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**Behaviour Policy**

Reviewed: September 2021

Reviewed By: Carrie Matthews

Next Review Date: September 2023

**At WPS we have a strong belief that our school culture is rooted in relational practice. Our Behaviour Policy demonstrates how we build relational practice and decrease disproportional punishment by fully introducing restorative and repairational conversations. Our behavioural management approach is one where our high expectations and boundaries are exemplified by calm, consistent and regulated adults and predictable, consistent routines.**

**We believe that behaviour is a form of communication and it is our responsibility to understand and respond to those behaviours in a way that supports our children to enable them to be kind, confident and aspirational learners.**

**Purpose**

The purpose of this policy is to guide school staff, pupils and parents on our restorative and relationship-focused approach to behaviour management. This will allow the pupils at Willen Primary School (WPS) to enjoy a calm, nurturing environment which will support every child both emotionally and educationally to give them the best possible chance of success.

WPS 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 and 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**

* 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 the staff the tools to enable them to support and equip children with strategies to manage their behaviour and build positive relationships with others.
* To create a culture of exceptionally good behaviour: for learning, for community, for life.
* To ensure that all learners are treated fairly, shown respect and how to promote good relationships.
* To refuse to give learners attention and importance for poor conduct.
* To help learners take control over their behaviour and be responsible for the consequences of it.
* To ensure that excellent behaviour is a minimum expectation for all.

**Willen Primary School’s Vision**

***‘A place where everyone flourishes.’***

At WPS we have high expectations for all pupils; we expect children to be Willen ‘ready’ by demonstrating our values. This is recognised by the awarding of eg, Dojo points , positive reinforcement strategies, phone calls home, Dojo messages home, recognition boards in the classroom, weekly ‘Over and above assembly, hot chocolate with the Headteacher, lunch with the Deputy Headteacher, end of term Golden Assemblies. This list is not exhaustive.

We want all of the WPS family to follow our three core rules:

**Be Ready**

**Be Respectful**

**Be Safe**

In addition, we wish to give recognition to pupils who go ‘Over and Above’. ‘Over and above’ behaviours include exceptional effort and showing initiative - any of which may impact the wider WPS community .

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

Paul Dix

**Expectations of Adults**

We expect every adult to:

1. Meet and greet every child every morning;
2. Refer to ‘be Ready, be Respectful, be Safe’.
3. Model positive behaviours and build relationships.
4. Plan lessons that engage, challenge and meet the needs of all learners.
5. Use a visible recognition mechanism throughout every lesson (eg Recognition boards)
6. Be calm and give ‘take-up time’ when going through the steps. Prevention before consequences.
7. Follow-up every time, retain ownership and engage in reflective dialogue with learners.
8. Never ignore or walk past learners who are behaving inappropriately.
9. Model: the standard you walk past is the standard you accept.
10. To report behaviour that falls short of our standards and expectations on Behaviour Watch (online reporting system)

**Staff with key responsibilities for behaviour management:**

Headteacher - Miss Carrie Matthews

Deputy Headteacher - Mrs Sarah Orr

Learning Mentor - Mrs Kim Cole

**The Deputy Headteacher**

The Deputy Headteacher is not expected to deal with unacceptable behaviour in isolation. Rather they stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

* Meet and greet learners at the beginning of the day
* Be a visible presence around the school to encourage appropriate behaviour
* Support staff in returning children to learning by sitting in on reparation meetings and supporting staff in conversations
* Provide CPD for all staff involved with pupils (teachers, LSAs and MDSs)
* Regularly celebrate staff and learners whose efforts go above and beyond expectations
* Encourage use of ‘relentless routines’ and positive communication with parents
* Ensure that the ‘restorative conversations’ are completed
* Regularly share good practice
* Support staff in managing learners with more complex or entrenched negative behaviours
* Use behaviour data (from Behaviour Watch) to monitor and assess school wide behaviour policy and practice
* Regularly review provision for learners who fall beyond the range of written policies

**The Headteacher/ Deputy Headteacher/ Learning Mentor**

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**Positive Strategies**

The following positive strategies will be used consistently by all adults in the school. They are designed to ensure ‘first attention goes to best conduct; and to create clear, simple routines and expectations that make children feel valued members of our learning community and motivated to always try their best.

