



Forward Together

PENPOL SCHOOL

Behaviour for Learning Policy

Reviewed: July 2022

Next Review Date: July 2023

Rationale

For learning and teaching to take place successfully, it is essential to create circumstances where it is possible for children to learn and teachers to teach.

Our support for behaviour at Penpol is underpinned by the understanding that **all behaviour is a form of communication** and that it is the role of each member of our team to build **positive and mutually respectful** relationships with our pupils. We hold high expectations for all of our pupils and take a developmental approach to supporting behaviour. This policy should be read in conjunction with our **Relationships and Safe Touch Policy**.

At Penpol we aim:

- To support children to learn from and through their behaviour.
- To provide a happy, secure, inclusive, caring environment, where all feel valued and believed in
- To celebrate all success
- To ensure that each individual realises their full potential
- To provide inclusive support systems which promote personal, social and emotional development

Our agreed aims which are crucial to the success of this policy are:

- To be consistent with how we carry out our approaches to behaviour and relationships
- To treat children fairly, but not the same, considering individual needs and challenges
- To communicate well as professionals to support the children in our school
- To build strong relationships between all members of the school community.
- To have high and attainable expectations
- To ensure our approaches to behaviour and relationships are meaningful (in that they support individuals to learn) and positive

Rights, Responsibilities and Expectations

At Penpol Primary School, we all have the right to feel safe, happy and respected. This applies to every member of our school community – children, teachers, support staff, school leadership, parents and visitors to our school. We believe children have the right to learn and teachers have the right to teach. Being clear about our expectations of each other and agreeing our responsibilities is a vital starting point for maintaining respectful relationships and behaviour at Penpol.

Responsibilities:

To demonstrate an understanding of the school's values, children should:

- Follow school expectations
- Ask for help when unsure.
- Show respect and consideration of others and their property.
- Practise active listening.
- Wear school uniform.
- Move around the school calmly and safely.
- Behave well when travelling to and from school and on school trips. Recognise that the school is part of the wider community.
- Show respect to all school staff and visitors.
- Show respect for the school building and facilities.
- Be open, honest and reflective.
- Be authentic, recognising difficult feelings and seeking support where needed.

Teachers should:

- Know and use restorative language and approach
- Collect pupils promptly at times of lining up.
- Treat pupils as individuals, get to know pupils and respect them.
- Use restorative approaches to resolve situations of conflict and provide meaningful solutions for all.
- Be consistent in use of rewards and sanctions.
- Praise children's positive behaviour
- Ensure the curriculum is inclusive and aim to provide learning that is accessible for each pupil.
- Have well prepared lessons which are personalised, relevant and engaging.
- Engage with all children, even if not in own class.
- Keep specialist staff or any staff covering their class aware of any behavioural characteristics of pupils.
- Show respect and active listening. Ensure all parties have the opportunity to express themselves, listen to what has been said.
- Engage with parents / carers in order to share positive information about behaviour and to elicit support in improving behaviour.
- Use a sense of humour.
- Realise that success does not always come instantly.
- Be democratic and consultative, find out what works for your pupils, ensure they have ownership e.g. sharing class expectations
- Be reflective; alter strategies if others are not working.
- Be patient with children's needs, particularly when this is tested the most.

The SLT should model and promote school values. Team members will:

- Know and use restorative language and approach
Visit classes to support behaviour.

- Monitor behaviour and support those children who are consistently presenting challenging behaviour.
- Ensure staff are aware of any specific information relating to pupils and include staff in relevant meetings regarding pupils.
- Show respect and active listening.
- Contact parents / carers in order to share positive information about behaviour and to envisage support in improving behaviour.
- Praise children's behaviour.
- Issue meaningful consequences when required, in the interest of supporting learning for the individual.
- Ensure positive behaviour is recognised through celebrating achievement e.g. assemblies.
- Support restorative practice, through mediating and providing staff with support so they can carry out restorative interventions.

Support staff / Playground supervisors should

- Know and use restorative language and approach.
- Ensure they circulate the playground within designated areas. Keep pupils with specific needs in view and supervise all areas.
- Intervene quickly and calmly. Focus response upon the restorative approach.
- Keep teachers aware of specific behavioural information including from the playground.
- Engage with children actively and get to know them.
- Show respect and active listening. Ensure all parties have the opportunity to express themselves, listening to what has been said.
- Ensure you arrive for duties on time.
- Show tolerance to all and celebrate differences.

