



# Westbury-on-Severn CE Primary Relationships and Behaviour Policy

## 1. Introduction

Our school vision is that:

*Through our core Christian values of respect, friendship, perseverance and forgiveness, our Westbury family is one body, shaping the spirit, achieving together and learning for life, so that all may flourish as unique children of God.*

Our behaviour policy is informed by the Christian values which underpin every aspect of our school community's life and work, including the curriculum. These values are rooted in the teaching of Jesus Christ. Central to our behaviour policy are the '3Bs', which is the code by which we learn and relationship with each other.

As a Church of England (Aided) School we believe that behaviour towards each other should be founded in a Christ-like attitude which recognises the equality of each other and the need to be a support for one another. Within this policy we wish to reflect the importance guidance and principles contained within the 'Valuing All God's Children' document (National Society 2017). Whilst this document deals primarily with the Church School's response to homophobic bullying, the philosophy and ethics behind it are equally important for dealing with all forms of bullying should they arise. This aim and policy will be monitored and evaluated by governors and staff at least annually. The Equal Opportunity statement, the Race Relations, Bullying, Exclusion and SEN policy are all closely related to this policy and should also be read.

Our Behaviour Policy aims to:

(Values are highlighted in bold type)

- foster a positive and **compassionate** environment in which all pupils can flourish and reach their full potential,
- develop relationships based on **respect, generosity**, integrity and **trust** between all members of the school community, including parents and members of the Governing Body,
- develop strong learners we want to be people with self-knowledge who are interested in learning from our marvellous mistakes; who are preoccupied with building on our strengths rather than dwelling on our weaknesses; who take risks, ask our own questions, reflect deeply on our learning and talk about our feelings,
- Develop people who are resilient when faced with a challenge, embrace a growth mindset and have their say in what and how we are going to learn,

- Develop caring people with positive self-esteem who are honest and willing to share learning; who try to show an appreciation of difference; are polite, have empathy and compassion when dealing with others and are forgiving; who take responsibility for themselves and others,
- raise awareness of desired standards of behaviour by celebrating and rewarding occasions when children have been 'Values Champions' (i.e. have demonstrated values in practical ways),
- ensure that there is clarity about the procedures and sanctions agreed by all stakeholders,
- give children the confidence that issues relating to behaviour will be referred back to the **3Bs** and the school's core Christian values of **respect, perseverance, friendship and forgiveness**. The **3Bs** are:
  - Be respectful to everyone and everything.
  - Be kind and loving.
  - Be a positive learner and believe you can.

As a direct consequence of the Behaviour Policy:

Pupils will:

- build strong relationships
- experience what it means to live as a member of an open, **generous** and **forgiving** community
- benefit from a calm and secure learning environment
- be fully involved in regular reviews of the Behaviour Policy (through School Council etc)

Teachers will:

- model **forgiveness** and the possibility of restoration and a new beginning in their relationships with both adults and children.
- be able to convey clearly and with confidence expectations of behaviour
- benefit from a calm and secure environment in which to teach effectively
- build positive relationships with parents and the whole school community
- develop personally and professionally

Parents will:

- be fully informed about the school's ethos, core Christian values and the Behaviour Policy
- feel confident that all the decisions regarding behaviour are **just**, unbiased, and informed by the 3Bs and the school's values
- be confident that their child is developing personally, socially and academically
- be offered opportunities to explore further the schools' values at home; for example through the publication *Home School Values*

This policy deals with the promotion of relationships most conducive to learning and wellbeing. It is connected with the school's anti-bullying and exclusions policies for pupils and the staff code of conduct policy.

As a church school community we aim to model a Christ-like attitude in dignity and respect for and a sense of responsibility towards others in all our relationships: between adults and pupils, between adults and between pupils. This defines meetings, lesson management and the many opportunities we offer to children to take on responsibilities around school. It defines how we respond when people make mistakes: how we expect everyone to be honest and take responsibility for their actions; how we expect people to forgive each other when things go wrong.

## 2. Compliance

The school will undertake to ensure compliance with all the relevant legislation with regard to pupil behaviour and pupil exclusion and to ensure best practice by extending the arrangements and expectations as far as is reasonably practicable to others who may be affected by our activities.

The legislative basis for this policy is:

- Education Act 2002
- Education (Pupil Exclusions and Appeals) Regulations 2002
- Behaviour and discipline in Schools. DfE Statutory Guidance 2011

## 3. Aims

As strong learners we want to be people with self-knowledge who are interested in learning from our marvellous mistakes; who are preoccupied with building on our strengths rather than dwelling on our weaknesses; who take risks, ask our own questions, reflect deeply on our learning and talk about our feelings. We want to be resilient when faced with a challenge, embrace a growth mindset and have our say in what and how we are going to learn.

