

Pass Move Grin

Education

Behaviour Policy 2022-23

1. What this policy covers

1.1. This policy covers arrangements made at 'Pass Move Grin Education' to ensure and promote:

Good behaviour for learning

High levels of well-being in staff and children

How staff and children might resolve disputes or instances of harm

How our provision engages with the community it serves (parents/carers and other stakeholders)

2. Premises and values

2.1 It is the provision's ambition to foster a safe, respectful and productive community both within and outside its walls. This policy promotes good practice through 'Restorative Principles' so that any individual is empowered to find resolutions to problems that they face in delivering their duties or their learning. People within our community are expected to work together to resolve issues with shared, agreed outcomes.

2.2 This policy adheres to Children & Families Act (2014), Equalities Act (2010) and Education Act (1996;2002) to ensure that children are kept safe, have their holistic and individual needs met with a commitment by the provision to ensure that this happens.

3. What is meant by 'restorative'?

3.1 This policy promotes a 'Restorative Approach.' This means that children and staff have 'rights' and 'responsibilities.' This also extends to the way staff should interact with other stakeholders such as parents and carers or school governors.

3.2 The Restorative Approach places relationships at the centre of Positive Behaviour Management. There will always be a commitment from staff to resolve harm and conflict through non-shaming, respectful Positive Behaviour Management (PBM) Techniques that empower those concerned to take responsibility for their actions.

3.3 All interactions will be conducted in the spirit of promoting better relationships even where there may be concerns or disagreement. Interactions are done in the spirit of curiosity – to understand someone's needs. A punitive approach may shame a parent and prevent future engagement. A Restorative Approach may reveal hardships that require support for which the provision can help and signpost – fostering better outcomes for all.

3.3 Further to this, this policy expects that all 'challenging' behaviour be seen as a form of communication where there may be an unmet need that requires support, understanding or empathy. Instances of 'challenging' behaviour will be seen as opportunities for those concerned to learn from.

3.4 As part of the process, individuals involved in instances of harm or challenging behaviour will be given opportunities to make connections to their thoughts, feelings and behaviour (in keeping with restorative principles. This will form the expectation that in these circumstances we ensure individuals can:

Reflect upon what they have done; who has been harmed/ affected and how they made them and others, think, feel and act

Repair the relationships that might have been harmed

Reconnect to people that may have been harmed as well as reconnect to themselves; having greater understanding for their own needs and actions

3.5 In doing this, the school aspires that individuals will become more responsible and respectful. By being more mindful of others needs, our community will become more harmonious with few instances of harm and challenging behaviour and therefore greater engagement for learning and well-being.

3.6. This policy promotes rights. It is the responsibility of all staff to promote and practice these rights

The right to have individual needs met

The right to be treated with and spoken to respect

The right to be repair harm (or instances of 'poor' behaviour)

The right to discuss fair consequences following harmful behaviour

The right to share how they have been affected by situations

The right to enjoy their learning

The right to feel safe in school

4. Promoting well-being

4.1 As part of this policy, it is expected that those responsible for the learning and safety within classroom are expected to promote 'good-wellbeing' amongst children.

4.2 This policy promotes that well-being is highest when people feel safe and valued; where there is a sense of a helping community and productivity to learning. Key to this are good relationships amongst staff and children so that children feel supported in taking risks in their learning, where mistakes can occur without fear of reprisal.

4.2 As part of this, staff will approach children in a non-threatening and non-shaming manner. The aim of approaching all instances of challenging behaviour, conflict or harm will be to 'make the situation' better and to support someone to understand their own and others' needs. Being punitive or aggressive will damage these relationships which is more likely to lead to further instances of challenging behaviour and less engagement with learning.

4.3 Staff will not confront children aggressively or persist with interactions that are causing clear discomfort to the child. This prevents finding meaningful solutions to problems that have arisen and will not be productive as long-term solutions.

