

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, **friendship** 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 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 use as a minimum, the five agreed restorative questions when encouraging children to reflect on their actions. These are:
 - What happened?
 - What were you thinking at the time?
 - What were you feeling at the time?
 - Who's been affected?
 - What's needed to make things right?
- 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:

In the following situations, a child's behaviour may warrant swifter action and the school will inform parents immediately:

- 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.

15. Relationships and behaviour in EYFS:

Introduction

The Lead of the Early Years unit, Mrs S Hansen, is responsible for ensuring that the 'Positive Behaviour policy' is understood by all staff and is consistently implemented and shared with parents.

A safe, caring and happy environment enables maximum learning to take place. At Westbury-on-Severn in the Early Years, the role of the Early Years practitioner is to explain, model and ensure all children understand the expectations of the unit with regards to behaviour by promoting emotional, social and cognitive skills in young children in line with our school's Christian vision and aims.

The key person, for preschool children and the class teacher for reception children, has a particularly important role to play within the team, ensuring that there is excellent communication with parents and other members of the team about any issues, which may arise with individual children.

The Early Years Lead must make provisions for the development of these skills. Our EYFS unit encourages the development of 'positive behaviour'

Emotional Intelligence: promoting the management of feelings and behaviour.

Social skills: Encouraging children to form positive, respectful relationships.

Cognitive skills: increasing self- confidence and self- awareness.

To help children develop emotional intelligence, you have to a) recognise their emotional needs and b) acknowledge them by articulating them.

School Expectations

All expectations are underpinned by our school's Christian vision and values, which state:

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.

We believe that this vision starts the moment that the children enter our school in preschool. Our approach to behaviour in EYFS is then built upon as the child journeys with us through their educational career until they leave us.

As a school we use the Zones of Regulation and a restorative approach to conflict resolution. We teach children from their start in Preschool about our 3Bs: Be kind and loving, Be respectful of everyone and everything, Be a positive learner and believe that you can, and our Core Christian Values of Respect, Friendship, Perseverance and Forgiveness.

Expectations of children's behaviour are designed to focus on positive action (being respectful) rather than what children should not do (do not run). The rules are agreed actions so that there is consistency and fairness in all areas of school life. However, as an inclusive school we recognise that all children are individuals with specific needs. Therefore, within this consistent approach there is an element of flexibility to address the needs of specific children.

The Zones of Regulation are displayed in all classrooms and communal areas. Everyone is responsible for the behaviour of all children and adults should reinforce the rules whenever appropriate.

EYFS practitioners should use the 'Stay in the Green Zone' behaviour strategy.

EYFS practitioners will take the following steps when child present challenging behaviour:

1. Remind the children of the rules of the classroom/outside areas
2. Ask the child to come and play alongside you (adult to model how to play etc)
3. In preschool children will have some time to reflect with their key person. In Reception children will have time to reflect using thinking time (duration 1 minute per year eg. 4 years old=4 minutes) After this time, if appropriate restorative questioning may be used.

Parents will be informed either in person or by phone of their child's challenging behaviour.

If there is a pattern of repeated challenging behaviour this will be recorded on a tally chart or ABC chart to see if a pattern can be identified.

If the situation has not been resolved the EYFS lead will have a meeting with the parents. If challenging behaviour is not resolved these records will be shared with the SENDCO to consider whether My Plan is needed.

Strategies for dealing with different types of challenging behaviour

In the Early Years observing children is key for assessment.

The following questions must be taken into careful consideration as children below the age of 5 are still developing their prime areas. Important information regarding behaviours can be gathered such as:

1. When does it happen?
2. How often does it happen?
3. How do people respond when it happens?
4. When does the child not behave like this?
5. What is the child trying to communicate?
6. Have I discussed this with the parents/carers/EYFS lead?
7. Have I got the full picture whether/when this happens at home?
8. Have we agreed on behaviour strategies, which are consistent amongst staff?
9. Have we agreed ways forward?
10. Are there child protection concerns?

Biting

Biting is reasonably common in toddlers up to two and a half years old, but it is a behaviour that causes lots of concerns amongst adults and needs to be discouraged. It is important to try to understand why the child is biting and teach alternative solutions.

