



Weaverthorpe C.E. Primary School

Behaviour Policy

Adopted by: Interim Executive Board

Autumn1 2021

Review date: Autumn1 2022

The Lord is my shepherd. He guides me in the right paths as he has promised.
Psalm 23

Contents

1. Weaverthorpe’s Aims and Ethos.....	3
2. Our School Vision and Values	3
3. Our Restorative Approach to supporting positive behaviour and to managing upsetting, unacceptable or harmful behaviour.	3
3.1 What is a Restorative Approach?.....	4
3.2 Why Restorative Approaches are effective.	4
3.3 How we use our Restorative Approach in responding to incidents of conflict or of potential or actual harm in school:.....	4
4 Implementing Our Behaviour Policy’s Restorative Approach: Roles & Responsibilities	5
4.1 The Headteacher will:	5
4.2 Staff will:	5
4.3 School liaison with Families, Parents and Carers:.....	6
5 Promoting and Celebrating Children’s Behaviour.....	6
6 Our Restorative Approach to supporting children and managing poor, inappropriate, or harmful behaviour.	7
6.1 Our Approach.....	7
6.2 Parental Engagement and Review Meetings	7
6.3 Exclusion	7
7 The Use of Confiscation and Physical Restraint	8
7.1 Confiscation	8
7.2 Physical Restraint.....	9
8 Assessing and Supporting Children exhibiting Inappropriate or Concerning Behaviours	9
9.The Scope and Basis of this Policy	9
Further Information:	10
Restorative Practice: Further Information and Guidance.....	11

1. Weaverthorpe's Aims and Ethos

Our aim is for every member of the school community to feel valued and respected, and for all persons to be treated fairly. At Weaverthorpe we promote strong, mutually respectful relationships and a cohesive Christian community. These are the foundations on which good teaching and learning can flourish. In this environment each one of our pupils can be given an appropriate amount of personal responsibility for decision-making on issues that affect their lives, their learning, and their experience of school.

The primary aim of our behaviour policy is to promote good relationships and understanding, so that everyone can work together with the common purpose of helping everyone to learn and develop. This policy outlines the underlying philosophy, positive purpose, supportive nature, school organisation and our management of pupil behaviour at Weaverthorpe School. It is a working document designed to enhance the development of positive relationships between children, adults working in schools, parents, carers, and other members of the wider school community.

2. Our School Vision and Values

Our Behaviour Policy is rooted in our wider school Vision and Values and aims to promote our 'Compass' values of **Love, Friendship, Kindness and Courage**.

'At Weaverthorpe School we are on a lifelong journey together. We look out for one another with love, kindness and friendship at the heart of what we do. We are creative in our teaching and learning and value our own community whilst learning about and experiencing the world beyond it. We foster courage and resilience in all that we do and are committed to developing a love of learning. We ensure that all are valued as we live and work together in our Christian Family.' Statement in our Curriculum Policy

We are a caring community. We always try to be proactive and create an environment where children and adults feel happy, safe, and valued.

Our values are built on mutual trust and respect. Our School Behaviour Policy is therefore designed to support the way in which the members of the school can live and work together in a caring and supportive way.

3. Our Restorative Approach to supporting positive behaviour and to managing upsetting, unacceptable or harmful behaviour.

At Weaverthorpe we take a restorative approach to resolving conflict and preventing harm. Our Behaviour Policy's Restorative Approach is embedded in our school ethos and culture, underpinned by our values.

Through our restorative approach we seek to promote in the children: Empowerment, Honesty, Respect, Engagement, Voluntarism, Healing, Restoration, Personal Accountability, Inclusiveness, Collaboration, and Problem-solving.

Our Restorative Approach embodies the 5 R's:

- relationships
- respect

- responsibility
- repair
- reintegration.

3.1 What is a Restorative Approach?

- It is built on values and actions which separate the person from the behaviour.
- It enables those who have been harmed to convey the impact of the harm to those responsible, and, for those responsible, to acknowledge this impact and take steps to put it right.
- It promotes accountability and seeks to repair any harm caused in a situation.

3.2 Why Restorative Approaches are effective.

Research shows that staff, children, and parents/carers who work *restoratively* find that this way of working leads to:

- A more respectful climate
- A positive, developmental, and relational approach (as opposed to having an external management of behaviour and the imposition of punishments, as in a sanction-based approach.)
- Better relationships amongst children and staff
- Children being more honest and willing to accept responsibility
- Children feeling more supported when things go wrong
- A calmer, quieter and more productive learning environment.

