

A Policy for Behaviour and Attitudes at Wharton CE Primary School



WHARTON CHURCH OF ENGLAND PRIMARY SCHOOL

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Behaviour and Attitudes Policy

Our school is an inclusive Christian community, committed to building futures for all children. A safe environment, where everyone is valued, we nurture strong relationships, underpinned by our Christian values and we champion children to be the best they can be. Empowering all to aim high and achieve their potential.

This policy seeks to create a culture where our minimum expectation is exceptionally good behaviour. We want to create an environment where everyone feels safe and exemplary behaviour is at the heart of productive learning allowing positive relationships to flourish. Everyone is expected to maintain the highest standards of personal conduct, and to accept responsibility for their behaviour and encourage others to do the same.

Our 'behaviour Curriculum' is taught through a combination of the guidance set out in this policy, underpinned by the curriculum content in our Hearsmart teaching, 1 Decision programme of study and Christian distinctiveness exemplified by the teaching and life of Jesus in the Roots and Fruits worship programme.

Our policy aim is to guide children to make the right choices, to take responsibility for poor conduct with a core purpose of respect for all underpinned by our Christian Values and the example of the life of Jesus. Proverbs 22 V6, *Train up a child in the way they should go. The key principle being that through TRAIN - Theology, Relationships, Attitude and Aspirations, Inspire and Next steps, children are ready for the next stage in their learning journey.*

Our values and expectations for adults and children are based on our Wharton CE Code of Conduct, and that these values are displayed every day.

Our Aims

To create a school where:

- Good behaviour and positive relationships for all, are at the heart of learning
- All members of the Wharton CE school family are treated fairly, and receive and show respect
- All children are helped to reflect upon their poor behaviour choices, and supported in understanding the consequences
- A whole community which values kindness, and promotes the 5 Heart smart principles, underpinned by our Christian Values

5 Heart Smart Principles	Christian Values
Don't forget to let love in Don't rub it in rub it out Too much selfie isn't healthy Fake is a mistake No way through isn't true	Forgiveness Friendship Courage Respect Thankfulness Generosity Compassion Trust Truthfulness Service Justice Perseverance

We will reward positive behaviour and achievement in the following ways:

- Certificates for behaviour, a positive attitude and demonstrating our Christian Values
- Verbal praise
- Gold stars
- Stickers
- iPad time

- Bring in toys and games, colouring, Lego, reading,
- Wow wall
- Golden time, extra play
- House points
- Treat day at the end of each half term/term- children will know what they are working towards each term
- Head teachers Award and Tea Party
- Notes home Positive/phone calls/text messages via school spider to parents/carers

The purpose:

To provide simple, practical procedures for all, to ensure a consistent positive approach to behaviour management, relationships and learning.

- Fulfil the governors' duty of care to children and staff, enabling them to feel safe, respected and valued.
- Promote a calm and positive climate in school that ensures effective learning and teaching takes place, leading to high standards of attainment for all pupils.
- To establish a framework for staff to promote positive behaviour management, that focuses more on relationships and less on sanctions.
- To support children to develop the skills to take responsibility for poor conduct and to manage and modify their behavior
- Ensure that the reputation of Wharton CE Primary School is positive in the local and wider community.

Adults will lead by example, in order to support children in developing skills to take responsibility for their own positive behaviour management.

We have agreed that **we expect to see from all of our staff, governors, and visitors** the following adult behaviours:

- Calmness, humour, empathy, consistency, reflective practice, catching pupils being positive, recognise and praise good conduct publicly, be confident with a smile, aim for "win/win situations, de-escalation...

Adult behaviours **we won't tolerate** are: Aggression, shouting, negativity, "losing it", humiliation...

Expectations of Adults

We expect all Staff including senior leaders to:

- Meet and Greet with a smile
- Use personal, sincere praise all day
- Use the thinking cloud, gold star choice, certificates, gems and rewards consistently
- We expect all staff to Catch pupils being positive in lessons
- Stand by each other to support restorative conversations
- Be visible at lesson change overs, lunchtimes/playtimes
- Praise in public, reprimand in private
- Recognise positive behaviour regularly
- Refer to and model the Heart Smart principles
- Use 'planned ignoring' as a tactic where possible, and safe to do so.

