WYBUNBURY DELVES
C of E Primary School

Towards the Light ~ Matthew 5: 16 'Let your light Shine.'

Policy for Positive Relationships and Behaviour

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Our Rules

- Be Ready
- Be Respectful
- Be Responsible
- Be Safe

1. Introduction

At Wybunbury Delves CE Primary School, we want to create an environment that is safe, where everyone feels respected and where our children come into each lesson ready to engage in learning. Everyone in our school is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We recognise that each individual child is at a different stage of social learning. Only through a consistent approach to supporting their behaviour will we be able to achieve an environment in which children can learn and develop as caring and responsible people.

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Wybunbury Delves. It is a working document designed to enhance the development of positive relationships between children, adults working in school, parents and other members of the wider school community.

<u>The fair and consistent implementation of our Positive Relationships and Behaviour Policy is everyone's responsibility.</u>

We have carefully considered and analysed the impact of this policy on equality and the possible implications for children with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.

2. Our Core Beliefs

- Behaviour can change and every child can be successful.
- Positive, targeted praise is more likely to change behaviour than blaming and punishing.
- Reinforcing good behaviour helps children feel good about themselves.
- An effective reward system and celebrating success helps to further increase children's self esteem enabling them to achieve even more.
- Understanding each child's needs and their individual circumstances helps us to act in the fairest way possible for that child, at that moment

- Specific teaching gives us an understanding of ourselves, how we interact with and impact on others

3. Aims

Through this policy we aim to:

- Ensure a consistent and calm approach to, and use of language for managing behaviour.
- Ensure that agreed boundaries of acceptable behaviour are clearly understood by all pupils, staff and parents.
- Ensure that all adults take responsibility for behaviour and follow-up any issues personally.
- Promote pupils' self-esteem by providing an effective system of rewards and praising effort in both work and behaviour.
- Ensure our pupils are polite, happy and considerate of others' feelings.
- Encourage our pupils to respect their own and others' property.
- Foster good citizenship and self-discipline.
- Encourage a positive, calm and purposeful atmosphere where pupils can learn without limits.
- Uphold, instill and foster our school's Christian Values.
- As a school community, through the taught curriculum as well as during all other opportunities e.g. lunchtimes and extended provision such as Breakfast and After School clubs. Our four simple school rules are further explored and explicitly taught in class, worship and other school experiences.

We aim to:

- Teach specific social skills e.g. Sharing, turn taking, listening to each other, how to address people politely, greetings and reciprocal conversation, etc.
- Teach strategies for children to solve conflicts peacefully.
- Teach specific co-operative and collaborative skills to enable children to work effectively as a member of a group.
- Agree boundaries of acceptable behaviour with all children and regularly remind them of these.
- Enable children to recognise, understand and respond to a range of feelings.
- Develop vocabulary to enable children to express feelings verbally rather than physically.
- Promote equal opportunities and instill a positive attitude towards differences.
- Promote an ethos of peer support.
- Ensure the atmosphere in the classroom environment is conducive to learning.
- Ensure children are aware of the consequences of their words and actions towards themselves and others.

4. Behaviour for Learning

Be **Ready**, Be **Respectful**, Be **Responsible** and Be **Safe**

We recognise that clear structures of predictable outcomes have the best impact on behaviour. Our school's principles for behaviour sets out the rules, routines and visible consistencies that all children 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. Children are praised publicly.

Our school has four simple rules: **'Be Ready, Be Respectful, Be Responsible and Be Safe'.**

These rules, and the characteristics of effective learning (Resilience, Perseverance, Enthusiasm, Concentration, Kindness, Teamwork, Courage and Listening) are displayed in each classroom, and are explicitly taught and modelled by all members of our school community.

However, we also understand that for some children, following our behaviour expectations are beyond their current developmental level. In this case, these children will have access to bespoke positive behaviour plans, which may include carefully targeted sanctions and rewards to reinforce positive behaviour.

