

Wath Central Primary School

Behaviour for Learning – A Relational approach



November 2021

DATE FOR REVIEW: November 2022

Behaviour for Learning Policy: A Relational Approach

This policy takes account of:

- a) Legislation enacted by the Education Act 2011 which reinforces, supersedes and replaces previous guidance, particularly in relation to:
 - Education and Inspections Act 2006, Section 93.
 - Education Act 2002.
 - Equality Act 2010.
 - b) The underpinning values and ethos which are most appropriate for children and young people placed within the Special Academy and/or Alternative Academy, as outlined below.
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Values and Vision

At Wath Central, we take our responsibility for our children's behaviour very seriously and we seek to work alongside parents and the community to encourage our children to develop personally, socially and academically and to this end we concern ourselves with authentic care, strong relationships through which we can provide security, safety and acceptance in a physically and emotionally safe environment. We seek to listen and communicate; to understand the reasons for the behaviour rather than to merely react to it. We strive to provide a predictable and safe environment, explicitly founded on nurture and attachment principles that promotes security through consistent routines and clear boundaries thus enabling optimum learning.

We have used the latest research to develop a positive and supportive relationship framework through which staff can support pupils to regulate both brain and body so that they can make progress academically and socially.

We promote fairness and restorative principles, we pride ourselves on our authentic care and our approach based on positive relationships between staff and pupils and pupils and their peers. We aim to enable all children to have the ability to understand their own behaviour, self-regulate and co-regulate. Therefore, our – pupils have a right to:

- Be safe – **be protected** from harm,
- Be connected - Unconditional Positive Regard
- Be respected – be treated with respect and dignity
- Recognise their unique identity; their strength and needs
- Be ready to learn and achieve in a safe environment
- Understand their own behaviours – relate, regulate and reflect

Together, we believe that:

All Behaviour is communication:

We believe that any behaviour communicates information about need and we operate an enquiry approach whereby we seek to explore the reason behind the behaviour to identify a child's needs and help our children self-regulate and co-regulate. We believe in a strong relational approach, working with the child, building safety and connections and introducing strategies to support. We also understand that needs can change and will adapt our approach accordingly.

Behaviour is about everyone

We value **every** child; promote respect and acceptance for all. We believe in the confident and consistent employment of respect, warmth, humour and trust as a way to support and engage pupils by connecting in a congruent and caring way. It is through this pupil-centred and inclusive approach based on positive relationships with adults that pupils will learn to understand, self-regulate and improve their own behaviour, and to build positive relationships their peers and the wider community.

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We believe that modelling, supporting and managing behaviour through positive relationships and unconditional positive regard is a shared responsibility. As a team we understand that our actions should exemplify our core values to pupils with on-going clear examples.

It is expected that our parents and carers engage with the Code of Conduct for parents and carers. It is expected that they respect our caring, inclusive school ethos and therefore set a good example in their own speech and behaviour and support the school in the implementation of this policy; understand that both teachers and parents need to work together for the benefit of their children

Behaviour can change:

We strongly believe that behaviour is a learnt response that can be changed. It can be changed when pupils feel safe, which brings down their toxic stress levels. It can be changed by repairing damage through playful, empathic and reflective adult-child relationships. It can be changed by providing repeated positive relational experiences, which enables pupils to view relationships as nurturing not threatening. We understand that behaviour does not change all at once and will stagger expectations and offer praise when progress is made.

Behaviour is about British Values:

We believe that it is our responsibility to contribute to pupils' personal development through the promotion of fundamental British Values including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

Together, we believe in:

Unconditional Positive Regard

We advocate an unconditional positive regard, a concept developed by the humanistic psychologist Carl Rogers, which is the basic acceptance and support of a person regardless of what the person says or does. We believe that each day is a new day with a fresh start and new adventures.

Flexible Consistency

We offer a consistent approach when supporting behaviour based on this policy and underpinned by our vision and values. Our expectations for learning behaviours are always high. We consistently provide authentic care and promote calm, positivity, nurture and empathy. However, our approach is tailored to the individual and their needs so in this way, we can be flexible in our consistency.