3.3 How we use our Restorative Approach in responding to incidents of conflict or of potential or actual harm in school:

At the heart of every restorative process is a damaged relationship between the person(s) who caused a harm, the recipient(s) of the harm, and the community within which the harm was felt.

At Weavorthorpe, those affected by an incident are carefully supported by staff and those affected are invited to consider, listen, share, and reflect.

They will be supported to:

1. Describe what has happened
2. Talk with and listen to those involved:
 - a. Each to explain their thoughts and feelings at the time.
 - b. Talk about what the impact has been on those involved: i.e., who has been affected, and in what ways/ how they have been affected.
3. Each to explain their thoughts and feelings now.
4. Work out what needs to happen to put things right and/or to make things better in the future.
5. Consider if something more needs to be done?
6. Discuss how they may deal with a similar situation in the future. (Discuss self-regulation, accessing support, creating space, de-escalation behaviours, etc.)
7. Agree a positive way forward. *

8. Explain their thoughts and feelings now.

**(If necessary, the teacher will create an individual behaviour support plan to provide further targeted support.)*

4 Implementing Our Behaviour Policy's Restorative Approach: Roles & Responsibilities

4.1 The Headteacher will:

- ensure that all staff understand this policy and will support staff in its application.
- ensure staff have relevant training, e.g., in implementing the restorative approach, managing de-escalation, and in the appropriate use of physical restraint. *(Note: Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.)*
- ensure that pupils and their parents/carers understand the expected behaviours, the school's restorative approach, and school's policy regarding rewards and possible sanctions.
- monitor children's behaviour
- liaise with parents and external agencies where necessary.

4.2 Staff will:

- take a consistent, open, fair, and measured approach to behaviour (taking account of children's specific circumstances where relevant, e.g. if a pupil has SEND)
- reinforce acceptable behaviour throughout the school including as part of the curriculum
- engage children fully through the RA to ensure they understand the reasons for praise, rewards and sanctions, and can use the whole process and events as a positive learning experience
- be aware that misbehaviour may indicate an underlying issue with safeguarding implications, e.g., home conditions, a response to bullying
- manage transitions, for example ensuring that when children move class the staff in that class are aware of any behaviour issues
- maintain clear records and develop/apply Behaviour Plans for pupils where necessary
- escalate the reporting and management of behaviour issues to the headteacher, the Designated Safeguarding Lead or the SENDCo where necessary

When engaging with a pupil or pupils in intervention or support, staff will facilitate the restorative process by ensuring, they

- establish a respectful rapport with pupils involved.
- work with children to resolve conflicts and help them understand how others might be affected.
- listen and respond calmly, empathically and without interruption or judgment to all sides of an issue.

- inspire a sense of safety and trust.
- praise children for demonstrating honesty, kindness, and respect for others
- encourage people to express their thoughts, feelings and needs appropriately.
- appreciate the impact that children's thoughts, feelings, beliefs, and unmet needs can have on their behaviours.
- give children opportunities to voice their opinions and encourage them to listen to other people's views.
- through providing support appropriate to the needs and development of the child, staff encourage those involved in the problem to find their own solutions,
- empower children to have individuality and help them understand that everyone is unique.
- help children understand that "no" means "no" and make sure they know who to talk to if they are ever upset or uncomfortable with something they have been asked to do.
- talk to children about bullying in all its forms and make sure they know how to get help.

4.3 School liaison with Families, Parents and Carers:

At Weaverthorpe, parents/carers are encouraged and expected to work in close partnership with staff in all aspects of their child's education, including being involved with and supporting the school in addressing any instances of their child's misbehaviour. Through teacher contact and/or by letters of notification, parents are informed about their child's concerning, unacceptable, or poor behaviour. (Further information about unacceptable, inappropriate, serious and harmful behaviours is included in the Additional Information section below.)

If parents/ carers have any concerns or wish to share or discuss anything at all related to their child (including their wellbeing, safety, behaviour, health, or welfare) they are encouraged and welcome to speak with the class teacher, the assistant head teacher or to the Head teacher.

This policy is available on the school website to enable parents and carers to have a clear understanding of the school's position. Parents are also encouraged to refer to the Child Protection, Anti-bullying and Equality, Policies on the school website. The school's Anti-Bullying and Equality policies deal more specifically with bullying and racism. Paper copies of all policies are also available to parents and carers on request from the School Administrative officer.

