The Park Federation
ACADEMY TRUST

Behaviour Policy

Approved by	C Snowden		
Date	01.09.2026	**Next review due**	01.09.2028

Summary of Changes

Version	Date	Summary of Changes	Approved By
1	01/09/2020	Policy Written	C Snowden & AC Chair
2	01/03/2022	Updated Academy Vision Statement Included information about Reasonable force / Holding Children Safe and staff who are trained in this area.	C Snowden
3	01/09/22	Policy updated in line with Emotion Coaching training	C Snowden
4	01/09/23	Adapted terminology for suspension and permanent exclusion inline DFE requirements. Policy updated in line with Zones of Regulation Training	C Snowden
5	01/09/24	No changes	C Snowden
6	01/09/26	Updated suspension and exclusion section in line with DFE. Levels removed from graduated response.	C Snowden

Contents

Heading	Page
Section 1: Rationale	3
Section 2: Our Vision and Values	3
Section 3: Aims	4
Section 4: Guidelines	4
Section 5: Suspensions and Permanent Exclusions	5
Section 6: Recognising positive behaviours	5
Section 7: Collective Responsibility	6
Appendix 1: Emotion Coaching	8
Appendix 1a: Zones of Regulation	9
Appendix 2: Graduated response to behaviour	10

Section 1: Rationale

At Western House Academy, we believe that positive behaviour lies at the heart of a high-achieving and successful academy. We want all our children to be part of a community where every opportunity shapes a life.

Our vision and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, successful and happy citizens. They also underpin our working environment; how we interact as leaders, teachers and supporting staff and the example we set for our children.

Section 2: Our Vision and Values

Our vision for our children

By embedding our values-based, high-expectation approach to learning and behaviour, we believe in developing the whole child. What do they need today? What do they need tomorrow? We strive to give children the knowledge and skills to achieve their full potential and be successful lifelong learners who value their emotional health and wellbeing. WHA is a place where no time is wasted and where ***'every opportunity shapes a life'.***

Values:

At WHA, values are stronger than rules. We see values as a child's moral compass for life; a life skill they can use anywhere

At Western House Academy, we will promote our core values through teaching and learning, assemblies, displays and the curriculum and will strive to uphold these core values across our community. These values will drive and shape every aspect of school life, and they have taken the place of school 'rules'.

Children have got to have the ability to make decisions and choices themselves about the best way to behave in a situation. We will not always be there helping them to think it through. That is the key difference in our approach to values instead of rules; rules prescribe a set of appropriate/inappropriate context-specific behaviours (e.g. walk in the corridors), whereas values give a set of aspirational guidelines within which children must choose the right behaviour in any context (e.g. how do I need to move around the school if I am taking responsibility for myself and others?).

All values are promoted however, we place emphasis on 10 core values, with a second layer to deepen the children's understanding of what they mean;

- RESPECT
- POSITIVITY
- FRIENDSHIP
- HONESTY
- TEAMWORK
- COURAGE

- CURIOSITY
- AMBITION
- RESILIENCE
- TOLERANCE

Section 3: Aims

Western House Academy, we want children to leave our care ready for the next step in their education. Our behaviour management policy and framework are based upon the premise that once children have a clear understanding of our core values and expectations – and the consequences if they choose to deviate from them – they can make the right choices for themselves.

We aim to do this:

- Through an Emotion Coaching approach (Appendix 1) to allow every child to learn from their experiences and understanding of why certain behaviours may be displayed, in order to make more informed and appropriate decisions about their own behaviours in the future and draw upon our 'moral compass' and British Values
- To ensure that all adults in the school use the 'Zones of Regulation' (Appendix 1a) to support children to recognise and regulate their behaviour
- To provide positive reinforcement and guidelines for positive behaviours for learning through our core values initiatives
- To ensure that all adults within our school understand and promote this policy through their own attitudes and behaviours by setting high standards and expectations for good, positive behaviour for learning and respect for others and their surroundings
- To also ensure that inappropriate behaviours are recognised and dealt with efficiently and effectively at all times
- To work in partnership with parents/carers and the community to promote positive behaviours for learning and respect for others/their surroundings

Section 4: Guidelines

It is our intention that every child learns from their and others' experiences in order to make more informed and appropriate, responsible choices about their own actions and behaviours. Our focus is always positive recognition and reinforcement. We have the graduated response framework as a necessity: to be used when, following our expectations and appropriate teaching, guidance, reminders and a warning, a child is choosing to act in a way that is contrary to our accepted values and behaviour expectations. We always use an Emotion Coaching style of discussion and reflection with children that looks at reasons why certain behaviours may be displayed and offer to talk through solutions to these.