Focus on the positive

We have an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour. We want all our pupils to be the very best version of themselves. We concentrate on providing our pupils with what positive behaviour looks like, making clear our high expectations. We focus on our three principles, **Be Ready, Be respectful and Be Safe** which are underpinned on a day to day basis by our Central Values which exemplify what positive behaviour looks like for all. We ensure that there is an unrelenting focus on celebrating, promoting and positively reinforcing positive behaviour. PIP (Praise in Public) but RIP (Reprimand in Private). We ensure all adults use consistent language to promote positive behaviour and use restorative approaches instead of punishments and always redirect children by referring to 'Be Ready, Be Respectful and Be Safe'

Quality First Teaching

As a school we recognise our Behaviour for Learning Policy is only as good as the curriculum that surrounds it and the quality of our teaching and learning. In the classroom, therefore, we strive to build a relevant, meaningful curriculum that meets the needs of pupils. To support pupils, we communicate clearly and consistently so that everyone understands what is expected of them. We have high expectations in terms of punctuality, attendance, behaviour and effort. We lead and guide individuals in the development of new behaviour skills and model alternatives. We recognise that some pupils require additional and individual support to help them with their development and are proactive in detecting and responding to changes in behaviour and attitude, staggering our expectations for improvement.

Our school curriculum is enquiry based and philosophical. It has a global dimension and is based upon philosophical concepts which broaden pupils' understanding of their place in their community and the world. We aim to create connections or relevance to pupils' lives in order for children to understand themselves and their place in the world as well as having a wider perspective.

Mental Health / Trauma Informed Practice

We encourage everyone in our school community to look after their physical, social, emotional and mental health. Research shows that resilience and strength in these areas directly impacts on academic progress and attainment and that children who are able to express their emotions and seek help when things are tough are able to take these skills into their adult lives.

Mental Health and Well-being are threaded through all aspects of school life, and we are committed to authentic care and nurture principles.

Recognition

Our goal is for our children to be intrinsically motivated whereby they are engaged in a behaviour because it is personally rewarding; essentially, performing an activity for its own sake rather than the desire for some external reward. Examples of this may be:

- Participating in a sport because you find the activity enjoyable
- Solving a Maths problem because you find the challenge fun and interesting
- Playing a game because you find it exciting

As such, all staff are actively involved in consistently focusing on rewarding positive behaviour. Staff use a variety of strategies including:

- Smiles/positive eye contact/gestures.
- Targeted praise statements to the pupil or groups of pupils.
- Peer group praise, both spontaneous and planned.
- Direct positive praise home to parents.
- Additional responsibilities. We encourage our children to carry out tasks throughout school at given times during the day.
 - Personal Responsibility – as part of our Growth Mindset teaching and drive for children to be resourceful and responsible, we encourage Brain, Buddy Boss - Each class use a brain, buddy, boss system to encourage children's independent thinking.
 - We have several levels of responsibility bestowed upon our old children from Heads of school to Team Captains and Central Champions.
- Sharing good work and behaviour with peers/adults/senior staff.
- Written comment on work/in books.
- Displaying good work.

We also recognise positive behaviour in a more formal way through:

- Half termly awards, certificated at Learning Champion assemblies every half term
- Certificates awarded each Friday Celebration Assembly
- Awarding Dojos. These are awarded and amassed during each half term in exchange for prizes and privileges. Dojos are awarded by any member of staff according to an established criteria. At the end of each half term the number of Dojos are collated for each child and those reading the gold and silver and bronze thresholds celebrate with a special experience in school.

Relationships, Structure, Rules and Routines

We recognise that a clear structure of predictable outcomes has the best impact on behaviour. We strive to provide children with appropriate routines, consistent boundaries and limits as this is important for them to feel safe. We teach children explicitly to understand and manage feelings; encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her behaviour.