As caring people we want to be people with positive self-esteem who are honest and willing to share our learning; who try to show an appreciation of difference; are polite, have empathy and compassion in our dealing with others and are forgiving; who take responsibility for ourselves and others.

## 4. Objectives

- We are **democratic**. All of us have an equal voice.
- We are **respectful**- we aim to show consideration, politeness, trust, appreciation and to listen actively.
- We are **positive**- we aim to build on strength and eradicate negative thinking. We all aim to think before we speak, to ask ourselves: Is it True? Is it Honest? Is it Inspiring? Is it Necessary? Is it Kind?
- We **think before we act**. We : Stop--Think-- Choose
- We strive for **growth and learning**. We only use praise that will encourage a growth mindset and avoids unnecessary comparisons.

- We are **driven by learning** but careful of extrinsic rewards because we want our motivation to be intrinsic. We look to a strong curriculum and good teaching to drive interest.
- We **promote choice and autonomy**. We want to feel in control of our own learning. We aim to self-evaluate our learning.
- We aim for high levels of **talk, collaboration and thinking** in all of activities.

All practice in school aims to deliver on these objectives.

## **5. Examples of practice that epitomise our approach**

### **5.1 Pupil self-evaluation**

This is all about autonomy—the starting assumption here is that whatever the children come up with themselves in terms of self-evaluation is likely to be that much more valuable than anything we come up with in terms of evaluation – and this is simply because they have come up with it—the reflection itself might appear less astute than one of our own but this is irrelevant when one considers we forget 80% of what we are told and there is no way we can get inside someone else’s head.

We build self-evaluation into lessons. Oral reflection, whether as a whole class or group within the class is often the most useful. Alternatively, we devote some time to questioning pupils about what they have recorded in their books and ask them for explanations.

### **5.2 Praise**

We aim to praise for growth, for the growth process- we will give pupils feedback by describing/ acknowledging what they have done specifically and/or describing how it makes you feel. We will praise pupils for what they have accomplished through practice, study, perseverance, cooperation, good strategies, good habits etc; we will ask pupils about their work in a way that admires and appreciates their efforts and choices; we talk about the impact on us and we talk about feelings.

We do not offer praise that ‘judges’ their intelligence or talent or implies we are proud of them because of their intelligence or talent or sets out to control their behaviour. For the sake of growth mindset/ implicit in growth mindset theory- intelligence and talent just do not exist as hard and fast items- they are elastic. We never talk about or think about children in a way that puts a ceiling on our aspirations for them or their life chances.

## **6. Celebration during acts of collective worship**

These are an opportunity for staff and pupils to talk about learning and thinking and share examples of their own; to thank others for their support.

Christian Values:

- Valerie Values: Each week, a child will be nominated by his/her peers to receive the 'Valerie Values' prize, which is to look after Valerie (teddy bear) for the week. This is publicly recognised in celebration worship each week, where parents, staff and children can celebrate together.

## **7. Pupils encouraged to take responsibility**

We encourage pupils to take on responsibilities in class; around school and for people beyond school. Pupils are allocated a class job at the outset of each year or term. All Year 6 pupils have the opportunity to stand to be a House Captain responsible for other pupils around school.

When pupils make a 'mistake' in their behaviour, they will be expected to take responsibility for their mistake/ to see their mistake as an opportunity to learn. We support individual pupils then to avoid these mistakes in the future- as we would do in say maths.

We often use responsibilities around the school as part this support as a practical, hands on approach to helping pupils understand the consequences of their actions and help them see how they can contribute. Examples might include being a buddy to the younger children; reading with a younger pupil - helping them to engage with books; working as a play-leader; becoming a school prefect or becoming a member of the Worship Team.

**8. Collaboration**— we encourage a collaborative approach to learning at every opportunity. We know that this benefits pupils both socially and in their learning. We use talk partners as a mechanism to support peer-learning as much as possible throughout the school.

## **9. Our response to challenging behaviour**

We aim for consistency in our approach when responding to challenging behaviour. We must stress to the pupils the importance of taking 'responsibility' for their actions- of being honest and being prepared to learn from their mistakes. In accordance with our school vision and Christian values, we stress to the children the importance of 'forgiveness' when others have hurt us and the importance of 'perseverance' when trying to improve relations with other children or improving their behaviour.

We investigate any incident fully to ensure we reach the most objective and accurate judgement. This includes:

- making no assumptions from the outset
- asking pupils to account for their behaviour- not that of others (ie give statements about the part they played in the first person') until the other person agrees that they have said everything.

When children's behaviour is not acceptable:

- Adults must seek to avoid confrontation and demonstrate compassion through active listening and forgiveness where there is an acknowledgement of wrong doing.
- Adults must try to discover the reason for the behaviour – health, learning difficulties, bored, home circumstances, preferred learning style not being met.
- Adults must try to enforce good behaviour through praise and/or restoring the child's self image.
- Adults should consult colleagues/previous teacher/Head Teacher for any relevant information about the child.
  - Adults should
    - check child's understanding;
    - establish whether they know the behaviour is unacceptable;
    - explain the effect that such behaviour has on others;
    - examine strategies for avoiding same situation;
    - encourage child to think of or offer some other alternatives.

