



Werrington Primary School

Relationships and Behaviour Policy

Werrington Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning.

At Werrington, we define 'behaviour' as the 'habits that help you to flourish in life'. We believe that good habits/behaviour must be taught and modelled. 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, self-belief, friendship, respect, excellence and cooperation.
- 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

Outstanding behaviour policies.....

- ✓ Are simple, clear and coherent
- ✓ Create problem solvers not process monkeys
- ✓ Encourage professional judgement
- ✓ Define technical building blocks of Behaviour Management
- ✓ Make praise easy
- ✓ Make emotional acceleration difficult
- ✓ Address adult behaviour directly
- ✓ Enshrine consistency
- ✓ Allow positive professional relationships to flourish

3

Three is the magic number

The Werrington Way

Be respectful

Try our best

Keep ourselves and others safe

Consistency in practice

‘What we permit, we promote’ – Consistency is a vital component of our Positive Relationships and Behaviour Policy

- Consistent **language**; consistent response: Referring to the agreement made between staff and learners, simple and clear expectations reflected in all conversations about behaviour.
- Consistent **follow up**: Ensuring ‘certainty’ at the classroom and senior management level. Never passing problems up the line, teachers taking responsibility for behaviour interventions, seeking support but never delegating.
- Consistent **positive reinforcement**: Routine procedures for reinforcing, encouraging and celebrating appropriate behaviour.
- Consistent **consequences**: Defined, agreed and applied at the classroom level as well as established structures for more serious behaviours.
- Consistent, **simple rules/agreements/expectations** referencing promoting appropriate behaviour, icons, symbols and visual cues, interesting and creative signage.
- Consistent **respect from the adults**: Even in the face of disrespectful learners.
- Consistent **models of emotional control**: Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside learners.
- Consistently reinforced **rituals and routines for behaviour around the site**: In classrooms, around the site, at reception.
- Consistent **environment**: Display the quality of a good primary school, consistent visual messages and echoes of core values, positive images of learners.

Consistent cultures of excellent behaviour management

‘When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or ‘behaviour systems’ that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.’ Paul Dix

Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come in a toolkit of strategies but in the determination of every member of staff to hold firm. It is hard fought and easily lost. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated as valued individuals they respect adults and accept their authority.

All staff

1. Meet and greet at the door.
2. Refer to 'The Werrington Way' - 'Be respectful, Try our best, Keep ourselves and others safe'.
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.
8. Never ignore or walk past learners who are behaving badly.

Remember, you 'make the weather'. You are the adult.

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 break and dinner times
- 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 school 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 corridors and the site, particularly at times of mass movement.
- Take time to welcome learners at the start of the day

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.'* 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 who are hardest to reach.

Managing behaviour in classrooms

Engagement with learning is always the primary aim. For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. Although there are occasions when it is necessary, every minute a learner is

out of your lesson is one where they are not learning. Steps should always be gone through with care and consideration, taking individual needs into account where necessary. Praise the behaviour you want to see. Provide regular immersive feedback on 'good' behaviour to reinforce the norms – The adults in the classroom must be conscious architects of the culture and behaviour of the room. They must be calm and avoid 'emotional responses' should any negative situations arise.

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

Always separate the 'behaviour' from the 'child'.

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.

The reminder

A reminder of the expectations for learners of the Werrington Way delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

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: 30 second intervention.



30 second intervention

- a. Gentle approach, personal, non-threatening, side on, eye level or lower.
- b. State the behaviour that was observed and which rule/expectation/routine it contravenes.
- c. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
- d. Walk away from the learner; allow 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.

The time-out

- The learner is asked to speak to the teacher away from others
- Boundaries are reset
- Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning

- Learner is given a final opportunity to reengage with the learning / follow instructions

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.

If the step above is unsuccessful or if a learner refuses to go take a time out then the learner will be asked to leave the room. If appropriate, a member of staff will escort the learner to a designated workspace outside the teaching room.

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

Restore

Reparation meetings at Werrington Primary School are a core part of repairing damage to trust between staff and learners. Our reparation meetings are structured in 6 steps: What's happened? What was each party thinking? Who feels harmed and why? What have each party thought since? What behaviours will each of us show next time? Reaffirm your commitment to building a trusting relationship.

Staff will take responsibility for leading reparation meetings, Senior Leaders will support when requested.

Learners may have their behaviour monitored by teachers to show progress towards agreed targets. At Werrington Primary School 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.

Where possible, we treat every day as a fresh start.

Partnership stage

The partnership stage will be implemented where there is a cause for concern e.g. attendance, behaviour or progress issues. The learner will be allocated time with Mrs Marsh, our Wellbeing Mentor who will:

- Support and if necessary facilitate the Reparation Meeting between the member of staff and learner
- Develop an appropriate action plan 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 plan a verbal warning will be issued by the phase leader
- 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 on CPOMs under the Behaviour category; parents will be informed at this stage of the support their child is receiving.

Restorative conference

- A restorative conference that takes a 360 degree view of the learner will be convened. This meeting will include Mrs Marsh, the teacher, the learner, a Parent/Guardian and a member of the Senior Team/ SENCo. The meeting will address the learner's: progress and achievement, learning needs, attitude, behavioural routines and personal organisation.
- 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.

Behaviour for excellent teaching and learning – One page summary

High quality behaviour for learning is underpinned by relationships, lesson planning and positive recognition.

The Werrington Way - 'Be respectful, Try our best, Keep ourselves and others safe' - should be 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 the Werrington Way - '**Be respectful, Try our best, Keep ourselves and others 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
Redirection	Gentle encouragement, a 'nudge' in the right direction, small act of kindness
Reminder	A reminder of the expectations (The Werrington Way) ' Be respectful, Try our best, Keep ourselves and others safe ' delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage
Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue
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
Internal referral	At this point the learner will be referred internally to another room in the school for the remainder of the lesson. All internal referrals must be recorded on CPOMs
Reparation	A restorative meeting should take place before the next lesson. If the learner does not engage or the reconciliation is unsuccessful the teacher should call on support from their phase leader who will support the reparation process
Partnership stage	Support from Wellbeing Mentor to create action plan, with agreed targets that will be monitored over the course of two weeks. Recorded on CPOMs and parents informed
Restorative conference	A 360 degree view of the learner will be convened. This meeting will include the teacher, the learner, the Wellbeing Mentor, a Parent/Guardian and a member of the Senior Team/ SENCo.

A Serious breach is an incident that may lead to a fixed term, or even a permanent 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.

