



# Behaviour Policy

**Approved by:** School Governing Body

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**Next review due by:** May 2024



## BEHAVIOUR POLICY

### **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 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 adjustments 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: **Learning, Community, Trust, Nurturing and Empowerment, as our School Values, are at the core of this.** Our approach to behaviour seeks to empower staff and children to develop these values, build positive relationships with one another and enable our children to grow as individuals who are ready to navigate future relationships, demands and challenges of life in our global society.

Our priority as a school is to ensure psychological and environmental safety first. It is the foundation on which everything else depends. We are advocates of the **trauma informed approach** and therefore our behaviour policy sits alongside a 'Relationship policy' as endorsed by all schools within the Hamwic Trust.

### **Our School Rules:**

- 1. We make safe choices**
- 2. We show respect to each other**
- 3. We follow instructions**
- 4. We look after our school environment**
- 5. We reflect and repair**

Everyone in the school community should respect that each person 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 consequences are communicated and practised in a systematic, consistent way by all adults in the school.

We use **restorative practice** where there have been difficulties 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 (see p. 11.) Adults will also where possible use '**empathy drawing**' to support children through this process. Children are encouraged, not forced to engage in this process at a time that is appropriate for all parties involved.

Restorative conversations should fit with the PRRR Model:

**Protect** (Before restorative conversation)

Remove the child from the situation- non shaming, protecting dignity, 'somewhere with someone'

**Relate** (Before restorative conversation)

Connection before correction. Non- judgemental, accepting, validating, curious, empathetic.

**Regulate** (Before restorative conversation if needed)

Activity to bring down stress channels. Play based. Emphasis on co-regulation

**Reflect** (Where restorative conversation starts)

Sequencing events, thoughts, feelings, behaviours, mental state talk, Show me rather than tell me. 'Help me understand'

**Repair** (follows restorative conversation)

How to put it right- instigated with support by the child at an appropriate time. Consequences as learning points may be appropriate.

**Reconnection and Recovery**

'I get this is/ that was really tough for you'

**We endeavour in each case to reach a resolution that provides appropriate closure for all parties. This often means finding an appropriate way for an apology to be made. In all cases we will inform parents what has happened and how it was dealt with.**

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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. A calm climate for learning is achieved when pupils self-manage and can learn independently. Low level behaviour which disrupts the learning of others will be addressed consistently through our stepped system of consequences. Other 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;
- Adaptation 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;
- 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;
- Acknowledge any personal deficiencies in behaviour management and seek support formally by speaking to a senior leader;
- Employ the agreed school system of rewards and consequences 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:**

- Build connection before correction
- 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 shaming, 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 consequences that are clear, reasonable and appropriate to the behaviour.
- Allow the consequences to do the teaching – avoid oppressive talk;
- Wherever possible, give the child a chance to right the wrong e.g. apologise when they are ready;
- Always re-establish relationships after correction.
- Exercise positive handling (restraint) of a child only in strict accordance with the School Policy.

### **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, 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.**

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

- Treat other children and adults within the school community with respect
- Follow the school rules and behave appropriately
- Know that consequences 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.

### **Racist/Sexual 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.

Similarly, the same process must be followed if a child makes a 'sexualised' or inappropriate 'gender based' threat or comment intended as an insult to another.

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'

### **Internal, Fixed Term External and Permanent Suspensions**

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

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 or alcohol.

The length of the suspension 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)

### **Reporting**

Any relevant information regarding behaviour must be recorded on CPOMS- this should include capturing positive progress with behaviour as well as any concerns. Adults must record factually, avoid the use of emotive language and fully record any actions that have resulted from the behaviour incident, including communication with parents and the completion of incident forms if relevant. Any restorative practice forms, engagement assessments or motivation assessments should be uploaded to CPOMS Report. Any evidence of ineffectual or inappropriate behaviour management by a staff member that compromises the well-being and progress of pupils must be reported to the head teacher.

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

Reasonable force can be used to prevent pupils from:

- Hurting themselves
- Hurting others
- Damaging property

It is up to staff's professional judgement to decide whether to physically intervene. This decision should always depend on the individual circumstances. Only staff who have undertaken 'Little People' training may intervene using an approved hold. This must always be necessary, proportionate and reasonable.

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. If physical intervention is used a Hamwic incident form must be completed

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

### **Rewards**

The school seeks to systematically encourage positive behaviour. 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. Below are the rewards we use at Wordsworth:

#### **Whole class reward**

Each class will have their own whole class reward system e.g. marbles in a jar, based on a current area of behaviour that requires improvement e.g. effective tidy up time, hands up, lining up quickly etc. Must be visual and used consistently. Children should help plan the reward e.g. extra playtime, additional PDR session, short cartoon video... this should then inspire them to achieve.

#### **Wow Cards**

Wow cards are postcards that get sent home. The aim is for every child to get at least one sent home across the year. Adults fill them in and place them in the office to be posted once a week. A supply of Wow cards are kept in the office.