Prior to the sanctions being imposed please ensure that you have tried the following:

- Ignore/distract
- Scan classroom regularly
- Circulate around the class
- Make eye contact
- Target questions
- Change activity or pace
- Move closer to source of inappropriate behaviour
- Move child closer
- Use hypnotic language – 'I know that you will do this sensibly' rather than 'Don't do this.....'

Sanctions are then implemented. (see appendix 1, 2,3,4)

### **Exceptional Circumstances:**

Children can 'skip' stages because the nature or severity of their behaviour meets the following criteria:

- Children are disobedient or disrespectful to adults
- Violent behaviour (child intends to physically harm)
- Use of proven racist remarks (this needs to be recorded separately by the HT)
- Swearing/use of inappropriate/using words offensively. (in KS1 a more didactic approach to swearing will be adopted)
- Graffiti, vandalism or serious defacing of property
- Bullying
- Possession of/participation in, the intake of tobacco, alcohol and drugs.
- Possession of knives or other dangerous weapons

## **10. Dealing with bullying (see anti-bullying policy)**

**Bullying is not acceptable.** We define it as:

- Deliberate hurtful behaviour.
- Repeated over time.

It is difficult for those being bullied to defend themselves.

There are three main types of bullying:

- Physical: hitting, kicking, taking belongings.
- Verbal: name calling, insulting, racist remark, homophobic remark
- Indirect: spreading nasty stories about someone regularly excluding someone from social groups.

*Our school endeavours to provide an environment where bullying does not occur.*

Any incident of bullying:

- Will be investigated thoroughly, taken seriously and acted on quickly.
- The victim will be given support and advice.
- Bullies will be talked to and will be encouraged to see the victim's point of view.
- The names of children / bullies will be recorded by the Head Teacher.
- Parents of the bullies will be informed.

## **11. Pupils who need more in-depth support**

We operate a supportive approach when pupils require more in-depth intervention along the format of a 'team around the child' meeting. We follow the principles of this policy but are creative in our approach- tailoring our response and strategies to the needs of the child.

## **12. Staff professional development**

Teaching staff work collaboratively across the school and within their class teaching and learning teams. They have the freedom to be autonomous and explore new ways of working. Good practice is shared across the school community to support and build each other up. This helps to fulfil our school vision of enabling all to 'flourish as unique children of God.'

## **13. Rules, Expectations and Thinking**

We have a school code referred to as the '3Bs'. (see appendix 1) These are expectations created with the pupils in order to keep them safe.

For the sake of consistency, we encourage adults and pupils to adopt a thinking approach, when considering their behaviour.

The first premise behind this is that 'Life in all its fullness' life is all about decisions. These might be often unconscious but happening all the same and we all go through

the same basic process each time. Some decisions are positive for our life and some are not so. The second premise is that in school we have need for simplicity and consistency and something that will aid thinking and decision making.

Rules themselves can end up being inconsistently applied because there are endless possible variables – incorporating different individuals in different circumstances at different times in different emotional states. Individuals need to use their judgement each time. A thinking approach is simple:

**Stop**--or ask the other person to stop

**Think**-- What are you doing? What is the impact on others?

**Choose**-- - What are my choices? What is the best course of action for me and those around me?

Recognising that sometimes our actions may be unhelpful in supporting someone else or expressed as a quick reaction borne out of fear or frustration, we also need to exercise forgiveness if the messages we hear are unintentional or perceived to be unkind. Understanding is key to developing good relationships amongst all peoples.

#### **14. Safeguarding/Child Protection:**

When considering the behaviour of pupils, especially negative behaviour, all staff will pay due regard and attention to safeguarding and child protection procedures (see Child Protection and Safeguarding policies). It should not be assumed that negative behaviour is always associated with safeguarding or child protection concerns, but for the safety and interest of the child, it must be considered. Any staff concerned that a pupil's behaviour may be resulting from safeguarding or a child protection issue must log and discuss the issue or concern with the Designated Safeguarding Lead, who is the Head teacher, or the Deputy Designated Safeguarding Leads.

# Appendices

## Appendix 1

### Our Reward Systems

#### Principles:

- The rewards are simple.
- The reward systems are separate from the sanctions.
- They are based on positive celebration of good behaviour/attitude/work.
- They relate to the 3 Bs:
  - ❖ Be respectful to everyone and everything.
  - ❖ Be kind and loving.
  - ❖ Be a positive learner and believe you can.
- They are interlinked.
- They have individual phase interpretation but have the same consistent skeleton.
- Rewards cannot be removed once they have been given – the sanctions policy reflects this.
- The rewards reflect the age of the children involved and so vary across the school.