5. The Five Pillars

Our Behaviour Policy is based on these Five Pillars:

- Consistent, calm adult behaviour.
- Praise for best conduct and attitude.
- Routines.
- Scripting difficult interventions.
- Restorative follow up.

6. Roles and Responsibilities:

'The culture is set by the way the adults behave.' Paul Dix, 2017

All adults in the school are responsible for the consistent reinforcement of the behaviour policy.

Senior leaders and Governors are responsible for supporting staff to implement the policy. Parents are responsible for supporting the school's behaviour policy by reinforcing key messages at home, helping children to complete 'uncompleted' work at home and providing a positive role model.

All Staff will:

- Always redirect students by referring to 'Be Ready, Be Respectful, Be Responsible and Be Safe'
- Focus on effort not achievement.
- Celebrate when children go above and beyond expectations
- Be calm and give 'take up time' when going through the behaviour pathway.
- Never ignore or walk past children who are behaving poorly
- Deliberately and persistently catch students doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all students
- Work to build mutual respect
- Demonstrate unconditional care and compassion

7. Rewards: Above and Beyond Recognition

Recognition of good behaviour, self-control, achievement, attainment, kindness come in a variety of different forms and are given by all members of our school staff. Rewards must be attainable for all children and not just for a selected few. Rewards will never be taken away from a child.

The first and foremost form of recognition is through positive praise, enthusiasm, body language and oral recognition with feedback.

Specific rewards include:

- A note home, or an email.
- House points (marbles) given for good effort or behavior.
- An individual token award e.g. Sticker.
- A visit to another member of staff for positive commendation.
- A public word of praise in front of a group, class, key stage or the school.
- School Certificates and awards, formally presented.
- Headteacher Award for exceptional work – always presented by the Headteacher

8. Stepped Sanctions

Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.

This section outlines the steps an adult should take to deal with poor behaviour in the classroom. It includes micro-scripts for each step to ensure consistency in language and predictability for pupils which, in turn, results in all children being treated fairly. Staff should always use a measured, gentle approach; referring to the child by name; lowering themselves to the child's physical level; making eye contact where possible; delivering the required message; and then leaving the conversation to allow the child 'take up time.' Adults should not be drawn into and/or respond to any secondary behaviour, which children sometimes use as a distraction from the initial behaviour or to escalate the situation further.

Steps for dealing with poor behaviour

Our Routine Steps: Reminder, Warn, Last Chance, Time out, Repair.

- Reminder - of the rules, and the three step routine, delivered privately.
- Warn - deliver in private if possible, make the child aware of his/her behaviour and clearly outline consequence if he/she continues eg having time out. Use phrase "think carefully about your next step/action"
- Last chance (includes a 2 minute "inconvenience" after class)- Speak to the child in private, give him/her a final opportunity to engage. Offer a positive choice to do and use the microscript (see Behaviour Blueprint). The two minutes is owed when the child reaches this step, it is not part of a future negotiation on behaviour, it cannot be removed reduced or substituted.
- Time out - If the child hasn't engaged after the third reminder he/she needs a 5 minute time out this is a few minutes for the child to think about their behaviour and calm down. Followed by:
- Repair - this might be a quick chat at breaktime in the playground or more formal meeting. (See restorative questions)

Restorative Conversations

Following incidents of poor behaviour, it is imperative that the staff member who initially dealt with the behaviour should conduct a restorative conversation with the pupil (supported by a colleague or a member of SLT if appropriate). This will help to ensure that the relationship between adult and pupil remains positive but also teaches the child to evaluate and reflect on their behaviour.

The questions used will depend on the age and individual needs of the pupil. For the youngest children, the two questions in bold should be used initially, with other questions being used if appropriate, so the children learn early on in their school life that their actions have an impact on others and also consequences for them.