#### **Year R**

We use lots of positive praise, encouraging intrinsic motivation. The children will be taught the school rules to follow. Year R will also use visual faces to support immediate communication without discussion or interruption- reinforcing adult attention of positive/ negative attention. The children will be taught strategies for self-regulation.

#### **KS1 Rainbow points (recorded on excel)**

A rainbow point can be earned for school values/ following rules/ other positive behaviours. Only 1 Rainbow point will be given out at a time.

#### **Year 1:**

Children will receive a certificate at the end of every half term, saying how many Rainbow points they have earned.

#### **Year 2:**

Children will earn Rainbow points accumulatively to go towards their rainbow stripes.

1. Red (40 points)
2. Orange (80 points)
3. Yellow (120 points)
4. Green (160 points)
5. Blue (200 points)
6. Indigo (250 points)
7. 300 points- Rainbow certificate (and badge in Yr 2). Celebrated in an assembly.

## Key Stage 2:

Children earn house points and work towards attaining their badges:

Award	No of House points	Aim to achieve it by the end of Year...
Bronze	100	3
Silver	250	3
Gold	500	4
Platinum	750	4
Diamond	1000	5
Head teachers	1250	5
Governors	1500	6
JET	1750	6
William Wordsworth	2000	6- Exceptional achievement

- House-points will be awarded according for demonstrating the school values but also for other things agreed by the class and class teacher.
- Unlike KS1 adults can award more than 1 house point at a time, however 5 is the absolute maximum and should be given for something incredible.
- Teachers will keep a running total of how many house points children have got- these must be passed up to the next class teacher as part of transition.
- Badges and certificates will be awarded in Key Stage assemblies.
- All classes will have a reward/ growth mindset board as part of their learning environment protocols. On this board there should be a visual representation of the badges children can earn in that year group and the children's names are to be placed on the badges they have earned when they have earned it.

### **DON'T'S**

**No treasures/ toys/ gifts/ sweets are to be given to children as a physical reward.** Teachers can still give their whole class an end of term/year small gift if they want to but should be under no pressure to do so.) This should be non -food based and the whole year group should receive the same. There should not be additional gifts for groups (e.g. intervention groups)

Children should not be sent between Phase groups for a reward from another teacher/ to show work to another teacher. Children should be sent to teachers within the Phase group or to SLT for this purpose, unless another adult has been agreed as part of a formal behaviour plan.

### **Consequences as Learning Points**

When children do not follow the school rules and class charters they understand that they need to take responsibility for their actions.

**Step 1.** Reminder of expected behaviour and praise given to those doing so.



**Step 2.** Reflection board (white) – not displayed but put in a discreet place and

Child or adult places their name on it. (photos can be used for younger children)

**Step 3:** Quiet time (physical movement in class room if appropriate or move other

children away if more appropriate to avoid escalation.)

Quiet time should be non- shaming and during this time an adult should be nearby to support the child in making better choices. This may involve a quiet conversation or just sitting nearby.

**Step 4:** Restorative practice chat with class teacher during a break time. (Record on CPOMS)

**Step 5:** Teacher chat to parents at end of the day. (Record on CPOMS)

### **Refresh after lunch.**

Repeated low level (3 x a week+ at step 4/ major incidents will be a referral to a Phase Leader. **(step 6)** A referral will be made via CPOMS.

Phase Leader will hold another restorative practice chat with child and class teacher. If the child is already in the Phase Leader's class, then they will need to be referred to another Phase Leader.

**Next step: SLT referral- this will be done through CPOMS.**

**If behaviour of concern continues it is then time to begin the graduated response to behaviour strategy. (see p.10)**

**Major Incidences: Immediate referral on CPOMS where next action will be decided. If behaviour is extreme a referral needs to be made in person to SLT.**

### **What is a major incident?**

- Deliberate act of physical violence with intent to harm another.
- Deliberate destruction of school, or other individual's property.
- Deliberate verbal abuse

### **Small print**

- The reflection board should be kept somewhere discreet.
- If children are placed on the reflection board they need to stay there until it is time to be refreshed (e.g. lunch time, end of day) even if they have turned their behaviour around so teachers can keep track.
- If it helps teachers to keep track, they could place a small number next to names on the reflection board so they know which stage they have reached.
- Children must **never** be sent out of class as a behaviour management strategy.
- The consequence system needs to meet the following criteria:
  - Needs to be seen to be fair and consistent.
  - Needs to be rigorous.
  - Always to be used in conjunction with positive proximity praise. (5:1)
  - Reasons need to be explained clearly (labelling.)
  - Wherever possible not public (avoid escalation.)
  - Initially % use may be high and this will reduce as boundaries are established within environment.
  - Fresh starts very important (after lunch/ new day)

## **Special Programmes – Graduated Response to Behaviour**

The Graduated Response to Behaviour is a tool we use to support children who need a more personalised approach to our behaviour policy. This can be for a number of reasons and does not automatically mean the child demonstrates challenging behaviour.

