

Sunnybrow Primary School



Behaviour and Welfare Policy

Autumn 2019
Reviewed Autumn 2021

Our Mission Statement

We are a partnership between school, home and the community. We recognise through the respect we have for each other that every one of us is unique, with special talents. We let our light shine by showing respect for one another and engaging in our school community.

Every child has the chance to shine.

Introduction

At Sunnybrow Primary School we promote and nurture respectful relationships through collective values and mutual respect, supported by a restorative approach that aims to build social capital and create a strong sense of belonging, within the context of a positive whole school 'family' atmosphere.

We recognise that it is the quality of the relationship between staff and pupils that is key to promoting good behaviour and that a positive atmosphere is necessary for effective teaching and learning to take place.

This policy statement refers to all children who attend Sunnybrow Primary School irrespective of gender, disability, ethnicity, social, cultural or religious background. This school has high expectations of all pupils and we acknowledge our legal duties under the Equality Act 2010 in respect of safeguarding and in respect of pupils with SEND.

Rationale

The underlying purpose for considering pupil's behaviour is to further the aim of our school mission statement.

By rewarding, promoting and displaying positive and respectful behaviour, pupils and staff can work towards this aim at all times. Through challenging and intervening when a pupil behaves inappropriately we aim to assist children to choose the correct behaviour in the future and restore relationships effectively. In order to do this, our school adopts restorative approaches when resolving conflict. We have high expectations of everyone within school and treat all pupils and adults equally.

The drawing up of this policy gives school staff a clear statutory authority, as specified in Section 91 of Education and Inspectors Act 2006.

Values

The restorative values are:

- **Respect** – we value, support and empathise with each other
- **Responsibility** – we are responsible our own actions
- **Reparation** – we try to put things right and display the value of forgiveness.
- **Reintegration** – we can always make a fresh start

Our school values are:

- **Honesty**
- **Equality**
- **Ambition**
- **Respect**
- **Trust**

Aims

We aim to give pupils:

- A safe and calm environment in which teaching and learning opportunities are maximised.
- An understanding of 'right' and 'wrong'.
- Encouragement to respect and value each other.
- Fair, equal and consistent treatment from all adults in school.
- The chance to form mutually respectful relationships and express their feelings.
- Opportunities to be listened to and to negotiate with others in a restorative way.
- Rewards to celebrate and promote positive behaviour both in school and on transport, educational visits or other settings.
- Raised self-esteem and confidence through encouragement and positive feedback.
- Understanding of personal, social and community responsibilities.
- Opportunities to develop an awareness and sensitivity to the world in which we live.

We aim to give staff:

- A supportive and productive atmosphere for the delivery of Quality First Teaching.
- Protection from harmful conduct by pupils and parents/carers of the school by having clear and consistent procedures.
- Peer support in staff meetings to promote relationships and staff wellbeing.
- Full use of the restorative approaches model in order to resolve conflicts efficiently and respectfully.
- Access to relevant training and support from SLT, and each other.
- Regular opportunities to discuss pupil behaviour and seek support from wider agencies whenever necessary, with support from the SENCO to do this.

We aim to give parents:

- Clear guidelines in supporting this policy through texts, newsletters, workshops and the school website.
- Flexibility to accommodate the personal needs of parents so consultations, advice, discussion, etc, is always available- staff are happy to be approached about queries or worries a parent may have concerning their children.
- Support from school staff when necessary, at times convenient to all parties involved.
- Positive involvement in seeking solutions to challenges that their children are facing.
- Regular updates about their child through parents' evenings, conversations, annual reports and celebration assemblies.

We aim to give governors:

- Active participation in the development and review of policy in school.
- Access to relevant training and updates on behaviour in school.
- Regular updates regarding behaviour and relationships in school through the Head Teacher's Report.

We aim to give the community:

- An awareness that pupils at Sunnybrow Primary School are respectful when travelling to and from school.
- The opportunity to observe the positive contribution that pupils make to their community.
- The opportunity to participate in shared community events.
- The right to be respected and safe.

Strategies and Implementation

Restorative Approaches

A restorative model in school focuses on the impact on relationships and how they can be successfully restored and maintained.

