



## Behaviour for Learning Policy



### Aims

It is the aim of this school to foster the development of positive behaviour and attitudes in pupils, towards themselves and all others, enabling them to become effective self – regulating citizens of their school community, and, in the long term, of the adult world.

The MAT School Behaviour Policy (DCP-05), together with the policies for Safeguarding, Special Educational Needs and Teaching and Learning, outlines the practice to be adopted by staff in this support of pupils.

The core values of our school guide our choices and decisions in all that we do:

Respect; Trust; Determination; Tolerance.

The Behaviour for Learning Procedures for our school utilise the core principles of Restorative Justice. The Restorative Justice approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance and offer an alternative to the traditional responses to challenging behaviours.

Drapers' Maylands Primary School is a Thrive School. This means that we have embedded Thrive within our ethos and use Thrive approaches across our whole setting. By implementing the Thrive Approach, we are able to support the social and emotional learning of our pupils leading to better availability for academic learning and development. Our commitment to the wellbeing of our pupils means that we are able to meet the needs of individuals and offer support through whole class and 1:1 sessions, in a supportive and positive way.

We are very clear that everyone has the right to feel safe, feel special and have their needs met. We recognise that behaviours can be learned and within our cognitive awareness, but they can also be unconscious, patterned, non-problem solving defence or discharge responses and might feel overwhelming. Therefore, our Behaviour for Learning Policy reflects a deeper, important social and emotional learning that each child needs to develop, both personally and within our community. Attentive, observant adults working in relationship with children are able to recognise behaviours, identify the underlying needs and respond in appropriate ways. This aims to ensure that one individual's need and learning does not adversely impact on another's.

### Practice and Procedures

All members of staff and parents serve as role models to our children, living the shared values routinely. Staff in school should set an example of respectful, co-operative, tolerant and considerate relationships for the pupils. All staff should maintain high expectations for

**Date: April 2017**



good behaviour, adhere to the policies and use the school systems consistently in classrooms, learning areas, play areas, corridors and on school visits.

As a Thrive school, we support pupils by addressing group needs following a whole class screening check. Individuals can be identified for further support by using the results or following a recommendation from the adults working closely with individuals. Nurturing sessions are then offered to individuals with parent or carer consent. We are keen to work in partnership with the family; therefore examples of how to support at home are shared. The screening takes place each term and enables practitioners to measure the positive effect of Thrive approaches and continue to offer support for the emotional and personal development of individuals.

The use of the Thrive approach complements the use of Restorative Approaches by ensuring that consistent systems are used to develop self-awareness through planned and incidental social and emotional learning and positive experiences.

The use of approaches to develop positive behaviours:

- The way we reinforce positive behaviour choices to be based on our positive, clear and consistent responses within boundaries which offer safe containment;
- Sharing the expectations for Behaviour for Learning with pupils regularly, displayed in every class and revisited through PSHCE (Personal, Social, Health , Citizenship Education);
- By using the term Behaviour for Learning we focus on the importance of a successful and constructive learning environment and not the behaviours which may interrupt this;
- High quality, differentiated education which involves pupils, builds on success, ensures progression, involves and informs parents and carers;
- Using the online Thrive tools to enable a strategic response to individual, group and cohort development, and therefore plan next steps;
- To encourage pupils to recognise sensations and therefore emotions, to manage their feelings by separating feelings and actions and allow opportunities for thinking to take place between the two;
- For children to become increasingly self-aware, taking responsibility for themselves and their actions in age appropriate ways;
- For structures, tailored, group and individual programmes, creative activities and outdoor learning to be incorporated into action plans;
- For individuals with Special Needs (SEN/D) to be recognised within our behaviour systems with appropriate scaffolded support to ensure they can manage within boundaries which are recognised as fair and consistent for all;
- Using adults trained as Thrive practitioners to support pupils to develop and employ new skills;
- We reward positive behaviour, challenge inappropriate behaviour and set achievable targets for development;
- Using Consistent Management Plans working in partnership with parents and carers for individuals as required;

**Date: April 2017**



- Using fixed term Internal or External exclusions may all be part of a positive behaviour approach.

The use of the Thrive approach complements the use of Restorative Approaches by ensuring that consistent systems are used to develop self-awareness through planned and incidental social and emotional learning and positive experiences.

The Principles of Restorative Justice are:

- They focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.
- They help create dialogue and communication.
- They are fair, open, and honest; treating all participants with respect.
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

### **Positive Reinforcement**

From EYFS to Year 6 a positive environment must be created through language and routine. For example, routines for clearing away resources and preparation for an activity must be carefully and clearly organised by an adult. Instructions need to be clear to enable co-operation and understanding.

Teachers and support staff must establish rules and expectations for behaviour at the beginning of the term and following every holiday. A visual display of what the expected behaviours look like, using photographs of the class pupils demonstrating, must be referred to by staff when speaking to a child during Restorative Practices.

