

| | | | |
|-----------------------|----------------------|--------------|-----------------|
| Original Date Written | Latest Date Reviewed | Date Adopted | Date for Review |
| November 2016 | January 2020 | January 2020 | January 2021 |

Marlborough St Mary's CE Primary School



MARLBOROUGH
ST MARY'S
PRIMARY SCHOOL

Behaviour Policy

Together we believe, learn and achieve

Marlborough St Mary's CE Primary School

Behaviour Policy

At Marlborough St Mary's Primary School we believe that every member of our school community should have an equal opportunity to achieve his or her full potential regardless of race, colour, gender, disability, special educational needs or social economic background. We believe that it is the right of all pupils to be educated in a safe environment free from disruption by others.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Practice philosophy. Our school embraces Restorative Practice as a means of empowering all staff members to be successful and effective practitioners within each classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils.

Aims

- To develop positive relationships through a restorative approach, which promotes self-esteem and self-discipline and which establishes clear expectations of all members of the school community
- To encourage all children to be proud of themselves and our school
- To create a sensitive and supportive atmosphere, enabling everyone to be happy and confident with each other and in their work
- To promote respect and tolerance at all levels
- To provide systems which promote positive behaviour and which support all members of the school community
- To recognise the importance of effective teaching and learning in the promotion of positive behaviour

Restorative Practices

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop respect, responsibility and truth telling.

If a pupil in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again. If a child has done something wrong they will be asked to put things right and change their behaviour so it does not happen again.

Being 'Restorative' focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful.

We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon 'knowing the effect that I have on others'. Giving children the

opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour.

Children and adults are encouraged to put things right together. All members of staff are trained in the key principles of Restorative Practice and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils.

The responsibility of our School community

- Our Mission Statement ‘Together we believe, learn and achieve’ is included on school documentation and regularly referred to.
- All stakeholders were involved in choosing our Christian values of fairness, respect, courage, perseverance, love and friendship, and these underpin all we do
- Each class establishes its own specific class expectations (non-negotiables), which are displayed at the beginning of each year, amended as appropriate and referred to regularly to remind pupils of expectations.
- Good manners are actively taught; children are taught to greet people appropriately, wait to speak to adults without interrupting, open doors for people who are carrying things, say “excuse me” if people are blocking their way, wait if necessary/ walk behind them.
- All staff model the behaviours we expect from the children: being polite and courteous, patient, fair and tolerant.
- To encourage and praise positive behaviour and to pre-empt and divert possible disruptive behaviour
- We do not hold a grudge and each day is seen as a fresh start and a new opportunity

Using Restorative Practice

At Marlborough St Mary’s we manage unacceptable behaviour by utilising restorative practices. Through the continual use of restorative language we aim to keep incidents of unacceptable behaviour to a minimum.

Pupils should expect, in all cases, a consistent approach to inappropriate behaviour. Pupils who are misbehaving are given, where possible, choices in order to take the ‘heat’ out of the situation and provide them with a way forward. The focus should always be on the behaviour not the child and on opportunity for the ‘wrong doer’ to repair harm.

- Use of restorative language
 - The bedrock and foundation of Restorative Practice is positive, supportive language, used to model the restorative behaviours.
- Use of affective statements
 - Affective statements deal with minor issues whilst they are minor, and to avoid them escalating. They provide a way to provide effective and focused feedback

about behaviours and things done – the deeds, not the doers. They are unassailable as they are about how the deed affected another.

Examples of affective statements and questions:

- I was very disappointed when you did that to
- I am upset by what has just happened.
- I feel that (describe action) was very disrespectful.
- I feel upset when you ignore me.
- I am sorry that I misunderstood the situation.
- I feel really proud of you when you
- I feel really pleased and encouraged that you made the right choice when you
- I respect your honesty and thank you.
- I want to thank you for your cooperation.

Staff will encourage and support pupils to develop their own use of affective statements

➤ Dealing with Inappropriate Behaviour Incidents

Restorative questions to respond to challenging behaviour

- What happened?
- What were you thinking/feeling at the time?
- What have you thought about since the incident?
- Who do you think has been affected by your actions?
- Does that seem fair? or
- What do you think needs to happen next?

Restorative questions to help those harmed by other's actions

- What happened?
- What did you think/feel at the time?
- What have your thoughts been since?
- How have you been affected by this?
- How have your friends and family been affected?
- What do you want to see happen now? or
- What do you want to see happen to repair the harm?

➤ Circles

- Circles involve children sitting in a circle to discuss an idea or topic. There are clear ground rules for these discussions which enable children to build respectful relationships with each other.
- Proactive and reactive circles are used in school to enable pupils to accept more responsibility for their roles in both creating and solving problems, making it easier for them to find solutions for their own problems.
- Circles provide opportunities for dealing with issues as a community and for a variety of purposes such as talking about feelings, developing closer relationships, assessing learning or discussing behavioural issues.

- Whatever they are used for, the aim is to allow everyone to have a voice and develop their confidence and ability in discussing their emotions or opinions. They are central to enhancing our school community and the relationships which make it strong.
- Impromptu meetings
 - Impromptu meetings using restorative questions deal with occurrences in a timely and efficient way.
- Formal conferences
 - Formal conferences are rare and only take place if the previous steps have been unsuccessful

Praise and Rewards

We are trying to build intrinsic pride and responsibility in every child and we realise that the most powerful reward is recognition of effort/ achievement.