Any poor behaviour choice is always discussed and children are supported to recognise wrong or poor choices and make positive changes by considering the impact on themselves and others. In some circumstances, where the school has identified a child to have additional needs, our application of the graduated response approach may need to be adapted and personalised for the child. This will be with the full, prior support of the adults in school, and where necessary, on advice from external professionals working with the school who have detailed working knowledge of the child.

If children persist in not following the school values, there will be a joint classroom observation by the teacher and a member of SLT and a report/behaviour card issued and, if needs be, a Pastoral and Behaviour Support Plan will be drawn up. Parents will be invited to discuss this with their child and class teacher. Parents/carers will always be informed about low-level behavioural incidents that are becoming more frequent or about one-off incidents that require follow-up discussions at home. Parents/carers will be informed if their child is issued with a report/behaviour card. This is in order to help their child focus on making a concerted effort to address and turn around any undesired behaviour choices. The school will expect parental support with this approach, which parents will be made fully aware of.

Section 5: Suspensions and Permanent Exclusions

Western House Academy is committed to using suspension and permanent exclusion only where necessary and in accordance with statutory guidance.

Only the Principal, or a formally appointed acting Principal, may suspend or permanently exclude a pupil. Any decision will be lawful, reasonable, fair and proportionate, taking account of the individual circumstances of the pupil, including any SEND, disability, safeguarding or other relevant needs.

Suspension may be used as part of the Academy's graduated response where behaviour presents a serious concern. Permanent exclusion will only be considered in response to a serious breach or persistent breaches of the Behaviour Regulation and Management Policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

The full statutory process, including notification, education during suspension, reintegration, governance review, cancellation of exclusion and permanent exclusion procedures, is set out in The Park Federation Academy Trust Suspension and Permanent Exclusion Policy. This policy should be read alongside that policy and the current Department for Education statutory guidance.

Section 6: Recognising positive behaviours

We must always acknowledge positive effort and successful application to any learning by effort, attitude, behaviour or outcome through:

- Whole school House System to encourage our children to feel part of a community and work together to achieve an end goal.
- Our teachers make the time to provide parents with feedback when your child has been noticed for effort toward demonstrating our core values alongside the desired and expected positive behaviours.
- Certificates and badges are awarded for demonstrating core values in our half termly Values Assemblies
- Visits to a member of SLT to show good work or attitude to learning
- Whole class rewards e.g. marble in a jar for working on a class as a team 'drive'
- 'Hot choc Friday' time with the SLT or other teacher on Fridays for persistently and consistently demonstrating effort in behaviour and attitudes to school and learning experiences/challenges

Positive Playground Behaviour

All children are encouraged to adhere to our core values at all times when using the playground in their break times. The core values are on display throughout the school for children to see and adults to use in reflective conversations.

All lunchtime supervisory staff are trained in the Emotion Coaching approach to enable them to support children calmly, kindly, confidently, and always in the respectful manner we value. They will deal with situations with care, consistency, and firmness as appropriate. They, too, will look for and notice good behaviours which can be recognised in our school practices. The staff at lunchtimes will follow our graduated response and will be supported by the teaching staff as appropriate. If a child chooses not to respond positively to any verbal prompts and reminders by lunchtime staff, the child will be asked to sit/walk with the member of staff for a reflection and restorative conversation for up to 5 minutes. They will help them then to return to their chosen play activity. Occasionally, especially if more than one child is involved, children may need time to themselves to reflect and think about the choices they are making and the impact this has on themselves and others and they may be asked to have time out of the playground to do this.

If an incident is considered serious e.g. bullying, swearing, racism, physical and aggressive, unsafe behaviour or deliberately hurting another child, the member of staff will then report the incident to the teacher or SLT/Principal, if they consider it to be severe enough to. The Anti-Bullying Policy may be applied. Parents will be informed by the class teacher or a Senior Leader.

All known and identified misbehaviours will be addressed in school. This will always be through discussion with staff, to understand why their behaviour was inappropriate and develop an understanding of what events may have brought it on. This will be age-appropriate and will reinforce the child's responsibility to make appropriate choices, take responsibility and show respect for the consequences of their actions.

It is very important to record information about behaviour. Time, location, curriculum area, teacher, circumstances, etc must be noted down using CPOMS and monitored closely by the class teacher. The CPOMS report should be sent to CFSO & Vice Principals **on the day the incident happened**. This can help identify patterns of adverse behaviour and lead to early intervention if required.

Section 7: Collective Responsibility

Being a part of a coherent community, we must recognise all members have a responsibility to ensure everyone feels they are valued and supported. Children, staff and parents should be aware of the positive impact their actions and comments can have in the smooth running of the Academy and adults should be mindful of the example they are setting as role models.

