



Behaviour and Rewards Policy 2024-25

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In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love.'

Winwick Church of England Primary School

Behaviour and Rewards Policy

As a Church of England school, our Christian vision and values are central to all that we do. Our school vision and ethos, *'In God's Love, aspire and achieve to be the best'* centralises around one of our core driver values, love: *'Do everything in love', 1 Corinthians 16:14*. Through this, we are inspired to live out our Christian values and to strive for Excellence in all that we do; celebrating life in all its fullness (John 10:10), which also links to the Church of England's Vision for Education. Our core values of love, respect and perseverance along with compassion, thankfulness, friendship, peace, and forgiveness underpin our approach to behaviour.

As a school community, we are committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour and reward policy guides staff to teach self-discipline and echoes our core values with a heavy emphasis on respectful behaviour, a partnership approach to managing poor conduct and interventions that support staff and children.

Rationale & Christian Foundation

This policy outlines the underlying philosophy, purpose, nature, organisation and management of pupil behaviour at Winwick CE Primary School. It is based on our Christian Foundation and values, as exemplified by the life and teachings of Jesus Christ. It is a working document designed to enhance the development of positive relationships between pupils, adults working in schools, parents and other members of the wider school community. The policy is the result of consultation with stakeholders, auditing of behaviour as well as training and reflects current practice within the school. Its fair and consistent implementation is the responsibility of all staff and stakeholders. Pupils have contributed to the behaviour policy through their involvement in the development of the whole school rules, and will be asked to be involved again when reviewing the policy.

Principles

The governors, after consultation with staff, parents and pupils wish the following principles to be promoted within Winwick CE Primary School.

- The school community promotes our core Christian values of love, perseverance and respect within a caring and nurturing environment.
- All members of the school community have a right to feel safe.
- All members of the school community have a right to respect and to feel valued.
- All members of the school community have a right to learn.

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Aim of the policy

- To create a culture of exceptionally good behaviour: for learning, for community for life.
- To ensure that all children are treated fairly and shown respect.
- To promote good relationships across our school community.
- To refuse to give children attention and importance for poor conduct.
- To help children take control over their behaviour and be responsible for the consequences of it.
- To build a community which values kindness, care, good humour, good temper, obedience and empathy for others.
- 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 children that:

- Recognise behavioural norms
- Positively reinforces behavioural norms
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive interventions

Acceptable behaviour at Winwick CE Primary School

School expects pupils and staff to behave in a manner that reflects the principles of the policy, in ways that support everyone's right to learn, be safe and be treated with respect in school. We believe in teaching children how to behave and supporting our pupils in making the right choices in three key areas: Learning behaviour, Values and Etiquette. The school expects pupils to work as hard as they can at all times; they should be ready and eager to learn and are not to disrupt the learning of others.

Children are expected to be respectful towards everybody and everything around them: always polite and demonstrating exemplary manners. Children are expected to demonstrate our Core Christian Values of Love, Perseverance and Respect along with Forgiveness, Friendship, Compassion and Peace. Pupils are expected to keep the school rules, which have been developed in consultation with them and contribute to the positive ethos of the school.

At Winwick CE Primary School, we have high expectations of every pupil as we believe this enables each child to flourish to their greatest potential, whilst contributing towards a happy, safe and nurturing environment. Through these high expectations of learning behaviour, respect, courtesy and embedded Christian Values, we are preparing children for their future outside of Winwick CE Primary.

Our aim is to work with our pupils and their families in order to help them to make the correct choices with regards to their behaviour inside and outside of school. We believe that the teaching and modelling of good behaviour is key in supporting our pupil's development. If a

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child's behaviour is not meeting our high expectations, then we believe it is our role - with the support of parents/carers - to support that pupil with strategies for how to make the right choices and offer them the guidance that they need in order to make those improvements. It is the responsibility of everyone in school to promote our nurturing ethos and to make positive choices about their behaviour, take responsibility for their own actions, and promote the development of positive self-esteem and well-being. The school expects pupils to behave in this way both on and off the school premises.

School Rules

The staff have, with involvement of the pupils, established positive rules that clearly define the high standard of behaviour and the positive ethos that we expect in school.

These rules are set out below:

Respect: We listen to everyone equally.

Courage: We work hard and challenge ourselves.

Friendship: We are kind and look after each other.

Forgiveness: We forgive each other and ourselves.

Truth: We are honest and tell the truth.

Generosity: We look after our community and the wider world.

Trust & Hope: We put our trust and hope in Jesus and the example He has set.

These rules are displayed around school. Every member of staff refers to these rules/core values frequently and consistently during lessons, playtimes and worships. These can be applied to a variety of situations and are taught and modelled explicitly. We also understand that - for some children - following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour.