4.4 Staff will be expected to talk respectfully with children even when challenged, or provide a reasonable and fair consequence that is proportionate to the difficulty they have been faced with.

4.5 Staff are required to develop positive and friendly learning environments that they are responsible for or are part of.

4.6 Staff will ensure that consequences that do give a child are fair and consistent to those given to other children within that class and across the school.

4.7 To support staff in establishing this consistency, guidance is provided in section 6.

4.8 In following these points, staff will model more conducive ways of resolving problems to children who are then more likely to use these skills themselves when un-supervised and difficulties occur.

4.9 Staff must treat other staff and children with the same level of respect whether they are in their company or not. The lived experiences of some individuals can be distressing (they may be social-care involvement or statutory proceeding occurring), discussing this openly (e.g. in a staff room) is not respectful and supportive of the rights that promote positive well-being.

4.10 In promoting well-being, all staff should take responsibility in fostering a positive ethos around the centre. In instances where staff may discuss punitive methods of behaviour management or engagement with parents, those present are responsible to gently challenge the detrimental outcomes of such an approach.

5. Importance of QTF and positive relationships/ Positive Behaviour

Management

5.1 This policy promotes that Positive Behaviour Management starts with:

- Good relationships amongst children and staff
- Quality First Teaching

5.2 As mentioned in section 4, good respectful relationships should be established so that gentle challenging should be sufficient to foster better behaviours in and outside classrooms.

5.3 Where behaviour continues to be challenging, those responsible for the learning of groups of children must use formative and informative methods of assessment to inform their planning for that child or groups of children who display less settled behaviour.

5.4 Quality First Teaching must be employed that includes well-differentiated learning sequences; multi-modal forms of learning (with resources, video etc...).

5.5 Where children have difficulties in accessing learning, their behaviour may communicate this. In these moments, non-shaming interactions need to be used to support children to re-engage with learning. Finding learning challenging can be a shaming experience. We aim to ensure that helping children when finding tasks difficult be made under the spirit of fostering a trusting response. It is not accepted that children be made to feel 'bad' 'embarrassed' or 'shame' for learning activities that they have been provided with that may not suit their needs.

5.5 Staff will need to consider the social-emotional needs of their class and plan activities accordingly so that opportunities to develop social skills can be provided as an enhancement to their needs. E.g. a classroom that includes children that find it difficult to share resources, may have learning activities adapted so that 'sharing' is expected within that lesson. In these instances, interpersonal skills are made explicit as part of the success criteria or learning outcomes for that lesson.

5.6 Quality First Teaching also includes 'differentiating for behaviour' as is expected for levels of learning. Whilst people may expect how children 'should' behave in school, there is an appreciation that there are experiences that children 'should' receive but may not have. Some children within our community may not have experienced enough kindness, empathy, concern, safety or enjoyment. When placed into larger learning communities, there may be some Social, Emotional and Mental Health needs displayed. Staff will be mindful of this. They will:

Foster more conducive relationships with these children and their parents

Be empathetic towards them

Provide positive individual targets (for the most challenging behaviours)

5.7 Beyond this, it is the responsibility of the class teacher to make 'reasonable adjustments'

as part of their classroom practice to support the wider needs of children.

5.8 Where staff perceive that a child may have a type of SEND, it is their responsibility to implement reasonable adjustments and monitor their effectiveness closely. It is also their responsibility to communicate with the member of staff responsible for SEND coordination within our school to find further solutions to the difficulties faced.

5.9 There will be children within our classroom who are identified as having SEND and will fall upon our SEND register. There will be some who are known to external educational support agencies or health services (such as paediatricians) or social services. In these instances, staff working with those children will be mindful of those needs and adhere to the advice issued by other agencies and stakeholders. This is to ensure that individual needs are met and the most vulnerable children within our community continue to have their identified needs met.

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6. Positive Behaviour Management Strategies & 'Consequences'

6.1 We want children to 'feel good' for 'doing the right thing' even when these are expected. Encouraging positive pro-social skills is essential in forging a productive and caring learning community.