Persistent Poor Behaviour

Repeated poor behaviour (More than one Time Out and Restorative Conversation in a day) results in parents being notified either through phone call or direct conversation by the classteacher (or cover teacher), an email if a parent/carer cannot be spoken to directly. Behaviour should be recorded on CPOMS along with the actions taken.

As a school we recognise that behaviour is a way of communicating emotions. Where children persistently struggle to self-regulate their behavior-class teacher's will work in conjunction with parents/carers, SLT and SENDCo to devise an individual support plan

Uncompleted Work

Any work which is not completed due to poor behaviour choices, will be sent home with an "uncompleted work" slip to be completed by the next day. If this does not happen it will be completed in school at break or lunchtime. We hope that all parents will work in partnership with us and encourage children to make the right choices.

9. Serious Behaviour Incidents

Behaviours include:

- Violence (i.e. physical contact made with the intention to harm)
- Defiance / rudeness towards any adult
- Persistent taunting, teasing and bullying behaviour
- Stealing
- Spitting
- Swearing

Any of these behaviours will result in an instant move to Time Out (see above), this will be in the Headteachers office with the classteacher (Cover) and a member of SLT. As well as Time Out, an additional sanction, specific to the child and behavior, will be decided by the class teacher in conjunction with SLT.

These incidents will result in either a phone call home from the class teacher, or a face to face conversation between the parent/carer and class teacher at the end of the day. (Depending on the severity, this may be from the Headeacher or a member of SLT) Severe incidents and the actions taken should be recorded on CPOMs.

Behaviour Blueprint – see appendix

10. SEND pupils

When a child is on the Special Educational Needs register for specific behavioural difficulties or has behavioural difficulties as a result of a disability, the procedure for dealing with that child may differ from our sanction system. The alternative adapted procedure will be formed in agreement with the child, their parents and relevant school staff and outlined on the child's SEN support plan and if appropriate risk assessments.

11. Support agencies

If behavioural difficulties continue SLT and SENDCo will become involved. The advice and input of outside agencies will be sought as necessary. These may include the Autism Team or other agencies that offer support for children and families.

12. Exclusions

We do not believe that exclusions are the most effective way to support children, and we will always try to adapt and personalise provision for all of our children in order to ensure that they are able to access education.

In exceptional circumstances it may be necessary to exclude a child for a fixed time period and this would always be considered very carefully.

Decisions to exclude children are made on an individual basis and should always be a reasonable and measured response, which will have impact and provide a learning opportunity for the child or young person.

Exclusions can also be managed internally and a child or young person may be removed from class for a fixed period of time.

Permanent exclusion will always be a last resort and the school will endeavour to work with the family to complete a managed move to a more suitable setting where possible. In all instances, what is best for the child will be at the heart of all decisions making processes.

13. The role of the parent

At Wybunbury Delves, active parental involvement is welcomed, appreciated and deliberately encouraged in order to:

- Ensure that children attend school regularly, arriving on time, alert and ready for the tasks ahead and are collected, promptly, at the end of the day;
- Understand and reinforce the school language as much as possible;
- Share in the concern about standards of behaviour generally;
- Support the work of the school as staff seek to support the whole family.

We will always aim to contact parents quickly when there are concerns about deteriorating levels of acceptable behaviour. However, staff will not routinely contact or inform parents of minor digressions.

14. Allegations against a member of staff

If an allegation is made against a member of staff, the procedures outlined in the school policy will be followed. If the allegations are found to be false or malicious, disciplinary action will be taken against the child in consultation with the Trust and/or Local Authority. The Headteacher will also consider the pastoral needs of staff accused of misconduct.

15. Physical Restraint

Members of staff have the power to use reasonable force to prevent children committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

Only staff who have been trained in Physical Restraint (TeamTeach) should restrain a child.

Incidents of physical restraint must:

- Always be used as a last resort.
- Only be by experienced, trained staff.
- Be applied using the minimum amount of force and for the minimum amount of time
- possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Never be used as a form of punishment.
- Be recorded on CPOMS and reported to parents.