This tool is a graduated approach that allows staff to analyse and examine the behaviours being presented. It is split into five tiers, which are progressed through to provide as much information as possible to support our learners.

1. Universal Provision-

At this stage, staff complete questionnaires to help understand what the behaviours are trying to communicate. This allows staff to implement strategies to meet this need, hopefully reducing the behaviours. A Subject Engagement Analysis is completed to identify a pupil's preferred way of learning to help "hook" them into their lessons. A record of the behaviours will be kept to identify when they are presenting to see if any patterns might be forming. This stage will be monitored by the class teacher.

2. Early Intervention Support

At this stage we explore the provision in the classroom to ensure the pupil has the correct scaffolds and support in place to access their learning. A risk assessment will be completed, to analyse any higher level behaviours, ensuring they are managed appropriately and safely.

To support the pupil, we will consider "Consequence cards" and reward chart to encourage positive choices. This stage will be monitored by the class teacher and phase leader.

3. Targeted additional support

At this stage a behaviour response plan (BRP) will be written to support the pupil when they present with challenging behaviour. We will complete a risk assessment of the behaviours to ensure all of our children and staff are safe and respond appropriately. We will also consider some additional intervention such as Hamish and Milo or TIS. This stage will be monitored by the class teacher and the SENCO.

4. Targeted intensive additional support

At this stage we will look at teaching new positive behaviours to the pupil. This will be a 6-week programme, dependent on the areas of need. The pupil will have the opportunity to see others using these positive behaviours and understand how they can demonstrate them too. Individual targets will be written for the pupil and assessed to measure progress. We will consider whether an Education Health and Care plan application is appropriate. This stage will be monitored by the class teacher, SENCO and SLT.

5. Provision over and above stage 4

At this stage the pupil will have an Education Health and Care Plan, which will be reviewed annually. We will work closely with the family to complete appropriate referrals to external agencies to provide support such as CAMHS, Outreach etc. This stage will be monitored by the class teacher, SENCO and SLT.

At each stage of the Graduated Behaviour Response, parents will be informed of the action taken and why following the 'assess-plan-do-review cycle'.

## **Restorative practice**

Restorative practice should be completed any time there has been an incident between two or more children, including where friendship difficulties have been identified and when there has been any issue outside of school such as cyber bullying. The class teacher or another adult needs to find time to complete this, outside of learning time where possible. Empathy drawing should be used to support children through the process.

If a child has individual needs then the process needs to be adapted to enable them to take part (for example differentiating the script, using visual cues, planning at a time that enables the child to engage productively, altering the length of the discussion)

Restorative practice should also be used when a child is regularly and persistently making poor choices with their own behaviour in class.

The purpose of a restorative conversation is for children to feel heard and understood, as well as to resolve the issue and ultimately prevent future issues. The adult needs to model conflict resolution and empathy and step into the shoes of the child. It should give children a voice whilst respecting and acknowledging that of another. Children taking part should be heard without judgement.

It should be about encouraging mutual respect rather than 'power over.' It should encourage children to take responsibility, develop emotional literacy and makes changes within themselves if appropriate in a place of safety. The adult should show that they are interested in what the child/ children feel and think about a situation (the opposite of giving lectures)

### **Restorative Practice Conference Questions KS1**

- **What happened?**
- **How were you feeling when it happened? (you can use feelings board as a visual prompt)**
- **How are you feeling now?**
- **How do you think X felt?**
- **What do we need to do to make it better?**
- **What could we do differently next time?**

### **Restorative Practice Conference Questions KS2**

- **What happened?**
- **What were you thinking/ feeling at the time?**
- **What are your thoughts/ feelings now?**
- **Who has been affected by what happened?**
- **What has been the hardest thing for you?**
- **What do we need to do to make it better/ make things right?**
- **What could we do differently next time?**

For both KS1 and KS2 where possible the adult should record what the child is saying in an empathy drawing. Children should be asked if they would like to add anything to the drawing.

In cases of a group restorative chat ask children involved if they are happy with the way this has been sorted out.

**Helpful sentence stems:**

**Are we ready to hear?**

**Will you help me understand what it was like for you when X said that about ...**

**Can I see if I have understood?**

**What I heard you say was...**

**Have I got that right?**

**Will you show me what that felt like for you? (draw)**

**Acknowledge corrections- thank you for helping me get that. I didn't fully understand that you were not just a bit angry, you were very, very angry.**

**Can you help me understand what you need/ what we can do to support you?**

All children are expected to take part when necessary, irrespective of individual needs- at a time and place that is appropriate to them, when they are ready to engage. The questions can be adapted slightly to suit the needs of the child. The KS1 version can be used if more appropriate for some children.

This behaviour policy should be read in conjunction with 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.