staff.
-  build trust between students and teachers.
-  teach students how to recognise and understand their emotions.

Tips for effective de-escalation:

-  Establishing a calm and predictable environment with consistent routines and clear expectations is essential for helping students feel safe, supported, and ready to engage in learning.
-  Take time to understand each student's usual behaviour patterns and effective coping strategies. By recognising what is typical for a student, you'll notice when they may need support.
-  Pay close attention to subtle signs of anxiety, such as changes in body language, tone of voice, facial expressions, or fidgeting, as these can often indicate that a student is becoming upset.
-  If a student is distressed, use calm body language, and speak slowly and quietly to avoid escalating a situation further. Remember to check that you are feeling calm, too.
-  Let students know they are safe, supported, and heard. Acknowledge how they are feeling and suggest what to do next: "I can see you're feeling angry; let's go and..."

When a pupil is distressed, they often need support from an adult to regain control of their emotions. This process, known as co-regulation, involves the adult staying calm and using their presence and actions to guide the pupil to a more regulated state in a supportive and non-threatening way.

If the physical environment is contributing to their distress, reduce stimulation by moving to a quieter space, dimming lights, or asking others to give the student some space. A calmer environment can help the pupil settle more easily.

Some pupils benefit from calming activities such as quiet music, drawing, or reading, while others prefer physical activities like running, jumping, or kicking a ball to regulate their emotions.

Co-regulation looks different for every student, so it's important to explore what works best for them.

To avoid escalating a situation, use a calm, clear, and reassuring tone when speaking to the student. Loud or rushed speech can escalate their feelings of being overwhelmed, so keep your words simple and supportive. Reassure them with phrases like, "We'll work this out together," and avoid bombarding them with too many questions or instructions.

Sometimes, your calm presence alone can provide reassurance. You don't always need to talk—just being there can help the student feel secure. Some students may need space to process their emotions, while others may feel comforted by knowing you're nearby. Pay attention to their cues and adapt your approach accordingly.

The power of the pause



CALM Communication Checklist



Communication

C

- How am I standing and holding my body?
- What gestures am I using?
- What facial expressions am I showing?
- How am I giving verbal space?

Assessment & Awareness

A

- What do I know about this person?
- What strategies have worked well in the past?
- What are their known triggers?
- What do I know from their individual plans?

Listening & Learning

L

- What could their body language be communicating?
- How is this behaviour different from their baseline?
- What might happen next?
- How can I show that I'm emotionally available?

Making Safe

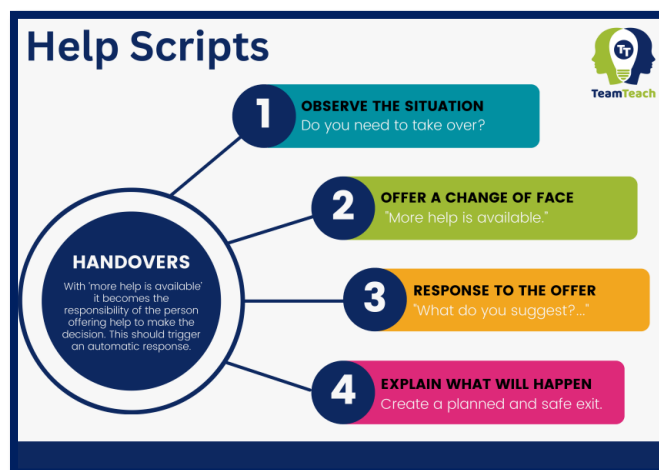
M

- What are the risks to the individual and others?
- How can I make the environment safe?
- What can I do to reduce any risks?
- Do I need support with this?

Help Scripts



A Team Teach concept, 'change of face' refers to occasions when support of an individual is transferred to somebody else, such as a colleague or other responsible adult. It should happen when a change is deemed to be in the best interests of the individual, those around them, and ourselves, the goal being to reduce risk and defuse escalating situations.



10. Positive Handling

Due to the complex needs of some of our pupils, we recognise that there may be a need, reflected in common law, for staff to physically intervene when there is an obvious risk to the safety of pupils, staff and property which will harm the child, other children or adult. The Federation has adopted the term 'Positive Handling' to describe such interventions. Further information about this approach can be found in the school's Positive Handling Policy. Staff receive positive handling training/Team Teach training, which is renewed 2 yearly.

