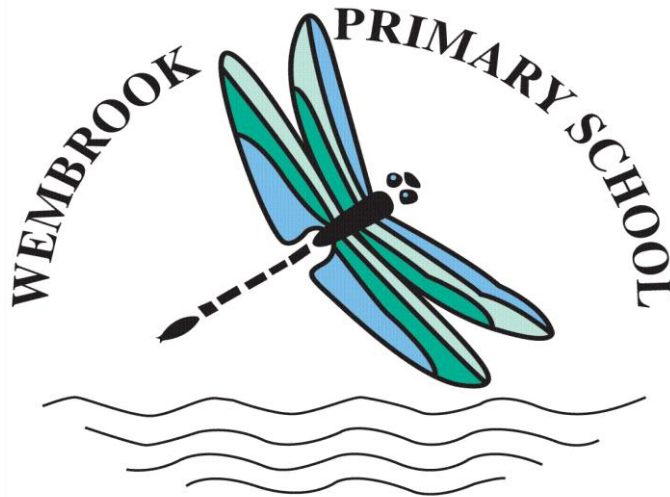


Behaviour and Relational Policy



Headteacher

Date

Chair of Governors.....

Date.....

Wembrook Primary School Behaviour and Relational Policy

Introduction

The school policy reflects the consensus of opinion of the whole teaching staff and has the support and agreement of the Governing Body. The policy is on the school website for parents to access.

The implementation of this policy is the responsibility of all members of staff.

Aim Statement

Everyone working together to create a happy, caring, secure and stimulating learning environment, which inspires children to celebrate their unique potential and become responsible, considerate, self-disciplined and involved members of Wembrook School and the whole community.

Aims of the Policy

We want everyone to be involved in learning, aim for achievement at their highest possible level and experience and celebrate success. We want this to happen within an inclusive community where relationships are based on mutual respect. This means that **everyone** has a responsibility to ensure that:

- Learning is the priority
- They show respect, courtesy and consideration towards all members of the school community
- They are honest and co-operative with others
- They follow the rules and procedures at school

Statement of Purpose

We believe that a calm, purposeful atmosphere, where pupils and adults alike feel valued, safe and secure helps lay a strong foundation for the school's core purpose of teaching and learning. This policy outlines how we seek to create such an environment.

We seek to support the development and flourishing of all our pupils, academically, emotionally, socially and spiritually.

Our common, shared purpose at Wembrook is to provide all our pupils with opportunities to help them fulfil their potential. We want our pupils to develop into thoughtful, respectful, honest and socially competent individuals who are proud to be members of the school community and indeed the wider community in which they live.

Clearly, as a school, academic achievement is a fundamental part of this. However, we see fulfilment of potential in its broadest terms - social, emotional, spiritual and physical development - and endeavour to provide many opportunities to support this.

Integral to this is the creation of a safe, positive environment in which all pupils are able to make the most of the learning opportunities offered to them - and that all staff are able to fulfil their roles in facilitating these. This in turn requires ensuring that there are appropriate standards of behaviour.

Developing and sustaining positive relationships is recognised to be a key component to the creation of this safe, positive environment. This includes relationships between everyone - staff-pupil, pupil-pupil, staff-staff, staff-parents/carer.

We believe that young people respond and learn best when the emphasis is upon encouragement and positive reinforcement. We therefore place a strong emphasis upon positively reinforcing appropriate behaviour. This ensures that recognition is given to pupils when they are following and indeed exceeding expectations. When behaviour is discussed with pupils, it is within a framework of rights and responsibilities, and the importance of relationships. In this way, we hope to help pupils develop an intrinsic motivation for their behavioural choices, rather than 'behaving' from fear of being told off.

Values and Principles

How pupils and adults behave is integral to the creation of such an environment. The following principles and values underpin how we approach behaviour.

We regard the quality of relationships as being of paramount importance. We seek to establish healthy connections with the pupils through relationships that are characterised by:

Availability

Acceptance

Sensitivity

Co-operation

Family membership

- Children and adults have a sense of belonging, feeling safe, secure and valued.
- Positive relationships are imperative to our practice between all members of our school community.
- Putting relationships first. This requires a school ethos that promotes strong relationships between staff, pupils and their parents/carers. It also relies on creating a positive school culture and climate that fosters connection, inclusion, respect and value for all members of the school community.
- Children thrive when they feel safe through clear boundaries being set and held. This needs to be balanced with adults being well-attuned to the needs of the child and responding to situations in as calm and measured a way as possible.
- Pupils are provided with clear and concise expectations of their behaviour in ways that are appropriate to their age and developmental stage.
- Clear and concise expectations of behaviour will be described, modelled and encouraged through collective worship, class assemblies and in class time to ensure that all children understand what is appropriate.