5 Promoting and Celebrating Children's Behaviour

At Weaverthorpe we always try to focus on positive behaviour. We acknowledge and commend children for upholding the school values of **Love, Friendship, Kindness and Courage**

Through consultation with the children, we have agreed that aspects of behaviour that attract positive recognition include:

- Being polite, helpful, and kind.
- Looking after the school environment

- Going the extra mile, trying hard and not giving up.
- Listening carefully
- Walking sensibly
- Playing with everyone.

Acknowledgements we make include:

- Verbal thanks and commendations.
- Rewards such as stickers, prizes, and jobs of responsibility given at the discretion of the class teacher.
- Child visiting the headteacher to share and celebrate positive behaviours.
- House points given to children for good work and good behaviour.
- Mentions in 'Good Work Celebrations' where certificates are awarded for children's positive attitudes to work and promoting our school values.
- Children (within years five and six) may-be selected as house captain.

6 Our Restorative Approach to supporting children and managing poor, inappropriate, or harmful behaviour.

6.1 Our Approach

Whenever dealing with poor behaviour we always separate the behaviour from the child, i.e., we do not say a child is bad, but that they have behaved badly.

Our restorative approach aims to ensure that at each stage of managing an incident, our careful support and intervention ensures that the child understands the reasons and fairness of the whole RA process, and the reasoning and fairness leading to eventual outcomes, including those instances when a sanction is given. The RA process actively engages the child. The child is supported to understand the reasons for a sanction being given and is involved in the decision, to avoid causing them residual resentment, animosity, or anxiety. In exceptional circumstances, and in liaison with the Headteacher/SENDCo (particularly where a child may have SEND) the school behaviour system or staff responses may be adapted to reflect individual needs and circumstances.

De-escalation strategies and emergency support procedures will be used whenever it becomes apparent that a child is having difficulty in managing their own behaviour.

6.2 Parental Engagement and Review Meetings

The school always seeks to work closely and in partnership with parents. The school engages with parents for the benefit of the child. A child's poor behaviour is generally the result of underlying stresses. The school staff work with parents to consider possible reasons for inappropriate behaviour and together seek to provide positive and consistent support for the child. Parents are kept closely informed of their child's welfare, behaviour, and progress.

6.3 Exclusion

The school is committed to a policy of inclusion.

The Headteacher normally will only resort to an exclusion as a last resort after a range of measures have been taken to improve the child's behaviour. However, for serious misbehaviour, exclusion may be applied immediately. Exclusions can only be imposed by the Headteacher or her designated representative. If a child is excluded, parents/ carers are immediately informed. The child will always be kept safe and supervised on school premises until collected by the parent/carer. Every effort will be made to support parents/carers in this situation and ensure they are aware of sources of advice and support (more information can be found at <https://www.northyorks.gov.uk/exclusion-pupils>).

There are two forms of Exclusion, Fixed Term and Permanent.

Fixed Term Exclusion -

If a child displays extreme behaviours, the Headteacher may decide to give a fixed term exclusion. The decision will be made after considering the extent of the behaviour, and the education and safety of children in the school, and the safety of staff.

A parent/carer may be asked to remove their child for a specific period while intervention strategies are put in place to help the child improve.

The Headteacher will make arrangements for the child's continued education during the fixed period.

If a child is subject to 15 days or more of fixed term exclusions, a Pupil Discipline Committee (PDC) consisting of at least three members of the Governing Board will review the situation. Parents/carers have a right to make representations to the meeting. A parent/carer may request a PDC for fixed term exclusions of less than 15 days. Fixed term exclusions follow the NYCC Guidance.

Permanent Exclusion –The school is committed to a policy of inclusion. Parental involvement is a priority.

It may be decided that arranging a managed move to another school, for a child who has demonstrated serious or extreme behaviours, may be an appropriate course of action to prevent a permanent exclusion from taking place.

The Headteacher will normally only resort to a permanent exclusion when all other methods of support and sanction have failed or are deemed inappropriate. The Headteacher will consider whether the behaviour is seriously in breach of the behaviour policy, therefore putting the safety of others at risk and/or the behaviour affects the learning of the other pupils.

If the Headteacher believes it is necessary for a child to be excluded permanently, this will be reviewed by a Governor Discipline Panel (GDP).

The Local Authority is responsible for making alternative provision for the child's education.

7 The Use of Confiscation and Physical Restraint

7.1 Confiscation

Staff have the right to ask pupils to disclose items in their possession and to confiscate any they reasonably believe will be detrimental to good behaviour. Items will be returned to the pupil or to their parent/carer or a third party as appropriate at the end of the school day. In some cases, e.g., possession of weapons, drugs, and pornography, the school will hand the item to the police. Parents are informed.

