



# Wingfield

PRIMARY SCHOOL

## Behaviour for Learning Policy

Reviewed policy agreed by GB on:	September 2019
Reviewed policy shared with staff on:	September 2019
Policy to be reviewed again on:	September 2022

## **This Policy Aims to:**

- provide a consistent approach to behaviour and expectations
- define what we consider to be unacceptable behaviour, including bullying (Please see our Anti-Bullying policy for further details)
- outline how pupils are expected to behave
- summarise the roles and responsibilities of those within the school community
- outline strategies used to promote good behaviour and relationships

## **This Policy is based on advice from the Department for Education (DfE) on:**

- behaviour and discipline in schools
- the Equality Act 2010
- use of reasonable force in schools
- supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice 2015

## **Rationale**

Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. Where children and young people feel included, respected, safe and secure and when their achievements and contributions are valued and celebrated, they are more likely to develop self-confidence, resilience and positive views about themselves. This applies equally to all staff in the learning community.

Staff at Wingfield are expected to be proactive in promoting positive relationships and behaviour in the classroom, playground and wider school community.

This policy draws on current thinking and practice relating to relationships and behaviour; a key factor in enabling pupils to achieve personal growth and reach their full potential.

***“Curriculum for Excellence cannot be delivered without good relationships and positive behaviour. Children and young people should feel happy, safe, respected and included in the learning environment and all staff should be proactive in promoting positive behaviour in the classroom and the wider learning community. Underpinning this is the emotional health and wellbeing of staff.”***

Building Curriculum for Excellence through positive relationships and behaviour

(28 June 2010)

## **Behaviour as Communication**

Both adults and children use behaviour to communicate throughout every minute of every day. More often than not negative behaviour in children manifests out of frustration at either not understanding the situation, or being unable to verbally express their wants, needs and feelings. 75% of children and young people who are labelled as having Social, Emotional and Mental Health (SEMH) difficulties also have communication problems. (Henker, 2005).

### **Wingfield aims to:**

- provide a happy, secure, inclusive and caring environment, where all feel valued
- celebrate all success
- ensure that each individual realises their full potential
- provide inclusive support systems which promote personal, social and emotional development

### **Our agreed aims which are crucial to the success of this policy are to:**

- be consistent with how we carry out our approaches to behaviour and relationships
- treat children fairly, but not the same, considering individual needs and challenges
- communicate well as professionals to support the children in our school
- build strong relationships
- have high and attainable expectations
- ensure our approaches to behaviour and relationships are meaningful and positive

### **Our policy is underpinned by our individual school values:**

- Forgiveness
- Resilience
- Responsibility
- Respect
- Honesty
- Kindness
- Tolerance
- Co-operation
- Trust
- Peace

**‘If children feel safe, they can take risks, ask questions, make mistakes, learn to trust, share their feelings, and grow.’**

Alfie Kohn

### **Rights, Responsibilities and Expectations**

We all have the right to feel safe, happy and respected. This applies to every member of our school community – children, staff, parents and visitors. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour.

### **Roles and Responsibilities:**

#### **To demonstrate an understanding of the school’s values**

#### **Children will:**

- follow school expectations

- show good learning behaviours
- behave well when travelling to and from school and on school trips
- recognise that the school is part of the wider community
- take responsibility for their own actions
- respect difference and individuality
- ask questions to further knowledge and curiosity

**All staff will:**

- be positive role-models
- develop positive relationships with every child
- be punctual
- treat pupils as individuals, get to know pupils and respect them
- use restorative approaches to resolve situations of conflict and provide meaningful solutions for all
- develop an understanding of what children are trying to communicate through their behaviour
- promote intrinsic motivation by reinforcing success and praising children's positive behavior
- create a culture in which it is safe to take risks with learning and where mistakes are regarded as opportunities for deeper learning
- ensure all children have a voice and that their opinion is respected
- engage positively with parents / carers
- realise that success does not always come instantly
- be consistent
- be reflective and adaptable

**Teachers will:**

- have well prepared lessons which are personalised, relevant and engaging
- ensure information regarding children is shared in the best interests of the child whilst maintaining confidentiality
- ensure behaviour profiles reflect pupils needs and the most appropriate strategies to support them
- ensure that incidents are recorded and reported
- ensure that the relevant supportive strategies/interventions are in place to support communication and positive behaviour management

**Support staff / Playground supervisors will:**

- keep pupils with specific needs in view and supervise all areas
- intervene quickly and calmly
- share information with class teachers
- promote positive and appropriate play skills

**Senior Leaders will:**

- visit classes
- monitor data related to behaviour

- ensure key staff are kept updated and informed relevant pupil information, whilst maintaining appropriate confidentiality
- issue meaningful consequences when required