This is achieved in a number of ways:

- Good communication between all members of staff, we share in a respectful way any worries or concerns we have.
- We listen to concerns and support in the best way we can or seek out support from others.
- Key messages about respectful conduct and the core values we expect from all members of our academy are shared in assemblies, during

circle/reflection time and during PSHE lessons.

- All members of staff model positive actions; encouraging and praising this when displayed by pupils in their everyday interactions with members of our community.

We have a collective responsibility in creating an environment where everyone feels valued, listened to, and supported. This will only be achieved if we work together using a consistent approach; helping and supporting everyone to reach their full potential.

We believe our children flourish because we focus on exciting a desire to learn from every experience and we know that life-long achievement is a balance between emotional, social and academic success.
The children at Western House Academy are at the very heart of everything we do and our pedagogical approach is rooted in our passionately held values which underpin our work with them every day.

This policy should be read alongside:
The Park Federation Suspension and Exclusion Policy
Child Protection Policy
Staff Code of Conduct
Appendices:
1: Definition of Emotion Coaching
1a: Definition of the 'Zones of Regulation'
2: WHA Behaviour Framework - Graduated response used by staff 3: 'Pupil speak' of graduated response for behaviour expectations.

Appendix 1: Emotion Coaching

Emotion Coaching is inextricably linked to the Attachment Aware framework. Emotion Coaching was originally a parenting strategy (John Gottman, 1997) which has been developed by Dr Janet Rose and Louise Gilbert and applied in the school environment. They took Gottman's five steps of Emotion Coaching and developed a school friendly program that uses four core steps to help engender emotional resilience, empathy and problem solving skills within children and young people (Rose et al 2015).
This is focused at the whole school level. Emotion Coaching is based on the latest research from physiology and neuroscience and provides a structure to aid emotional behavioural regulation. The following principles are central to Emotion Coaching:

- All emotions are natural and normal, and not always a matter of choice
- Behaviour is a communication
- Emotional 'first aid' (calming, soothing) is needed first: 'Connect before re-direct' (Siegel, 2013), 'Rapport before reason' (Riley, 2009)
- 'Emotion coaching builds a power base that is an emotional bond – this creates a safe haven, a place of trust, a place of respect, a place of acceptance, a sense of self. This in turn leads to children and young people giving back respect and acceptance of boundaries' (Rose and Gus, 2017)
- Children cannot successfully self-regulate their emotions unless they have experienced and internalised co-regulation (i.e. an adult tuning in/empathising with their emotional state and thus 'containing' - sharing, supporting and carrying - their emotional state). This also involves explicit teaching and modelling.

The following animation gives helpful summaries of EC for parents and teachers:

- https://www.youtube.com/watch?v=7KJa32r07xk

The Evidence Base Research on Emotion Coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships. 'Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers. Thus, key principles from this approach have been incorporated into this Guidance.

Appendix 1a: Zones of Regulation

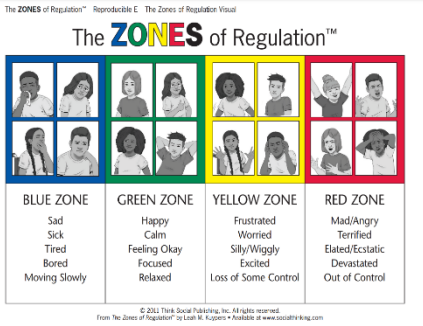
At Western House Academy, we recognise the importance of promoting positive mental health and emotional wellbeing to our students and their families. We aim to create an open culture around the discussion of mental health and wellbeing and to empower our children be able to regulate their emotions. By implementing the Zones of Regulation curriculum we aim to teach our pupils to identify emotions in themselves and others and provide them with bank of strategies to help regulate their emotions and improve their wellbeing.

Regulation is something everyone continually works on whether we are aware of it or not. We all encounter trying circumstances that can test our limits. If we can recognise when we are becoming less regulated, we are able to do something about it to manage our feelings and get ourselves to a healthy place. This comes more naturally for some, but for others it is a skill that needs more attention and practice. This is the goal of The Zones of Regulation.

Sorting our Emotions into Four Zones

Feelings are complicated. They come in different sizes, intensities, and levels of energy that are unique within our brains and bodies. To make them easier to talk about, think about, and regulate, The Zones of Regulation organizes our feelings, states of alertness, and energy levels into four coloured Zones – Blue, Green, Yellow, and Red.
The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them. We learn to regulate our Zones to meet our goals and task demands, as well as support our overall well-being.

