



Policy statement

Spittal VC School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach self-discipline not blind compliance. It echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and dynamic interventions that support staff and learners.

Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community, for life.
- To ensure that all learners are treated fairly, shown respect and to promote good relationships.
- To refuse to give learners attention and importance for poor conduct.
- To help learners take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good nature, respect and empathy for others.
- To promote community cohesion through improved relationships.
- To ensure that excellent behaviour is a minimum expectation for all.

Purpose of the policy

To provide simple, practical procedures for staff and learners that:

- Recognise behavioural norms.
- Positively reinforces behavioural norms.
- Promote self-esteem and self-discipline.
- Teach appropriate behaviour through positive interventions.

Responsibility of all staff

1. **Meet and greet** at the door.
2. Refer to '**Ready, Respectful, Safe**' and to uphold the values of the school.
3. **Model** positive behaviours and build relationships.
4. **Plan** lessons that engage, challenge and meet the needs of all learners.
5. Use a **visible recognition** mechanism throughout every lesson.
6. Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.
7. **Follow** up every time, retain ownership and engage in reflective dialogue with learners; to work with colleagues as a team; to record behaviour incidents; teachers will keep records of children in their class; to share information appropriately and quickly; to communicate promptly and courteously with parents; to seek advice or support when necessary
8. **Never ignore** or walk past learners who are behaving badly.
9. To follow the principles and strategies of Team Teach behaviour management as a last resort.

Middle leaders

Middle leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Middle leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence in the School to encourage appropriate conduct.

- Support staff in returning learners to learning by sitting in on reparation meetings and supporting staff in conversations.
- Regularly celebrate staff and learners whose efforts go above and beyond expectations.
- Encourage use of Positive Notes and Positive Phone Calls home.
- Ensure staff training needs are identified and targeted.
- Use behaviour data to target and assess interventions.
- Make sure that the 'buck stops here'.

Senior leaders

- Senior leaders are not expected to deal with behaviour referrals in isolation. Rather they are to stand alongside colleagues to support, guide, model and show a unified consistency to the learners.

Senior leaders will:

- Meet and greet learners at the beginning of the day.
- Be a visible presence around the site and especially at changeover time.
- Celebrate staff, leaders and learners whose effort goes above and beyond expectations.
- Regularly share good practice.
- Support middle leaders in managing learners with more complex or entrenched negative behaviours.
- Use behaviour data to target and assess college wide behaviour policy and practice.
- Regularly review provision for learners who fall beyond the range of written policies.
- Be a daily visible presence around their corridor and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day.

Pupils

Will take responsibility for their own behaviour; will adhere to follow the school rules

READY, RESPECTFUL, SAFE

Parents

To participate actively in helping to teach their child/ren good behaviour; to co-operate with the school in helping their child/ren to learn good behaviour; to inform the school of any information relevant to their child/ren's learning of good behaviour

Working with Behaviour Support Teacher (BST)

The school will take advice from and liaise closely with the BST; the school will arrange appropriate training for staff when necessary.

Working with external agencies

The school will make appropriate referrals, in good time and providing proper information; the school will arrange or contribute to pastoral support meetings when necessary.

Recognition and rewards for effort

We recognise and reward learners who go 'over and above' our standards. Although there are tiered awards, our staff understand that a quiet word of personal praise can be as effective as a larger, more public, reward. **'It is not what you give but the way that you give it that counts.'**

Some rewards that can be used;

- The use of praise in developing a positive atmosphere in the classroom cannot be underestimated. It is the key to developing positive relationships, including with those learners are hardest to reach.
- Dojos for showing one of the school values or for going above and beyond what is expected.
- Phone call home by a member of staff praising the efforts of a pupil
- Note posted home recognising the efforts of a pupil.

- Recognition boards in class for those demonstrating above and beyond expected behaviours.
- "Hot Chocolate sessions" with Headteacher or member of SLT
- Raffle prizes
- Class dojos/individual dojos.
- Caught moments-children and staff are caught doing or saying something that demonstrates the schools values.
- Merit assembly-star of the week in recognition of good attitudes towards learning.
- Seren Cymraeg- for those demonstrating positive attitudes in learning and promoting the Welsh language.