11. The restorative conversation

As adults we aim to understand and support children in finding the solution and finding a way to learn from their mistakes. Questions that are useful in framing these conversations are;

- *Can you help me to understand what happened?*
- *What were you thinking at the time?*
- *What have you thought since?*
- *How did this make people feel?*
- *Who has been affected?*
- *How have they been affected?*
- *What should we do to put things right?*
- *What could we do differently in the future?*

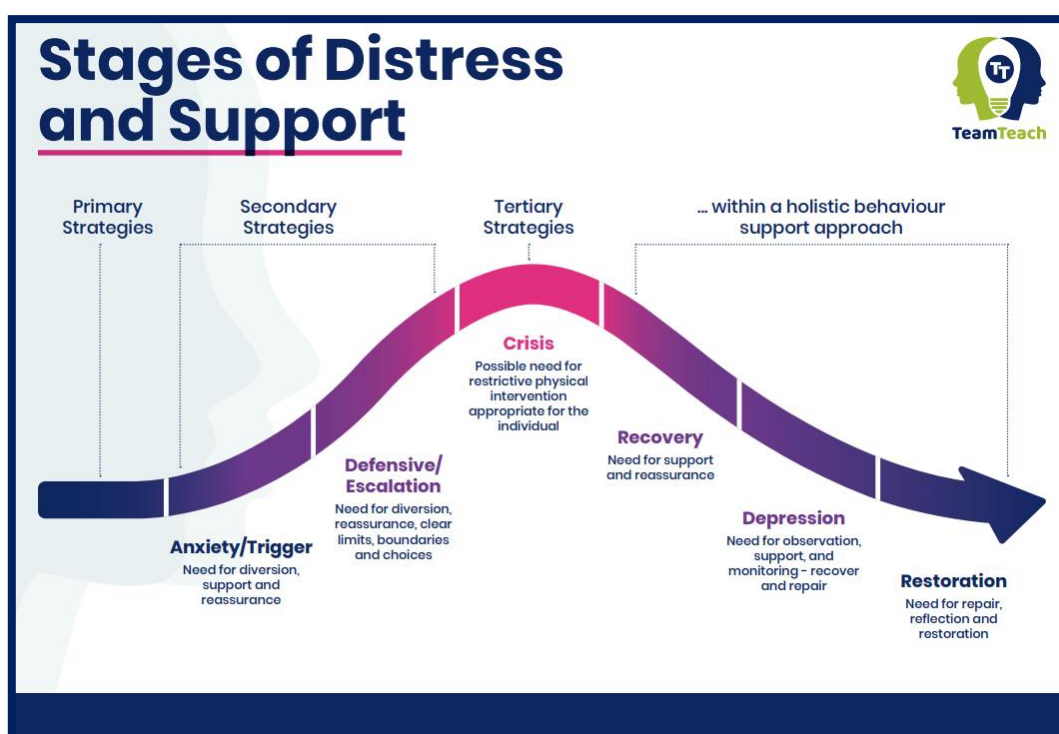
The conversation is never immediately after an incident as the amygdala part of the brain will have been triggered and the child will be in "fight-or-flight". The adult uses the above techniques and when the child is ready; then a conversation can take place.

An agreed post-incident learning support is used to support children that may struggle to verbalise the incident and their feelings. This supports pupils to develop the emotional vocabulary needed for a restorative conversation. These conversations will only take place when the pupils involved have had the opportunity to regulate their emotions.

Children may also use the '**Happy High-5 Card**' (displayed around the Federation) to facilitate their own **restorative conversations** (see appendix 2).

12. Crisis behaviour in which there is violence, a danger to self/staff/children, or vandalism

In all instances of severe violence, self-harm or vandalism, parents must be contacted, and the incident should be recorded on CPOMS. PD Team/SLT will become involved to support the child and the class team. A plan will be made to enable the child to self-regulate. Restorative conversations must always take place after crisis in line with the research regarding the six stages of crisis (see diagram).



STAGE 1: ANXIETY / TRIGGER

Individual shows early signs of feeling upset, agitated or anxious.

There is a need for **diversion**, **support** and **reassurance**.

STAGE 1: POSSIBLE STRATEGIES

- Remove source of frustration
- Guide away from potential trigger
- Offer reassurance
- Use a 'help script'
- Employ CALM body language

STAGE 2: DEFENSIVE / ESCALATION

Individual shows higher levels of tension and distress.

There is a need for **diversion**, **reassurance**, **boundaries** and **clear choices**.

STAGE 2: POSSIBLE STRATEGIES

- State desired behaviours
- Suggest alternatives
- Give clear, limited choices
- Move furniture away
- Offer dignified way out
- Ask others to move away

STAGE 3: CRISIS

Individual may pose a risk to themselves or others around them.

Prioritise keeping everyone safe and always act in the best interests of the individual.

STAGE 3: POSSIBLE STRATEGIES

- Remove objects that could be used as weapons
- Consider body language
- Employ 'change of face'
- Use the least restrictive intervention that is most likely to be successful

STAGE 4: RECOVERY

After an incident, individual needs time to recover.

There is a need for **reassurance** and **support**, to prevent them from looping back into crisis.

STAGE 4: POSSIBLE STRATEGIES

- Give space and time
- Offer reassurance
- Be present and available
- Remove sources of frustration
- Look for signs they are willing to communicate
- Monitor closely

STAGE 5: DEPRESSION

After an incident, individual may feel low or upset.

Even if they do not want to interact, there is a need for support and reassurance.