**Parents / Carers will:**

- be a positive role-model for their children
- ensure their child arrives to school on time
- ensure that their child is wearing the correct school uniform and has the appropriate equipment
- ensure that their child has something to eat and drink before school
- attend any scheduled meetings regarding their child
- work with the school to share concerns and resolve issues
- inform the school if that that could affect the child's learning / behaviour

**The Local Governing body will:**

- review and approve the behavior and relationship policy
- review the implementation and effectiveness of the behavior and relationship policy

***“People are born with intrinsic motivation, self-esteem, dignity, curiosity to learn, joy in learning.”***

*W. Edwards Deming*

**Our Approach to Relationships and Behaviour**

We are committed to improving relationships and behaviour within school. We firmly believe that the reward should be the fulfilment and feeling children experience when they experience success or by doing the right thing. The more we notice good behaviour/celebrate success the less we need to extrinsically reward it. It becomes just the way that we do things. We value the effort pupils put into demonstrating good behaviour and developing good relationships. On occasions, we do have to deal with behaviour that does not meet our agreed expectations and we do this in the following ways:

- 1) Use de-escalation techniques to prevent and diffuse situations before they arise. Anticipate situations which might be difficult for some individuals and teach them coping or exit strategies
- 2) Use restorative approach where specific questions will be asked in order to address the incident and find meaningful, positive solutions for all involved.
- 3) Actions may have to be taken immediately if it is a very serious matter where the safety of children, adults or property are at risk.
- 4) Where there may be more complex reasons behind behaviours being displayed, seek specialist advice from professionals with appropriate expertise within or beyond the school

***“Tell me, I may listen. Teach me, I may remember. Involve me, I will do it.”***

*Chinese Proverb*

## Restorative approach

### Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life, and that in a conflict there is an underlying damage to all parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting, this means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understand what they have done wrong and accept that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused. A restorative approach aims to repair the relationship to prevent recurrence in subsequent behaviour.

### Shifting responsibility to the pupil

By placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and deal with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with wrongdoing. All staff are trained by an accredited restorative approach practitioner to deal with pupils by following those steps:

- Specific questions are asked to each person involved individually to establish the past, present and future
- Pupils **must** tell the truth and own up to what they have done and/or what happened to them
- A restorative meeting, with an adult or child mediator will follow bringing all parts together. During this meeting both sides can talk about the incident and together they negotiate what needs to happen to repair the harm
- Consequences will be decided by the children and their mediator bearing in mind: actions stipulated in our policy, how safe the harmed person feels and what the harmer ownership
- In more complex cases, a meeting agreement is filled and signed by all. On this document children agree how they will behave in the future and they also chose consequences if they break the agreement.

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full conference.

## **A restorative approach is highly effective because it:**

- transforms wrongdoing into a learning opportunity
- supports the needs of the 'harmed'
- creates obligations and support for 'harmers'
- encourages a school-wide culture of mutual respect and care

## **Restorative Interventions:**

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

## **Other consequences that may be used if a restorative approach is deemed to be inappropriate**

### **Low-level behaviour responses**

- Loss of play time
- Time out in class
- Time out with phase leader if continued

### **Medium level responses**

- Letter/conversation with parents
- Time out with member of SLT
- Possible referral to Inclusion leader

### **High Level response** (e.g. intentionally hurting children or staff, racist incidents)

Sent directly to the Headteacher

- Appropriate consequences issued
- Possible referral to Inclusion leader
- Possible referral to outside agencies
- Implementation of strategies to support long term behaviour change

## **Use of Physical Restraint**

Any physical intervention used by staff should be in accordance with the idea of 'reasonable force', and only be used as a last resort once all other strategies have been exhausted. There is no legal definition of legal force. However, there are legal justifications for the use of force such if the child is in danger of hurting themselves, endangering the safety of others both pupil and staff, are disrupting the prejudicial good order of the classroom or are destroying property. The use of force can only be reasonable if the circumstances to the particular incident warrant it and the degree of force used is proportionate to the degree of challenging behaviour presented or the consequences it is intended to prevent. We use a positive handling approach in relation to the use of reasonable force within our school.

## **Fixed-term and Permanent Exclusions**

As an inclusive group of schools, exclusion is only ever resorted to when it is the final option. Only the Headteacher has the power to exclude a pupil from school.

The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. (These will not be more than 15 days in any one term.)

If the headteacher excludes a pupil, they will meet with the parents/carers immediately, giving reasons for the exclusion. This will be followed up in writing providing details of avenues for appeal.

After a child has been excluded prior to returning to school, the child and parents/carers are asked to attend a re-entry interview.

The Headteacher will keep records of all reported serious incidents of misbehaviour.

## **Children with SEND**

There may be occasions in which children require extrinsic rewards to as an intervention to support the development of motivation and good learning behaviour. These are implemented in consultation with the Inclusion Leader and Parents and are implemented as part of a wider behavior support plan.