- The majority of pupils are able to follow our expectations with little if any need for support. They are able to regulate their behaviour appropriately, make appropriate choices and, where they make mistakes, are able to learn from these through making reparation such as an apology or another low level consequence.
- For those children who, for whatever reason(s), are struggling to regulate their emotions - and consequently express them through what we would term as troubling behaviour, they require a more tailored support. This will typically involve staff following a plan that focuses upon de-escalation, physical intervention if needed in order to preserve the right to be safe (for the pupil, other pupils and adults) and support following the incident.
- We aim for equity over equality. Being 'fair' is not about everyone getting the same (equality) but about everyone getting what they need (equity). In just the same way that we differentiate for children's learning in maths, English etc., so too we differentiate in relation to behaviour, making reasonable adjustments in accord with the child's ability to self-regulate and underlying factors that might be contributing towards the behaviour that's causing concern.
- We hold fast to our principles - and are flexible in our approaches.
- Behaviour is a form of communication. It is the responsibility of the adults to seek to identify what is being communicated and then help the pupil communicate this in more appropriate ways. Within this, context is key and staff are actively encouraged to and supported in considering the various factors that might have led to the inappropriate behaviour.
- Taking a non-judgmental, curious and empathic attitude towards behaviour. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. Children with behavioural difficulties need to be regarded as vulnerable rather than troublesome, and we all have a duty to explore this vulnerability and provide appropriate support.
- No child is regarded as 'naughty'. Instead we frame behavioural mistakes as learning opportunities. Sometimes pupils will learn the necessary lesson through a consequence; other times what is required is the teaching of specific skills to help them make more appropriate choices in the future. And it might be a combination of the two.
- A child is not to be defined as 'naughty' or 'bad'. To avoid such judgments being made, we see all behaviour as an indicator of emotions to which we must respond in an empathic and caring manner.
- It should be explained to the child that they have made a wrong choice.
- Children are not defined by an event. They are allowed to make mistakes and can learn from them. Once a situation is dealt with it is finished and this needs to be clear to the child. For all the ways we seek, as staff, to support pupils behaviour and encourage appropriate choices, ultimately we recognise that the only person's behaviour we can control is our own. It is therefore paramount that adults are mindful of their own behaviour and we seek to foster an open, inquisitive working environment where staff can reflect upon their own behaviour.

Policy into practice: what the above looks like on a day-to-day basis

The 5 'Rs' forms the basis of daily life at Wembrook, helping to promote a safe, happy and stimulating environment where teaching and learning can flow with as minimal interference as possible.

Relationships
Rights
Responsibilities
Routines
Rules

Relationships

Strong relationships are the foundation stone to all we do at Wembrook. We believe that everyone has intrinsic worth and value - that everyone is 'OK', and is to be treated accordingly.

Rights and Responsibilities

At Wembrook everyone has the right to

- a) teach/learn
- b) be treated with respect
- c) be and feel safe

At the start of each year, every class engages in active discussions as to how these 3 rights will 'look' in their classroom and around the wider school e.g. at lunchtimes, assembly etc. This extends into considering what responsibilities these rights bring for pupils and adults alike.

Routines

Routines are the 'oil' that help to keep a classroom - and the school as a whole - running smoothly. Each class will set its own routines to promote learning and safety. These routines will include aspects such as:

- entering and leaving the room;
- moving around the room
- the use of equipment
- what a child needs to do when they require help with their work

We believe that high-quality teaching promotes effective learning and good behaviour. Our emphasis is on recognising and celebrating effort and success, so that all pupils feel valued. We will teach all pupils to take responsibility for their own actions and to accept the consequences of their choices.

Thinking of a child as behaving badly disposes you to think of punishment. Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of

the child and the child having the knowledge that you have them in your mind, care about them as a person and care about what they are doing.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children (taking into account individual needs) and children need to understand that the staff member is in control at all times enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this.