#### All based around our 3 Bs



#### 1. A house point system

**Mars, Jupiter, Neptune and Mercury**

Every child and adult (excluding Head Teacher) will belong to a house. Siblings will all belong to the same house. House points will be awarded for attitude to

learning, effort, work produced, home learning/attendance, behaviour and good manners.

House points will be collected weekly by monitors (each Monday morning) and the totals for each house will be announced in Celebration Worship. A house point chart will be created in the Hall. Each classroom will have a way of recording individual house points and house totals.

The house with the most points will be awarded the House Cup at the end of the autumn, spring and summer terms.

Y6 children will be selected to be House Captains and Y5 as Vice Captains.

## **2. Celebration Certificates:**

Celebration Worship takes place on Monday. Certificates in the shape of Bees are awarded by class teachers for outstanding learning that has taken place during the week or demonstration of a school value. Usually, two certificates are awarded per week, though this may be increased or decreased in exceptional circumstances. TAs are encouraged to sign certificates as well as teachers. Celebration certificates are affixed to the values display in the school hall after the Celebration worship time. A certificate earns five HPs for their team.

## **3. Head Teacher awards**

Children who have behaved particularly well, or produced particularly good work, should be sent to the Head Teacher for a special Head Teacher's sticker.

When any adult sees a child wearing this sticker please congratulate the child and ask why they got it.

In consultation with the School Council, the Head Teacher will present a certificate to some children at the end of each term, for the following aspects:

- demonstrating the school's values and good attitude to teaching and learning;
- respectful behaviour in and out of the classroom;
- special achievement linked to outstanding work or learning.

## **4. Westbury Stars – Rewards for outstanding attitude to teaching and learning (ATL).**

Bronze, silver and gold Star badges are awarded to children who have been nominated by their class teacher as a result of sustained outstanding attitude towards teaching and learning throughout any one term. Children can build up to gold star badges throughout the year and may receive more than one collection of badges over an academic year depending on their consistency towards their ATL. A letter will be sent home to parents/carers to invite them to the Celebration

worship. 20 HP are awarded when a child receives a Westbury Star. When a child has received a bronze, silver and gold Westbury Star, they can exchange these for a special Westbury badge, which signifies that the child has been awarded all three and maintained their ATL at an outstanding level.

In addition to these, other reward systems could run in individual classes if it was felt appropriate and they were in line with our agreed principles.

## **Our Sanctions**

### **Principles:**

Sanctions must relate to the 3 B's and should be clear, simple and immediate.

They must be consistently applied across the school to all children – no exceptions.

There is clarity and some clear examples of what constitutes inappropriate behaviour at each level of the sanction system.

The sanctions are separate from the reward systems.

The sanctions reflect the age of the children involved and so may vary across the school.

All adults participate in the application and enforcement of the sanctions.

### ***The 3 stages***

There are 3 stages and there is a visible way of showing which stage a child is on. This may vary across the phases. Prior to the first stage adults will have distracted, ignored etc.

- Stage 1 would be a direct indication to the child that they have behaved in an inappropriate way. A sticker/tally mark/Velcro name goes on some form of chart and 'Time Out' given.
- Stage 2 would result from a continuation of the behaviour and would warrant a second sticker/tally mark/Velcro name and a visit to the Time Out table. Whilst there, the child will enter their name into the behaviour log, then enter a description of their misdemeanour. In Reception and Year 1 the child's action will be written in the book by the teacher or TA. In addition, the child will miss between 5 and 15 minutes of either their morning break time or lunchtime; this will be determined by the class teacher. The behaviour log will be taken to the Head Teacher daily for analysis.

- Stage 3 would result from a third incident/episode and would require a third sticker/tally mark/Velcro name and removal from the classroom to the Head Teacher. A detention will be given, which will include missing both morning break time and lunchtime play. A stage 3 letter will be sent home informing parents/carers of the incident that led to the detention (see appendix 3&4). An acknowledgement slip will be returned to school, indicating the parent/carer has received the notification of the misdemeanour.

These stages are displayed in a clear and child friendly way.

Children will receive a fresh start daily, in line with our Christian ethos and values of forgiveness and fairness. However, children in class 1 will receive a fresh start after half a day / full day, depending on their maturity.

### **Beyond stage 3:**

#### ***Isolation***

This is a period of time spent out of the classroom working in another location **under adult supervision**.

#### ***Internal Exclusion***

This is a period of time (minimum of one day) spent excluded from the classroom. Teachers set work for the child, who will be supervised by the Head Teacher or another designated adult other than the child's class teacher. There will be no interaction with peers, including during breaktimes.

#### ***External Exclusion***

#### ***Permanent Exclusion***

Clear guidance will accompany the Behaviour policy to show what the staff feel constitutes inappropriate behaviour, what would require the skipping of a step and what constitutes an internal or external exclusion. The sanctions need this clarity in order for them to be consistently applied.