Adults should give specific positive feedback, using the pupil's name e.g. 'Matthew, well done for co-operating and waiting for your turn.' Pupils should be encouraged to identify good learning behaviour and praise their peers. Non-verbal praise should also be used frequently with small and large groups (see Read Write Inc. guidance).

All children need to be rewarded spontaneously for positive behaviour and attitudes by means of the allocation of reward points. Praise and rewards, in the form of stickers and House Points should be given frequently for behaviours which we promote at school.

These points will be awarded immediately in class and recorded via appropriate technology.

Reward points feed into the House Point system. These should be clearly displayed, for example using Class Dojo, and enable group and individual rewards through certificates and other agreed rewards (for example, non-uniform day for the winning House each term).

**Date: April 2017**



Behaviours which are celebrated should be rewarded with stickers in EYFS and Year 1, placed into the Home-School Communication Book, which has a brief explanation for parents and carers. This reinforces the school expectation at home. During the summer term, the House Point system is introduced to EYFS. Sticker rewards continue to be used to reinforce expectations and desired behaviour until the end of Year 1.

The total number of House Points awarded weekly for each pupil should be recorded in Home-School Communication Book to share and celebrate at home. Gold/ Silver/ Bronze certificates for House Points awarded over the term are given to every pupil at the End of Term Congratulation Assembly.

### **Sanctions**

The MAT Disciplinary Sanctions Policy (DCP-018) defines sanctions and disciplinary powers.

Class teachers should manage behaviour in the classroom according to the Teacher standards as an integral part of effective teaching and learning.

Individuals who are identified for Thrive support on a 1:1 action plan will be removed from escalating situations to support social and emotional development and prevent the disruption or emotional impact on other individuals.

In general, the School believes that rewards are much more effective than punishment in encouraging and motivating students and should be used as a proactive incentive for success. Likewise, wherever possible Restorative Interventions should initially be used in preference to sanctions to manage inappropriate behaviour; where this is not possible or where it has failed, an appropriate sanction may be negotiated or applied.

Pupils failing to meet expectations for behaviour, displaying behaviour which prevents learning for other pupils in or outside of the classroom, or failing to engage with Restorative Practices will be given a Consistent Management Plan for a defined timescale. Parents and carers will be actively involved in this process and aware of the specific targets needed to make improvements. This will vary according to pupil needs and tailored to support as necessary. **This is subject to change at the discretion of the Principal and Governors.**

### **The Thrive Approach**

See **Appendix 2** Thrive – Information leaflet

Thrive is a dynamic, developmental approach to working with children which supports their emotional and social well-being. It is based on the latest research in neuroscience, attachment theory and child development, drawing on research into the role of creativity and play in developing emotional resilience.

All staff are regularly trained to understand the underlying principles of Thrive and to embed the language of Thrive in daily work with pupils. 'Checking in' by using an emotions board in every classroom allow adults in relationship with pupils to encourage dialogue about sensations and emotions which creates an emotionally literate school. The ability to

**Date: April 2017**



share feelings and recognise dis-regulation when a pupil is feeling over-whelmed prevents escalation and enables staff to support emotional and personal needs so that learning can take place.

### **The use of Restorative Approaches at our school:**

The approach will require all staff working with our students to be aware of the principles and language of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of Restorative Approaches will be a regular feature in the school's Continuing Professional Development programme, both at the beginning of the school year and where appropriate at other times.

In addition to this, a team of trained staff will use the model to resolve more difficult problems in a formal and structured manner. These staff have been trained to apply Restorative Approaches to conferences with the "Wrong-doer and the Harmed", with the aim of creating restoration and reparation between those involved.

As it grows, the school will develop and maintain a team of pupils who are trained to resolve low-level conflict amongst peers.

### **The Restorative Questions:**

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?
- What do we need to do make sure this doesn't happen again?

The questions are neutral and non-judgemental, they are about the wrong-doer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

### **How to use the Restorative Questions:**

The **Restorative Approach model** can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong-doer and the



harmed including working with whole classes (see **Appendix 1**). Examples of restorative approaches in action include:

**Restorative Chat** – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up; individual member of staff takes initiative and leads process.

**Corridor/Impromptu Conference** – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual member of staff takes initiative and leads process.

**Circle or Classroom Conference** – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the BT for the students concerned.

**Formal RJ Conference** – Requires formal pre-conference preparation, possibly a home visit, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. This process must be led by a trained conference facilitator (Principal or SLT).

**Unsuccessful conferences or refusal to take part:**

Unless all have agreed to take part in a Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed, the intervention will close and an alternative resolution will be implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the school and MAT sanctions may be negotiated or applied to the wrong-doer.

**Recording**

Restorative Chats and Classroom Conferences or Circle Time interventions should be recorded on the class sheet. This should contain date/ names/ brief summary of events and reparations made. The sheets will be collected weekly and monitored to ensure consistency of approach throughout the school and to provide support for the class teachers and support staff. Escalated incidents, referred to Senior Leadership team or Learning Mentor, should be recorded in the central School RP file.

Formal Restorative Practice Conferences will have contracts and records kept centrally and added to pupil files.