Parents / Carers should

- Ensure their child arrives to school on time.
- Ensure that their child is wearing the correct school uniform everyday.
- Try to ensure your child has the necessary equipment for school-P.E. kit and appropriate outdoor wear.
- Ensure that their child has something to eat and drink before school.
- Attend any scheduled meetings regarding their child e.g. parent/carer consultations or individual meetings.
- Work with the school to resolve issues.
- Contact the school whenever there is a problem, so that it can be sorted quickly.
- Contact the school if there is anything we need to know which could affect the child's learning / behaviour.
- Encourage children to speak openly and honestly at home about issues which may be worrying them.
- Show tolerance to all and celebrate differences.

Positive Reinforcement

The goals of providing positive reinforcement to pupils are:

- To provide clarity around behaviours which are desirable when learning alongside others.
- To support children to make the transition from seeking **extrinsic** praise towards being **intrinsically motivated** to work hard and overcome challenges.

Children in Reception use a stamp system to celebrate their positive behaviours and achievements.

From Year 1 upwards, we use Class Dojo as a way of recognising and celebrating specific positive behaviours.

By the time children reach Upper Key Stage 2, we aim for them to be securing a more resilient **intrinsic** motivation and, where deemed ready, teachers will begin to relinquish the use of Class Dojo.

Every child is different and, where supportive for an individual, bespoke behaviour strategies will be developed, in conjunction with our SENDCo.

We are a **values-based learning community** and expect all in our school to demonstrate our school values of **respect, creativity, resilience, honesty, friendship** and **integrity**. In order to reinforce these, staff carry **values cards** which are awarded to children making significant contributions to our values at school.



Behaviours Which Challenge

Alongside developing trusting and respectful relationships, we hold robustly high expectations for the behaviour of all and these are modelled by each member of our staff team.

When children exhibit behaviours which challenge or where there is a challenge between pupils, each member of our team employs a **restorative approach**. Challenging behaviours can, at times, illicit an emotional response so it is important to recognise when this may hamper the restorative process and seek support from colleagues to ensure that the process is followed correctly.

If the behaviour has reached a point where a temporary, or permanent, exclusion may be necessary and is likely to support progress, a **risk assessment must be carried out** and the school should consider liaising with the Local Authority.

Restorative approach

Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals.

The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this means that instead of simply being punished as a result of 'bad behaviour' a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

This approach seeks to address the flaws of the traditional punitive approach; namely that the 'offender' has the responsibility for their actions taken away from them and once punished they have no need to address the underlying harm caused. This is like applying a sticking plaster to the problem. When third parties i.e. teachers deal with conflict the outcomes are superficial punishments whilst underlying issues remain unaddressed. Like a plaster on a dirty wound seals the infection, punitive approaches to conflict seal in the harm within the relationship which will reoccur in subsequent behaviour.

Shifting responsibility to the pupil

By placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary. Bringing a holistic restorative approach into schools can not only resolve specific incidences of behaviour but can also create a much more pleasant learning environment, getting to the heart of issues before they flare up into incidents. Restorative approaches are fundamentally grounded in 'relationships' and in repairing, restoring and consolidating relationships when they have been harmed.

A restorative approach is very different to the traditional way that schools have dealt with 'wrong doing'. First of all, students must tell the truth and own up to what they have done. Then the approach differs in the following respects:

A restorative meeting following an incident brings together the harmed and the 'wrong doer'. Both sides are able to talk about the incident and together they negotiate what needs to happen to repair the harm and agree how we can ensure that it does not happen again. Solutions may also result in a consequence.

The Restorative Approach

The table below shows the transition from a traditional approach to a restorative one.

<u>Traditional</u>	<u>Restorative</u>
What's happened?	<i>What's happened?</i>
Who's to blame?	Who's been harmed and in what way?
How should we punish them?	What needs to happen in order to put things right and ensure that this never happens again?

Restorative approaches range from: a quick 'restorative chat' in a corridor right up to a full class room conference in which there may be as many as thirty people involved.

A restorative approach is highly effective because it:

- Transforms wrong doing into a learning opportunity
- Supports the needs of the 'harmed'
- Creates obligations and support for 'wrongdoers'
- Encourages a school-wide culture of mutual respect and care

Restorative Interventions at Penpol:

- Restorative conversations (enquiry / chat / dialogue)
- Peer and adult mediation
- Classroom restorative conferences
- Problem solving circles

For most of the above interventions the following script (Five Gateway Questions) will be used:

The Five Gateway Questions

- Tell me what happened?
- What were you thinking? And now?
- How did you feel? How do you feel now?
- Who else has been affected?
- What do you need / need to do to fix this / move on?

Additionally, where any mediation is to take place adults should ensure the following structure:

- Ask all parties if they wish to participate
- Thank all parties for participating

Explain rules / format

- Only one person talks at a time
- No interrupting
- Be respectful to each other
- Listen carefully to each other
- Confidentiality-explain that this is between the people involved (plus parents if required)
- Be aware of any matters regarding Child Protection
- If young people do not follow rules or are still/become angry, stop mediation!