The emphasis is on reparation and reintegration and encourages children to express and listen to how their actions have affected others, working together to find solutions. It promotes effective conflict resolution skills, providing children with a forum to 'have their say and be heard.'

The following questions are asked to those who have been affected which focus on resolving the situation and all staff use these:

1. What happened?
2. What were you thinking?
3. What were you feeling?
4. Who has been affected?
5. What needs to happen/what do you need to do now to move forwards?

Positivity promotes respectful relationships

We celebrate good work, good behaviour, good attitudes and individual effort at Sunnybrow Primary School.

Reward systems are in place across the school - these differ depending on the age and abilities of the children in each class and the agreed classroom charters. The underlying principles of the reward systems are however, the same.

Some of the ways we reward children are:

- Stickers
- Stamps
- Certificates
- Verbal praise and feedback by all members of staff
- Positive comments in children's books
- Visiting the Headteacher with 'good work' and good news
- Headteacher stickers
- Presentation of awards received outside school
- Celebration Assembly - weekly
- Citizen of the week award
- Informing parents through meetings, Home/School books or verbal feedback
- Smiley faces
- Class Rewards

Re-Engaging

At Sunnybrow Primary School, staff are calm and non-judgemental, meaning that they will not jump to conclusions regarding a behaviour that a child may be displaying.

Staff use the 'wonder, wander, whisper' approach to understand the reasons why a child may be displaying a behaviour and then work together with the child to find a solution, enabling the child to return to a place of good emotional wellbeing, and re-engage with their learning.

1. Wonder- curiously look over at the child.
2. Wander- calmly walk over to the child.
3. Whisper- quietly and discreetly acknowledge the child and ask if there is anything you can do to help them, e.g. I can see that you are swinging on your chair and I was wondering if there is anything I can do to help you get started with your activity?

Additional Support

When a child appears to be off-task in class on several occasions, or appears to be struggling socially or emotionally over a period of time, additional support may be required. To ensure that the most appropriate support is accessed, the SEMH referral pathway should be followed.

An initial meeting may be required and may involve parents, relevant staff, SENCO, Parent Support Advisor, and the Head Teacher (or Assistant Head in her absence) coming together and discussing the needs of the child. Prior to the meeting, the child's views will also have been gathered.

Actions taken may include: reasonable adjustments within the classroom (seating position, small group working, etc.), access to in-school interventions, assignment of a key adult, referrals to outside agencies (EWEL Team, Educational Psychology, etc.).

A support plan would then be created to monitor the emotional wellbeing of the child, using a half termly 'plan, do review' cycle.

Incidents of more serious behaviour

For the majority of children in school, the actions outlined above work very well. However, for a very small minority of children who may exhibit more serious behaviours, there needs to be consequences for their actions that go beyond these measures. The following sanctions will be imposed for more serious behaviours.

Consistent inappropriate behaviour at lunchtime	A period of lunchtimes at home or internal lunchtime exclusion
Refusing to line up and come back in to school after break times	The following break time will be missed
Physical harm	A meeting with parents and an exclusion depending on the level of harm caused. This may be internal or external.
Being rude to staff	Initial restorative conversation but if this persists there will be a lunchtime detention
Failure to comply	Usual school sanctions as detailed in this policy
Leaving school premises	After school detention in the first instance and if it happens again there will be a meeting with parents
Using inappropriate language (includes swearing, racist language, homophobic language and issuing threats)	Lunchtime detention, parents will be informed and a letter of apology will be written.
3 lunchtime detentions within a half term	Meeting with parents as detailed above

Exclusions

Exclusion is the most extreme measure the school can take and is only involved where all other measures have failed or in extremely serious instances.

Team Teach

All classroom-based staff have had Team Teach training (June 2019). Team Teach strategies will only be used if absolutely necessary and if all other available strategies as detailed in this policy have failed. Team Teach will be used if a child is putting themselves, or others, at risk of serious harm. Please see our policy on Restrictive Physical Intervention.

Bullying

Please see our 'Anti-Bullying Policy'.

Review

This policy will be reviewed annually by the Head Teacher and Deputy Head Teacher.

Signed by:

Head Teacher

Chair of Governors