

Whitehouse Primary School

Relationship and Behaviour Policy

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| Policy Review Date | Ratified by Governor | Date |
| March 2022 | DRogers |  |

**Whitehouse Primary School**

# SCHOOL DISCIPLINE AND BEHAVIOUR POLICY

**Equal Opportunity**

Whitehouse Primary School supports the principles of Equal Opportunity as embodied in current legislation. We aim to provide an environment in which individual potential can be maximised irrespective of race, religion, gender, age, ability or social circumstances.

This policy extends to pupils and staff. We believe that every pupil is of equal value and has the right to equal educational opportunities. To that end positive action will be taken to ensure that all available human resources, talents and skills are utilised to the full and that every possible step will be taken to ensure that all individuals are treated equally and fairly.

**The school aims:-**

To create a positive ethos within the school based on a sense of community and shared values.

To promote high standards of behaviour among staff, pupils and parents.

To encourage staff to recognise and praise good behaviour.

To make distinctions between minor and more serious misbehaviour and respond accordingly.

To use personal and social education as a means of promoting mutual respect, self discipline and social responsibility.

Make sure that rewards and sanctions are fairly and consistently applied throughout the school.

Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.

Help the growth of tolerance, empathy and consideration in members of the school community.

Ensure the safety and well being of all members of the community and the environment in and out of class (including transitioning around the school).

Be fully inclusive.

It is a strength of the school that all staff take corporate responsibility for ensuring that pupils behave in a desirable manner and that when necessary are reminded of this with a non-confrontational, calm manner.

**Strategies for encouraging good behaviour include:-**

Maintaining an efficient and organised school environment.

Adults in school model good manners, holding open doors etc

Cloakroom areas organised and kept tidy with space allocated for coat, PE bags, lunch boxes and lost property.

Classrooms organised to allow pupils to access and look after equipment in a responsible manner.

The Golden Rules will be displayed in every classroom. Pupils’ work mounted and displayed to a high standard illustrating that the work of the individual or group is valued.

Good behaviour being set by all the adults in school towards each other, parents and pupils. Positive behavior is encouraged and praised by all adults in school.

Good behaviour is the result of mutual respect.

Challenging behavior will be addressed in a calm, but assertive manner.

#### Behaviour in our school

We aim to encourage children towards self-discipline and awareness of how their actions affect others. We use a positive approach and comment on good as well as unacceptable behaviour. At Whitehouse we operate an Assertive Discipline policy. The aim of the Assertive Discipline policy is to create a school behaviour management system which is fair and consistent and which establishes a safe, orderly, positive environment in which both children and teachers may flourish.

**Useful phrases**

* It makes me feel proud when…
* I liked it when you….
* I’m really pleased with you for…
* I know you can do it….
* I’m very disappointed/sad that….
* How many sensible children can I see…..?
* Are you doing the right thing?
* What a star!
* Are you doing the right thing, which was to come to the carpet?
* Top banana etc. (having a special description)
* 1,2,3 Look at Me etc. (useful rhymes)
* If you’re finding it hard too…
* Speaking voices, thinking voices, playground voices etc.
* Show me your perfect positions...

**General Reminders**

* Always use positive language
* Praise is important – link to language programmes- a marshmallow clap/ cast a Spiderman web of friendship etc.
* Tell parents and other staff about the child’s achievements
* Encourage parents to use the same strategies.
* Have a nurturing philosophy – look behind the behavior
* Use stories that promote positive behavior e.g. Shirley Hughes books.
* Referral to The Golden Rules regularly in school
* Basic social skills at the forefront of interactions in school – e.g. please/thankyou/excuse me
* Remain in control at all times as an adult.

**The assertive discipline plan** has 3 parts:

* Praise and rewards
* Sanctions
* Rules

**Praise and Rewards**

Will usually be in the form of:

1. Spoken praise, including positive reinforcement – nods, thumbs up, smiles etc.
2. Class Dojos
3. Certificates and stickers/class incentives
4. Sharing work with others including the head teacher- Headteacher’s Awards
5. Star of the Week certificate presented in weekly Achievement assembly.

**Sanctions**

The restorative approach focuses on building positive relationships, learning from mistakes and is fully inclusive. It is based on idea that we all have the right to feel safe at all times and that this includes staff as well as pupils. At all stages, sanctions are non-judgmental and the approach must centre on the behaviour, not the child. In incidences of low-level disruption (such as speaking out of turn) an informal restorative conversation should take place and the child made aware they are breaking a Golden Rule. See Restorative Approach addendum in Annex 1.