STAGE 5: POSSIBLE STRATEGIES

- Give time and space
- Be emotionally available
- Use positive praise centred around self-regulation strategies
- Divert and distract with activities they enjoy

STAGE 6: RESTORATION

Reflect on, repair and restore relationships after an incident.

Continue to monitor and support, understanding that this process can take time.

STAGE 6: POSSIBLE STRATEGIES

- Show concern and care
- Listen and reflect on different perspectives
- Respond to signals that individual wants to communicate
- Continue to support, reassure and monitor closely

13. Inclusion

Exclusion is discouraged and a last resort at UNPF. If, after a graduated response approach, a child continues to struggle in our setting due to an SEMH or SEND need, the DfE Exclusion and Suspensions policy and NYCC guides MUST be consulted and followed. *If the child is a risk of suspension or exclusion, the SEN case worker involved and the Exclusions team must be contacted* The contact must be recorded on CPOMS. The flow chart for suspensions and exclusion will be used to support children to succeed.

Upper Nidderdale Primary Federation Continuum of Support

The UNPF serves a community of incredible young people, each with their own bespoke needs. The inclusion of our pupils is at the heart of all that we do at our Federation. Below is an overview of the continuum of support we offer here at UNPF. This continuum exists to support children to achieve optimum happiness and success in learning and life.

UPPERNIDDERDALE PRIMARY FEDERATION CONTINUUM OF SUPPORT

High Quality -ALL <i>Teaching: 5 phase maths 5 phase English TT rockstars Interoceptive Curriculum Behaviour Curriculum</i>	Graduated Response 1 Lexia Beat Dyslexia Toe by Toe	Graduated Response 2 Socially Speaking/Time to Talk Lego Therapy Sensory Circuits	Graduated Response 3 1:1 S&L OT Play Therapy	EHCP Managed Move GAP
Wave 1	Wave 2	Wave 3	Wave 4	BEYOND

As a restorative practice Federation, we endeavour to avoid exclusion at all costs. If a breach of this policy is deemed so severe as to warrant exclusion or suspension, the DfE Exclusions and Suspensions policy will be consulted.

16. Staff responsibilities

All staff will...

- Set the Federation **HIGH EXPECTATIONS, HIGH CHALLENGE, CLEAR BOUNDARIES and APPLY THESE CONSISTENTLY WITHIN the CHAMPS VALUES.**
- Teach the behaviour curriculum **weekly as per the Intent and curriculum**
- Meet and greet at the door (as per environment policy)
- **Teach the HAPPY MINDS programme / curriculum DAILY and the behaviour curriculum Weekly.**
- Ensure we make our expectations welcoming and **consistent**
- Each session will start with **clear instructions using the Universal expectations** for the children, so they know what to do as they come into the room. If this session is after a break the books or equipment should be already out on the table - this will, possibly, have been done by the children at the end of the previous session.
- The teaching will be initiated by the teacher asking for listening, using the Federation agreed signal of a calm and quiet '**3,2,1**' (**3 = stop what we are doing, 2 = put everything down out of your hands, 1 = Listen to the adult**) and welcoming the children to the learning they will be undertaking in terms of learning behaviours to tune into.
- Plan engaging, **CHALLENGING** and relevant lessons that are **pitched to engage all learners (SEND, MORE ABLE)**, considering the delivery method. A teacher should not be the hardest worker in the room at the point of delivery.
- **Use PACE is a way of thinking, feeling, communicating and behaving that aims to make the children/young people feel safe. It involves communicating using these elements together flexibly, not as a step-by-step process. PACE focuses on the whole child, not just the behaviour.**

PACE has 4 principles:



P - Playfulness - when we are stressed by a child/young person's behaviour, we can forget our own sense of humour and light-heartedness which can do so much to defuse a difficult situation. It can be as simple as keeping your tone of voice light rather than stern or it can be making time for fun which can transform emotion and mood.



A - Acceptance - This does not mean accepting unsafe behaviours, rather accepting the thoughts, wishes, needs, motivations and feelings that children/young people may share with us or be communicating through their behaviour. It means acknowledging the things they struggle with rather than trying to persuade them to co-operate or to understand our point of view.



C - Curiosity - Curiosity is the super-power we all have that helps us explore situations rather than assuming we already know what's going on - It helps explore what's going on beneath the behaviour. Curiosity involves wondering and asking what's going on for the child/young person.



E - Empathy - Empathy shows that we are listening to and are tuned into the person's feelings and experience. It can communicate that we care, which helps build connection. It can transform emotions, situations and relationships. When we are empathic we validate the person and their experience.