Each zone works in a different way. Please click on the link below to see how each zone works:
https://zonesofregulation.com/how-it-works/#:~:text=Sorting%20Our%20Emotions%20Into%20Four%20Zones&text=To%20make%20them%20easier%20to,Green%2C%20Yellow%2C%20and%20Red.



Appendix 2: Graduated response to behaviour

Behaviour	Consequences	Who
We expect the following behaviours for learning to include: ● Listening to adults or peers who are talking ● Looking at the adult/peer when they are talking ● Not disrupting the learning for others ● Following instructions quickly ● Completing work in lessons Any behaviours showing not ready to learn will see the consequences applied	● Verbal warning – discretely given and may have a visual reminder ● If second verbal warning given, last chance to improve behaviour for learning ● Repeat third time, miss some minutes of breaktime to discuss behaviour choices with an adult ● If behaviour occurs in the last part of the school day, time to discuss with another teacher/YTL If such behaviours are repeated three times in a week, parents will be notified) and a reflection conversation will be completed in school (All actions recorded on CPOMS)	Class Teacher/YTL/Key worker/LTC
● Not following instructions: e.g. defiance, refusal to comply, shouting out in the classroom, disrupting other children, not returning to classroom after break/lunch. ● Lack of respect towards adults: e.g. extreme impoliteness, walking off, leaving class without permission, 'stropping and tutting', rolling of eyes, mumbling under breath, arguing back, shouting at staff	● **Immediate** loss of **all** breaktime and time spent with YTL reflecting on behaviour ● Parent/carer are informed via discussion or call home (recorded onto CPOMS) ● If this is repeated three times in a total in any given week, a report card is issued with reporting to Year Team Leader for a whole week ● Spending time in another class within the year group	Class Teacher/Key worker/LTC
● Breach of online safety policy (Unkind messaging to or about other children) ● Lack of respect towards peers (swearing, spreading rumours, showing aggression / threatening behaviour (eg. pushing and shoving) /racist or homophobic language	● **Immediate** loss of **all** breaktime **plus 30 minutes at lunchtime** spent with SLT reflecting on behaviour and a call home to parents. Incident (actions recorded onto CPOMS) ● If repeated, further meeting arranged with parent and class teacher and Year Team Leader as it is repeated behaviour and a tailored behaviour chart is issued with daily reporting to Year Team Leader for a whole week	Class Teacher/YTL/Key worker/LTC/SLT
● Damaging school property e.g. shoving/throwing furniture, hurting other children, vandalism. ● Not keeping safe – climbing fences/ trees, hiding, running around the school, misusing equipment, bringing in unsafe articles into school.	● Internal suspension from class or playground (one day with an extension at the discretion of SLT) - work to be given and completed in another year group / den ● No social interaction with current year group ● Reflection time with a member of SLT	Class Teacher/YTL/SLT

● Breach of the online safety policy	Parents to meet with YTL and Vice Principal (actions recorded onto CPOMS)	
● Extreme breach of online safety policy (Sharing imagery, bullying, threatening behaviour, talking about or viewing inappropriate material) ● Sexual Harassment/Violence towards peers, Physical violence towards peers (fight) and adults, ● Substantiated bullying behaviours. **Assault on a member of staff is likely to lead to a fixed term suspension from the school**	**All behaviours will be considered on a case-by-case basis by the Principal and SLT. The consequences considered will be:** **Internal suspension** ● Internal suspension - work to be given and completed in another year group / den ● No social interaction with current year group ● Reflection time with a member of SLT ● Parents to meet with Deputy Principal (actions recorded onto CPOMS) ● Teacher and child to hold a resolution meeting at an agreed time before child returns to class ● If Sexual harassment/violence, speak with external agencies for advice **Fixed term suspension** ● Parents notified by Principal (SLT in Principal's absence) (actions recorded onto CPOMS) ● Child given set fixed days away from school with work ● Academy Council Chair and CEO Notified ● Formal letter sent to parents and filed in child's records ● Local Authority notified ● Re-integration meeting on return with pupil and parents **Permanent Exclusion** ● Decision made by Principal, CEO and Academy Council Chair ● Parents notified by Principal (SLT in Principal's absence) (actions recorded onto CPOMS) ● Local Authority notified ● Work to be provided up to and including day 5 ● Child no longer on roll at Western House Academy ● Alternate provision for child will be sought through the local authority and the fair access panel.	SLT Principal

This graduated approach serves as a framework and guideline rather than a rigid checklist. Staff are encouraged to use their professional judgement and knowledge of individual pupils when supporting children to make positive choices and deciding on the most appropriate response.