Children who break either of the first two Golden Rules (We are kind and helpful. We are gentle) will result in loosing Golden Time on a Friday afternoon. We aim to instill a zero tolerance approach to unkind and hurtful behaviours. Children who lose their Golden Time engages in a restorative conversation with the Headteacher to consider their actions and its impact on others.

Although we are an inclusive school, we recognise that a child may sometimes need to be removed from a classroom to calm down. In these incidences, the learning mentor (where available) or a support assistant will be called for and the child will come back to class once they have calmed down. After these incidences a restorative conversation will take place between the pupil and the teacher.

In more serious or re-occurring incidences (if a child does not improve their behaviour after a warning), a restorative conversation will take place. Incidences such as these will be logged on CPOMS with the outcome of the restorative conversation logged as well. This will take place as soon as possible, at a suitable time, to prevent impact on children’s learning.

If an incident takes place between two or more pupils, the incident will be dealt with in an inclusive manner. A restorative conversation should take place to ensure both parties understand where the relationship broke down and the impact of that on each other’s feelings and actions. The conversation should be resolved with by repairing the relationship in order for the children to move on from the conflict and where appropriate all parents should be contacted before the end of that working day.

If an incident takes place at lunch or break, a member of staff will make the class teacher aware asap. The class teacher or Learning Mentor should deal with this in a restorative manner. If the behaviour continues, the behaviour will be referred to the Key Stage Leader. If appropriate, a meeting with parents/carers will take place with the Key Stage leader and the class teacher involved. If the behaviour still does not change, then it will be referred to the Deputy Head where a behaviour plan will be set up. This is where the teacher and parent work together by making written comments in a book which is brought into school daily. This ceases when the child’s behaviour improves and has proved to be an effective way of working together to support the child.

Lastly, if the behaviour still does not improve then it will be referred to the Head Teacher. The Head Teacher will meet with the pupil`s parents or carers to review and discuss the support plan.

For extreme behaviours (such as violence, severe damage to property, homophobia, racism or bullying) the Head Teacher will be informed. In these cases, internal isolation will be used where appropriate work is set for the child to do individually. Isolation will take place with correct supervision and in a place away from the school population. Children will take lunch and break away from their peers and be allowed time to use the toilet. There will be a behaviour plan put in place with the child before re-admittance. This will take place with the Head Teacher, Deputy Head or the Key Stage Leader. Time periods for isolation should be fair and can only be set by the Heads of Key Stage or Deputy Head with agreement from the Head Teacher.

At Whitehouse Primary School we do not wish to exclude any child from school, however sometimes it may be necessary. An exclusion is defined as a fixed period or permanent removal of a child from the school and its premises. Only the Head Teacher has the power to exclude a pupil. The Head Teacher may exclude a pupil for one or more fixed periods, for up to forty five days in any single school year. The minimum exclusion period is half a day. In severe circumstances the Head Teacher may exclude a pupil permanently. If a pupil is excluded by the Head Teacher, the pupil’s parents must be informed immediately, giving reasons for the exclusion. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision. The parents of the excluded child must also be informed of their right to appeal against the exclusion and how to make such an appeal. The Head Teacher will also inform the local authority and give notice of the time period and reasons of the exclusion

Incidents of bullying are taken very seriously at Whitehouse Primary. We have an anti bullying policy in place to prevent and repair the damage caused by bullying. – See the Antibullying Policy for further details. Any incidents of racism or homophobia will be recorded and submitted. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship.

All incidents of racism or homophobia will be taken to the Head Teacher.

**Time Out of activities** using a timer and a safe spot. Reintroduce calmly with a positive reminder of the expected behavior and an apology related to the misdemeanor.

Although it should be avoided, we recognise that sometimes staff may need to use ‘hands on’ to prompt, guide or hold children. We do this to help children stay safe and free from harm.

All school staff have the power to use reasonable force to:

Prevent a child committing an offence which may lead to injuring themselves or others.

Prevent damage to school property.

Maintain good order and discipline in the classroom.

All staff are aware of the advice set out in the document: Positive Handling Policy (currently under view after recent PRICE training March 2022) Staff members are not allowed to use reasonable force in any type of punishment in any circumstances.