●Use W I N E

Mnemonic	Phrase	Examples in practice
W	I wonder	'I wonder if you're worried about coming into school because it's difficult'
I	I imagine	'I imagine it's hard for you to come into school because your tutor isn't in today'
N	I notice	'I see how it's hard for you to come in'
E	I empathise	'That must be so difficult for you'

- Install core routines into the daily life of the classroom that are positively modelled, reminded and reinforced on a daily basis
- Engage in Nurture Breakfast (toast and check in)
- Refer to the **CHAMPS** in their approach to behaviour and rewards and consequences
- Model positive behaviours and build relationships
- Have high expectations of all children with regard to behaviours for learning and **CHAMPS**
- Create a classroom environment that is **clearly organised, tidy and calm (see environment policy)**
- Ensure that all resources, water bottles, calm boxes, chair tidies etc are available
- Ensure that classrooms are tidy and clear after every session and allocate 'monitors' for jobs
- Use a visible recognition mechanism throughout every lesson
- Be calm and give 'time out' when going through the steps
- Follow up every time, retain ownership and engage in reflective dialogue with learners
- Never ignore or walk past learners who are making negative behaviour choices or struggling with their behaviour
- Use change of face as much as needed to enable staff and children to regulate
- Use the signal '**3, 2, 1**' to bring the children's attention
- Model and ensure children move around school, transition - enter and leave the classrooms and hall calmly and silently.
- Adults **MUST ALWAYS** lead the children from the front and never leave children to enter a room/space on their own.

Staff are invited to have lunch with children at lunchtimes at least once per week.

Senior leaders will:

Senior leaders are **not expected to deal with behaviour referrals in isolation**. Rather, they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners. Senior Leaders will;

- Meet and greet learners at the beginning of the day either outside, in the school or on assembly
- Be a visible presence around the site and especially at changeover time
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations
- Regularly share good practice
- Support all staff in managing learners with more complex or entrenched behavioural difficulties
- Use behaviour data to target and assess Federation-wide behaviour policy and practice
- Regularly review provision for learners who fall beyond the range of written policies (weekly inclusion Meeting with the SENCo and 4-weekly with the Head)
- Hold inclusion meetings on a weekly basis to review and monitor behaviour

Senior Leaders are invited to have lunch with children at lunchtimes at least once per week.

Children will:

Be CHAMPS (as per this policy) and during lessons, display good learning behaviour: This means that we use **STAR**

S - Sitting or standing up straight

T - Tracking the teacher

A - Attention at all times

R - Respect towards others and learning in silence or conversation voices as per teacher instruction

16.a) At the start of each day (as the children enter school); a short assembly will be held to set the tone and expectations for the day. This will be led by a leader if one on site or a class teacher. The message of CHAMPS to be given and a reminder of the behaviour expectations in class and out of class.

- At the start of every session, the above is repeated.
- At the start of lunchtimes, the expectations of the lunchtime routines and expectations are recapped. This will be led by a leader if one available or the class teacher.

17. Uniform

Effective teaching and learning needs proper organisation and this starts with a smart and tidy appearance, which helps to instil pride in appearance in pupils, and reduces the risk of distraction in lessons. For details of uniform policy and uniforms please see the website.

18. Environment

Effective teaching and learning needs proper organisation and this starts with a smart and tidy school and classroom, which helps to instil pride in pupils, and reduces the risk of distraction in lessons. Each child has a personal chair organiser for pens, books etc. Each child has their photo displayed in each class they spend time in throughout the day e.g. AM class will also have their photo in the PM class. This helps with the child's sense of belonging. **For details, see the school organisation and environment policy.**

19. Drugs

The Federation will not tolerate drug use of any sort on Federation property or during off-site activities. The federation takes its anti-drugs policy very seriously and will discipline any person found to be in possession of drugs. This includes solvents and any other substance that can be misused or harmful. Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs/Controlled substances

Carrying, supplying or taking prescription drugs illegitimately is strictly prohibited.

Non-prescription medication

Some over-the-counter medication can be harmful if misused. For this reason, pupils should not carry these in the federation. If pupils need to take non-prescription medication during the school day, parents/carers should inform the office and the medications in school policy followed.

Medication

We are aware that it may be necessary for some pupils to take medication during the day. Parents/carers should make the school aware of this, via the school office, and complete a

form to authorise the giving of medicine in school. This form can be viewed in the Administering Medicines in School Policy. The school may request medical evidence prior to administering any medication.

20. Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited.

21. Unacceptable behaviour outside the Federation

Community partnership and cohesion is extremely important at UNPF.

We expect pupils to take responsibility for their actions outside of the Federation and be **CHAMPS** outside of school hours.

All unacceptable behaviour and instances of bullying occurring anywhere outside the Federation, which have been witnessed by a staff member or reported to the federation, will be dealt with using the Federation behaviour policy.

This will include any unacceptable behaviour when a pupil is:

- Taking part in any activity organised by the Federation
- Travelling to or from the Federation
- Wearing school uniform
- In some other way identifiable as a pupil of the Federation that poses a threat to another student or member of the public, and which could adversely affect the reputation of the Federation.