Staff use a range of strategies such as:

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- The development of a class charter, outlining to pupils what is expected in their learning environment to keep pupils safe, trust each other and enjoy learning.
- The provision of a safe and predictable, learning environment
- Structure and routines in place for pupils on arrival at school and throughout the entire day - including lunch – until pupils leave the premises.
- Effective classroom management
- Visual timetables
- Non-confrontational body language and facial expressions
- Use of both non verbal and verbal communication – planned ignoring at times!
- Therapeutic language
- Use of safe space
- Restorative conversations and discussions with those affected
- Repairing any harm and helping to put things right – e/g helping tidy a room or replace a display

A Focus on Restorative Approaches and Strategies to Support Behaviour Change

At Wath Central, we believe that every member of our school community should have the equal opportunity to fulfil their potential in a safe and positive environment. To support this belief, we aim to provide pupils with the skills and mental agility to establish and maintain productive relationships, cope with conflict or upset and rebuild friendships if problems arise. To do this, we adopt a restorative approach. Effective Restorative Practices focuses on an awareness of how people have been effected by conflict or an incident that has caused upset. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community. Additional guidance about restorative practice is available on request.

Any “interventions” to address unwanted behaviours are designed as restorative learning opportunities, in which the impact of the behaviour can be highlighted and addressed to ensure a positive outcome and a reduction in the recurrence of those behaviours over time. The types of interventions used across the learning community reflect the individual nature of class groups and pupils.

These interventions may include:

- Use of planned support strategies including sensory breaks, calming strategies, mentoring, music, ‘safe space’.
- Facial expressions of approval and mood – attuning with the pupil to prevent escalation.
- Verbal and non-verbal communication – as above.
- Systems that promote privileges and rewards.
- Success reminders and praise.
- Assertive and consistent reinforcement of routines and protocols.
- Assertive and consistent use of positive interventions and positive language.
- Consistently modelling the behaviours we wish to see in the pupils.
- Explicitly teaching positive behaviours.
- Employment of assertive and therapeutic language (to influence positive behaviour).
- Restorative conversations and discussions to reflect, repair relationships and positive steps.
- Temporary withdrawal from the learning environment (see “Use of Quiet Rooms” policy).
- Pupils remove themselves from a situation which causes anxiety or distress to a location where they can be supported, continually observed until they are ready to resume their usual activities. This “time out” could be time in a quiet area of the classroom or Key Stage, the playground, around the school site, or in the designated Safe Space

Whenever there is an incident of a serious nature, we employ the Neurosequential Model of Dr Bruce Perry. This involves three steps:

- **Regulate** – First help the child to regulate and calm their fight, flight, freeze responses
- **Relate** – Connect with the child through an attuned and sensitive relationship
- **Reason/Repair** – We can support the child to reflect, learn, remember, articulate and become self-assured.

Formal interventions are implemented following due consideration of any incident, the antecedent, context, the pupil's age and needs:

Recording Behaviour

Behaviour is tracked on an online system (Safeguard) where data is shared with appropriate bodies and analysed to identify patterns and trigger support. School records Racist and Homeophobic incidents and reports these to the Trust and the necessary external body.

Exclusion: following consultation with parents/carers, pupils may be excluded from school for more serious or persistent incidents of unwanted behaviour (refer to "Exclusion Procedures – Summary of Guidance" policy). This would be used in exceptional circumstances as a Restorative Approach which underpins the culture, ethos and values of the school.

Behaviour at Lunch Time

Behaviour at lunch time is managed by Mrs J Cousins, and recorded and monitored by Teaching Assistants and the School Meal Supervisor Assistants. Children who are finding it difficult to behave appropriately at lunch times and have had repeated incidents in a term will be put on report and will be checked on a daily basis by a member of the Senior Leadership Team. Activities and games are provided at lunch time to encourage structure to the free time and develop children's social communication. A peer support system is in place with our 'Playground Buddies'. Children have been selected and trained to support others with positive behaviour and conflict resolution. They are used as activity leaders and peer mentors if children do not have someone to play with or have fallen out with friends. For positive behaviour TAs and SMSAs can inform children that they have been awarded a #Team Central Dojo.