All members of the Wharton CE family, will strive to fulfil the seven strands of the Wharton Code of Conduct, alongside our Christian promise, Proverbs 22 V6.

All staff will ensure that they meet the needs of children with identified SEND requirements including ensuring that poor behaviour is not a result of a child's needs NOT being met.

Wharton Code of Conduct	Christian Promise TRAIN
Welcoming	Theology
Heart smart	Relationships
Aspirational	Attitudes and Aspirations
Respectful	Inspire
Teamwork	Next steps
Ownership	
Never give up	

De-Escalation

A key strategy adopted by staff in order to establish readiness for learning and maintain a positive climate is:

- Using a space within the classroom/corridor to allow a pupil to have "reflective time" in order to bring themselves back to a place where they are ready to learn.

Children will NOT be removed from the classroom unless required to address a 'serious disciplinary reason'. Parents will be informed on the day and where necessary a child will be educated elsewhere in school for a prescribed period of time for that day.

When pupils are behaving in a way that is not appropriate, staff should use a range of strategies to support that pupil to get back on track without giving attention to the negative behaviour.

If a range of strategies have been implemented and have not had the required effect staff should get alongside the pupil and deliver a "script". Staff will create a script that they feel comfortable with and is appropriate for the age of the children and the situation. An example of this could be:

- I've noticed that ... (you are not ready to learn), reference previous good behaviour*
- I need you to ... (give students choices, phrase the choices so that whatever the choice the student makes it will be the right choice)*
- I know you can do this/..you are better than this/ /thank you for listening*

This should be no more than a 30-second intervention. The shorter the intervention the less likely a member of staff is to "improvise".

Staff will then walk away and give pupils time to reflect and act positively.

Consequences

If the behaviour continues and escalates, it is not ignored. Staff will reference it and re-assure the rest of the group that it will be dealt with.

When pupils have been given the support and opportunities to make the right choices but do not modify their behaviour, staff will use the agreed consequences.

Steps	Actions
1) Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
2) Reminder	A reminder of the expectations delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
3) Caution	A clear verbal caution delivered privately wherever possible, making the child aware of their behaviour and clearly outlining the consequences if they continue.
4) Reflection	A chance to reflect away from others. Speak to the child privately and give them a final opportunity to engage. Offer a positive choice to do so.
5) Internal referral	At this point the child will be referred internally to another space in the corridor for the remainder of the lesson. All internal referrals must be documented on CPOMS and parents informed.
6) Reparation	A restorative meeting should take place before the next lesson. If the child does not engage, or the reconciliation is unsuccessful the teacher should call on support from another colleague in the first instance who will support the reparation process. If the situation remains unresolved then Senior Leaders will engage at this point.
7) Formal Meeting	A meeting with the teacher, child and Senior Leader will be recorded on CPOMS with agreed targets that will be monitored over the course of 2 weeks.

Action 7. Parents will be informed and may be invited to the formal meeting. A **Serious Breach** is an incident that may lead to a fixed term exclusion.

Restorative Conversations

Where issues between staff and students were not resolved, a restorative conversation needs to take place between the two parties.

Another colleague could support this. It should take place at the earliest opportunity,

Staff will have a script for the restorative conversation that they feel comfortable with. An example of a script for the conversation is:

- 1) Ask the student what happened and why they made the choice to behave like that.
- 2) Ask the student who they think was affected by their behaviour.
- 3) Ask them what they could have done differently, what would they do to avoid the same situation happening again.
- 4) Ask the student what you could have done differently.
- 5) Agree strategies, goals, targets with the student for the future.
- 6) Ask the student if they have anything, they want to say. An apology is only of value if it is meant. Forcing a student to apologise is not going to change the situation.