Appendices

Practical steps in managing and modifying poor behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct. Learner's may have their behaviour monitored by teachers to show progress towards agreed targets. At Spittal we make sure that this is done discreetly. We do not use coloured reports, advertise poor behaviour to other learners or give fame to those who choose not to meet our high standards of behaviour.

- **A. The reminder** - A reminder of the expectations for learners **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.
- **B. The caution** - A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their good previous good conduct to prove that they can make good choices. Scripted approaches at this stage are encouraged.
- **C. 30 second intervention**
 - I. Gentle approach, personal, non-threatening, side on, eye level or lower.
 - II. State the behaviour that was observed and which rule/expectation/routine it contravenes.
 - III. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
 - IV. Walk away from the learner; allow him/her time to decide what to do next. If there are comments, as you walk away write them down and follow up later.

We resist endless discussions around behaviour and spend our energy returning learners to their learning.

- **D. The time-out:**
 - I. The learner is asked to speak to the teacher away from others
 - II. Boundaries are reset.
 - III. Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
 - IV. Learner is given a final opportunity to reengage with the learning / follow instructions.
 - V. KS2 learners should only stand outside classrooms if they need to cool down and/or to defuse a situation. In general, three minutes should be enough. In Foundation Phase learners will have access to a "Chill out zone" identified within each class. In general, five minutes should be enough. This will always be supervised by a member of the class teaching team.
 - VI. If the step above is unsuccessful, or if a learner refuses to go to "Time out", then if appropriate, the class teacher will escort the learner to a workspace outside the teaching room. If this is unsuccessful then the pupil will be escorted to a member of the Senior management team.

Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Restore

Restorative Practise meetings at Spittal are a core part of repairing damage to trust between staff and learners. Our Restorative meetings are structured in 6 steps:

1. What's happened?
2. What were you thinking at the time?
3. Who feels harmed and why?
4. What have you thought about since?
5. What behaviours will each of you show next time?
6. Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading Restorative meetings, Middle Leaders and Senior Management will support when requested. RP will be carried out at a convenient time of the day, sometimes this will be the following day depending on the time of the incident and when pupils are ready to engage purposefully.

Restorative conference

This will usually be suggested for behaviours and incidents which would normally attract exclusion. The aim of a conference is to respond to and resolve harmful behaviour. This code of conduct practice and behaviour management practice is based on rights and responsibilities with an ideal outcome that pupils will be taught and encouraged to own their behaviour. Restorative approaches have the potential to achieve these outcomes. Pupils, when given the opportunity to reflect on how their behaviour has impacted on others, begin to understand their own actions and are more likely to take responsibility for them.

- A restorative conference that takes a 360 degree view of the learner will be convened.
- This meeting will include the Conference facilitator, Teacher, Learner, Learner advocate (if requested), Parent/Guardian, Governor representative (for schools) and a member of the Senior Team. The meeting will address the learner's: progress and achievement, learning needs, course choice, attitude, behavioural routines and personal organisation.
- There may be an element of 'payback' in the action plan from this meeting. Learners may be asked to positively contribute time back to as part of the process of repairing the damage, they have caused.
- Actions agreed at the meeting will come under the terms of the final warning. If the learner does not complete the actions then the procedure will move to the next stage.
- Every effort will be made to encourage and support a change in the learner's behaviour
- If the learner refuses to attend or engage with the Restorative Conference, then the process moves to the final stage.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues.

who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner.
- Develop an appropriate action plan and strategies with the learner.
- Monitor and review and mentor using the action plan.
- Discuss both the consequences for the learner if not meeting the required action and the positive outcomes for everyone if conduct improves.

If a learner does not achieve the required change in conduct agreed within the action a Formal Multiagency Meeting will be arranged. A meeting with the teacher, learner and Headteacher or member of the Senior management team, recorded on an action plan with agreed targets that will be monitored over the course of two weeks. A **Serious Breach** is an incident that may lead to a fixed term exclusion. Alternatives to exclusion, where appropriate, to payback.

- Learners must be given a second chance to achieve the targets agreed on the action plan after the verbal warning.
- All of these matters will be confirmed in writing and recorded using behaviour incident forms which should be returned to the headteacher.