Strategies for when children bite –

Try to divert or distract the child if you think that they are going to bite (i.e. Jon come and play with the trucks, let's ask Mrs Hansen for those Peppa pig pots if she has any)

- Saying 'ouch, it hurts' with an appropriate facial expression
- Encouraging the child to help looking after the hurt child - Saying 'stop' firmly with an accompanying hand signal

- Regular input on using kind hands- to be modelled through playing with toys or musical instruments
- Some children might need alternative things to bite on- especially if they are teething
- Use resources to look at what mouths are used for (laughing, smiling, kissing) and look at mouth shapes in the mirror
- Praise the child when they are using their mouth to do the right thing.
- Circle time

Hitting, Kicking, Pinching or Scratching

Many children arrive at a setting and display these behaviours- directed to peers and adults.

These behaviours can cause strong feelings amongst the adults who have to deal with them including annoyance, frustration, anger, embarrassment and upset. These feelings are normal.

Strategies when children hit, kick, pinch or scratch:

- Establish and teach clear group rules, eg: "We are nice to one another"
- Lead small group activities focused around kind hands, feet, etc.—
- Model to children how to play in different situations and model language of sharing (pretend to be a child)
- Regular reinforcement of positive behaviours (praise, attention, etc)
- Ensure that there are real consequences in place, for example, if we kick, we sit quietly for a short time (timer) away from other children.
 - Try distracting and diverting the child- intervene early. (If you watch him/her dealing with a difficult situation, voice out positively how well he is going to share the toys or letting other person getting on the bike)
- Provide activities where children can express their feelings (puppets, animals, circle time, quiet areas)

Refusal

It can be very frustrating when a child refuses to do what is expected of them. Some children are so excited by all the activities around them that they find it difficult to stop. Others are not quite used to doing as asked by an adult. Adults need to decide how important their request is and decide what "battles" they are going to have and which as best left.

Strategies when children refuse to follow instructions:

- Giving plenty of warning of change- sand timers or visual timetables.
- Using when... then; when you finish then you...
- Choose activities that they like to build up a habit of compliance.
- Shortening the length of time of the activity.

- Change the activity or social grouping.
- Making sure that the activity is appropriate to them.
- Giving lots of positive attention when child participates in adult- led tasks.

Tantrums

Tantrums are normal part of development for most children between the ages of 18 months to 3 years. Often referred to as “the terrible twos” children want things and get very frustrated if they are not given what they want immediately. This often results in them throwing themselves on the floor, kicking, screaming and banging their heads in the hope that this will get them their own way. If adults give children what they want when they have a tantrum, then the children quickly learn that this approach is effective.

Strategies to use with children having tantrums:

- Diversion/ distraction- if the tantrum can be spotted early.
- Swapping with another adult- a fresh approach.
- Ignore the tantrum until it is over and the child has calmed down.
- Keep reassuring them: “It is ok”
- Provide a special place where the child can go and calm down or a special toy to hold and cuddle.
- Teach the child words they can use to express their feelings and encourage them to use them.
- Physical intervention should only be used when there is a risk of damage to the child, other children or property.

Inappropriate language

When young children swear or use bad language they are usually copying someone they might have heard at home or elsewhere. They do not usually understand what the words mean, but may have noticed the reactions that they get when using them. The more attention they get for using these words, the more likely they will continue using them.

Strategies to use with inappropriate language:

- “We don’t use those words here” ensuring that the same strategy is used at home at the same time.
- Remind children to use kind mouths and that words can hurt feelings.
- Offer the child alternative words they can use to express themselves.
- Activities around “Words are not for hurting” by Free Spirit publishing.

Using Thinking Time in Early Years:

- In Preschool Thinking Time should not be used. Adults will need to ask the children to play alongside them (inside or outside) until the child is calm.

- In Reception Thinking Time can be used which is timed according to the child's age (4 years old = 4 minutes).
- The main aim of all staff is to avoid getting to this point in the first place.
- An adult should speak briefly, clearly and firmly to the child to tell them that what they have done is not nice and is the wrong choice; "what you did was not nice and the wrong thing to do, you now need to be with me until you are ready to join in sensibly"
- The child stays by the key person's (or class teacher's) side for a few minutes (4 years old= 4 minutes) No talking, they need to know that they are missing out on whatever they were doing before. They are not having a "chat" with the adult... speaking at this time would be considered as a reward.
- Once that Thinking Time is finished, the adult speaks to child about playing nicely and models the apology together for the child. "I am very sorry that I hurt you, I will not do that again". using restorative questions as appropriate.