The school has a system of House Points to reward good behaviour. All children are divided into one of four houses and points are given for kindness, respect, hard work, good behaviour, excellent work etc.

In addition staff use many strategies to reward good behaviour and effort:

- Verbal praise, applause, pat on the back, thumbs up etc.
- Stickers
- Individual sticker charts which build to a prize/privilege
- Team/ class points (e.g. marbles in a jar which earn a class treat)
- Sent to the Headteacher, other teachers to share good work/behaviour
- Notes to parents
- Golden awards/Star of the week awards
- Weekly Headteacher's Certificate awarded to one child in KS1 and one in KS2
- Weekly Deputy Headteacher's award for good work
- Recognition of children who take a major responsibility e.g. School Council, Play Leaders, House Captains etc.

The school does not tolerate bullying of any kind (see Anti Bullying Policy). If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour.

Sanctions

The School uses a restorative approach to behaviour management. The aim of sanctions employed by the school is to balance the system of reward. It is a system designed to give clear signals to pupils about the consequences of inappropriate behaviour.

Sanctions can be instigated at the staff's discretions and can take the form of the following:

- Working next to an adult
- Sitting alone to work.
- Time out- on a "quiet chair" indoors or on the playground
- Spending time 'Repairing Harm' e.g. cleaning up defaced equipment, repairing any damage, apologising.
- Depriving the child of an enjoyed activity or withholding participation in a special event/trip that is not an essential part of the curriculum
- Completing work missed due to behaviour in own time
- Holding a supervisor's hand on the playground.
- Loss of Golden Time - in small increments e.g. 2 minutes

Parents should be involved by the class teacher in a low key way early on so that the child sees home and school working together.

In more serious incidents the Deputy Headteacher or Headteacher should be consulted early on to:

- Discuss strategies
- Talk to the child
- Involve parents
- Ensure that any background information is known.

Incidents of bad behaviour which are serious enough to be referred to the headteacher or deputy headteacher will be recorded in the 'behaviour log'.

Restraint

Staff are entitled to use reasonable force if necessary to control or restrain pupils. This can range from guiding a pupil to safety by the arm through to more extreme circumstances where a student needs to be restrained to prevent violence or injury.

Significant incidents requiring a pupil to be restrained are always recorded and parents informed. For more information refer to the Restraint Policy.

Safe Handling

On rare occasions it may be necessary to remove a pupil from danger or to protect themselves or others. We use the minimum of force and follow the guidelines laid down by the DCSF. In particular:

- Creating a calm environment that minimises the risk of incidents arising that might require using force
- Using Social and Emotional Aspects of learning (SEAL) approaches to teach pupils how to manage conflict and strong feelings
- De-escalating incidents if they do arise

- Only using force when the risks involved in doing so are outweighed by the risks involved in not using force
- Risk assessments and positive handling for individual pupils
-

(See DfE Guidance, 'Use of Reasonable Force')

Special Needs

When implementing the Behaviour Policy, account is taken of each pupil's individual needs. The age and stage of the pupil must always guide any sanctions or support. (See separate Special Educational Needs and Disability Policy)

For children with behaviour as an additional need the guidance in Wiltshire Graduated Response to SEND Support Document (GRSS) is followed.

Related Policies

- Anti-Bullying Policy
- Single Equalities Policy
- Restraint Policy
- Drug education and incident policy
- Exclusion Policy
- Home School Agreement
- Health and Safety Policy
- Special Educational Needs and Disability Policy
- Safeguarding and Child Protection Policy

Appendix A

Governors Behaviour Principles Statement

Governors and Stakeholders agree that it is a primary aim of our school that everyone feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust. Using a restorative approach the school behaviour policy is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. We apply this behaviour policy in a consistent way throughout the school community to encourage children to become positive, responsible and increasingly independent.

- Our school values of respect, love, perseverance, friendship, fairness, and courage have been chosen by the children and other stakeholders at the school and form the basis of our school collective worship programme.
- There is a positive attitude based on sense of community and shared values. Qualities and emotions such as anger, sharing, forgiving, bullying, respect, trust, kindness, honesty and perseverance are explicitly explored and taught in PSHE, assembly, collective worship and circle times.
- Social skills and emotional literacy support groups assist children who need extra help.
- Our behaviour code is shared with the children so that they know what is expected of them.
- The children are valued and encouraged in a positive manner.
- All members of the school community recognise that they have a part to play and are committed to developing good behaviour.
- There is a consistent approach throughout the school.
- Parents are involved in the school community and understand the principles and aims of the school. The behaviour policy will be clearly communicated to parents, volunteers and any clubs connected to the school.
- The development of self esteem, self awareness and independence are encouraged.
- Children are encouraged to take responsibility and behave in a responsible way.
- Children's achievements (both in and out of school, academic and otherwise) are recognised and celebrated.
- The children's individual needs are recognised and catered for.
- In line with the Equality Act 2010 the school promotes equality of opportunity, welfare of pupils and good relations across the whole school community
- We are committed to improving outcomes for all pupils and eliminating all forms of discrimination, harassment and bullying
- We recognise that staff have the power to discipline pupils, confiscate property and to use reasonable force to prevent a pupil committing an offence, causing personal injury or damage to property or prejudicing good order and discipline