Behaviour for excellent teaching and learning – One page summary (Behaviour Blueprint)

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition. The Code of Conduct, **Ready, Respectful, Safe** must be displayed in each learning space and referred to in conversations around conduct.

Consistencies

1 Meet and greet at the door.

2 Model positive behaviours and build relationships.

3 Plan lessons that engage, challenge and meet the needs of all learners.

4 A mechanism for positive recognition is used in each classroom throughout the lesson.

5 Refer to '**Ready, Respectful, Safe**' in all conversations about behaviour.

6 Be **calm** and give 'take up time' when going through the steps. Prevent before sanctions.

7 Follow up every time, retain ownership and engage in reflective dialogue with learners.

8 Never ignore or walk past learners who are behaving badly.

Steps Actions

1) Redirection- Gentle encouragement, a 'nudge' in the right direction, small act of kindness.

2) Reminder- A reminder of the expectations **Ready, Respectful, Safe** delivered privately wherever possible. Repeat reminders if necessary. De-escalate 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 learner aware of their behaviour and clearly outlining the consequences if they continue.

4) Time Out -Give the learner a chance to reflect away from others. Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so.

5) Reparation -A restorative meeting should take place before the next lesson. If the learner does not attend or the reconciliation is unsuccessful the teacher should call on support from their line manager who will support the reparation process.

6) Formal Multiagency Meeting. A meeting with the teacher, learner and Headteacher or member of the Senior management team, recorded on an Action plan with agreed targets that will be monitored over the course of two weeks.

A **Serious Breach** is an incident that may lead to a fixed term exclusion.

Behaviour and learning management

All learners must be given 'take up time' in between steps. It is not possible to leap steps or accelerate steps for repeated low-level disruption.

Main consequences

1-Verbal reproof-use of script

2-Working breaktime /loss of playtime- e.g. During missed time pupils should do one of the following: Discuss with pupil the behaviours that weren't appropriate and what they can do to change it. Class teacher will be responsible for arranging any of the following.

- Complete any work that was missed during the lesson
- Give /write an apology if appropriate
- "Pay back" by doing a job for the class or school

3-Removal of privileges/playtime or strikes against the loss of a class reward or parents to be notified if behaviours escalate.

4-Involvement of school stage leader- Discussion of the records of inappropriate behaviour with class teacher and an Action plan to be agreed and discussed with parents.

5-Classroom exclusion - a pupil may spend part of the day or whole day in another classroom away from their peers if this is part of the Action plan.

6-Longer term removal of privileges/playtime if the other pupils are not safe as agreed in Behaviour Action plan.

7-Warning of fixed term exclusion

8--Fixed term exclusion

9-Permanent exclusion

Physical restraint

This is **not** punishment and must never be used as such. However, for the safety of the child or others, it may be necessary to physically restrain a child. In these cases, a risk assessment and positive handling plan will be completed. Where possible, these should be completed prior to any restraint being necessary. See policy for Care and Control and the use of Force (Physical Restraint).

Working with parents

We have an open door policy. We believe that immediate and sensitive communication is the key to good relationships.

Consultation

The school aims to understand what parents' concerns may be and their assessment of behaviour at the school.

Communication

The school will communicate its expectation of behaviour and the school's approach to promoting good behaviour:

- At new entrants meetings for parents
- At transition meetings for parents
- Through newsletters, Dojo and School website
- In the prospectus
- At parents' evenings
- Through staff leading by example

The school will provide information to parents about their child's behaviour:

- At parents' evenings
- Through the annual school report
- As necessary (see next section)

Staff at school will contact parents immediately should behaviour become a concern beyond normal management strategies:

- On the same day as issues wherever possible, but as soon as possible if not
- With follow up meeting/communication arranged
- Using diaries and logs
- In person at the beginning and end of the day
- Through e-mail or phone call as appropriate

Pastoral Support Meetings

For pupils who require a 'plan' to promote good behaviour, a pastoral support meeting will be called.

Positive Handling Plans

If a child requires a positive handling plan, parents will be involved in the risk assessment and asked to sign the plan.

Anti-Bullying

Many of the measures throughout this document are relevant to promoting an anti-bullying culture. Further policy and guidance can be found in the separate *Spittal V.C. Policy for Anti-Bullying and Respecting Others*,