7.2 Physical Restraint

Staff may use reasonable physical restraint to prevent a child committing an offence, injuring themselves or others or damaging property, to search for prohibited items and to maintain good order and discipline in the classroom.

Any incidents will be reported to the Headteacher; details are written up, and included in the pupil's record. Parents are always informed.

8 Assessing and Supporting Children exhibiting Inappropriate or Concerning Behaviours

It is the class teacher's responsibility to make sure that children's records are kept, and that concerns and incidents are reported to the Headteacher.

The Headteacher needs to be notified at the earliest stage when it becomes apparent that a pupil is having trouble conducting themselves in an appropriate manner. Interventions and support will be put in place. If issues are not resolved the HT will meet with parents. If necessary, an Individual Behaviour Plan may then be created and further interventions put in place to help.

9. The Scope and Basis of this Policy

This policy applies to children when:

- on school premises
- engaged in school related activities, e.g., external visits, sporting events, school transport
- they are clearly identifiable as members of the school, e.g., by uniform.

'In all cases of misbehaviour, the teacher can only discipline the pupil on school premises or elsewhere when the pupil is under the lawful control of the staff member.' Behaviour and discipline in schools: Advice for headteachers and school staff. Jan 2016

This policy has been prepared with reference to the Behaviour Principles agreed by the Interim Executive Board of Weavertorpe C of E Primary School.

The legal basis for this policy, where relevant, is referenced in:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_A_guide_for_headteachers_and_School_Staff.pdf

Further Information:

The Restorative Approach to Supporting and Managing Children's Behaviour in School

1. **Behaviours that are unacceptable and that will attract positive support include:**
 - Disobedience:** Doing something when asked not to. Phones in school. Creating litter or untidiness in the school or grounds
 - Verbal behaviours:** Shouting out. Interrupting. Talking repeatedly when they have been asked to stop Talking over adult/other children Talking in Collective Worship. Name calling. Unkind words. Rudeness to adults. Lying.
 - Physical Behaviours:** Running in the building. Being where they know ~~in class~~ should not be (e.g., in school during playtimes). Leaving class without permission (drifting). Pushing others.
 - Not engaging with their learning:** Time wasting/work avoidance. Causing deliberate disturbances. Distracting behaviours (poking, making noises, fiddling with equipment, etc)
 - Poor self-organisation:** Forgetting/ not doing homework (years 5 & 6). Forgetting PE kit for children in Key stage 2 – after 2 reminders

2. **Behaviours that warrant more significant concerns, and where parents will be asked to work closely and positively in partnership with the school to support the child, include:**
 - Violence towards person or object
 - Racial or homophobic comments
 - Stealing
 - Deliberately intimidating, goading, or 'winding up' others
 - Laughing/smirking/tutting/rolling eyes when staff are speaking.
 - Repeated insults/antagonising
 - Refusal
 - Bullying
 - Fighting
 - Deliberate insolence
 - Swearing
 - Threatening actions

3. **Serious Behaviours** that will always involve the school contacting and working closely and positively with parents, and that may warrant **Exclusion** include:
 - putting the safety of others at risk**
 - and/or
 - behaviour that affects the learning of the other pupils.**

Such serious behaviours may include:

 - Any concerning behaviour which is exhibited on a persistent basis.
 - Direct racism or homophobic behaviour
 - Swearing at an adult
 - Serious physical violence towards an adult
 - Serious violence towards a child

- Continuous bullying
- Leaving class in temper/disobeying teacher
- Deliberate vandalism
- Throwing furniture or other objects
- Persistent refusal to comply
- Inappropriate sexual behaviour
- Malicious allegation against a member of staff

Restorative Practice: Further Information and Guidance

Websites to explore:

<https://restorativejustice.org.uk/restorative-practice-education-0>

<https://anti-bullyingalliance.org.uk/tools-information/all-about-bullying/responding-bullying/restorative-practice/what-restorative>

<https://www.educ.cam.ac.uk/research/programmes/restorativeapproaches/RA-in-the-UK.pdf>

<https://buildingbrightfutures.org/restorative-practices-in-early-education/>

<https://www.theschoolrun.com/restorative-practices-in-schools>

<https://education.gov.scot/parentzone/additional-support/specific-support-needs/social-and-emotional-factors/restorative-approaches/>