6.2 Good behaviour can be encouraged and exemplified through the use of various individual and class rewards. This should be given often and regularly so that children feel rewards are achievable (so worth pursuing) and value-laden. By providing regular rewards to children in a public way (to the whole class) it exemplifies the expectations of behaviour to that group.

6.3 Staff will have to use their discretion and intuition through their relationships with children to know when and how to differentiate this approach. Some children may be able to sit for 1 hour for example without moving or calling out, another child may not. By only rewarding the '**best possible behaviour**' children will be excluded from accessing rewards. For a child that cannot sit still for more than 5 minutes, they may be rewarded for instant instruction compliance or just before 5 minutes to reinforce and acknowledge their contribution to positive behaviour within the classroom.

6.4. Some children may require their own personalised targets (as they would for a core subject) that, in positive language, explains what the next steps are to improve their behaviour so expectations are clear to them and can therefore be regularly reviewed and rewarded.

6.5 There will be instances when behaviour is challenging and children do not appear amenable to staff's directions and advice. In these situations, children can appear rude and uncaring but this may be a shame-response initiated by a sense of deficiency. In these situations, staff should give children space through non-shaming scripts

e.g. "I can see you're not ready to talk... have five minutes – then I'll come to help."

After this, staff should attempt to talk to children and understand their momentary need preventing them from engaging with learning or acting more appropriately.

6.6. There may be instances where children appear to directly challenge an adult by personal, unhelpful comments. This may make the adult feel insecure or personally upset. Whilst what

appears to be 'personally directed' comments can be difficult; these comments are a form of communication of an unmet need. Staff will appreciate this and use calming scripts to de-escalate situations. In some situations, threats of sanctions or sarcasm may be used which would harm the relationship further and make it more likely that behaviour will become more challenging. Due to this, this policy makes such behaviour inappropriate.

6.7 There may be situations where a Restorative/Authoritative approach is amenable as a child may be in a heightened state of alert. As part of a Nurturing approach, some children may require more definite boundaries to be given. In such instances, staff may need to act more authoritatively and provide consequences for a child rather than an open dialogue.

e.g. "You can start your maths at your table, or come and sit with me..."

e.g. "You can sit in your place and start learning or have a minute and let me know what you need..."

6.8 When consequences have been given in a more affirmative manner, there should always be the opportunity to 'put things right' through a restorative chat later when tempers make more successful.

Not all parties may agree but an attempt has been made to find common ground.

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Authoritarian may be used when instances occur that concern the immediate safety of others.

When a Restorative Approach is not used, e.g. Shouting and separating two children in a fight, the adult interaction will still be non-shaming and seek to prevent further physical or emotional harm.

If there is a concern that a child is not ready, respectful or safe then this is the process to be followed.

1. **Simple reminder**

2. **Caution** (private) "Think carefully"

3. **Last Chance** (private) scripted intervention-

- I noticed you are...
- It was our rule about..
- You have chosen to...
- I will need to speak to you for two minutes...
- Do you remember last
- That is what I need to see today.
- Thank you. (MOVE ON!)

4. **Time Out** (This is the point of logging a yellow card- for US, not for them)

Could be time outside of classroom, in another space in class, thinking spot etc

5. **Repair** (restorative questions)

What happened? Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened,

but for each person to have their point of view listened to.

What do you think and feel about that? What each person was thinking and feeling at the time, before and since.

Who has been affected and how? Who has been harmed/affected and how? Older children are encouraged to think about the wider implications of who has been affected e.g. families.

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this?

On occasion, a straight red card will be needed for behaviour such as swearing, violence, destruction or disrespect for property. Again, the immediacy of the sanction (loss of break) is very important, as is the immediacy of the restorative conversation. A phone call will also need to be made to parents and the incident will be logged.

The class teacher will monitor behaviour incidents and record them. This will be followed up with staff and parents where appropriate.

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