



# Behaviour Policy

**Last reviewed on:** June 2021

**Next review due by:** September 2022



## BEHAVIOUR POLICY

This policy should be read in conjunction with the Behaviour Policy Appendix, the Safeguarding and Child Protection Policy, Anti Bullying Policy, Acceptable Use of ICT Policy, Exclusions Policy, Physical Restraint and Use of Reasonable Force Policy and Disability and Equality Policy. Wordsworth recognises its duties under the Equality Act 2010 to make reasonable adjustments for children with disabilities.

### **Ethos**

Wordsworth is proud to be an inclusive and diverse community of children and staff learning side by side. We embrace difference as a strength and foster a strong sense of belonging with full participation for all our children irrespective of individual needs. As staff and governors, individually and collectively, we accept responsibility for creating a culture in which all children can flourish and receive a high quality education with appropriate differentiation to take into account academic, social and emotional needs to ensure there are no barriers to learning.

As a mainstream school we work hard to meet the needs of all children: **Relationships, Recognition, Reflection, Regulation and Resilience, as our School Values, are at the core of this.** Our approach to behaviour seeks to empower staff and children to develop these 5 R's, recognised by the schools in our Trust as being at the heart of mentally healthy schools. We aim to be promoters of the 5 R Values in all that we do.

Everyone in the school community respects that everyone in the school; child or adult, comes to learn. We aim to communicate politely, act kindly and listen carefully at all times.

We expect positive behaviour to be modelled by all adults and we encourage everyone to take pride in their school, their class, their work, their environment and their relationships. We expect all staff to treat children fairly, consistently and sensitively. We celebrate and praise children's efforts, achievement and successes personally, socially, creatively and academically. Positive behaviour strategies and sanctions are communicated and practised in a systematic, consistent way by all adults in the school.

We are advocates of the **restorative practice** approach where there have been incidences of poor choices made in relation to behaviour. We ask staff to listen, to hear both sides of a story and to help all children find solutions to challenges in a supportive manner. A script is provided which can be adapted as needed to meet the needs of individual children/groups. Children are encouraged, not forced to engage in this process at a time that is appropriate for all parties involved.

**We endeavour in each case to reach a resolution that provides appropriate closure for all parties.**

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### **Aims for behaviour**

- Teach respect for individuals and the understanding that we are all different;
- Ensure a **consistent, proactive, positive** approach to behaviour management throughout the day;
- Provide children and staff with an environment that is suitable for learning;
- Ensure the emotional, social and learning needs of individuals are met;
- Praise and reward good work, behaviour and attitudes;

- Encourage the active and early involvement of parents in supporting positive behaviour;
- Be aware that discipline in schools must respect children’s rights
- Establish clear procedures for managing unacceptable behaviour;
- Utilise restorative practice procedures as the primary means for solving issues.
- Support vulnerable pupils to access learning, make the right choices and empower them to self-manage their behaviour.

### **Teaching and Learning**

We believe that excellent teaching and learning promotes positive behaviour. The Teaching and Learning Policy defines the standard of teaching and learning expected in school.

A calm climate for learning is achieved when pupils self-manage and can learn independently. This is the starting point of all activities, planned for explicitly and embedded into school life. The strategies we use include:

- Providing a positive learning environment that is tidy and well ordered;
- Providing stimulating lessons, matched to prior attainment, which capture the interests of all the pupils in the class, always with Quality First Teaching;
- Differentiation within lessons to meet the needs of all individuals and groups:
- Providing opportunities for children to work co-operatively;
- Providing opportunities for pupils to work independently;
- Planning pro-actively for smooth transition times in class, around school and in the playground;
- Develop our pupils as “self-managing” individuals who are able to set and maintain high standards of behaviour in every situation.
- Building a team identity and incorporating team building activities into the curriculum.