**The Golden Rules**

1. Be kind and helpful (don’t hurt people’s feelings)
2. Be gentle (Don’t hurt anyone)
3. Listen (Don’t interrupt)
4. Work hard (Don’t waste time)
5. Be honest (Don’t cover up the truth)
6. Look after property (Don’t waste or damage things)

**Suggested Golden Rules for 2 and 3 Year Olds.**

1. We are kind
2. We are helpful
3. We look and listen carefully
4. We use a quiet voice indoors.
5. We look after things and keep our Nursery tidy.

Younger children will have positive behavior shared with parents, using Tapestry. Happy notes are sent home that celebrate achievement.

Sanctions for 2 year olds and Nursery children, are only applied when there is evidence of behaviour that cannot be rectified quickly or when that behavior that becomes disruptive.

In addition to the Golden Rules, we operate a “Ready, Respectful, Safe” rule system.

**Ready:** Pupils should be on time to school with the right equipment and attitude.

**Respectful:** Pupils should always be polite, not talk over other people, respect others’ opinions and raise their hands to speak in lessons.

**Safe:** Pupils should listen to and follow all instructions, enter and leave classrooms safely, wait outside sensibly when coming back to the classroom and stay in their seats at the end of lessons until they are dismissed.

**Behaviour for Learning** is an intrinsic part of this policy and we must ensure that quality first teaching keeps children engaged. We must also:

* Have regular pupil progress meetings
* Accurately assess the children’s learning in order to move them on,
* Plan to meet the range of children’s needs e.g. equipment, TA deployment, groupings etc.
* Know what children believe they can do i.e. self-esteem and adjust expectations accordingly
* Know what motivates each child and use it to help him/her achieve
* Carefully plan lessons to meet each child at his/her point of learning/ plan for challenge and success where appropriate
* Include children in the target setting and evaluation process, using appropriate language
* Give feedback to children in a supportive, yet challenging way, focusing on their achievements and what they need to do to make further progress.
* Praise the children for their specific achievements i.e. descriptive praise.
* Actively teach the children positive learning behaviours, so they know what to do to ensure successful teacher led activities e.g. listen to adults, think before you answer etc.

**Rights and Responsibilities for good behavior at Whitehouse**

* **Children’s rights:**
* Learn and make progress in their learning
* Feel physically and emotionally safe at all times
* Be treated with respect and dignity at all times
* Know their property is safe
* Have a clean and tidy school
* Express their feelings in an appropriate way
* **Children’s responsibilities:**

-make others feel happy and safe

-Help others learn

-Respect other people

-Respect other people’s property

-Help to keep the school clean and tidy

* **Staff rights:**
* Teach without undue disruption
* Learn how to improve their practice
* Feel physically and emotionally safe at all times
* Be treated with dignity and respect at all times
* Express their feelings in an appropriate way
* **Staff responsibilities:**
* Are linked to rights and this should be made explicit to our children
* All staff at Whitehouse are responsible for their own behavior
* Nobody makes us behave badly – we choose how to respond
* We own our own feelings- others don’t make us feel bad/angry etc.

The very large majority of our parents/carers work in cooperation with staff at Whitehouse for the benefit of our children. However, it must be noted that the governing body will not tolerate any form of verbal abuse or unnacceptable behaviour towards staff from another adult and if such an incidence should occur, they would be excluded from the school site under Section 547 of the Education Act 1996.

Annex 1

The Restorative Approach

At Whitehouse Primary, all behaviour incidents use a restorative approach which ensures all members of the community involved in the incident are taken through the questions in order, therefore creating an understanding of the harm that has been caused to all parties. Staff leading the approach will use the questions set our below. Before starting the conversation, ground rules will be set, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence.

The conversation starts by asking the party/parties who caused the harm the following questions one at a time:

1. What happened?

2. What were you thinking at the time?

3. What have your thoughts been since?

4. Who has been affected by what you did?

5. In what way have they been affected?

Next, the conversation turns to the party/parties that have been harmed and they are asked:

1. What happened?

2. What were your thoughts at the time?

3. What have been your thoughts since?

4. How has this affected you and others?

5. What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked:

What do you think needs to happen next?

Lastly, the harmed party is asked:

What do you think needs to happen next?

The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil’s age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. The use of emotion cards, teacher support and group work will all be used to support them.

Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident. This will take place though the use of emotion cards.

Staff will investigate incidences of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it at a later date when the pupils have calmed down and are in the right frame of mind.