The Nurture Team

The Nurture team and the Safeguarding Manager have the specific responsibility for the care of specific pupils who are struggling to access learning or who need support to break down barriers to learning. The team work with individual pupils or groups of children based on referrals from teaching staff and parents. They use assessment tools to set targets and teach strategies to help them access learning. They liaise with families and outside agencies and Behaviour Experts.

The Nurture team has clear aims:

- To care for the needs of pupils who are unable to access learning.
- To use specialist techniques of de-escalation, deflection and reparation in order to reduce the loss of learning time to a minimum.
- To provide authentic care for all pupils based on unconditional positive regard taking into account individual pupil needs, disabilities and vulnerabilities
- To provide advice and guidance for staff on all aspects of behaviour management including positive handling.
- To support staff in dealing with those pupils who are struggling to access learning
- To keep clear and accurate data records on incidents that can be used to inform intervention and behaviour planning
- To work with the SENCO and designated teacher for LAC/Post LAC to develop individual behaviour plans in conjunction with staff (class teachers, TAs, SENDCO and Designated Teacher for children who are LA or post LA), pupils and parents.

Support Systems for staff

We strive to create a safe learning environment and promote positive behaviours and minimise the risk of incidents that may require interventions. The use of Team Teach techniques is our method for reducing the risks presented by challenging behaviours – a key Care team are trained in skills to support them diffuse and de-escalate potentially challenging situations and promote positive alternatives. In exceptional circumstances, staff may need to take action where the use of reasonable and proportional force using Team Teach handling techniques may be required. To this end, all staff clearly understand their responsibilities in

the context of their duty of care in taking appropriate approaches to promoting and celebrating positive behaviour. Staff are supported in doing so through on-going CPD that promotes nurture principles.

For de-escalation and diffusion strategies and procedures using the Team Teach approach, refer to the “Use of Force...” policy.

Support Systems for Parents

In addition to involving our parents at all stages in their child’s education and in particular gaining their support for effective positive behaviour teaching and learning, parents may also benefit from the opportunities listed below:

- Safeguarding Manager
- Attendance Team.
- Parenting Support Programmes and other voluntary parenting skills courses.
- Early Help.
- Family Learning Days.

If a pupil or parent feels that the measures in the behaviour policy are unfair or have been unfairly applied, then they can lodge a complaint through the school’s complaint procedure. (Refer to school complaints procedure).

Anti-Bullying

Bullying of any kind is unacceptable and will not be tolerated. To prevent bullying and ensure we create a positive and caring school environment the school has a separate Anti-Bullying Policy, which is available on request.

Partnership Working

The role of parents and carers is central to the success of our pupils. From the outset we will communicate regularly with key partners providing updates on progress through phone calls, Dojo messages, emails, letters and at meetings. We will work with parents, carers and other agencies to provide additional support through a variety of specialist and personalised interventions. Where a pupil continues to display dysregulated behaviour despite a range of school based interventions, a multi-agency assessment will be considered. In addition, where school staff consider that misbehaviour may place a child or member of staff at significant risk, they will follow our Safeguarding Policy.

Beyond the School Gate

As a school, we have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils’ behaviour in these circumstances ‘to such extent as is reasonable.’ Any non-criminal anti social behaviour or bullying that occurs off the school premises that is witnessed by a member of staff or is reported to the school will also be managed in line with our behaviour framework.

Effective Monitoring and Review

Behaviour management will be under constant review throughout the school on a class and individual basis. This policy document was produced in consultation with the entire school community, including pupils, parents, school staff, Governors, LEA representatives, school community nurse and local Healthy School Standards representative. This document is freely available to the entire school community. It has also been made available in the school newsletter, web-site and prospectus. It will be reviewed on an annual basis.

This policy should be read in conjunction with the schools:

- Child Protection Policy
- Use of Force to Control or Restrain Policy
- Equality and Diversity Policy
- Anti-Bullying Policy