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.

16. Application and scope of this policy

This Behaviour Policy is applicable to our entire school community and will only be effective if everyone is empowered to use it with confidence and consistency. There may be occasions when special rules need to be applied, e.g. in the dining room, at play and lunch times or when off site, etc. but the same principles of promoting good behaviour will always apply.

17. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2022) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2026) 'Keeping children safe in education 2026'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

This policy operates in conjunction with the following school policies:

- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy

18. Roles and responsibilities

The governing board will have overall responsibility for:

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - SENCO.
  - Headteacher.
  - Subject leader.
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

19. Monitoring & Evaluation

The school's Leadership Team will monitor the effectiveness of the policy annually and report back to the Local Governing Body. The Leadership Team will also monitor the visible consistencies around the school and the use of language and personal follow-up. Records will be kept by the Leadership Team in order to monitor and evaluate any changes brought about by the policy.

All concerned parties will be kept informed of any review and action that will need to be taken.

Behaviour Blueprint

Adult Behaviour	*Above and Beyond Behaviour*	*Behaviour for Learning*
• Calm, consistent and fair • Give praise to the best conduct/behaviour first and continuously • High expectations • Recognise "Over and Above Behaviour" • Continuously Caring	• Praise • Note home or Email • Certificates • Headteacher Award • Marbles (Housepoints) • Stickers • Tokens/Class rewards	• Be ready • Be Respectful • Be Responsible • Be Safe **Characteristics of Learning** We will be and show **'SPARKLE'** • Support • Partnership • Active • Resilience • Kindness • Listen • Enthusiasm

Stepped Sanctions	Micro-script
1. **Reminder of rule** – repeat as necessary 2. **Warn** - *"Think carefully about your next step /action."* 3. **Last Chance-**use microscript, and a 2 minute inconvenience. 4. **Time Out-** 5 minutes 5. **Restorative conversation** - 5 minutes with key adult (more than 1 in a day=contact home.)	• I've noticed that… • You know the school rules, be ready, be respectful, be responsible, be safe. • Can you remember when you …(*time they did this really well*)…and how that made you feel? • I expect you to… • Thank you for listening.

Uncompleted Work	Inconvenience (2 minutes)	Timeout (5 Minutes)
Work sent home for completion with a slip for parents to sign and return.	• 2 minute wait • Last to go for break/lunch/end of day • A classroom job to complete	• In the classroom • On a bench outside • Standing by Adult

Serious Behaviours	Restorative Questions
• Physical violence • Defiance/rudeness towards any adult • Persistent taunting, teasing and bullying behaviours • Stealing • Spitting • Swearing • Racism • Homophobia. Straight to Step 4 & 5 above, with an additional restorative conversation with SLT, and a phone call or conversation with parents.	1. What has happened? 2. What were you feeling at the time? 3. <u>Who has been affected by the actions?</u> 4. How have they been affected? 5. <u>What needs to be done to make things right?</u> 6. How can we do things differently in the future? The number of questions to be used MUST depend on the age of the child. <u>Those underlined</u> should be used with the youngest children and every time.