*‘The foundation of every school must be excellent behaviour. We should be keeping the focus on a visible culture of impeccable conduct, and making the consistency palpable, audible and highly visible.’*

Paul Dix

Teachers will create a welcoming environment by greeting pupils every morning with a ‘formal’ meet and greet either at the school door or when they enter the classroom. This may be a simple ‘good morning’ to provide a consistent check-in and enthusiastic welcome to every child to set the tone for the day. It’s an important opportunity for the first well-being check in of the day.

All adults will be looking for children who show WPS values and go over and above.

Children will be recognised for doing so by:

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| Stickers/ stamps | Class teacher led (effort over attainment) |
| Recognition Board | A Recognition Board will be used to encourage social or learning behaviours. For example, ‘Kind words’ or ‘Over and above’ may be written on the board. Adults or pupils in the class can nominate names for the board and there is emphasis on children working together as a team to get everyone’s name on the board.  *‘This is not intended to shower praise on the individual, it is a collaborative strategy - we are one team focused on one learning behaviour and moving in one direction.’*  Paul Dix  There is no material prize for class competition. Each class chooses a celebration when all the names are on the board. Eg special celebration dance or song. |
| Dojo points | These can be made by any member of the staff team to share a child’s success eg home learning, a thank you. Not for overuse with challenging behaviours.  Most dojo points half termly, invited for High Tea with the HT. |
| ‘Dojo’ message home | Stand-alone recognition eg can be an accumulation over time of always getting onto the recognition board, incredible kindness, great effort in a piece of work, it’s a stand-out moment for that child.  \*QR codes to be trialled by two classes in first half term.\* |
| Letter/ Email home from the Headteacher/ Deputy Headteacher | Letters/ emails may also be sent home from the Headteacher or Deputy Headteacher when more than one dojo message has been sent by a class teacher OR feels the need to escalate due to exceptional one-off contributions, eg community project. |
| Lovely Lunch with the Deputy Headteacher | The MDS team give out two invitations per week to children in selected year groups who go ‘over and above’ in terms of their manners. The children are to take the invitation to their class, to go on the recognition board.  DHT to collect the children at 12.10pm to go into lunch early.  MDS team let DHT know who has been chosen that week. |
| High Tea with the Headteacher | for children consistently going ‘over and above. A child from every class may not be chosen on every occasion - it needs to be sincere high-level recognition to ensure it is not devalued. |
| Weekly Superstar Assembly (Friday assembly) | Two children each week are selected by the class teacher for ‘over and above’ and Sports Coach is to select children from across the school. The award is shared and celebrated in the class. A sticker is awarded. In assembly, the children take their seats ‘the best seats in the house’ for the duration of the assembly.  Teachers post on Dojo every Friday. |
| Achievement awards (Wednesday assembly) | Children with an achievement outside of school are encouraged to share with their class. Extra special awards can be shared in the weekly assembly. |
| Visitor/ other staff recognition | Visitors and non-class based staff are invited to award ‘over and above’ stickers to individual children in the school who demonstrate ‘over and above’ behaviours. |

**Policy Blueprint**

**Behaviour Policy Blueprint (see Appendix 1)**

This is a concise A4 document which teachers will refer to for a consistent approach to ensure behaviour and expectations are clear and consistent.

**Stepped Consequences (see Appendix 2)**

The stepped consequences is a sequence of steps which are focused on small but certain consequences and a restorative and not punitive ending. The plan will be used by every teacher to ensure consistent language and steps are being used throughout the school and expectations and consequences for the children are clear.

**Scripted Response (see Appendix 3)**

As part of the Classroom Plan, a 30-second script will be used to reinforce expectations when behaviour shown is not reflected in our school values. This will take place at Step 3 of the Classroom Plan. The purpose of this script is to provide a quick, consistent and non-judgemental dialogue with the child to encourage positive choices to be made. The scripted response should be delivered in an emotionless tone, designed to prevent escalation. Once the script has been delivered, the child ‘owes 2 minutes’. They then must stay behind at break time or lunch time to have a quick discussion with the teacher.

**Behaviour Support Plans (see Appendix 5)**

These plans are in place for children with behaviour as an additional need. Relevant teachers/SLT will create these personalised plans for all adults working with the child to follow. They will be created with input from the child and shared with the parents.

