



# **Behaviour and relationships policy**

**September 2019**

**DATE FOR REVIEW: September 2020**

**Wath Victoria Primary School  
James Montgomery Academy Trust**



**Signed:**

Ratified by Chair of Governors .....Date: .....

**This policy takes account of:**

Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:

- Education and Inspections Act 2006, Section 93.
- Education Act 2002.
- Equality Act 2010.

**Statement of Intent**

Wath Victoria 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. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

**At Wath Victoria we aim to:**

- Provide a safe, comfortable, nurturing and caring environment where optimum learning takes place
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour
- Use a consistent and calm approach with unconditional positive regard
- Ensure all adults take responsibility for managing behaviour and following up incidents personally
- Ensure all adults use consistent language to promote positive behaviour and
- Use restorative approaches instead of punishments – this does not mean that actions don't have consequences, rather that natural consequences are more likely to modify behaviour to that which is expected in school.

**Purpose of the behaviour policy**

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem, resilience and self-discipline
- Teach appropriate behaviour through positive modelling and intervention

**All staff must:**

- Take time to welcome pupils at the start of the day
- Ensure that they model and reinforce positive behaviours through the ready, respectful, safe board
- Always pick-up on pupils who are failing to meet expectations
- Always redirect pupils by referring to and using the language of; 'Be Ready, Be Respectful and Be Safe'

**The Head Teacher and The Senior Leadership Team must:**

- Be a positive, visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers etc.
- Ensure staff training needs are identified and met
- Use available data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

**Members of staff who manage behaviour well, will:**

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm and keep their emotion for when it is most appreciated by pupils
- Demonstrate unconditional care and compassion to all pupils and adults

**Pupils want teachers to:**

- Care about them
- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour
- Seek additional support when necessary

## Behaviour for Learning

### Wath Victoria Primary School's principles: 'Be Ready, Be Respectful and Be Safe'

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all pupils and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely, rather than just rewarded. Pupils are praised publicly and reminded in private.

*"When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat pupils down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour."*

Paul Dix, Pivotal Education

The school has 3 simple rules '**Be Ready, Be Respectful and Be Safe**' which can be applied to all situations and are taught and modelled explicitly as part of our school ethos and behaviour and attitudes learning.

We also understand that for some pupils following our behaviour expectations are beyond their developmental level. In this case, these pupils will have bespoke positive behaviour plans which are based on individual needs, positive relationships and may include rewards to reinforce positive behaviour.

## Policy in practice

Our Rules	Visible Consistencies	Over and Above Recognition
<ul style="list-style-type: none"><li>• Be Ready</li><li>• Be Respectful</li><li>• Be Safe</li></ul>	<ul style="list-style-type: none"><li>• Daily meet and greet</li><li>• Persistently catching pupils doing the right thing</li><li>• Picking up on pupils who are failing to meet expectations</li><li>• Accompanying pupils during transition from home to school times</li><li>• Praising in public (PIP), Reminding in private (RIP)</li><li>• Consistent language</li></ul>	<ul style="list-style-type: none"><li>• Daily recognition boards</li><li>• Certificates</li><li>• Stickers</li><li>• Phone call/text home</li><li>• Verbal praise</li><li>• Notes home</li><li>• Show work to another adult/s</li><li>• SLT praise</li><li>• Special jobs</li><li>• Termly class rewards</li><li>• RRS wristband</li><li>• Head Teacher award</li></ul>

<b>Stepped Boundaries</b> - Gentle Approach, use pupil's name, pupil level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to ..... (noticed behaviour)  This is a REMINDER that we need to be (Ready, Respectful, Safe)  You now have the chance to make a better choice  Thank you for listening</p> <p><b>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</b></p>
2. WARNING	<p>I noticed you chose to ..... (noticed behaviour)  This is the second time I have spoken to you.  You need to speak to me for two minutes after the lesson.  If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc. ....) (learner's name),  Do you remember when ..... (model of previous good behaviour)? That is the behaviour  I expect from you. Think carefully. I know that you can make good choices Thank you for listening / I'm glad we had this conversation</p> <p><b>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</b></p>
3. TIME OUT	<p>I noticed you chose to ..... (noticed behaviour)  You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc)  Playground: You need to .....(Stand by other staff member/ me / Sit on the picnic bench/ stand by the wall etc)  I will speak to you in two minutes</p> <p><b>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</b></p>
4. FOLLOW UP – REPAIR & RESTORE	<p>5. What happened to you? (Neutral, dispassionate language.)  6. What were you feeling at the time?  7. What have you felt since?  8. How did this make other people feel?  9. Who has been affected? What should we do to put things right? How can we do things differently? What might be a good choice?</p>
<p>Positive relationships are a crucial part of this process. It is not the severity of the sanction, it's the certainty that this follow up will take place that is important. Staff must make time to follow through on all incidents.  Parents will be informed of any significant incident, away from the pupil, by the class teacher or adult who dealt with the incident. SLT will support these discussions where necessary.</p>	

### Sanctions should

- Make it clear that unacceptable behaviour affects others and is taken seriously
- Not apply to a whole group for the activities of individuals.
- Be consistently applied by all staff to help to ensure that pupils and staff feel supported and secure

### Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the pupil.

### Adult Strategies to Develop Excellent Behaviour

IDENTIFY the behaviour we expect

Explicitly TEACH behaviour

MODEL the behaviour we expect

PRACTISE behaviour

NOTICE excellent behaviour

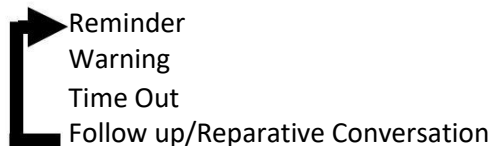
CREATE conditions for excellent behaviour

## Language around Behaviour

At Wath Victoria Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Staff will remain professional and calm, at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the pupil.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group. Incidents are logged on Safeguard. SLT and pastoral staff are available to support staff when appropriate.