Appendix A: Rights and Responsibilities

Pupils' Rights	Pupils' Responsibilities
• To be able to learn to the best of their ability. • To be treated with consideration and respect. • To be listened to by the adults in the school. • To know what is expected of them. • To feel safe. • To be treated fairly.	• To treat others with consideration and respect. • To do their best and let others learn. • To follow instructions from teachers and other staff. • To support and encourage each other. • To take responsibility for their own actions. • To care for and take pride in the environment of the school. • To sort out difficulties appropriately, seeking adult help if needed.
Staff Rights	**Staff Responsibilities**
• To be treated with respect by pupils, parents and colleagues. • To be able to teach without unnecessary interruption. • To work in a supportive and understanding environment. • To feel safe.	• To create a safe and stimulating environment in which all children can learn. • To treat pupils with consistency and respect at all times. • To foster good relationships, leading by example. • To involve parents when children are consistently finding it difficult to meet expectations of behaviour. • To work as a team, supporting and encouraging each other.
Parents' Rights	**Parents' Responsibilities**
• To be sure their children are treated fairly and with respect. • To know their children are safe. • To be able to raise concerns with staff and be told when their child is experiencing difficulties.	• Work with the school to promote good behaviour, challenge inappropriate behaviour and to uphold the principles of this policy. • Ensure children attend regularly and on time. • Be aware of the strategies of the school and reinforce these at home. • Promote good behaviour, politeness, courtesy and consideration for others. • Inform the school of any concerns that may affect the behaviour of their child.

Appendix B: A model of positivity, tweaking teaching to transform trouble

- Smile!
- Convince your class that there is no place that you would rather be.
- Find out what makes a learner feel important, valued, like they belong.
- Reward learners for going 'above and beyond' expectations, not simply meeting them.
- Let children lead learning, share responsibility, delegate jobs.
- Mark moments with sincere verbal praise.
- Send positive notes
- Show learners their ideas and experiences have real value.
- Catch learners doing the right thing
- Use subtle praise and reinforcement.
- Differentiate the way you celebrate achievement – not everyone wants to feel famous but everyone wants to feel important.
- Class displays and classroom environments that show high expectations.
- Make learners feel important for the behaviours that they can show and not for the behaviours that they can't.

Habits of adults who manage behaviour well:

- They meet and greet.
- They persistently catch individuals doing the right thing.
- They teach the behaviours that they want to see.
- They teach learners how they would like to be treated.
- They reinforce conduct/attitudes that are appropriate to context.
- They agree rules/routines/expectations with their class and consistently apply them with positive and negative consequences.
- They sustain a passion for the curriculum that breaks through the limiting self-belief of some learners.
- They relentlessly work to build mutual trust even when trust is broken, time is wasted and promises are not kept. They refuse to give up.
- They keep their emotion for when it is most appreciated by the learners.

Appendix C: A model of positivity – Effective 30 Second Interventions

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the sanction is. Immediately refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away; allow him/her time to decide what to do next. If there are comments as you walk away, write them down and follow up later.
5. Look around the room with a view to catch somebody following the rules.

How to land a difficult message, softly:

- Remind the learner of their previous good behaviour.
- Challenge their negative internal monologue 'You can do this, you are intelligent and able.'
- Thank the child for listening.
- Position yourself lower than eye level or side on if you are standing; don't demand sustained eye contact.
- Use a soft, disappointed tone.
- Remind yourself that the sanction is a consequence not personal retribution.
- Walk away as soon you have finished speaking.

Refocusing the conversation

When learners try to argue, shift the blame, or divert the conversation you can either:
Calmly and gently repeat the line you have been interrupted in.
This encourages the learner to realise that you will not be diverted from the conversation you are leading. The more calmly assertive you are in delivering this repeat the more effective it will be. Try slowing down the request the second time you repeat it and using gentle eye contact to reinforce. Or…
Use an appropriate refocusing line to bring the conversation back to the script.
This allows that student to feel as though they are being listened to and avoids conversational cul-de-sacs.

Learner	Adult
'It wasn't me.' 'But they were doing the same thing.' 'I was only…' 'You are not being fair.' 'It's boring.' 'You are a … (name calling).'	'I hear what you are saying…' 'I understand…' 'Maybe you were … and yet …' 'Yes sometimes I may appear unfair…' 'Be that as it may…' 'I am sorry that you are having a bad day.'

Get out line

If the conversation is becoming unproductive, what line will you leave on?
Try: *"I am stopping this conversation now. I'm going to walk away and give you a chance to think about your behaviour. I know that when I come back we can have a polite, productive conversation."*