#### ***Informing Parents***

The Head Teacher will send home letters informing parents of a withdrawal from class at Stage 3. Replies to these will be chased up to ensure home/school partnership is maintained.

Children using the sanctions system frequently must be referred to the SENCO and Head Teacher in order that they have individual targets and are placed on the SEN register under School Action for behaviour. If children have a behaviour contract, teachers must ensure that the child visits the Head Teacher daily.

Behaviour logs are kept in the classroom and are filled in after every Stage 2 incident. The Head Teacher will monitor these periodically in order to assess patterns of behaviour in children that may warrant IEP or outside agency support such as Educational Psychology intervention. A separate behaviour and anti-bullying log will be kept by the Head Teacher for completion when a child is referred to him/her for extreme circumstances.

### ***Detention – KS2***

The child on stage 3 will be sent to the Head Teacher for detention (loss of playtimes for the day), on the day or the day after inappropriate behaviour. The incident will be recorded in the Head Teacher's Behaviour Log. A letter is generated detailing the action and consequence. This is sent home at the end of the day.

Whilst having a detention, the children may be required to undertake any of the following tasks:

- Writing positive 'I will' statements
- Writing a letter of apology to another child, or adult
- Write out one of the 3bs

All adults in the school must be respected so the same principles will apply at lunchtimes for the Lunchtime supervisors, Teaching Assistants, School Administrator, School Governors and any visitors to the school.

## Appendix 2

### The Use of Reasonable Force to Control or Restrain Pupils

Teachers will receive training in the use of reasonable force, which may be used in the following circumstances:

- Where action is necessary in self-defence or because there is an imminent risk of injury.
- Where there is a developing risk of injury to the pupil, or significant damage to property.
- Where a pupil is behaving in a way that is compromising good order and discipline.

If possible all incidents of restraint should be witnessed by another responsible adult.

All incidents must be recorded as soon as possible on the 'Restraint Incident form'. These are kept in the Head Teacher's office and on the school computer.

***The Head Teacher authorises class teachers*** to use reasonable force to restrain pupils if the circumstances of the particular incident warrant it. The degree of force must be in proportion to the circumstances. Any force used should be the minimum needed to achieve the desired result (section 550a Education Act 1996)

***Other members of staff are authorised to use reasonable force to restrain pupils as a last resort when they are unable to refer to The Head Teacher or a class teacher.***

#### ***Degrees of Physical Contact***

Touching	Everyday acts of communication by physical means to indicate approval, affection, sympathy or to assist teaching
Holding	The use of physical contact applied with a minimal degree of force to direct or calm a child, which does not restrict liberty or restrain
Restricting liberty: open	Pupils should be removed to an area which is overlooked or has access
Restraint:	A positive application of sufficient force by physical means alone to ensure that a child does not injure them self, a member of staff, another pupil or property. Staff will be trained in appropriate methods of restraint.

#### ***What is not acceptable***

Holding a pupil by neck or collar, or in any way that might restrict breathing.

Slapping, punching or kicking a pupil.

Twisting or forcing limbs against a joint

Tripping up a pupil

Holding or pulling a pupil by their hair or ear

Holding a pupil face down on the ground

Staff should always avoid touching or holding a pupil in a way that might be considered indecent.

### **Complaints Procedures**

A pupil wishing to complain should be treated courteously and without prejudice. A member of staff not involved in the incident should record the complaint, verify and read through with the pupil.

If a complaint is received from a parent or carer which alleges some form of pupil abuse or injury, whether inflicted during the restraining of a pupil or not, the Head or designated person must record the complaint in writing, if the parent has not already done so. This recorded information must include where and when the incident occurred, and include as much detail of the alleged injuries or abuse as possible. At this point, it is important that the Head confirms to the complainant that a full and detailed investigation will be conducted immediately.

If a complaint is received from a member of staff who has been verbally or physically assaulted, the head should:

- proffer immediate support and help to the member of staff to deal with any trauma and re-establish confidence
- offer medical support if any physical injury has been sustained and recommend a visit to the doctor
- report the incident to the Chair of Governors
- compile a list of witnesses, conduct interviews and collect statements
- provide the member of staff with a copy of the incident report and notes on any subsequent interviews and statement of witnesses
- where appropriate, inform the Police
- advise the member of staff to contact their union or professional association immediately before responding to any aspect of the complaint.

### **Conducting and Concluding an Investigation**

In conducting an investigation the Head, or appointed investigator, will need to ensure that all appropriate evidence is considered.

If, having examined all the facts, the Head is satisfied that the course of action taken during the incident complied with the school's policies as approved by the governing

body, and the Local Authority guidelines and directives, and that in the circumstances there was no other reasonable course of action available, or no case to answer, then the following procedures will conclude the matter:

- notify the complainant of the outcome of the investigation
- notify the pupil's parents or carers or responsible person or agency of the outcome of the investigation. (It is not a requirement to reveal the detail)
- notify the local Educational Authority and Chair of Governing Body
- record the outcome of the investigation, sign the record of the incident, ensuring a copy is placed on the appropriate file.