### **Appropriate behaviour – what we do consistently:**

- Use reward, praise and encouragement at every opportunity to foster self-esteem and motivation;
- Pre-empt inappropriate behaviour by positive engagement with individual children
- Take personal responsibility for managing behaviour and refer children to more senior staff only in accordance with agreed procedures;
- Provide a role model of calm, self-management in all relationships with children, parents and other staff;
- Everyone has the right to feel safe at all times, to learn successfully and be treated with dignity and respect. Everyone has the responsibility to support this;
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to a senior leader;
- Report any evidence of ineffectual or inappropriate behaviour management that compromises the well-being and progress of pupils;
- Employ the agreed school system of rewards and sanctions in a fair and consistent way;
- Use restorative practice to address issues and resolve disputes – adjusting as necessary to meet individual needs, whilst maintaining high expectations for engagement with this process.
- Record significant incidents onto CPOMS, including any incident where a child is hurt.
- Communicate pro-actively with parents and show a willingness to work in a constructive partnership with them for the benefit of the child. Discuss inappropriate behaviour in private, engaging the parent to support the child and the school.

### **Inappropriate behaviour – what we do consistently:**

- Give time for a child to engage so that contrition and a change in behaviour is genuinely appropriated (e.g. ask for an apology only when the child is able to respond);
- State clearly what the inappropriate behaviour is and how to correct it;
- Discuss problems/reprimand pupils in a private space away from others;
- Use positive directives telling children what to do, rather than what not to do;
- Keep the focus on the primary behaviour.
- Any form of confrontation or argument **MUST** be avoided;
- Sarcasm, humiliation and put-downs are never acceptable;
- Use a calm voice wherever possible and a controlled, raised voice only where necessary to achieve a positive behavioural outcome;
- Apply sanctions that are clear, reasonable and appropriate to the behaviour. Where possible they should be immediate, although on occasions it may be necessary to defer;
- Allow the consequences to do the teaching – avoid oppressive talk;
- Wherever possible, give the child a chance to right the wrong e.g. apologise;
- Always re-establish relationships after correction.
- Exercise positive handling (restraint) of a child only in strict accordance with the School Policy.

### **Special Programmes – Challenging Behaviour**

We implement a behaviour support plan and package when necessary following a challenging behaviour consultation for our vulnerable pupils or children with special needs in relation to their behavioural and emotional difficulties. We aim to address these through a range of individual intervention programmes involving social skills, anger management, mentoring and behaviour plans. We value parental support in working collaboratively to find solutions to behaviour management issues.

Before a programme can be tailored to meet the needs of a child the following **graduated response to behaviour** will be done by the class teacher:

1. Record of behaviours
2. Motivation Assessment Scale
3. Engagement Assessment
4. Risk Assessment
5. Cause for Concern

At this point the Inclusion Team will support to create a **Behaviour Response Plan**.

**A risk Assessment with emergency protocols will also be completed if necessary.**

As part of an Individual Behaviour Plan, children will be taught new skills for example- collaboration, tolerance, patience, persistence. All children, regardless of whether they have a BRP will be encouraged to take part in restorative practice if they hurt another child and parents will be informed.

### **What children can expect of staff**

As well as providing consistently high standards of teaching and learning experiences, children can expect staff to:

- Follow school systems and procedures fairly and consistently.

- Be aware of the social, emotional and learning needs of the children in the school;
- Treat all children fairly and consistently when they have broken the rules or made poor choices. They will be listened to and encouraged to explain their actions. Restorative practice will be facilitated by staff to help to move things forward and repair relationships
- Ensure all children receive a 'fresh start' when appropriate
- Ensure classrooms and playgrounds are positive, stimulating environments;
- Praise and reward good work, behaviour and attitudes, both in the classroom and around the school;
- Use Circle Time to develop self-reflection and self-esteem;
- Provide 'Worry boxes' in every classroom to support children in sharing any concerns.
- Take all bullying/peer on peer abuse, sexism, racism and homophobia very seriously. Children will be told when and how the issue will be dealt with. Bullying is abusive behaviour which can be physical, verbal or psychological, directed by an individual or group against an individual. Harassment is a form of bullying. Harassment occurs when someone is victimised because of his or her ethnicity, gender, disability or sexuality. Bullying and harassment will not be tolerated – see the Anti-Bullying Policy.