22. Hints and tips

- 30 second intervention (Paul Dix). The 30 second intervention should be used in the first instance to ensure you don't spend too much time dealing with behaviour issues in the classroom. Privately... "You own your behaviour. Your poor behaviour does not deserve my time. You are better than the behaviour you are showing today. Remember when..." firmly and dispassionately leave the child anchored in a previous positive moment. **DO NOT deliver sanction. This will result in conflict.** This is where the adult uses the fruits of their professional '**botheredness**' and uses the relationship knowledge they have.
- Gentle approach, personal, non-threatening, side on, eye level or lower reminding the child of **CHAMPS**
- State the behaviour and **CHAMPS** value that was observed and which rule/expectation/routine it contravenes. Tell the learner what the consequence of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour
- Walk away from the learner; allow them time to decide what to do next
- If there are comments as you walk away, write them down and follow up later
- We resist endless discussions around behaviour and spend our energy returning learners to their learning
- Jason Bangbala behaviour strategies (appendix 3)

Mark Finnis Training - for example; assertive statements

- When you...
- I feel...
- I need you to... (A call to action.)

23. Monitoring and review

The Executive Headteacher is responsible for monitoring the effectiveness of this policy on a regular basis and for reviewing the policy annually in partnership with staff and the Governing Body. **Consistency** of use will, therefore, be monitored informally throughout the year, during lesson enquiries and walk-throughs.

Appendix 1: Parental/ Outside Agency Involvement

This is simply a guide as to when it is deemed appropriate to begin to involve parents and outside agencies when children are struggling to regulate and manage emotions. At all times it is recognised that behaviour is communication, and all adults should seek to understand what is happening for the child. The aim should always be to enable children to learn regulation and coping strategies in an inclusive way.

	Incidents	Actions
1 Initial incidents	Incident of violence, self-harm, vandalism or abusive language	• Inform parents • Restorative task/ conversation • SLT/ Care Team informed (debrief) • Added to CPOMS
	Aim: ensure that child is supported to self-regulate/ no further incidents	
2 After repeated incidents	Repeated incidents (there is no set number, this step will be decided in consultation with SLT/ Care Team and Class Team)	• Invite parents in to school to meet • Restorative task/ conversation • Targets set and interventions planned • Decide on outside agency involvement • SLT/ Care Team informed (debrief) • Added to CPOMS Check in meeting 6 weeks after
	Aim: At 6 week check in, child is supported to self-regulate/ reduction/ no further incidents	
	Aim: At 6 week check in, child is supported to self-regulate/ reduction/ no further incidents	
3 Continues as long as is necessary as graduated response	Repeated incidents (there is no set number, this step will be decided in consultation with SLT/ Care Team and Class Team)	• Invite parents in to review targets • Restorative task/ conversations • Escalate through SEND protocols • Targets set and interventions planned • SLT/ Care Team informed (debrief) • Added to CPOMS • Referral to BOSS/ PRT Check in meeting 6 weeks after
	Aim: At 6 week check in, child is supported to self-regulate/ reduction/ no further incidents	

Challenging Behaviour Strategies & Consequences

- Low level behaviours occur due to an unmet need.
- A child may be trying to communicate boredom, work frustration, stress, feeling unsafe, sensory needs, basic needs not being met, negative thinking, low self-esteem, self-preservation.
- Defensive behaviours occur due to a breakdown in communication.
- A child maybe trying to communicate further frustrations with not being understood, revenge, too much challenge, not enough support
- Defensive behaviours can tip into crisis very quickly.
- Crisis behaviours occur when a child has 'flipped their lid' - their main priority here is survival
- If the child perceives a threat, they are likely to respond with fight, flight or freeze.

1 Anxiety	2 Defensive	3 Crisis
Behaviour (Not an exhaustive list)		
Rocking Tapping Swinging on chair Head on desk Sullen Calling out Is this stimming or not? Are needs being met? Finding it hard to cooperate Inappropriate comments Failure to complete work Disrespect	Teasing Pushing Arguing Destroying work Running indoors Disrupting Use of inappropriate language Disrespecting school equipment Not following instructions Leaving the classroom	Vandalism Physical assault Fighting Disrespectful to adults Racial abuse Bullying Leaving the classroom or school grounds without permission
Strategies		
- Acknowledge all low-level behaviours - Read the body language of the child - Consider you own body language - Invite the child into your calm, don't join them in their chaos - Use child's name to engage - Use reflective language... "I can see that... I notice... I am wondering... I imagine."	- Continue to use low level strategies if appropriate "What should you be doing now?" "Name, command, thank you" - Ask "what?" not "why?" - Give the child 2 choices (don't make these punitive, make them choices you are happy with) - Maintain high expectations and boundaries	- Change environment - The child will be taken back to class when safe enough to engage - Continue to use anxiety and defensive strategies

• Use empathy "I understand this is hard for you.... That must be really difficult." • Match affect – use a low tone of voice • Consider sensory regulation (deep pressure) • Remind children of the natural consequence to their behaviour.	• Affect language... "when you...I feel... I need you to" • Remind children of school expectations • Ensure strong routines are in place • Use a sensory break for the whole class • Staff should use positive recognition to encourage and create a positive culture • Give time and space • Class reset • Restorative conversation • Think reflection not reprimand • Be curious • If the behaviour becomes unsafe respond as if it is a crisis behaviour	• Support and closely supervise • Offer a safe space • Change face • All crises should be followed up with a restorative conversation with class staff/SLT/pastoral • Support for classroom staff to recover • Logical consequence – • Head teacher is the only person to decide if suspension due to the incident is warranted/ needed as a last resort.
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Aim