Subsequent to this conclusion, consideration may need to be given to the possibility of disciplinary action against the member of staff or pupil. This will be pursued in accordance with approved school policies on discipline and behaviour.

### **Cases Requiring Further Action**

If the Head concludes, after investigation, that a complaint has substance, then further action will be required.

- In a case of complaint from a pupil, the incident may require to be further investigated under the Child Protection procedures appertaining to the school. Parents or carers must be immediately informed in writing if this is the outcome.
- In a case requiring disciplinary proceedings against a member of staff, the governing body, and the Local Authority (members should also seek advice from their professional association) will need to be informed and all statutory employment legislation and agreed procedures followed. Members must make themselves aware of the requirements of the Child Protection procedure and act accordingly.
- In the case of a complaint by a member of staff, ensure appropriate action is taken against the pupil or member of staff if the complaint is found to have substance.

### **Right of Appeal**

A parent or carer will have been informed in writing of the outcome of any investigation. Further action, whether it is of a disciplinary nature or referral for further investigation under the Child Protection procedures, will have been communicated.

The right for a member of staff to appeal will be through the grievance procedure. The parent or guardian's Right to Appeal must be an integral part of the complaints' procedure. In these circumstances, the parent/guardian should be given access to the following information:

- copies of relevant approved and adopted policies and procedures of the school and the Local Authority on discipline, care and control, and behaviour management
- copies of all recorded documentation appertaining to the incident which has been investigated and determined.

**Westbury-on-Severn C of E Primary School**

**Restraint Incident Form**

**Names of pupil(s)**

**Date of incident**

**Time of incident**

**Place of incident**

**Names of staff**

**Witnessed by**

**Reason for force being used:**

**Description of the way in which the incident developed:**

**Pupil's response**

**Details of the outcomes of the incident including injuries and damage:**

## **APPENDIX 3**

### **Guidance on Stages**

#### **Some behaviours require the skipping of stages:**

- Swearing in front of an adult = Stage 3
- Stealing = Stage 3
- Pre meditated physical violence = Stage 3
- Racist remarks = Stage 3
- Hurting someone through rough play = Stage 2
- Swearing in front of peers (if it is evidenced by witnesses) = Stage 2

#### **Fresh start:**

Once a child reaches any of the stages the following fresh starts will apply:

- Reception & Year 1 Fresh start daily or half daily all year, depending on maturity
- Year 2-6 Fresh start daily

When a KS2 child reaches stage 2 they must enter the incident themselves into the class behaviour log. This will be taken by a School Councillor to the Head Teacher just before lunchtime or the end of each day.

#### **Stage 3 procedure**

The child is sent to the Head Teacher for detention (loss of playtimes for the day). The incident will be recorded in the Head Teacher's Behaviour Log. A letter is generated detailing the action and consequence. This is sent home at the end of the day.

A second Stage 3 results in the same process however, the parents will be formally invited to come and discuss the behaviour with the Head Teacher. This may result in a behaviour contract being drawn up or the child entered onto the SEND register with a My Plan drawn up for behaviour.

## **Supporting the Sanction System**

### **Intervention at Stage 3**

- A Teaching Assistant will remove the child from the learning environment and take them to the Headteacher's office, or, in the absence of the Headteacher, another teacher's classroom away from their own.
- This is a punishment therefore the child will reflect quietly for a period of at least 10 minutes
- Their behaviour is then discussed and despite any mitigating circumstances, it must be explained that the behaviour is inappropriate and unacceptable and therefore should not be repeated.
- To support a change in behaviour a strategy is developed and shared.
- Lines written in detention will reflect the strategy to be implemented. If lines are written, they must always be positive i.e. I will, I must, I should....
- If no further intervention is required on the same issue the matter is recorded and a letter sent home.
- Repeat intervention indicates SENCO needs informing and an IEP initiated.

### **Isolation**

The Teaching Assistant will remove the child from the classroom for an extended period of time, to work with them on behaviour management. This is particularly important if removal is as a result of violent behaviour as this helps to safeguard other children as well as the child removed.

### **Internal Exclusions**

- Every internal exclusion runs for the minimum of 1 day – the rest of the day following the incident and the following day.
- It is a punishment not a time of intervention, TAs supervising not interacting.
- Work will be provided by the class teacher. (literacy or numeracy)
- Children's breaks will be taken at different times to their peers.

- On arrival at school, the child waits to be collected by a TA. At the end of the day the child leaves at 3pm in the normal way.