## BEHAVIOUR PATHWAY



*Should you feel, using your professional judgement, a senior member of staff needs to be part of the Follow-up /Reparative Conversation then follow the guidelines below:*

Sent to – team leader /Assistant Head – Deputy Head – Head Teacher

Parents phoned – conversations logged

Parents invited to school

Internal exclusion

Fixed-term exclusion

Permanent exclusion

## Extreme Behaviours

Some pupils exhibit particular behaviours based on early childhood experiences / trauma, and family circumstances. As a school we recognise that their behaviour is their way of communicating their emotions. We also understand that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most specially trained staff in trauma-informed strategies to build relationships with each individual pupil. These pupils will have bespoke 'Positive Handling Plans' and will access enhanced packages of support through the inclusion team, as directed by the SENDco.

When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is, or could be, in danger of harm. This will only be used as last resort and all teaching and support staff are fully trained in team teach strategies and have accessed basic trauma-informed training.

Enhanced trauma informed trained staff are:

Mrs Miller – Head Teacher / DDSO

Mrs Mackinnon – Deputy Head / SENDco / DSO

Miss Canetti – Pupil Welfare Manager / DDSO

Miss Booth - HLTA, trauma-informed strategies, social, emotional and mental health lead practitioner

Miss King / Miss Redfern – Meeting the millennial need enhanced TA's

The school will record all serious behaviour incidents on Safeguard and any restraints not in the pupil's positive handling plan, on a physical handling form. This will be copied for parents.

Exclusions will occur following extreme incidents at the discretion of the Head Teacher. A fixed-term exclusion will be enforced under these conditions:

- The pupil needs time to reflect on their behaviour
- To give the school time to create a plan which will support the pupil better
- The pupil being at home will have a positive impact on future behaviour

If these conditions are not met, other options may include periods of internal exclusion with a member of the SLT or Head Teacher.

We understand that throughout this process, it is imperative that we explain what is happening and why it is happening to parents and arrange meetings to discuss.

## **Physical Attacks on Adults**

At Wath Victoria Primary School, 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 pupil safe to manage the situation effectively. Staff can use 'reasonable measures' to protect themselves in line with Team Teach training and should call for support if needed. Only staff who have been trained in physical restraint should restrain a pupil.

All staff should report incidents directly to the Head Teacher or Deputy and they should be recorded on Safeguard and complete a violence to staff report. 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.

Whilst incidences of violence towards staff are wholly unacceptable, we must remember that we are a nurturing school that values each pupil under our care. It is important for adults to reflect on the situation which led to a violent incident, and learn from the incident, its triggers and our actions in response. Pupils who attack adults may do this for several reasons; as adults we need to still show compassion and care for the pupil.

## **Permanent Exclusion or School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies in place for the child and the safety and learning of others is being seriously hindered.
- The risk of harm to staff and other pupils is too high
- The impact on staff, pupils and learning is too high
- The child's individual SEND needs have been identified and addressed in a specific support plan in line with the school's SEND offer.

Permanent exclusion will be a last resort and the school will endeavour to work with the family to complete a managed move, through a graduated response, to a more suitable setting. In all instances, what is best for the pupil will be at the heart of all our decisions.

## **Beyond the School Gate**

Whilst this behaviour policy refers mainly to the behaviours of pupils within school premises, the school reserve the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when pupils are:

- taking part in any school organised or school related activity
- travelling to or from school
- wearing school uniform
- in some way identifiable as a pupil from our school
- poses a threat to another pupil or member of the public
- could adversely affect the reputation of the school

In the incidences above, the Head Teacher may notify the police of any actions taken against a pupil. If the behaviour is criminal or causes threat to a member of the public, the police will always be informed.

## **Out of School Behaviour**

The school is committed to ensuring our pupils act as positive ambassadors for us. Taking the above into account, we expect the following:

- Good behaviour to and from school, on educational visits or during learning opportunities in other schools
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers or members of the public.
- Reassurance to members of the public about school care and control over pupils in order to protect the reputation of the school.
- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.
- The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

## **Sanctions and Disciplinary Action – Off-Site Behaviour**

Sanctions may be given for poor behaviour off the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised directly by school staff. Sanctions may be in the form of withdrawal of privileges, fixed term exclusion or in very serious cases, permanent exclusion. In issuing sanctions, the following will be taken into account:

- The severity of the misbehaviour

- The extent to which the reputation of the school has been affected
- Whether pupils were directly identifiable as being a member of our school
- The extent to which the behaviour in question could have repercussions for the orderly running of the school and/or might pose a threat to another pupil or member of staff (e.g. bullying another pupil or insulting a member of staff).
- Whether the misbehaviour was whilst the pupil was taking part in learning opportunities in another school, participating in a sports event (and in any situation where the pupil is acting as an ambassador for the school) which might affect the chances or opportunities being offered to other pupils in the future.

### **Application**

This Behaviour Policy is for all of our school community. If it is to be effective, everyone must use it with confidence and consistency. All elements of this policy will be shared and ratified by the governing body. The chair will be consulted regarding any extreme behaviours.

There may be occasions when adaptations may need to be applied e.g. at the swimming pool, science or technology lessons, but the same principles of promoting good behaviour through the policy will always apply.