Our Behaviour Policy is based on the Five Pillars of Pivotal Practice approach which is advocated by Paul Dix:

The Five Pillars of Pivotal Practice

- Consistent, calm adult behaviour – consistency, adult behaviour, emotional control, teacher expectations
- First attention to best conduct – rewards, recognition, praise, motivation, engagement
- Relentless routines – rules, routines, follow-up, teacher habits, non-verbal cues,
- Scripting difficult interventions – de-escalation, disruption, delivering sanctions, confrontation,
- Restorative conversations – restorative practice, structuring sanctions, developing relationships.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and addresses these needs via an

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individualised graduated response. To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school aims to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient.

The school will aim to promote resilience as part of a whole-school approach using the following methods:

- Culture, ethos and environment – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- Teaching – the curriculum is used to develop pupils' knowledge about health and wellbeing
- Community engagement – the school proactively engages with parents, outside agencies and the wider community and Parish to promote consistent support for pupils' health and wellbeing

All staff are aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision is made to support and promote their positive mental health. The school's Social, Emotional and Mental Health (SEMH) Policy outlines the specific procedures used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

Consistency in Practice - plays a vital role in our approach to behaviour.

Consistency lies in the behaviour of adults and not simply in the application of procedure.

- **Consistent language;** consistent response: Referring to the agreement made between staff and children, 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. However, if an incident requires a more senior member of staff – then this is dealt with at SLT level.
- **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 children displaying challenging behaviour.
- **Consistent models of emotional control:** Emotional restraint that is modelled and not just taught, teachers as role models for learning, teachers learning alongside children
- **Consistently reinforced rituals and routines for behaviour around the site:** In classrooms, around the site, at reception.

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- **Consistent environment:** Displaying the quality of a good primary school, consistent visual messages and echoes of core values.

School systems for promoting positive behaviour

Positive behaviour is expected, taught and modelled by all staff. Good behaviour is celebrated and recognised in many areas of school life, including whole school celebration Worship. Children are provided with consistent, positive encouragement and specific recognition when they do demonstrate positive behaviour. As good behaviour is expected at Winwick CE, we do not celebrate expected behaviour through the use of rewards, however, we do believe encouragement, praise and acknowledgement is key in promoting good behaviour.

Although our focus is primarily on the teaching of good behaviour, in order to monitor and support the continuous development of good behaviour, we have developed several school reward systems.

These systems are implemented by all members of staff which allows us to not only monitor behaviour but to deliver rewards and sanctions. We believe in consistent communication with parents/carers, and reward systems allow us to effectively communicate and keep parents informed with regards to their child's behaviour.

Rewards & Sanctions

It is our firm intention to provide a safe, happy and caring environment, rooted in Christian values, for our children to learn to their maximum potential. Appropriate behaviour should be encouraged at all times. Our policy therefore emphasises the reinforcement of good behaviour, as well as the need to deal firmly and consistently with unacceptable behaviour. We realise the importance of recognising achievement and promoting learning at all times.

All staff are expected to support children with their behaviour and, where unacceptable behaviour is displayed, any member of staff will be expected to take steps to challenge and reinforce expected behaviours and, if appropriate/required, will deal with the situation and put sanctions in place.

Politeness and Manners

All adults will, of course, set a good example for children and recognise and encourage good manners, politeness and respect for others by the children. By showing politeness and using manners, this demonstrates the mutual respect we have for one another and demonstrates how we are trying to follow the examples of Jesus in the way that we treat one-another.

All adults will support children to develop politeness and manners and have high expectations around this. For example, if a child does not use their manners, staff will model this for them to reinforce and then encourage them to rephrase their original statement.

All members of our school community are expected to show our value of 'Respect' to each other and should be encouraged to do this at all times, including during lunch times and when walking around the school building.

Positive Reinforcement

Rewards

Excellent behaviour and the following of our Core Values should be recognised and praised in a variety of formal and informal ways:

- Adults can convey their approval by smiles, saying thank you and by using words of encouragement. Dojo points are a slightly more formal form of recognition for this.
- **Individual Dojo Points:** Awarded to children linking to our school values.
- **Values Award:** Weekly award given to one child in each class linked to our school values.
- **Individual House Points:** Awarded to children linked to their work. When children start school, they will be assigned to one of our four houses; these houses are Roald Dahl, Nicola Adams, Isaac Newton and Florence Nightingale. (Awarded through the Class Dojo site).
- **Merit Award:** Weekly award given to one child in each class linked to their work.
- **Reading Award:** Weekly award given to one child in each class linked to reading.
- **Sports Award:** Weekly award given to one child in each class linked to sports achievements/PE.
- **Headteacher Award:** Weekly award given to one child in each class linked to exceptional work/display of values.
- **Attendance Award:** Whole class award for the highest attendance.
- **Golden Broom Award:** Whole class award for the tidiest classroom which is awarded by our cleaning team.
- **Class Stars:** A system of **class reward points (stars)** is there to encourage collective responsibility for behaviour inside, and outside the classroom. The teacher and class are to decide on appropriate rewards that should be achieved within each half term. There needs to be an agreement by the class as to what their reward is to be at the end of the half term. This will be displayed within the classroom on the 'Rewards' display, so all children remember what they are aiming for. The number of class reward points that a class need to receive their reward will decrease over the course of the year as behaviour expectations increase.