**Internal exclusion paperwork must be sent home on the day of exclusion and a copy kept on file.**



**Westbury-on-Severn  
CE Primary School**

**Westbury-on-Severn C of E Primary School**  
**The Village, Westbury-on-Severn, Gloucester, GL14 1PA**  
**Tel: 01452 760303**  
E-mail: [admin@westbury-on-severncofe.gloucs.sch.uk](mailto:admin@westbury-on-severncofe.gloucs.sch.uk)

Dear,

We are writing to let you know that unfortunately xxxx behaviour today has been unacceptable.

In accordance with our school behaviour policy, it was necessary to remove xxx from the classroom in order to discuss this behaviour and to help him/her avoid it happening again.

Please sign and return the attached slip to acknowledge you have received this letter. Many thanks.

We feel it is very important to keep you informed about xxxx behaviour at school. If you would like to discuss this further please do not hesitate to contact the class teacher.

Kind regards

David Crunkhurn

Head Teacher



I have received the letter about xxxx behaviour at school on xx.xx.xx

Signed \_\_\_\_\_ (Parent/Carer)

## Appendix 4



**Westbury-on-Severn  
CE Primary School**

**Westbury-on-Severn C of E Primary School**  
**The Village, Westbury-on-Severn, Gloucester, GL14 1PA**  
**Tel: 01452 760303**  
E-mail: [admin@westbury-on-severncofe.gloucs.sch.uk](mailto:admin@westbury-on-severncofe.gloucs.sch.uk)

Dear Parents/Carers

We are writing to let you know that unfortunately xxxxx behaviour this week has been unacceptable.

As a result of this it was necessary to remove xxxx from the classroom in order to discuss this behaviour and to help him/her avoid it happening again. Please sign and return the attached slip to acknowledge you have received this letter. Many thanks.

As this is the second time we have contacted you by letter please would you make an appointment to come and see us, as we are concerned about the effect of xxxxx's behaviour on his/her learning.

Kind regards

David Crunkhurn

Head Teacher



I have received the letter about xxxx behaviour at school on xx.xx.xx

Signed \_\_\_\_\_ (Parent/Carer)



## Appendices

### Appendix 5: Praising phrasing

Growth mindset phrasing which simply offers feedback:

'You have used descriptive adjectives. Your writing paints a really clear picture of the scene for me. I feel like I'm actually there.'

'You seem to have developed a real interest in non fiction books.'

'You have worked out how to get the ball rolling fast enough so it reaches the bucket.'

'You've given me a lot to think about –I hadn't thought of it that way before.'

'Hmm that's interesting- I wonder what else you could find out.'

#### **Growth mindset phrasing for praising pupils:**

'You really studied for your test and your improvement shows it. You read the material over several times, you outlined it and you tested yourself on it. It really worked.'

'I like the way you tried all kinds of strategies on that maths problem until you finally got it. You thought of a lot of different ways to do it and found the one that worked.'

'I like that you have taken on a challenging investigation in science. It's going to take a lot of cooperation, thinking and measuring. You are going to learn so much.'

'I know you used to find school easy and you used to feel like the smart kid all the time. But the truth is that you weren't always using your brain to its fullest. I'm really excited to see you stretching yourself now and working to learn things you find hard.'

'That task was so long and involved. I really admire the way you concentrated and finished it.'

'That picture of yours has so many beautiful colours. Tell me about it.'

'You put so much thought into this. I feel like I'm seeing the book in a whole new light.'

'The passion you put into your singing gives me a real feeling of joy. How do you feel when you're singing?'

'It's great that you're finding that tricky- it means you are learning.'

'I'm impressed with the way you persevered when you were mediating.'

'OK, so how could you make your den big enough for the whole group.'

'This presentation tells me you have carried out the work thoroughly.'

'I like the way you have laid out your reading journal- you must be very proud of it.'

'You have been very thorough (as a play leader) preparing for today's activities.'

'I really like the contributions you have made to this morning's discussion- they showed you empathised with the character.'

'I can see by the way you are sitting that you are listening well to this assembly.'

'It's great to see you taking part in the play-leading.'

#### **Growth mindset phrasing for encouraging pupils:**

'I like the effort you are putting in- keep persevering with your talk partner and you could well gain a better understanding.'

'We all have different learning curves. This may take you a little longer than some just as they probably took longer to master the hockey dribbling yesterday- but you will get there if you keep persevering like this.'

'Everyone learns in a different way. We will find your way in if we keep looking.'

