



**Runwell Community  
Primary School**

**READY TO LEARN  
POLICY  
(Behaviour)**

*April 2019 (Review April 2020)*

## Aim

Our aim is to instil an understanding of the need for good behaviour for all of our pupils in order that they may achieve well and become responsible future citizens. In order to achieve well, we believe that all pupils need to be 'Ready to Learn'. This readiness applies both inside and outside of the classroom environment and focusses on building a lifelong love of learning through the development of a growth mindset and belief that we can improve ourselves every day.

We underpin the schools mission statement via the explicit reference to 7 core values.

### **AT RUNWELL PRIMARY SCHOOL WE AIM TO BE:**

**RESPONSIBLE**  
**CURIOUS**  
**FRIENDLY**  
**TRUSTWORTHY**  
**COURAGEOUS**  
**RESPECTFUL**  
**LOYAL**

## Strategies

In order to achieve these aims, the following strategies are adopted throughout the school and are put into practice by all staff. We believe that good discipline is the shared responsibility of all staff members.

- All staff endeavour to act as appropriate role models to the pupils by being seen to be polite, considerate and fair to everyone at all times. As a staff we understand that children 'live what they learn' meaning that we cannot expect behaviour of them that we do not demonstrate ourselves.
- All staff have high expectations of pupils and they use praise, often but appropriately, so that pupils have a clear idea of what is being celebrated.
- All staff remain calm when dealing with incidents of challenging behaviour and focus on reinforcement of positive behaviour choices at all times. The use of raised voices are discouraged and we encourage use of 'reflection time' to allow pupil and staff member to consider their actions and ensure that they are facilitating the pupil to process what it is they have been asked to do.
- We are always careful to ensure the pupil understands that it is the **deed** of which we disapprove, **not** the pupil. We do not talk negatively about the pupil in front of them or other pupils. When escalating an incident to Senior Leadership, we keep communication to a minimum in front of the other pupils.
- The pupil who misbehaves is encouraged to recognise her/his own feelings and to talk about them in order that they can deal with them more effectively. This is part of a whole school Restorative Justice approach.
- Pupils are given a clear idea of boundaries which are not negotiable, and why, e.g. no running in the corridor due to the risk of collision or slipping. However, they are encouraged to negotiate

those rules that could be more flexible, e.g. those within individual classrooms. Class teachers are able to introduce the values of democracy in this way.

- 'Circle time' is used as a method for promoting discussion on a wide range of issues and the pupils are given opportunities to voice any anxieties, concerns or questions in a supportive, respectful environment. This promotes sensitivity and empathy. There is also a box in every classroom, where children can post minor concerns which teaching staff respond to and a 'No Worries' box stationed outside of the Head Teachers office, where children can post notes for the Senior Leadership team (SLT) about any concerns they have.
- In addition, through PSHE, pupils are taught how to recognise and deal with emotions and different situations in order to keep safe and grow in to responsible, social citizens. Whole school assemblies are scheduled each week that focus on an aspect of emotional wellbeing and positive life choices; these are reinforced through reference to our school values and the wider British values that we promote.
- Each class elects two pupils to represent their class as a school Council Representative and Wellbeing Ambassador; this is also an effective method for promoting citizenship.
- Our staff actively teach children about equal opportunities and are always very careful about using appropriate literature and resources, as well as encouraging pupils to question and challenge all stereotypes.

### **Reward Systems**

The school implements a whole school behaviour scheme whereby pupils individually earn Dojos. These are then added together to give a class total each week. This is to try and encourage a sense of team work amongst classmates and develop class level positive behaviours for learning and social interaction.

Dojos will be awarded for good behaviour in class and around the school and will accompany genuine verbal praise so that the pupil is aware of what they are being rewarded for. Dojos will be counted up at the end of each week by Year 6 monitors and the top 3 classes celebrated in the weekly Celebration assembly. At the end of each term, the winning class will take part in a special reward which will be publicised throughout the term. The staff make every effort to ensure that they are awarding Dojos as equitably as possible so that every pupil has an equal opportunity to earn them for their class. A trophy for the winning class is awarded at the end of each term and a school based reward is arranged for them. The class with the most Dojos at the end of the school year will take part in a special visit.

Class teachers have discretion to implement small additional reward systems as they see fit **in addition** to the schools recognised behaviour reward scheme in order to meet the needs of individuals or their class. They should ensure that these complement the whole school system rather than replace it.