The following detail each of the interventions and how they should take place:

Restorative Conversations:

This is the starting point for all restorative processes. The conversation will involve one to one dialogue. The role of the adult is to demonstrate good active listening helping the other person to illuminate the problem, reflect on the situation and find ways forward for themselves. The 'Gateway questions' can be used to guide the dialogue, however sometimes a less formal approach can have success. In this type of conversation, as with others e.g. mediation, it is important for the adults to demonstrate good listening and body language.

Peer and Adult Mediation:

This intervention is used when 2 or more people believe the other person (s) may be the cause of the problem or has caused harm. The mediator should remain impartial; help both sides to consider the problem as a shared one that needs a joint solution. This can be undertaken by adults in school and by trained pupils acting as peer mediators. 'The Five Gateway Questions' will be used as a script to guide the process.

Appropriate Meaningful Consequences for Challenging Behaviours

Alongside positive reinforcement and our restorative approach, children are supported to understand the impact of their choices through meaningful consequences.

The table below is a guide only. It is important to carefully consider the context in which specific behaviours take place, remembering that the goal for all behaviour support must be to positively influence children's onward behavioural choices.

Some children may have complex behavioural and emotional needs and will require a bespoke approach to supporting their behaviour. When this is the case, an individual behaviour plan will be in place.

	Behaviour	Approach <ul style="list-style-type: none"> • Restorative Approach • Use Meaningful Consequences
Low Level Response	<p>Low level disruption For example:</p> <ul style="list-style-type: none"> • Out of seat • Calling out, • Interrupting other pupils, • Silly noises, actions, • Fiddling with resources, • Talking to other pupils • Pushing in line. 	<ul style="list-style-type: none"> • Minimal, low-key response designed to not draw attention to child. • Reminder about appropriate choices.
Medium Level Response	<p>Beginning to Challenge For example;</p> <ul style="list-style-type: none"> • Continuing behaviour from step 1 even after a warning, • Chewing, • Not completing reasonable amount of learning in a set time due to behaviour, • Deliberate disruption, creating a disturbance, e.g. trying to distract other pupils from their work, kicking a pupil under the table, etc., • Deterioration of behaviour, • Lying or refusing to take responsibility for actions • Deliberately throwing small objects for fun, 	<ul style="list-style-type: none"> • Seat somewhere separate from class group • Missing break/lunchtime – if ignoring second warning. • Send to another class (member of Middle Management or the Leadership Team) for 10 mins 'Time out' with their work (if possible). • Self-evaluation of action – with adult and reflection on improvement
Medium Level Response	<p>Serious and deliberate For example;</p> <ul style="list-style-type: none"> • Deliberately throwing small objects with the intention of hurting other children/breaking objects, • Deliberately hurting someone • Damaging school /other child's property • Leaving class without permission – once • Any type of refusal, • Persistent or serious rudeness/challenge to adults e.g. answering back • Bullying • Disruption with supply teacher • Deliberate swearing • Petty theft, e.g. taking food out of another child's lunch box 	<ul style="list-style-type: none"> • Headteacher/DHT involvement • Playtime exclusion, for more than 1 day. • Internal exclusion – learning to be provided by teacher. • Self-evaluation of action – with adult and reflection on improvement • Record in racist file – to be completed by member of the Leadership Team (file kept in Heads' office). • Record in Anti-bullying file • Letter of apology
High Level Response	<p>Very Serious For example;</p> <ul style="list-style-type: none"> • Repeatedly leaving class without permission • Behaviour is creating a health and safety risk • Racially offensive remarks or behaviour • Running out of school • Fighting and intentional physical harm to other children • Throwing/kicking large objects at someone or around the room • Verbal abuse to any staff • Intentional vandalism • Serious theft, e.g. taking money or a mobile phone from an adult's bag • Persistent bullying 	<ul style="list-style-type: none"> • Should involve the headteacher immediately. • Lunchtime exclusion if happens during lunchtime. • Internal exclusion at the very least. • Possible fixed term exclusion. • Withdrawn from next outing (if happened on a trip) and letter to parents. • All hate incidents to be reported to Local Authority
High level Response	<p>Extremely Serious For example;</p> <ul style="list-style-type: none"> • Extreme danger or violence • Very serious challenge to authority – persistent and dangerous • Physical abuse to any staff • Deliberate, repeated racially offensive comments or other hate speech. • Possession of weapon or drugs 	<ul style="list-style-type: none"> • Immediate involvement of Headteacher • Fixed term or permanent exclusion. Possible liaison with the Local Authority.