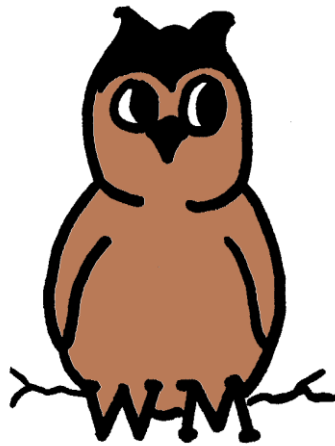


# **White Mere Community Primary School**



## **Behaviour for Learning Policy 2024**

## INTRODUCTION

Without positive behaviour for learning pupils cannot fulfil their potential. At White Mere Community Primary School we aim to create an environment where pupils value learning and success and kindness.

To ensure that all pupils are supported in reaching the high expected standards of behaviour, we will be consistent in our expected standards and application of rewards and sanctions.

Good behaviour for learning allows all pupils to concentrate on their learning without disruption.

## PURPOSE

- To ensure high standards of behaviour in the school and eradicate low level disruption, promoting a sense of belonging and ownership of learning.
- To encourage pupils to take responsibility for their actions.
- To recognise that some pupils will experience difficulties in managing their behaviour and to provide provision for this whilst ensuring that those behaviour issues do not hinder the learning and progress of themselves and others.
- To provide a clear set of rewards and sanctions which are understood by pupils, staff and parents / carers.
- To ensure that high standards are meaningful, attainable, discussed and adhered to by all.

**The pupils worked together and chose the following school rules:**

**Our Golden Rules to create a happy and caring environment:**

- ☺ We are kind.
- ☺ We keep ourselves and others safe.
- ☺ We tell the truth.
- ☺ We listen and follow instructions.
- ☺ We respect property.

## Praise and Reward Systems

At White Mere Primary we believe that positive reinforcement of the behaviour we would like to see is crucial. Where positive praise is given it should be pertinent rather than generic. 'Well done you persevered with that challenging question' rather than a simple 'Well done.' Where praise is given for learning, effort should be rewarded above achievement.

The praise system follows the following:

- Positive praise that is pertinent to the behaviour shown.
- Silver Cards – rewarded for excellent behaviour for learning.
- Gold Cards – rewarded for outstanding behaviour for learning.

Within each classroom there is a Behaviour for Learning chart. Each child has a label on this chart with their name on. Each day they begin the day with a **green card** signifying that they are 'ready to earn' and will follow the golden rules. For any examples of positive behaviour for learning they can move up through the system to silver or gold.

If they receive a gold card they are invited to visit a member of the senior leadership team who will give them praise and a gold card letter to inform their parents. A certificate will be given in the next celebration assembly.

We also have a 'Pupil of the Week' award within celebration assembly where children can be rewarded for a variety of reasons such as prolonged good behaviour, strong effort or achievement in class. ON a termly basis the 'Pupil of the Week' award has a specific focus linked to a key characteristic or focus in school such as anti-bullying or kindness. All children should receive this award at some point in the year to ensure they know what success and achievement feels like.

Class Dojos are used as a visual aid for smaller, more regular rewards which are communicated instantly through this website to connected parents to share success.

### **Sanction and Intervention Strategies**

The action a pupil chooses should have consequences. Good choices have positive consequences; poor choices result in sanctions. Sanctions must be fair, proportional to the unwanted behaviour and consistently applied. Sanctions will run in the following pattern:

- Verbal reminder of behaviour expectation
- **Yellow card**- a warning that current behaviour is not acceptable- if a child changes their behaviour then their card can return to green.
- **Red card**- given after a yellow card unless exceptional circumstances where a red card can be given straight away. An exceptional circumstance may be an incident of proven bullying, physical or verbal violence towards pupils or staff or deliberate use of hatred or discrimination based on protected characteristics (age, gender, marriage status, disability, race, religion or belief, sex or sexual orientation)
- Children receiving a **red card** will have a discussion with a member of the senior leadership team, miss their next break and their parents will be informed. A restorative conversation will take place to ensure that any instigator of serious misbehaviour is listened to, supported to understand the impact of their choices on themselves and others and has an opportunity to reflect and make better choices in future.
- Any victim of negative behaviour choices will be given an opportunity to voice to the instigator how the behaviour has impacted them, given a chance to listen to an apology and be reassured that it will not happen to them again.
- Even after having been placed on a **red card**, a pupil is able to move their card back to **green** at the end of a morning or afternoon session to encourage positive behaviour and act as a motivator to demonstrate improvement in choices made and their ability to do what is expected of them.

### **The Headteacher will:**

- Implement the school behaviour policy consistently across school and report to governors on its effectiveness.
- Work with wider senior leadership team to monitor the impact of the school behaviour policy and maintain records of all serious reported incidents of misbehaviour.
- Have responsibility for giving fixed term internal or external exclusions. For repeated or very serious incidents of misbehaviour, the Headteacher may permanently exclude a child. The

action of permanent exclusion is taken only after the governors have been notified and will follow all local authority and DfE guidance.

**Governors will:**

- Set down the general guidelines of the school behaviour policy and review its effectiveness with the Headteacher.