### **Restorative Approaches and Restorative Justice**

**Restorative Justice** is a process that resolves conflict, it is part of a larger ethos that the school has adopted whereby we encourage the whole school community to use **restorative practice and approaches** when dealing with each other. It promotes an appropriate response to conflict i.e. telling the truth and taking responsibility for harm done, and in doing so creates a culture of accountability.

The focus of these approaches is to help the 'harmer/wrong doer' to see the impact of their behaviour. Also allowing the 'harmed or wronged' person to reflect if they contributed to the conflict in any way by their own behaviour.

Children may be invited to take part in 'restorative chats' when an incident has occurred to help them communicate their feelings in a structured and controlled way with an adult facilitating the discussion but not 'owning the process'. The desired outcome is that the negative behaviour choice will cease as both parties have a clear understanding of the *impact* on others and their feelings and fosters mutual respect.

More serious incidents may result in the need for a '**Restorative Conference**', this is led by senior leadership staff and will involve, where appropriate, the parents of the children and other adults that have been involved or impacted on by the incident or ongoing behaviour of an individual or group of children. Where this more formal process is used, a contract may be drawn up between all parties which outline how they are going to move forward to ensure that the conflict does not arise again and the steps that each person will take to ensure its success.

A summary of the restorative approaches that the school use are outlined in **Appendix 1** of this policy.

### **Zones of Regulation**

All classrooms display and use the Zones of Regulations to support pupils to be emotionally ready for learning. Staff demonstrate self-regulation and articulate feelings and choices to support pupils with their understanding and reflection. Class 'Tool Kits' are used to help children to self-regulate and in some cases children will have personalised versions.

### **Classroom Based Processes**

***It is important that all classroom staff manage behaviour robustly within the classroom to ensure that it is only the most serious incidents that are referred to Senior Leadership; this sends a clear message to the pupils that the class teacher is the authority figure in the classroom and has the capacity to deal with them and make the classroom feel like a safe and secure learning environment. (see Appendix 2 for decision flowchart)***

Where pupils do demonstrate unwanted behaviour, and staff have first attempted to resolve the situation using positive reinforcement, the school may then use sanctions to enforce the school rules, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation and maintain consistency of approach during both class based activities and during the daily playtime and lunch break. This is essential so that the pupils see that there is a transparent and fair behaviour management system in place.

- All pupils begin each day in the gold 'Ready to Learn Zone'. We expect all pupils to strive, to do their very best, by making the right choices for their learning and wellbeing at school. However, there may be a time when a pupil needs reminding of the right choice or support to make the right choice. For example, it is expected pupils listen to instructions in lessons. If they do not, we give them clear choices/reminders e.g. by asking them to either move to a place nearer the teacher, or to sit on their own.
- We expect pupils to try their best in all activities. If they do not do so, we expect that they will work with us to remedy this and, where appropriate, re-do the task outside of their learning time.

- If a pupil is disruptive or displays 'inappropriate' behaviour in class, a first verbal warning can be issued. If a pupil required a second verbal warning their name is put in the class 'think cloud' that is displayed in every classroom. As soon as the child remedies their behaviour, they will be placed back in the gold 'Ready to Learn Zone'. A reminder to stay on track with the positive behaviour choice should be issued. If this is not resolved, the child's name is moved to the 'white' reflection zone, as a reminder that they need to reconsider their actions and listen carefully to the advice given. The 'purple zone' is the final zone. If a pupil enters the purple zone parents and SLT will be notified.
- The white zone offers the child the opportunity to reflect on the choices they have made and time to think carefully about the next choice they make. Time in the White Zone will be spent in the pupil's classroom on a separate desk away from their peers. To support the reflection, the pupil will be asked to complete a reflection sheet.
- If the behaviour is **seriously disruptive**, the class teacher may choose to escalate the pupil to the Purple Zone. The child will be sent with the work that they are expected to complete and this work should be completed before return to their home class. This will be for the remainder of the learning session. All serious sanctions must be recorded on CPOMS using the ABC analysis approach.

The school employs '**zero tolerance**' when pupils assault another pupil or member of staff. These incidents will always be referred directly to SLT and decisions made with regards to sanctions will be decided by the Leadership team.

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour using the school's restorative approaches. (**See Anti-Bullying policy**)

There are rare circumstances when a pupil may not react appropriately to the approaches outlined above, in cases like this, the pupil will be sent to the Head Teacher who will make a discretionary decision as to the sanction that suits the situation. This may include the use of fixed term exclusion or in extreme cases permanent exclusion. (**See Exclusion Policy**)

### **Breaktime and Lunchtime Sanctions**

***The lunch and play breaks are very important times in the school's timetable. It is essential that they are well managed and that the same high standards of behaviour are expected from all pupils as during the rest of the school day.***

There is a chart that outlines the schools approach to behaviour management during these sessions and this can be found as **Appendix 3** to this policy.