Each week, we have a Celebration Worship where we come together as a whole school to recognise children's achievements that week. A display in the hall will show the House Point totals, weekly Dojo winners, the sports awards of the wee. Values. Merit, Reading and Headteacher weekly award winners will be displayed in the pupil entrance so all children can clearly see their efforts. These will also be celebrated on our weekly newsletter.

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As well as the ways outlined above, we must celebrate achievement in other ways, such as through positive verbal and written feedback, a message on PING to parents, a thumbs up or a smile so that our children know that we value their efforts and motivate them to succeed further. The above is not an exhaustive list but outlines a number of procedures designed to consistently reinforce the message that good behaviour is noticed and appreciated by everyone at Winwick CE Primary School.

Discussion/Circle Time

Circle time can be used each week as a means for the pupils to discuss and solve any problems that may arise within the class (e.g. through discussion with a pupil, following an incident at break time, something shared in the worry monster). Circle time can also include items that can be brought to the School Council by the class representatives. Teachers are to let their class know when there is a private time for the children to speak to the teacher if necessary.

Managing Behaviour

Engagement with learning is always our primary aim at Winwick CE Primary School. For the vast majority of our children a gentle reminder is all that is needed. There are some occasions when it is necessary for a child to leave their classroom for a short period of time (for example to support them with self-regulation by visiting our Nurture Rooms), however steps should always be gone through with care and consideration, taking individual needs into account where necessary to support children to manage and modify their behaviour with the aim of a positive outcome.

Focus should be given to 'praising the behaviour you want to see'. All children must be given an opportunity to reflect on and adjust their behaviour to get themselves back on track. It is important to give children the opportunity to self-regulate. Staff recognise that for some children this may take more time – or different strategies – than for others and will take into consideration any additional needs that may require an alternative approach to support self-regulation.

If children have been given an opportunity to self-regulate and their negative behaviour continues, particularly where this is having a negative impact on their own learning or the learning of others or poses a risk to themselves or others, staff will take steps to manage the child's behaviour with the aim of removing or reducing the negative impact, with the aim of a positive outcome.

Practical steps in managing and modifying poor behaviour

There can be instances of misbehaviour at this school, as at all others. However, careful analysis of potential trouble spots will enable us to take measures which enable us to minimise opportunities for disruption. These measures need to be regularly evaluated and adapted or altered as appropriate.

Some key practices include:

- A member of staff to supervise the yard from 8.45am welcoming children and ushering children into school as soon as they arrive on the playground.
- Staff to be placed in key areas when children are moving around the building (e.g. on corridors, near toilets).
- To avoid allowing children to be lined up/sitting on the carpet for longer than is necessary.
- All staff to set high expectations for behaviour and standards that are consistent and in-line with school policy.
- A member of staff on duty to be on the yard before children from to ensure adequate supervision. The teacher(s) on duty to then follow out, with children being escorted to the playground.
- Playtime equipment to be set up in advance so that it is ready for children when they come out for break.
- All adults to be mutually supportive and co-operative, taking a consistent approach with behaviour in-line with policy.
- Children from each class to leave the building for playtime. If children are to stay in at break/lunchtime there should be adequate supervision – for example children attending homework club; a child who is unable to go out for break due to an injury.
- Staff to supervise corridors at break times and to be on the yard to collect/collect from the hall at lunchtime to escort children back to class.
- Ensure that the organisation of the classroom meets the needs of the children by having work appropriate for their ability and making sure that resources are matched to their learning needs, with activities prepared and ready for children to access.
- Sensory circuit set up in the Rainbow Room for children to access, if required, across the school day.
- Share daily timetable with the children so they are aware of the sequence of activities across the day.
- Designated member of SLT on lunch duty to support; based in Learning Hub to allow for a quiet zone at lunch, if required by individual/groups of children.

Children are held responsible for their behaviour. Staff will deal with the majority of behaviour without delegating and will use the steps in behaviour for dealing with poor conduct. Where behaviour escalates further, or a child presents with high behaviour needs, it may be appropriate for a member of SLT to support.