If a member of staff is having difficulties with an individual or group of children they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school. The procedures and guidance in this document provides a consistent approach across the school and enables students, parents and staff to understand our approaches to the management of behaviour in school. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

General Expectations

It is important to have high expectations for our children while recognising some children have specific needs. The following expectations cover all times of the school day and where children are representing the school out of hours or off site:

- Show respect and consideration to each other and to others, regardless of differences
- Behave sensibly around school e.g. move around in a controlled manner, use appropriate language, tone and volume when speaking
- Look after and respect your own and others property
- Work hard and follow instructions

Staff should ensure a good routines for their classroom and for when their children are around the school.

These expectation are reinforced through assemblies and interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

Good routines should be in place for:

- Start and end of day
- Transition times
- Lining up incl. assemblies
- Getting changed for PE
- Moving around the school
- Break and Lunchtimes

Key Principles for Senior Management team

- Ensure absolute clarity about the expected standard of pupils' behaviour
- Ensure that behaviour policy is clearly understood by all staff, parents and pupils.
- Display school rules clearly in classes and around the building.

Leadership

- Model the behaviour you want to see from your staff.

Children

- Praise good behaviour
- Celebrate successes

Children's responsibilities are to:

- Work hard and behave sensibly at all times;
- Be kind and polite to everyone belonging to the school;
- Take care of books, equipment and the building and keep the school free from litter;
- Tell the truth, even when it's hard to do so;
- Show respect to all adults and children during lessons, break and lunchtimes

ALL Staff responsibilities are to:

- Ensure the school rules are enforced in their classes and that the children behave in a responsible manner
- Have high expectations of the children in regard to their behaviour
- Treats each child fairly and with respect and understanding;
- Enforce the classroom rules consistently
- Rewards achievement;
- Report to parents and carers on the personal and social development of each child in their class in line with the whole school policy;

The Parents' responsibilities are to:

- Make children aware of appropriate behaviour in all situations;
- encourage independence and self-discipline;
- Value and show an interest in **all** that their child does in school;
- foster good relationships with the school;
- Work collaboratively and support the school in the implementation of this policy;
- Be supportive of the school's behaviour policy and expectations (Home-School Agreement and link book).

The Head teacher's responsibilities:

- The head teacher is responsible for ensuring that this policy is implemented and reports back to governors on its impact.

The Governing Body's responsibilities are to:

- Agree the policy and review their effectiveness
- Support the Head teacher in adhering to these guidelines.

Behaviour Procedure

We celebrate good work, behaviour, attitudes and individual effort at Wembrook. We encourage children to always try their best and aim to encourage each child's self-discipline through positive praise and rewards.

Ensuring Consistency

All adults in school need to take responsibility for implementing the agreed conduct of conduct at Wembrook.

As adults walk around the school at lunch and play times they need to do the following:

- Always deal with inappropriate behaviour - never ignore.
- Discuss inappropriate behaviour with children- remind them of their obligations.
- If children are talking to others in a disrespectful way- always intervene.
- Positively reinforce good behaviour.
- If children run - always send them back to try again.
- Check on reasons for children being inside the school at play/lunch times.
- Inform class teachers of any inappropriate behaviour you had to deal with.

| Wembrook Primary Schools Agreed Rewards and Sanctions | |
|---|---|
| Rewards | Sanctions |
| Verbal praise Stickers Merits Sharing good work with other teachers Certificates Sharing good work with the Head and Deputy Special Mentions assembly | Verbal reminders Whiteboard Timeout in class Time out in another class Send to Phase Leaders Send to Deputy/Head Phone call home to parents Loss of playtimes Withdrawal from representing the school in competitions |

Timeout

Teachers use a system of warnings and TIME OUT.

If a child in class misbehaves, he or she is given a verbal warning.

If the child misbehaves again they are given a second warning

If the child misbehaves yet again they are given time out in a designated area of the classroom for approximately 5-10 minutes.

If the child misbehaves once more, the time out is done again but in another classroom. Children sent to another class must join in with the learning in the classroom and are not to be sent back until the start of the next lesson.

Children can be asked to stay in at playtime or stand on the fence or walk around with an adult.

If Class teachers choose to keep children in at play times or lunch times to complete work it is the teachers' responsibility to supervise their own children in their own classrooms.