Suggestions of ‘words’ which work best, most often for the most distressed children (from an audience of 50 expert teachers - After the Adults Change, Achievable Behaviour Nirvana, Dix 2021) are also found in Appendix 6.

**Restorative Approach**

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

Paul Dix

Every adult in our school is important and has the ability to deal with behavioural incidents. If an incident takes place on the playground an intervention can take place immediately and may involve a restorative conversation. It will not usually then be revisited by the class teacher or Learning mentor/ DHT unless further action is required. Teachers will deal with almost all behaviours which take place during lessons. In order to minimise loss of teaching and learning time, an LSA may become involved in a variety of ways, e.g. releasing the class teacher to have a restorative meeting 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 WPS, 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.

**Restorative Questions (See Appendix 4)**

These restorative questions will be used to support restorative meetings and/or conversations. For Key Stage 2 pupils, a few consistent questions will be used. For Early Years and Key Stage 1, the teacher may decide it would be more appropriate to start with two and build on these as the child develops in maturity. These conversations are best held ‘on the move’ or whilst engaged in some activity. Avoid sitting at a desk.

**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

At WPS, we encourage positive behaviour which reflects our belief that at Willen, everyone should flourish. Our behaviour management approach is based upon building strong relationships between adults and children and between adults. 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. For children with behaviour as an additional need, examples of these will be detailed on their Behaviour Support Plan. Consequences implemented can be '2 minutes owed', 'Pay it Back time' or, in more serious circumstances, parental phone calls home. They are designed to encourage the child to make 'good' choices and understand that their actions have consequences. For example, not completing work in class due to choices made regarding behaviour that is not reflective of our school values results in lost learning time which then needs to be paid back.

• '2 minutes owed' - a reflective time where the child and class teacher privately discuss their actions and how it has impacted on others. This will be at the start of breaktime or lunchtime. The purpose of this is to enable the adult to remind the child of our school values 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. Another example would be natural consequences - if there has been vandalism in the playground we may ask the child or children involved to help repair the damage.

• Parental involvement- 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.

Managing behaviour and engagement with learning is always a primary aim at WPS. For the vast majority of our learners a gentle reminder 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, however steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Tactically ignore secondary behaviours. All learners must be given 'take up time' in between steps. It is not possible to leap or accelerate steps for repeated low-level disruption.

In rare circumstances when childrens’ behaviours can be more consistently challenging, they may be put on a Positive Behaviour Support plan. This process will take place involving the child, the parent, the class teacher and SLT/ SENDCO if appropriate. (see Appendix 5)

**Practical steps in managing and modifying poor behaviour**

Children are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the 'Stepped Sanctions' for dealing with poor conduct. It is the aim that learners should be kept at steps 1 and 2 for as long as possible

For more distressed learners, presenting with the most challenging behaviour, Appendix 6 has suggestions of language to use which is most successful.

**Appendix 1**

**A4 Behaviour Policy Blueprint - [to attach when complete]**

**Appendix 2**

**Stepped Consequences**

|  |  |
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| **1. Redirection/Reminder** | * **A reminder of the rules, delivered privately wherever possible.** * **Gentle encouragement, a 'nudge' in the right direction.** * **A reminder of our three simple rules - Ready, Respectful, Kind.** * **Repeat reminders if necessary.** * **De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.** * **Praise will be given if the learner is able to model good behaviour as a result of the reminder.** |
| **2. Last chance** | * **A verbal caution delivered privately, if possible, making the pupil aware of their behaviour and clearly outlining the consequences if they continue.** * **Use the phrase, 'Think carefully about your next step.'** * **Give the pupil a final opportunity to engage.** * **Offer a positive choice to do so and refer to previous examples of good behaviour.** |
| **3. 30-second script** | * **If the pupil still does not engage, use the 30-second script.** * **Attach, 'Stay behind two minutes after class.' to this step.** * **This two minutes cannot be removed or reduced.** |
| **4. Time out/Cool off** | * **This step is only needed if the child needs to calm down and compose themselves. Time out might be a short time in the shared area or in the Lounge or with the DHT.** |
| **5. Restorative conversation** | * **(5 minutes after class for restorative conversation/10 minutes in reflection time)** * **This might be a quick chat or a more formal restorative conversation during which the teacher may decide on a logical, appropriate consequence for the child's actions. For example, if the situation has resulted in significant learning time being lost, the teac** * **her may decide work should be taken home to complete ('Pay it Back time').** |
| **Support step** | * **In more serious circumstances, for example aggressive or threatening behaviour, the support step will be needed. This support may be from SLT, Phase Leaders or another class teacher. This will be specified on a Positive Behaviour Support Plan for certain children identified with behaviour as an additional support need.** |

**Appendix 3**

**30-Second Script**

'I noticed you are ..'. (wandering around the classroom chatting)

‘You are not showing our school value of…’ (respect).