Encouraging positive behaviour

In the Early Years at Westbury-on-Severn we:

- use praise specifically related to the children's actions or behaviours – this could be through verbal praise or use of stickers and other simple rewards (praise pads, bees at family worship, positive conversations with parents)
- refocus the child's attention on another activity and then praise immediately
- focus on activities and routines that encourage sharing, negotiation and cooperation
- encourage responsibility in caring for others, animals and the environment (helping with tidying/watering plants/setting out activities/handing out drinks, snacks and equipment)
- encourage positive behaviour through play and learning activities (circle time/stories/role-play/puppets)
- model appropriate behaviours in different contexts and set good examples
- consult with the children to draw up rules for behaviour within our setting
- involve parents in establishing rules for appropriate behaviour and our 3Bs and Zones of Regulation are shared at new parents' meetings and parents are signposted to these on our website
- demonstrate that the child is still valued even if his/her behaviour is unacceptable
- discuss with children what is acceptable behaviour in all areas of learning and experiences
- encourage the children to express openly their feelings/likes and dislikes
- help the children to understand the consequences and effects of their behaviour on others
- support the children to resolve conflicts with other children
- have a strong pastoral element to our work in class and staff continually reinforce the 3Bs and Zones of Regulation during the school day

REMEMBER: PRAISE, ENCOURAGE, AND BE POSITIVE. WHEN DISCIPLINARY MEASURES ARE NEEDED, BE FAIR, BE CONSISTENT.

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.

Restoring relationships after unacceptable behaviour

Principles:

- Children should be guided to understand and recognise behaviours.
- Children should be guided to know the consequences and impact of their actions on themselves and others.
- Children should be enabled to how how to respond differently if a similar situation happened again.
- Children should be taught strategies for making amends.

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. Replies to these will be chased up to ensure home/school partnership is maintained.

Children frequently displaying unacceptable behaviour must be referred to the SENCO and Head Teacher in order that they have individual targets set under the direction of a My Plan for behaviour.

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:

Supporting the Sanction System

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.

Appendix 3:

Our restorative Questions

- **What happened?**
- **What were you thinking at the time?**
- **What were you feeling at the time?**
- **Who's been affected**
- **What's needed to make things right?**

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

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

[Redacted]

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

Signed _____ (Parent/Carer)

[Redacted]

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

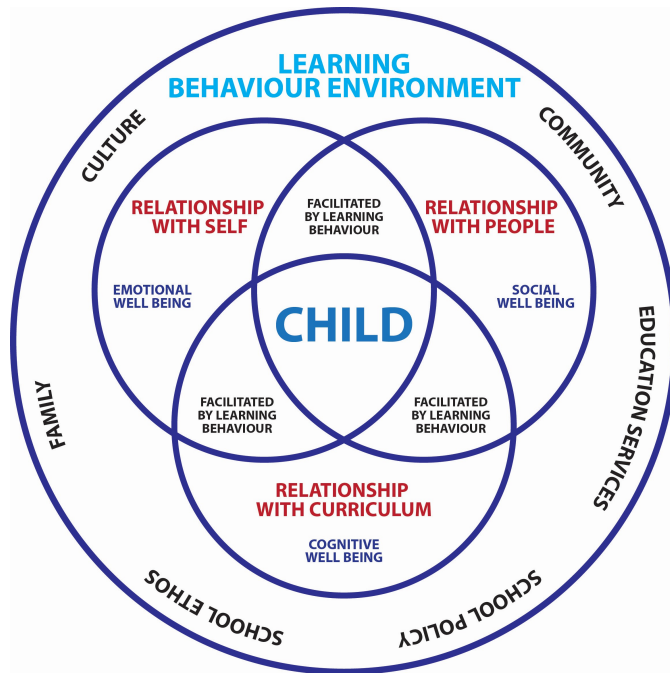
How do you think we can use what we have learnt today and in the future?

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 7: 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'.