Very serious incidents are referred directly to the Senior Leadership Team - a member of SLT will always be on duty during lunchtime and will spend their time actively reinforcing positive play and modelling restorative approaches to other midday staff members.

### **Positive Handling**

All school staff have the right to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the

classroom. In cases where emergency physical intervention has been necessary, a full report must be made immediately on CPOMs and the Headteacher informed via the online notification system.

Due to the age and stage of our children, the school has a policy of using positive physical contact with pupils on a day to day basis so that they are comfortable with trusted adults physically intervening in an emergency situation. This includes, holding hands, placing hands on the pupils shoulder or back, the use of 'high fives' and when appropriate comforting strategies such as an arm around the shoulder. These are used on a discretionary basis and if we are aware that a pupil has a reason to dislike physical contact, these strategies will not be used for that individual. When we become aware that a child does not feel comfortable with physical contact it is important that this is shared with other staff members as soon as possible. **(See Positive Handling Policy)**

### **The role of parents**

The school works collaboratively with parents, so pupils receive consistent messages about making positive choices in managing their behaviour at home and at school. We use an online programme called 'Class Dojo'. This is an interactive way of giving regular updates to parents about the activities their child has been involved in and also a secure way of looking at your own child's behaviour record. (Number of Dojos awarded and what they have been awarded for and if any sanctions have been issued.)

We expect parents to support their child's learning, and to co-operate with the school, as set out in the home-school agreement. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their pupil's welfare or behaviour. If a parent is contacted to attend a meeting or restorative conference around their child's behaviour, it is expected that parents will attend and take a full part in the conference.

If a school has to use reasonable sanctions in order to deal with an incident of unwanted behaviour we respectfully request that parents support the actions of the school, this is particularly important when discussions including your child are had so that mixed messages are not received.

If parents have any concern about the way that their child has been sanctioned, they should initially contact the Class Teacher. We ask that these queries be raised without your child present for the reasons stated above. If this contact does not resolve the issue, parents are invited to make direct contact with the Deputy Headteacher or Headteacher.

If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

### **Establishing an effective partnership**

Parents or carers are often only contacted when there is a problem at school and this can cause pupils to think that their parents only come in when they are in trouble. A real partnership not only avoids this negative perception; it also establishes a positive relationship between school and parents or carers that helps to bolster a child's confidence. If parents have any suggestions or comments as to how to further develop effective partnership working, we ask that you place a note in the school's suggestion box (held in the entrance foyer) or make an appointment to see the Headteacher.

### **Record Keeping**

Clear and accurate record keeping is vital in ensuring that the school has a solid evidence bank about how it is dealing with incidences of unwanted behaviour and tracking the improvements that are made when a particular intervention has been used. On occasion records can help the school to secure further intervention from external agencies to help meet the needs of an individual child.

It is imperative that the systems used are consistent and transparent and as with other areas of a child's school record, a parent can request to see a full copy of their child's behaviour record at any time.

The school uses CPOMs in order to record behaviour where a sanction has been applied, such as a fixed term exclusion. Restorative Conference details are also logged using this system.

If persistent unwanted behaviour continues, then the parents will be invited into school with their child by the class teacher to attend a restorative conference. An SLT member will be made available to attend this conference, if deemed appropriate.