‘You have chosen to…’ ( stay behind to catch up with your work).

'Do you remember when you...' (finished all your writing).

‘That is who I need to see today. Thank you (for listening).’

**Appendix 4**

**Restorative Questions**

1. What happened?

2. What were you feeling/thinking at the time?

3. How did this make other people feel?

4. Who has been affected and how?

5. What should we do to put things right?

6. If this happened again, how could you do things differently?

Extra questions which can be ‘mixed in’:

7. What have you thought since?

8. Why do you think things went wrong?

9. What would make it easier for us to work together?

10. What would make the next lesson go really well?

11.Where do we go from here?

12. Who could help us with the next steps?

13. If you had the lesson again, what would you change?

**Appendix 5 - see separate docs**

**Positive Behaviour Support Plan** (MKC template)

When to use the plan:

* When our behaviour policy doesn’t seem to be working for a child.
* When there are concerns about behaviours that challenge.
* When restrictive strategies are being used.
* Where triggers/antecedents can’t be identified.
* When a child is at threat of exclusion.
* Where behaviours can be linked to ADHD, ASC etc (incl school refusal and anxiety)

PBS Plans, SEN Support Plans and EHCPs

* If a child needs a PBS plan it is likely that they will need a SEN Support Plan.
* A PBS plan would feed into, and become integral, to a SEN Support.
* A PBS plan would be attached as an appendix to SEN Support Plan.
* Depending on the child’s needs, all or parts, of the PBS plan can be used.
* A PBS plan may be appropriate for a child with an EHCP.
* A PBS plan should be a working document.

**Appendix 6**

**Language to use with most distressed learners:**

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| It’s ok, I’ve got you. It’ll be ok... | I remember the other day when you...it was incredible. | I’m here for you. |
| How can we sort this out together? | It’s ok to feel this way. Let’s talk more about it and put a plan together. | I see you. You matter. |
| How about we go outside and talk for a bit? | You have so much to contribute. I really appreciate you being here. | I believe in you. |
| What happened? | You can turn this around. | I’m sorry you’re upset. When you’re ready, let me know what’s going on and I’ll help you. |
| You’re doing amazingly. I see how hard you’re trying.. | I’m not going to say I know exactly how you feel. I will say that you are allowed to feel how you feel, and I’m here if you want to talk about it. | I care |
| I’m listening. | Tell me your worries. Let me help you get to the other side. | Tears are ok. I’m comfortable with tears. |
| Let’s break it down into small steps. | Regulate with a walk or practical activity, then come back to the situation when you’re ready. | How’s it going - fancy a walk? |
| Tell me more about what’s going on. Help me to understand. | I’ve noticed you’re struggling today. How can I help? | What can I do to help right now? |
| You talk, I’ll listen. | It’s ok. Come and talk to me when you’re ready. | Offer a drink. |
| We’re here when you’re ready. | Take some time - I’m here when you’re ready to talk. | Can you tell me a bit more? Then we can work it out together. |
| You’re stronger than you know. You’ve got this. | I can tell you’re not feeling it today. What can I do to help you? | I can see that you’re struggling and I’m proud of you for pushing through this. |
| Whatever you’re feeling right now, it’s ok. Setbacks are temporary, and you are capable of anything. | What would you like to happen now? | How could we overcome this? |
| Take your time, take a breath and tell me one small thing that is bothering you. | (Touch on shoulder)  Are you ok? | What’s been on your mind? |
| That sounds really hard. I’m here to listen if you want to talk about it. | I’m listening - what can I do to help? | How can we get through this? |
| I’m here if you want to talk. | Are you ready to share with me how you’re feeling? | I’m here to help. |
| What’s going on? | I know you can do this. | How can I make it better for you? |
| You’re always welcome here and have a safe place. | I’m really glad you’re here. |  |