

Western Downland C of E (VA) Primary School



Behaviour Policy

Name of School:	Western Downland C of E (VA) Primary School
Name of Responsible Manager/Headteacher:	Alice Tubbs Headteacher
Date Policy approved and adopted:	May 2022
Date Due for review:	May 2023

The purpose of this policy is to guide teachers, pupils and parents on our restorative and relationship focused approach to behaviour management. This will allow the pupils at Western Downland CE VA Primary School to enjoy a calm, nurturing and caring environment which will support every child both emotionally and educationally to give them the best possible chance of success.

Western Downland CE VA Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners. Consistency, and clear, calm adult behaviour underpins this.

Aims of the positive behaviour policy:

- To provide a clear, fair and consistent approach to behaviour based on nurturing principles and restorative practices.
- To foster, nurture and value strong and healthy relationships in recognition of the importance of this as a lifelong skill.
- To provide a safe, respectful, equitable and happy school ethos where learning opportunities are maximised.
- To give staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To ensure that positive behaviour is promoted across our whole school community.

Our Philosophy

Western Downland CE (VA) Primary School has 3 simple rules which are taught and modelled explicitly:

Be safe

Be respectful

Be ready

Recognition for positive behaviour:

'The advertising of poor behaviour doesn't help, but routinely advertising the behaviour that you do want does.' Paul Dix

- Descriptive praise (e.g Thank you for listening so well.)
- Good news phone calls home
- Stickers
- Lunchtime awards
- Recognition boards
- House Points
- Awards in celebration assembly

In addition, we wish to give recognition to pupils who go 'Over & Above'. 'Over and above' behaviours include exceeding our school values, impacting the wider Western Downland community and showing Western Downland's initiative. These children will be awarded a Western Downland Golden Leaf.

'If you consistently reward minimum standards then children will strive for minimum standards. If you reward children for going over and above then there is no limit to their excellent behaviour.'

Paul Dix

Consequences:

'Children need people, not punishment. It is time we gave them what they need to succeed, not simply what we feel they deserve. Exclusion and heavy sanctions rarely meet the needs of the child.'

Paul Dix

Our behaviour management approach is based upon building strong relationships between adults and children. The use of positive reinforcement strategies will always be our default approach. However, if a child is not responding to these strategies, there needs to be clear, consistent consequences chosen by the adult dealing with a specific incident.

Consequences implemented can be a 'time out' or a 'missed breaktime' or, in more serious circumstances, parental phone calls home. These consequences are designed to encourage the child to make 'good' choices and understand that their actions have consequences.

- '2 minutes owed'- a reflective time where the child and adult privately discuss their actions and how it has impacted on others. This will be at the start of playtime or lunchtime. The purpose of this is to enable the adult to remind the child through restorative conversations of our school rules and to encourage positive behaviour in future.
- 'Pay it back time'- is an appropriate action linked to the incident and value which has not been shown. For example, if a child has not completed class work due to failure to respond to positive strategies, work may be sent home.
- Logical consequences - e.g. If there has been damage or vandalism in the classroom we may ask the child or children involved to help clean up or repair the damage.

- Time in - For developmentally younger children who have made the wrong choice they are asked to stand or sit next to an adult for 2 minutes.

Parental involvement:

We recognise that a positive partnership with parents is extremely beneficial to behaviour management. We feel it is important for parents to be aware of repeated and/or more serious incidents. We will communicate this through a phone call, or an informal or formal meeting. Parents should be informed of success and achievements as well as when children have struggled. All behavioural incidents are recorded on CPOMS by staff. For the vast majority of our learners a gentle reminder or redirection is all that is needed. Although there are some occasions when it is necessary for a child to leave their classroom for a short period of time to 'cool off', however steps should always be gone through with care and consideration, taking individual needs into account where necessary.

'Punishment doesn't teach better behaviour, restorative conversations do.'

Paul Dix

Scripture:

Every adult in our school is important and has the ability to deal with behavioural incidents both in the classroom and on the playground. The use of scripture helps adults to deal with behaviour incidents consistently. This allows interventions to take place immediately and can involve a restorative conversation. Incidents will not usually then be revisited by the leadership team unless further action is required. Teachers and teaching assistants will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, the leadership team may become involved in a variety of ways, e.g. helping to provide 'cool off' time or releasing the class teacher to have a restorative meeting/conversation with a child.

Restorative Meetings/Conversations:

'The positive relationships you form with pupils depend on a restorative approach being your default mode.'

Paul Dix

At Western Downland CE (VA) Primary School, we believe that nurturing and restorative practice, as well as high expectations, are key to building positive relationships. Restorative meetings and/or conversations aim to help the child realise how their behaviour impacts others, teach what appropriate behaviour looks like and equip the child with tools they can use to avoid a similar incident occurring in the future.

The 5 key questions/ themes of the restorative approach are:

1. What has happened?
2. What were you thinking and so how were you feeling?
3. Who has been affected?
4. What do you need now to feel better about this?

5. What do you think needs to happen to solve the problem/ repair the harm?

We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include individual rewards to reinforce positive behaviour. We may also seek advice and support from external advisors including Primary Behaviour Support.

Use of Reasonable Force:

The government makes it clear that ‘all staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.’ The school has adopted Hampshire’s Restrictive Physical Intervention Policy which may be found on the school server.

Permanent or Fixed Term Exclusions:

In exceptional circumstances where a child has seriously breached the school’s behaviour policy and is involved in a first or one off extremely serious incident the Headteacher will exclude the child. In all cases, exclusion will only result if allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the school. A pupil can be excluded from the school premises during term time or just lunchtime periods. It is rare that the school resorts to exclusion as in most cases it can be avoided by using a wide range of strategies for improving behaviour. A child may be excluded, internally (working away from peers) or externally for:

- Physical Assault against pupil
- Physical Assault against adult
- Verbal abuse/ threatening behaviour against pupil
- Verbal abuse /Threatening behaviour against adult
- Persistent bullying
- Racist Abuse
- Sexual Misconduct
- Drug and Alcohol related incidents
- Serious damage to school property
- Theft
- Persistent disruptive behaviour
- Weapons in school

All exclusions will be reported to Hampshire LA and Exclusion data will be sent to DfES. They are also monitored by the governing body. If school property is damaged, we ask for it to be replaced, but most importantly encourage children to tell us. We expect parents to replace lost library books, reading books, broken equipment, etc. Accidents do happen and we understand this.

Physical Attacks on Adults:

We take incidents of violence toward staff very seriously. We also understand that staff are the adults in the situation and can use a ‘common sense’ approach to keep themselves and the

child safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in accordance with our Physical Intervention and Use of Reasonable Force Policy.

All staff should report incidents directly to the Headteacher and they should be recorded on CPOMS. We appreciate these incidents can cause distress for the adults involved, therefore all staff are entitled to take some time away from the classroom to recover their composure. In extreme cases, the member of staff may be allowed to go home by a member of SLT. Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are nurturing schools that value each child under our care. It is important for us as adults to reflect on the situation and learn from our actions. Children who attack adults may do this for several reasons but as adults we need to still show compassion and care for the child. Exclusion will only happen once we have explored several options and have created a plan around a child.