• The purpose of these strategies is to ensure the child feels listened to, heard and understood • We need to make the child feel safe enough to use their words	• Remember that Children don't behave for systems; they communicate with people who connect, people who care. • Find a balance of challenge and support to prevent further escalation into crisis.	• The priority in a crisis is to maintain safety and calm the situation. • Crisis situations may involve the removal of stressors.
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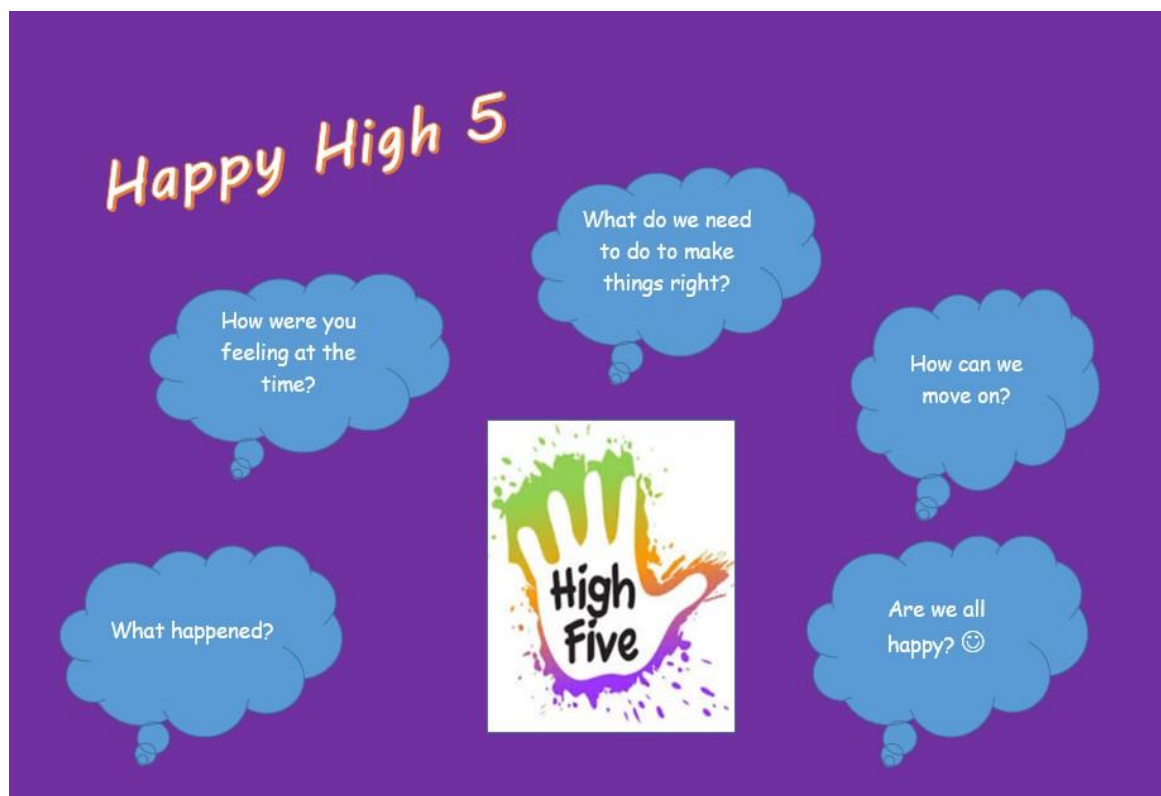
Consequences – learning

Logical consequence - Putting right what has gone wrong = Clean up, repair damage, restore relationships, complete work (to their standard, in their own time if necessary and without time being 'owed'), restorative conversations. Logical consequences will only work when the child is ready.

Consequences – break and lunch times

If a child becomes **unsafe**, they will be supported by a member of staff using the strategies above. If the staff cannot keep the child safe the child can be directed to the **designated room** to have time in with a member of SLT. During this time the children will reflect on their behaviour through the use of restorative practice. SLT will then make a decision whether the child is safe enough to return to the playground, or whether they should finish lunch time in the **designated room**. The class teacher must be informed for them to gauge whether communication with the parent/carer is necessary, and all incidents must be logged so that patterns in behaviour can be noticed by senior leaders.

Appendix 2. Happy High 5 displayed in and around school and outside in the playground.



Appendix 3. Welcome Poster displayed outside each classroom and at each entrance to the school.



Appendix 4.