**Staff will:**

- Apply the behaviour system fairly and consistently;
- Facilitate **restorative conversations** enabling members of the school community to become responsible for their own behaviour (See appendix 1);
- Provide engaging lessons that provide appropriate support and challenge for all pupils, regardless of ability;
- Have all required resources ready to begin their lessons promptly;
- Praise and reward positive behaviour for learning;
- Be prompt to break duty positions;
- Model the behaviour we want to see;
- Be prompt in dealing with instances of low-level disruption;
- Remain calm;
- Avoid group punishments;
- Clearly display the school behaviour code in their teaching space;
- Clearly display the sanction / reward system in all teaching spaces;
- Use the CPOMS system to record sanctions and rewards and ensure that the necessary pastoral staff are alerted through this system;
- Challenge instances of disobeying the school rules.
- Only physically intervene if a child is a danger to themselves or others (see Appendix 2)

**Children will**

- Learn what good behaviour means and demonstrate this by following the golden rules
- Learn to care for one another
- Learn to value friendship and how to repair relationships if needed
- Develop self confidence
- Do as well as possible in their school work

**Parents will**

- Feel confident that their children are growing personally, socially and academically
- Know that their children will receive support when they need it
- Feel welcome in school to discuss their children's progress in a positive atmosphere
- Maintain a supportive dialogue with school to encourage consistent messages about behaviour expectations at school

**Equality for All**

We understand and respect that all of our pupils are different and provide a school experience that is accessible and appropriate for all our pupils. While restorative approaches and the card system will be used where possible with all pupils we know that some pupils will need a bespoke approach to managing their behaviour. In this case the senior leaders will agree, along with the class teacher and support staff, the best way forward to support the child.

Through careful monitoring, should it present itself as necessary, we will seek the support and guidance of other professionals such as:

- Educational Psychologist
- Behaviour support specialists
- Social Care

### **Exclusions**

- Exclusions both internal and external may be used in extreme cases and where other options are not deemed enough. A decision to use an exclusion would only take place after the governors have been notified and would follow all local authority and DfE guidance. Exclusions will always be properly recorded and a restorative meeting will take place before reintroduction back to class.

## Appendix 1

### Restorative Approaches

In occasions when the school rules are not adhered to and in order to resolve conflict we use restorative approaches to help pupils understand the impact of their actions and how to put it right. We believe that by using this Restorative Approach we are giving pupils the skills to independently make better and more informed choices in the future.

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.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their say AND be listened to.

#### **School life:**

During the week, if there are any issues or conflict between children or even adults they are managed in a restorative way. The language used is very fair, calm and respectful.

#### **About Restorative Language:**

When our pupils find themselves in conflict or upset we will ask them:

*What happened?*

*What were you thinking when it happened?*

*What needs to happen to put this right?*

*What would you do differently next time?*

We might also say to our pupils:

*What would you think if this happened to you?*

*How can we put this right?*

*What could you do differently next time?*

*What other choice could you have made?*

*How could you make sure this doesn't happen again?*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to make them feel better. If someone

has done something wrong, we expect them to take responsibility for their actions and fix the situation.

Schools that use this approach have found that they have been able to:

Reduce	Improve	Develop
Exclusions Disruptive behaviour Conflict Bullying	Behaviour Learning Attendance	Truth Telling Responsibility Accountability Empathy Emotional literacy Conflict Resolution Skills Positive Learning Environment

## Appendix 2

### Use of reasonable force

Taken from DfE Use of reasonable force advice, July 2013 (reviewed 2015):

<https://tinyurl.com/5hxfnjrw>

All staff are aware of the regulations regarding the use of force by teachers. The DfE Use of Reasonable Force Guidance allows all staff at a school to use reasonable force to keep children safe. It also allows other adults in the school to use physical interventions where reasonable, proportionate and necessary to ensure the safety of children. Those might include classroom assistants, care workers, midday supervisors, specialist support assistants, escorts, caretakers or voluntary helpers, including people accompanying pupils on visits, exchanges or holidays organised by the school.

'Reasonable Force' will only be used in extreme circumstances once all other de-escalation techniques have been exhausted.

What is reasonable force?

The term 'reasonable force' covers a broad range of actions used by practitioners in their careers at some point which involves physical contact with pupils.

'Force' is usually used to either control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as separating a fight or having a physically restrain a student to prevent harm, violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

As mentioned above, schools generally use force to manage pupils who are not in control themselves. In this case manage means either passive physical contact such as blocking a pupil's path or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Who can use reasonable force?

All members of school staff have a legal power to use reasonable force.

This power applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes - to control pupils or to restrain them.

The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

Schools cannot:

- Use force as a punishment - It is always unlawful to use force as a punishment.

Schools can use reasonable force to:

- Remove disruptive children from the classroom where they have refused to follow an instruction to do so.
- Prevent a pupil behaving in a way that disrupts a school event or a school trip or visit.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.
- Prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others.

Generally, the school does not train staff on restraint techniques due to the age of the children who attend White Mere Primary. Consequently, the staff should not use particular techniques but will employ 'everyday' solutions such as standing in the way or holding back a child.

If there is a more serious incident of reasonable force being used, parents/carers will be informed. They will be told the context in which the incident happened and the outcome. The incident will also be recorded centrally on CPOMs.