Time out can be given without the warnings for more serious misdemeanours (e.g. hitting, rudeness).

Warnings are not carried over to the following day and so children make a new start at the beginning of the day.

Reasons for sending children to a member of the SMT

- A physical fight where children have physically hurt each other
- Racism , homophobia and discriminating against disability (report to Racial Incidents Co-ordinator)
- Serious incidents of bullying
- Swearing and using abusive language towards an adult
- A serious incident of defiance towards the class teacher
- Continuous disruptive behaviour
- Refusal to follow reasonable requests with implications for health and safety of the child and others e.g leaving the school premises without permission
- Vandalism
- Theft
- Malicious allegations against staff

If the Phase Leader /Deputy Head Teacher decide the incident is serious enough then the Head Teacher will be informed. It is important that we go through the procedures before sending children straight to Senior Management Team.

Monitoring the behaviour of children

Should a child's behaviour be of special concern then the following should be done:

Parents may be invited in to talk to the teacher

Phase leader should be informed

If behaviour does not improve:

The Deputy Head should be informed and parents are invited in to discuss their child's behaviour

Children with Challenging Behaviour

Some children need extra support for their behaviour and will be placed on behaviour support programmes and this will be closely monitored by a member of SMT and SEND co-ordinator. Each child highlighted has a support plan in place and all relevant people are informed of the plan. A record is made of their behaviour on a regular basis to assess the effectiveness of their support plans.

Playtime and Lunchtime Procedures

General procedures:

- Play with children in the playground, ensure football is supervised by an adult.
- Play games with children.
- Take time to talk to children.

Behaviour Procedures:

- Good behaviour should be rewarded with positive praise.
- Poor behaviour should not be ignored!

Strategies for dealing with poor behaviour:

- Warnings about their behaviour and what they should be doing instead.
- Children can stand by the fence or wall for a short period of time if they are continuing to misbehave.
- The child can walk around the playground with you (not allowed to play with friends).
- If there is a serious incident you will need to send the child to a Phase Leader, depending on the severity of the incident.
- If a child fails to respond to you then seek support from another member of staff.
- If the teacher on that day is unavailable then you will need to find a SMT member.

Interaction with Pupils

- The schools staff behaviour policy states that the main focus to ensure good behaviour should be around positive reinforcement, praising and rewarding pupils. The policy also acknowledges that raising a teacher's voice is one of many tools that the teacher can use when interacting with pupils. The school subscribes to the view raising a voice should be used sparingly, otherwise it loses any impact. A positive, respectful and encouraging tone should be used at all times. Where it is necessary to challenge inappropriate behaviour or to get pupils/students' attention, it is reasonable for staff and volunteers to raise their voices and/or use an authoritative tone. However, it is not appropriate for employees/volunteers to shout at pupils/students habitually or speak to them disrespectfully.

External exclusions

Procedures

If an incident is deemed serious enough to involve fixed term exclusion, the Head teacher will endeavour to contact the parents on the day of the incident.

A letter will be sent home within 24 hours outlining the reasons for the exclusion and the measures parents can take in relation to them.

Work will always be provided for the length of the exclusion. It is expected that this is returned to be marked.

Parents must meet with the Head teacher or Deputy head teacher on the day that the child returns to school to ensure such events don't reoccur.

Procedures to appeal against a decision are also clearly outlined in the letter

Use of reasonable Force (see Reasonable Force Policy)

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involves a degree of physical contact with pupils
- Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury
- 'Reasonable in the circumstances' means using no more force than is needed.
- As mentioned above, schools generally use force to control pupils and to restrain them. Control means either passive physical contact, such as standing between pupils or blocking a pupils' path, or active physical contact such as leading a pupil by the arm out of the classroom. Specific staff have been taken part in the 'Team Teach' program and are aware of the strategies needed to be implemented when using reasonable force.

- Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.
- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Minimising the need to use force

School should endeavour to:

- Create a calm environment that minimises the risk of incidents arising that might require using force.
- De-escalate incidents if they do arise.
- Only use force when the risks involved in doing so are outweighed by the risks involved in not using force.
- Risk assessments and positive handling plans for individual pupils.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power applies to any member of staff at the school.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or causing disorder.

(For more detail please refer to the Use of Force Policy)