Children with cognitive and physiological difficulties are more likely to have an impaired emotional regulation system and sometimes this is compounded by communication, sensory and motor difficulties as well as by a wide range of environmental factors (Aird 2017) Responses to these difficulties should be supported and planned as part of a multi-professional approach within schools

We recognise that some children may respond to their 'flight instinct' when feeling a heightened sense of anxiety. Some children may require time to calm down and reflect before being able to confront an issue. We have a designated 'safe space' or quiet rooms for children who benefit from this intervention. Children should always be supervised using these spaces/rooms to ensure their well-being and safety.

## **Training**

- Behaviour and relationships training forms part of continuing professional development
- Induction procedures includes the implementation of this policy
- Identified members of staff have undertaken accredited positive handling training which looks at the theory behind behaviour as well de-escalation strategies which includes the use of guides, escorts and restraint.

## **Summary**

Our aim is that every member of our school community feels: safe, happy and valued. We encourage everyone to take responsibility for their actions and feel that the ability to resolve conflict is a vital part of a child's learning process.

## **Monitoring, evaluation and review**

Adherence to the policy will be monitored by the school's local governing body.



## Appendix 1: School Expectations

- Try their best and persevere in every aspect of learning.
- Ask for help when unsure.
- Show respect and consideration of others and their property.
- Be supportive towards others and their learning.
- Show good listening.
- Wear school uniform.
- Line up calmly and quietly.
- Use inside voices in the classroom or around school.
- Behave well when travelling to and from school and on school trips. Recognise that the school is part of the wider community.
- Show respect to all school staff and visitors.
- Show respect for the school building and facilities.
- Tell the truth.
- Behave sensibly at lesson changes e.g. assembly, breaks and lunchtimes.
- Maintain behaviour expectations when off the school premises.
- Report any incidents of bullying to school staff.

## Appendix 2: Behaviour Flow Chart

In all situations you will need to use your professional judgement. The key to behaviour for learning is through building positive relationships with children. This takes time and consistency at all times. Below are some examples of behaviours which you may come across and actions you could take. This will all be based on your knowledge of the child/children involved there is always a degree of flexibility involved.

In order to create a positive learning environment some of the following strategies may be used:

- Praise of other children
- Eye contact (stern stare, raised eyebrow etc)
- Assertive body language
- Name/pause technique
- Frown
- Being close and whispering a firm reminder
- Direct to seat
- Quite unobtrusive 'can you show me your learning/ other distracting conversation?'
- Reassuring touch
- Humour

### Low Level Behaviour

- Not completing reasonable amount of learning in a set time due to behaviour
- Deliberate disruption, creating a disturbance, e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc
- Deterioration of behaviour
- Deliberately throwing small objects for fun
- Hurting others in a minor way e.g. pushing others in the line, nudging somebody at the table

### Possible Responses

- Seat somewhere separate from class group with clear time limit
- Individual quiet conversation with minimal attention given
- Additional time in class at playtime to repay behaviour, e.g. practising sitting still, completing work, etc.
- *Send to another class if above methods are not effective for 10 mins 'Time out' with their learning*

### Mid-Level behaviour

- Deliberately hurting someone
- Damaging school / another child's property
- Leaving class without permission repeatedly
- Persistent or serious rudeness/refusal of instructions/ challenge to adults e.g. answering back
- Deeply upsetting name calling
- Deliberate swearing
- Lying or refusing to take responsibility for actions when they have been seen doing it by a number of people or yourself,

### Possible Responses

- An adult to take the child to a member of the leadership team.
- If the child refuses to leave, ring and request a member of the Leadership Team to remove child from class/playground
- Member of Leadership Team to discuss with Head Teacher possibility of an internal exclusion – letter to be sent home if this is agreed

### **Extreme Behaviour**

- Behaviour is creating a health and safety risk to self and/or others (e.g. throwing objects/ furniture)
- Fighting and intentional physical harm to other children
- Verbal abuse to any staff
- Intentional serious vandalism
- Theft

### **Possible Responses**

- Should involve Head Teacher or Deputy immediately
- Internal exclusion at the very least as detailed in the previous section
- Possible fixed term exclusion

### **Incidents to refer immediately to Headteacher**

- Use of discriminatory language (e.g. racist, homophobic)
- Bullying (also see anti-bullying policy)
- Aggressive response/ challenge to authority including swearing
- Physical abuse towards any member of staff

### **Possible follow Up:**

- Incident recorded in the behaviour log
- Incidents of direct discrimination to be recorded on My Concern
- Restorative conversation when necessary
- Self-evaluation of action – with adult and reflection on improvement
- Phone calls/ communication with parents
- Class teacher to informally meet with parents on a regular basis
- Possible referral to Inclusion lead
- Letter of apology to be written (where appropriate)

### **Trips/ Excursions**

Whilst taking part in a school trip/ excursion, if a child is puts themselves or others in danger then an individual risk assessment will need to be undertaken. If the risk is high and cannot be mitigated, it may be necessary for the child not to attend future trips. This will be discussed with parents/carers on return of the trip. Exclusion from curriculum trips will not be used as a consequence.