### **What adults can expect of children**

- Treat other children and adults within the school community with respect and consider their rights, both as learners, teachers, adults and children;
- Follow the school rules and behave appropriately;
- Know that sanctions are in place if rules are broken at any time during the school day;
- Listen to each other and to all the adults in the school and respect each other's feelings;
- Attend every day, arrive on time, line up calmly, enter school ready to learn and play an active role in school life.

### **All parents and carers are expected to:**

- Support the school in its application of the Behaviour Policy;
- Talk to their children about the school's expectations of work and behaviour;
- Encourage children to discuss and share problems;
- Attend parents' evening and communicate with the school any concerns or issues which may affect their child's behaviour or learning;
- Ensure that their child attends every day and on time.

### **Rewards**

The school seeks to systematically encourage positive behaviour. The reward system and how it will operate is recorded as an appendix to this policy.

It is recognised that some children will need additional support and individually designed behaviour systems. Differentiation for behaviour is a positive behaviour management tool for some children but such an approach should operate within the structure of the school Behaviour Policy.

### **Sanctions**

When children do not follow the school rules and class charters they understand that there are consequences and they need to take responsibility for their actions. These are recorded as an appendix to this policy.

### **Racist incidents**

Any incident that refers to a person's skin colour, language or country of origin needs to be investigated fully. An incident will be deemed racist if the victim feels the offence was racist and it has impacted them negatively. Where any incident is found to be racist in nature, this must be officially reported.

The process which should be followed should a concern be raised is as follows:

1. Investigate: Take statements from all children involved. Explain to the 'victim' what is happening and how you hope it will be resolved. Ascertain from the 'victim' if they are hurt by the comments and how they feel (this will determine whether the incident is classed as racist.) Ascertain the views of the 'perpetrator' and level of understanding of the seriousness of the comments.
2. Restorative practice with all parties together.
3. Complete CPOMS
4. Complete appropriate paperwork for HET if incident confirmed as racist (SLT can support if needed)
5. Inform parents
6. Ensure there is closure for the 'victim' and support/ learning for the 'perpetrator'

### **Suspensions and Permanent Exclusions**

Incidents which warrant internal or external fixed term suspension and exclusion are at the discretion of the Head Teacher and the Local Governing Body. The child will be provided with work throughout.

The following types of behaviour may result in an immediate internal and/or external suspension:

- A serious attack on another pupil;
- Physically attacking a member of staff;
- Persistently disruptive behaviour which negatively impacts on the learning of others;
- Bringing into school an offensive weapon, drugs, alcohol, matches or a lighter.

The length of the exclusion is at the discretion of the school but will operate within DfE guidelines.

### **Confiscation of Inappropriate Items**

On occasions, it may be necessary for staff to confiscate items brought into school by children. Items such as: toys, electric games, sweets and chewing gum are not allowed unless agreed otherwise for example for a show and tell. Consumables will be disposed of or will be retained by staff to be collected from the school by a responsible adult. Mobile phones are handed in to the class teacher and returned at the end of the day. Any item that may be considered dangerous or unsafe will be confiscated immediately. Staff have the right to search if they suspect a dangerous item has been bought into school.

There is a list of items prohibited in school. These items are:

- knives or weapons
- alcohol
- illegal drugs
- stolen items

- tobacco and cigarette papers
- fireworks or pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

### **Use of Reasonable force/ Physical Intervention**

Reasonable force can be used to prevent pupils from:

- Hurting themselves
- Damaging property
- Causing disorder

It can never be used as a form of punishment. It is up to staff's professional judgement to decide whether to physically intervene. This decision should always depend on the individual circumstances.

All staff with responsibility for children's safety and welfare must deal professionally with all incidents involving aggressive behaviour and only use physical intervention as a last resort, always ensuring minimal risk of injury to pupils and staff. Where possible only staff who are certified will carry out any therapeutic holds.

**Staff must always follow the guidelines set out in the Physical Restraint and Use of Reasonable Force Policy.**