#### **Appendix 6: T+L Focus: Key phrases and examples to help pupils frame their self evaluation—some thoughts**

**Please encourage children to describe their learning** by using open ended questions.

***How did you do that?....'***

***What will you do next?'***

***What can you tell me about...?'***

***Tell me more***

**Please encourage them to evaluate the process they went through**

***What did you find easy about learning to...?***

***What are you most pleased about learning to...?***

***What really made you think/ did you find difficult while you were learning to...?***

***What helped you when something got tricky while you were learning about...?***

***What did you need more help with when learning to...?***

***How would you do things differently next time now that you know what you know?***

**Please encourage children to evaluate the outcome for them-**

***What can you do that you couldn't do before?***

***What have you learnt that is new about...?***

***I changed my attitude about...***

***I became more aware about...***

***I was surprised by...***

**Please encourage them to connect their learning to other learning**

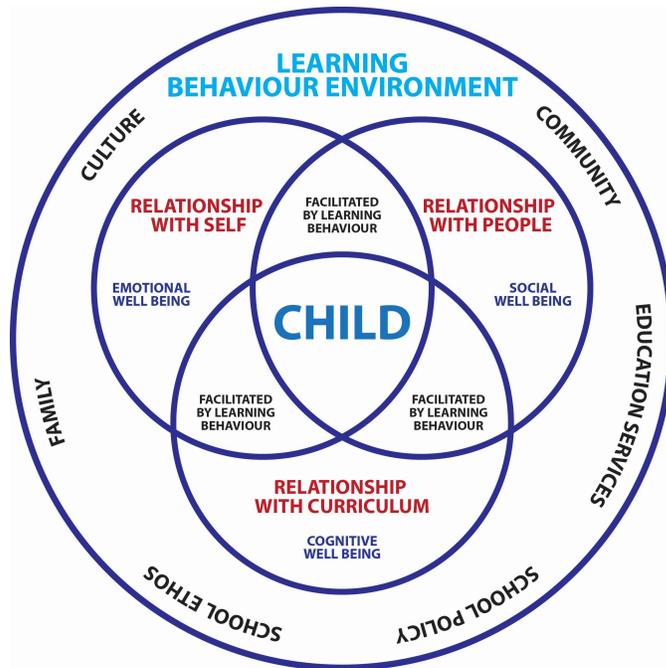
***How do you think we can use what we have learnt today and in the future?***

***This reminds me about....***

Please encourage them to evaluate the task itself

*How would you change this activity for another group/ class who were learning to....?*

#### Appendix 4: Theoretical Framework: Behaviour for Learning (Tod & Ellis)



#### The Three Relationships

There are 'three relationships that underpin the promotion of behaviour for learning' (Ellis & Tod,2009:54): relationship with self; relationship with others and relationship with the curriculum. While this framework talks about pupils' relationships, it is relevant for all people working in a school.

##### Relationship with self

Relationship with self involves pupils concept of their identity, their self-esteem, self-confidence and motivation (Ellis & Tod,2009). In order to develop a child's relationship with self the learning environment created should allow pupils to explore their feelings and emotions. Additionally children's contributions and talents should be valued in order to develop self-esteem. Children should be encouraged to have a go. Mistakes should be seen as learning opportunities. The development of children's self-esteem 'enables them to gain confidence in acquiring new skills and to make bigger leaps in their understanding' (Miller et al,2005:176). See Maslow's Hierarchy of needs which identifies self-esteem as a vital human need.

Relationship with others concerns how children interact with family, teachers, other adults and peers. By developing positive relationships, children can be empowered to work collaboratively, be comfortable sharing opinions and solve problems. Integrating Spiritual, Moral, Social and Cultural (SMSC) learning into the curriculum can ensure there is a focus on social development which in turn promotes positive learning behaviours. (Adams,2009). The complex nature of the influences of relationships and children's upbringings on behaviour is greater developed by David Moore's Circle of Intimacy. He believes that it is a responsibility of schools to teach

children how to manage their behaviour which revolve around values and attitudes that develop through various relationships.

Relationship with curriculum involves 'being able and willing to access, process and respond to the information available through the curriculum' (Ellis & Tod,2009:94). Negative behaviours can arise from not being able to access the curriculum which in turn effects a child's sense of self. Therefore it is important to create a curriculum which has the power to engage children and give them opportunities to develop positive relationships. Closely linked to these relationships is motivation.(Adams,2009).

Motivation relates to involvement in activities as well as the reasons behind undertaking them. Motivation can be extrinsic or intrinsic. Extrinsic motivators are external to the individual, for example rewards and sanctions, while intrinsic motivation comes from within and learning is carried out for its own sake (Adams,2009). Lessons which motivate pupils reduce disruptive behaviour as it keeps children engaged. In practice I have found having a pupil centred approach where 'choice and the opportunity for self-direction...enhance intrinsic motivation, as they afford a greater sense of autonomy' (Ryan&Deci 2000,cited in Watkins et al,2007). Giving children a greater choice in open ended projects where they identify what they want to learn created a purposeful learning environment which gave pupils ownership of their learning.

Identifying good learning behaviours

Powell and Tod (2004:6) describe the following behaviours as'learning behaviours': 'engagement; collaboration; participation; communication; motivation; independent activity; responsiveness; self-regard; self-esteem; responsibility; disruptiveness; disaffection and problems'.