### **Disruptive Behaviour at Lunchtimes**

- In the first instance a child who is disrupting others will be verbally warned.
- Play buddies may support the harmed and the harmer by using restorative approach and questions and strategies
- Play leaders may ask the child to leave a game or area if a child is being disruptive or disrespectful
- If the behaviour continues, a time out session will follow
- If a child displays violent or abusive behaviour, the child will be sent to a member of SLT
- Persistent aggressive behaviours should be noted and dealt with immediately
- If a child displays continued aggressive behaviour, they may be removed from the playground for health and safety reasons
- MMS to inform class teacher of behaviour

## Appendix 3: Home/School Agreement

### Home-School Agreement

#### School will:

- Encourage your child to respect all members of the school community
- Invite you to be involved in school life
- Encourage your child to do their best at all times
- Care for your child's safety and happiness
- Expect high standards of learning and behaviour
- Provide a curriculum that meets the needs of your child and teaches them about fundamental British values
- Help your child develop a sense of community and responsibility
- Keep you informed about general school matters via the weekly newsletter, parent mail and the school's website
- Inform you of your child's progress at regular meetings
- Listen to parents' views and opinions

#### Parents/carers will:

- Respect all members of the school community
- Park respectfully and safely at all times
- Ensure my child attends school every day wearing the correct school uniform, on time for registration at 9:00 am and suitably equipped including a P.E. kit
- Make sure your child arrives adequately fed, rested and ready for a busy and demanding school day
- Notify the school of any absences in accordance with the school's Attendance Policy
- Support the school's policies and guidelines for behaviour
- Inform the school of any problems and/or concerns that may affect your child's learning or behaviour
- Attend meetings to discuss your child's progress
- Take advantage of opportunities to be involved with school life
- Speak to class teachers by arrangement after school
- Check the schoolbook bag/ruck sack for letters and information
- Abide by U.K. law regarding physical chastisement (**please see reverse for more detail**)

#### Child will:

- Come to school on time every day
- Dress in the correct school uniform
- Bring all the equipment I need every day including a P.E. kit
- Do all my class learning and home learning as well as I can
- Behave well and follow the school's values
- Take care of school property and equipment

#### We have read and understood the Home-School Agreement:

<b>Headteacher's signature</b>	R. Silcock	<b>Date</b>	02.09.19
<b>Parent/carer signature</b>		<b>Date</b>	
<b>Parent/carer name (print)</b>			
<b>Child's signature</b>		<b>Date</b>	

## Appendix 4: Restorative Justice

### The Restorative Justice questions:

<b>Establishing the past</b>	<b>What happened?</b> ( <i>where, who was present, what was said or done</i> ) <b>What were you thinking/feeling at the time?</b>
<b>Establishing the present</b>	<b>What do you think and feel about it now?</b>
<b>Reflection and Establishing the future</b>	<b>Who else has been affected?</b> (explore all possible affected people, parents, peers in class, teachers, etc) <b>What do you need to happen in order to fix this and move on?</b> <b>How can we repair your relationship?</b>

### Additionally, where any mediation is to take place adults should ensure the following structure:

- The harmer admits their wrongdoing
- Ask all parties if they wish to participate
- Risk assess if it is safe to bring all participants together
- A private and safe room must be used
- How are they bring children to the meeting (all together, harmer(s) first or harmed first)?
- Sitting arrangements, especially if it is a large group
- Reflective sheets should be filled and discussed prior to group conference
- Mediators must remain impartial during the whole process

### Explain rules / format:

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters regarding safeguarding
- If young people do not follow rules or are still/become angry, stop mediation!

### Restorative Conversations

This is the starting point for all restorative processes. The conversation will involve one-to-one dialogue. The role of the adult is to demonstrate good active listening, helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves, using 'RJ questions' as a guide for the dialogue. In this type of conversation, as with others e.g. mediation, it is important for the adults to remain impartial, with a positive active listening and body language.

## **Restorative Conferences**

These occur in response to issues in a whole class or as a resolution chosen during a restorative conference. This includes all class members who are willing to participate. The conference involves all working together with a neutral facilitator (e.g. SLT / another teacher) to resolve conflict, repair relationships and move forward. The conference follows 'RJ Questions'. Teachers should make SLT aware that they want to have a class conference and they will either facilitate the conference or provide cover to enable another teacher to facilitate the conference.

## **Problem Solving Circles**

These don't have a formal structure (do not follow a script). They may be used with a class or a small group and may focus on a general difficulty as well as a particular incident.