APPENDIX 1

*RESTORATIVE APPROACHES*

# Restorative Questions

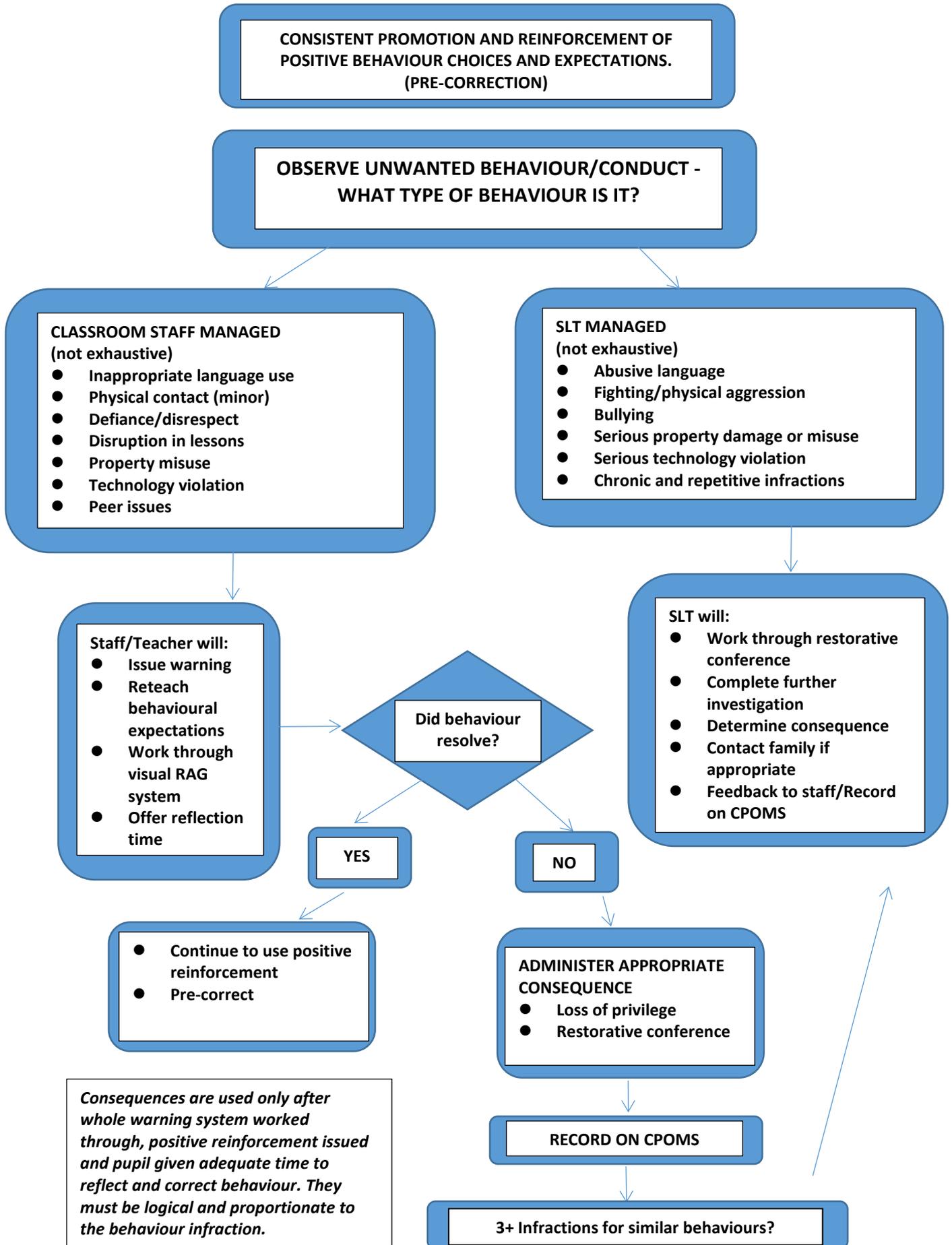
**To respond to challenging behavior...**

- **What happened?**
- **What were you thinking at the time?**
- **What have you thought about since?**
- **Who has been affected by what you have done?**
  - **In what way?**
- **What do you think you need to do to make things right?**

**To help those harmed by other's actions...**

- **What did you think when you realized what had happened?**
- **What impact has this incident had on you and others?**
- **What has been the hardest thing for you?**
- **What do you think needs to happen to make things right?**

**RUNWELL PRIMARY SCHOOL BEHAVIOUR MANAGEMENT FLOWCHART (APPENDIX 2)**



### APPENDIX 3

#### LUNCHTIME BEHAVIOUR

*Constant high level supervision is crucial– this is in order that issues can be identified early and resolved before they become serious. Staff should model positive play and communication and ensure that adults are dispersed across the playground to supervise each area sufficiently.*

Verbal warnings should be given in the same way as they would in class:

I am issuing you with a warning for ..... If you do not improve this, you will be given a TIME OUT.

You are not playing safely, if you continue, you will be given a TIME OUT. Do you understand? What are you going to do differently?

If the unwanted behaviour does not stop, the child should be given a time out card and asked to sit on the bench for the allotted time. Before they return to their play, positive reinforcement of the expectations should be issued.

If the behaviour is more serious, the Senior Midday Supervisor should be contacted and a decision will be made as to whether a more serious sanction needs to be implemented. This will mean the child will be escorted into school and sit for the remainder of the time outside of the staff room. They will need to complete a reflection sheet during this time.

The Senior Midday Supervisor and SLT member on duty will check-in with children that have been given a sanction before they return to class and conduct the restorative conference or issue the restorative consequence for 'school service' to be completed at a later time.

***\*If an incident is extremely serious (see appendix 2) SLT should be called for immediately.***