Jason Bangbala strategies for behaviour management:

42 Behaviour Management Tips with Jason Bangbala

1) 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 ____"; "Great to see you today ____"; "Good start ____";

2) **REMEMBER NAMES!** If we don't know every pupil we teach, how can we make them feel accepted? This is also part of us "owning" the classroom as teachers

3) Ignore bad behaviour and **focus on good behaviour**: "Thankyou ____ for being ready to listen"; "Thankyou ____ for looking this way"; "Thankyou ____ for your maturity" etc.

4) **Exude confidence!** How can we impart confidence and self esteem in our pupils if we are severely lacking it ourselves? Plus pupils can smell fear a mile off & will capitalise on it!

5) Set the scene:

WALT: What are we learning today? Big picture e.g. "Today we will learn the blues scale ready for an assessment next lesson"

WILF: What am I looking for? Success criteria (afl) e.g. "Today I'm looking for you to play the right notes of the blues scale together with the right tempo"

WAGOLL: What a good one looks like – model the template – what a good one looks like, plus this builds healthy competition – can the pupils do it as good or better?

STARTER: Always use a starter to reinforce prior learning to prepare for this lesson

6) Use **non-confrontational techniques**:

"Is everything alright there ____?" for unfocussed pupils.

"How can I help you ____?" for pupils off task.

Stand next to a disruptive pupil

7) Make **extra-ordinary** out of the **ordinary** – use a lot of praise for small events

8) If pupils don't respond to a question, repeat it again **slowly** or in a **different way**. Get quieter pupils to answer in order for them to be included – try using a soft object to throw.

9) **Look beyond the behaviour.** All pupils need encouragement and acceptance .

10) 99% of managing behaviour **is in your head!** Overcome fears by trying new strategies – get out of your comfort zone e.g. try wearing your watch on your other hand for a month!

11) **Pupils need praise** like plants need water – unruly classes can be tamed by praise

12) Utilise and develop **non-verbal skills** e.g. to sort tie out, tuck shirt in, feet off chairs, looking this way etc. Thumbs up for good. Why use?: keeps calm environment and doesn't disrupt the pace of lesson; boosts pupils' self esteem; pupils can't answer back to a verbal cue!

13) **Routine** is crucial – **HAND IN THE AIR** to get attention, with a thumbs up from other hand to pupils that respond

- 14) **Acknowledge latecomers** but **don't let it stop the flow** of the lesson: "thankyou for taking your seat quietly and I'll speak to you at the end"
- 15) Pupils **never forget** a good member of staff! "Who do we have next?" is more asked between them than "What do we have next?"
- 16) **Correct terminology** is crucial! "Well done **team!**" and "**Learning buddy**" promotes inclusion, self-esteem, and an atmosphere of 'togetherness'
- 17) **Knowing their motives** allows you to solve behaviour problems e.g. are they bored due to uninspired and disengaging lessons?
- 18) **Plenaries**: don't just use at the very end of the lesson, as learning needs to be **consistently reinforced**. Use throughout lesson for pupils to build on existing knowledge. Use 'thumbs up', 'thumbs in middle', and 'thumbs down' e.g. to check understanding
- 19) **Connect with pupils** make everything relevant by using football/ films/ music etc. to apply understanding in new contexts and so the pupils can easily relate
- 20) Have **high expectations** of all pupils e.g. "I expect all pupils in this room to Achieve"
- 21) Use a **good sense of humour**: again a great way to engage with pupils e.g. "as Boyzone once told me, if you don't have anything positive to say, then say nothing at all"
- 22) **Change your mindset** – 'buzz' off difficult classes!
- 23) **Smile!** It's infectious! No one likes a 'lemon lip'! Generates warmth and a positive learning environment
- 24) Use **seating plans** – break up **cliques** and **friendship groups**. Take ownership of room
- 25) **Use rewards!** Must be desirable and specific. Always make the carrot bigger than the stick – pupils just want to please and be accepted
- 26) As a teacher, get around **radiators**, not **drainers**: if you surround yourself with top staff, you'll become a top teacher! Stay away from BMWs (_ moaners and wingers!).
- 27) Don't do more than 2 hours planning/preparing/ reading/research on a Sunday – **you need to be refreshed** in order to **teach effectively!** Have hobbies and activities outside school life
- 28) Have **effective time management**
- 29) A **phone call home** to a parent for **praise** is far more worth more than a 1,000 negative calls – this is **goldust!** A 1 minute call distributing a pupils' praise to their parent can have far more impact than many hours of detentions
- 30) Keep **low level disruption low level** e.g. quietly go round and whisper in their ear to focus on task, to listen etc. Don't make a mountain out of a mould hill! Will increase self esteem
- 31) 4 good strategies to **combat a disruptive pupil**:
- a) 1) Say their name; 2) Eye contact; 3)Pause; 4) Body language; 5) Action e.g. "look this way"; 6) "Thank you"; 7) Move on
- b) Ask "**What should you be doing now?**" – refocuses their brain

c) **Power of choice** e.g. "If you choose to disrupt the lesson for a 3rd time... it's your choice"

d) **Diversion** – agree and refocus e.g. Pupil: "Sir I'm rubbish on the keyboard", Teacher: "Maybe you do struggle playing the keyboard but this task will help you to learn the blues scale"

32) Make tasks for **competitive** – children thrive off healthy competition!

33) Tasks must have **QUDOS**: Quick; Understandable; Doable; Open ended and Simple to understand (whilst still having a challenge -differentiation). Also PVC: Pace (including updates); Variety, and Challenge

34) Emphasise **TEAM** – Together Everyone Achieves More!

35) Again have an **air of confidence**, this is crucial! Eye contact, clear voice, walk around the whole class, use personal stories, smile, and wear proper clothes!

36) Don't be afraid to give pupils **high fives** to let pupils know you care!

37) A good teacher **brings the curriculum to life!** Work is done when it's fun!

38) Always be on the look out to **plagiarise** and **steal** good ideas, techniques and strategies from good practice! Observe others often. Video yourself

39) 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.

40) Continually go round **quietly** and offer **encouraging words/ gentle discipline**

41) Give no more than **3 instructions** at any one time – brain struggles to process

42) Lastly, doing all this can be tiring, but **you only get out what you put in!**

Best skills of an excellent teacher:

1) **Confidence** – impart this to pupils in order to boost their self esteem

2) **Inter-personal skills** – they know their names, personal stories, use good sense of humour, engage with pupils using references that pupils relate to e.g. latest bands/popular TV programmes etc.

5 key qualities of an excellent teacher:

1) Firm, fair and clear boundaries: meet, greet and correct issues at door

2) Interesting and engaging lessons

3) Good, consistent performance

4) Assertive and confident manner – body language etc.

5) Engaging relationships – know names? Do they see the teacher as a human being?

Appendix 5. Paul Dix 30-second Interventions (see below) **and the excerpt from Paul Dix's publication 'After the Adults Change – Achievable Behaviour Nirvana** (saved in Teams for reference purposes - Upper Nidderdale Federation\Staff - General\POLICIES\FEDERATION POLICIES\BEHAVIOUR POLICY AND APPENDICES.

Typical Statements by teacher	Improved Wording (<i>using a calm tone of voice and neutral body language</i>)
<i>Don't speak to me like that</i>	<i>I need you to speak respectfully</i>
<i>Why are you dropping litter?</i>	<i>I need you to pick that up and put it in the bin. Thank you</i>
<i>You've left your equipment out again!</i>	<i>You must put away your equipment.</i>
<i>How dare you argue with me!</i>	<i>I am giving you a chance to re-phrase your concern</i>
<i>You are really annoying me by interrupting.</i>	<i>Remember the rule about interrupting.</i>
<i>What do you think you're doing?</i>	<i>I need you to refocus on your learning task</i>
<i>Who told you to get that book out?</i>	<i>You should return that book, and return to your learning task</i>

Appendix 6: Universal Class Routines



UPPER NIDDERDALE PRIMARY FEDERATION



UNIVERSAL CLASS ROUTINES

Before school

- Classroom must be prepared with resources, work, ~~adaption~~ supports etc.
- Classroom must be tidy and ordered – no clutter – all tops clear and purposeful.
- Class teacher to be present in the playground from 8.45 – with a high ~~viz~~ jacket.
- 8.55 -bell rings – children stop. Children that do not stop and stand still will need to practice at lunchtime play.
- On second bell children **walk** to their class line.
- 8.55 – Class to line up in silence – in agreed class line order

Entering school and greeting pupils – morning and afternoon

- Teacher to lead class into school from the front (2 by 2 if the line is too long).
- Transition into school in silence – Hang up coats and get reading books and water bottles out of bags. Line up in silence outside the classroom in line order.
- Class teacher to greet the class at the door as they enter the classroom.
- Children put water bottles away and sit down.
- Children complete check ~~ins~~ and read in silence in their seats whilst register is taken – in silence.
- Children continue to read in silence while teacher does check ~~ins~~.

Transition between lessons

- Use the agreed signal (3, 2, 1 – to avoid any ambiguity) to signal the end of current learning. Have high expectations – everyone following the expected behaviour for each stage (i.e. do not carry on counting if not everyone has stopped on 3) – recap the stages of 3, 2, 1 if needed.
- Once the teacher has everyone's full attention, ~~they~~ will give explicit instructions about what needs to happen next – what needs to be put away, got out, handed out etc.
- At the end of a lesson – Repeat 3, 2, 1 (with high expectations) – Once the ~~teacher~~ has the full attention of ALL pupils, they can give instructions around clearing up. ~~Table tops~~ cleared, check floor around you, check chair tides are organised (see checklist).
- Only once everything is calm and orderly, pupils stand behind their chairs in silence, ready to go out to play/lunch etc.
- Children line up silently ready to leave the classroom – high expectations – children who do not line up in silence ~~will be sent~~ back to their seats to try again. If they are still unable to do this, they will do this at lunch/playtime.
- Pupils exit classroom in silence – led by the teacher.

CHAMPS