BEHAVIOUR MANAGEMENT STEPS:	
Steps	Actions
1. Redirection/ reminder	<ul style="list-style-type: none"> ● Gentle encouragement, a 'nudge' in the right direction. ● A reminder of our core rules/ values (love, perseverance and respect)/other relevant values, delivered privately wherever possible. ● De-escalate and decelerate where reasonable and possible and take the initiative to keep things at this stage. ● Praise will be given if the learner is able to model good behaviour as a result of the reminder.
2. Caution ('Last Chance')	<ul style="list-style-type: none"> ● A clear verbal warning delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. ● Speak to the pupil privately and give them a final opportunity to engage. ● Children will be reminded of their good previous good conduct to prove that they can make good choices. "stop, think, ...make the right choice" "think carefully about your next step" Use visual cue cards to support children who may need a visual reminder. ● The 30 second scripted intervention can be used: <ul style="list-style-type: none"> ○ I have noticed that you are... (<i>having trouble getting started, wandering around etc.</i>) right now. ○ At Winwick, we... (<i>refer to the school rules/values – love, perseverance and respect</i>) ○ Because of that you need to... (<i>refer to action to support behaviour e.g. moving to another table, complete learning at another time</i>) ○ See me for 5 minutes after class/during break ○ Do you remember yesterday/last week when you... (<i>refer to previous positive behaviour</i>)? ○ That is who I need to see today... ○ Thank you for listening... <i>then give the child some 'take up' time. (Opportunity to self-regulate and make a positive behaviour choice).</i>
3. Consequence Given/ Consequences then put in place <i>(time after class for restorative conversation, then an opportunity for reflection time)</i>	<ul style="list-style-type: none"> ● If the warning is not heeded and the behaviour continues, a consequence will be put in place which is appropriate to the child's age and severity of the unacceptable behaviour being displayed. ● At this point the child will be informed that there will be a consequence; the member of staff must clearly explain what the consequence is, how long this will last for and why the child has been given the consequence. ● In certain circumstances, it may not be possible to have this conversation immediately, if so this will be done at a later point, when the child is calm and able to engage. ● Children will be expected to have a reflective dialogue, at an appropriate time and appropriate to their age/stage.
Cool off	<ul style="list-style-type: none"> ● Depending on the circumstances, the child may require some time to 'Cool Off' time to self-regulate. ● This might be a short time away from the classroom with another class/TA/Nurture Room/calm, quiet space. ● It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves.

	<ul style="list-style-type: none"> ● Each classroom to have a designated Workstation so the child can have space away from their peers to reflect. In some cases, for certain children, they may need to go to an alternative space for some Cool Off time (e.g. tent, reading area, Blue Chairs at the HT office, sensory circuit in the Rainbow Room). ● It is time allowed to calm down, breathe, look at the situation from a different perspective and compose themselves before they refocus on their learning.
<p>4. Repair/ restorative conversation (Cool Down)</p>	<ul style="list-style-type: none"> ● Reflective dialogue to take place when the child is calm and able to engage. The detail/level of discussion will be appropriate to the child's age/stage, taking into consideration any individual needs. ● 5 questions from the following list is usually enough: <ul style="list-style-type: none"> ● What happened? ● What were you thinking at the time? ● What have you thought since? ● How did this make people feel? ● Who has been affected? ● How have they been affected? ● What should we do to put things right? ● How can we do things differently in the future? ● These are example questions that can be used to support a restorative conversation, but the conversation should be tailored to be appropriate to the circumstances and the child. ● Wherever possible, the repair/restorative conversation should take place between the child and staff member who has initially dealt with the incident; SLT will support this where behaviours are more serious. If needed, a member of SLT will take the class whilst the class teacher completes this conversation.
<p>Consequences</p> <ul style="list-style-type: none"> ● Consequence put in place; missed time/reflection ● Communication with parent/ carer ● A formal meeting with class teacher, member of SLT and parents/carers. ● Weekly behaviour meetings ● Exclusion 	<ul style="list-style-type: none"> ● Usually a consequence will be put in place that requires reflection time to take place; this will usually be done outside of learning time (e.g. during a break time/lunch time). Depending on the circumstances, parents may need to be informed; this should be done on the day ideally in person (not on the playground – bring into school)/via telephone, alternatively via School PING (with an option for parents to discuss this at a later point with the member of staff). If so, this must be recorded on CPOMS. ● If a child has two incidents in a week requiring reflection, the class teacher must inform parents; this should be done on the day ideally in person/via telephone, alternatively via School PING (with an option for parents to discuss this at a later point with the member of staff). This must be recorded on CPOMS. The member of staff should also flag this with all SLT, who may then ask for all staff to monitor. ● If a child has three or more incidents in a week (or regular incidents) requiring a consequence/reflection, a meeting should be set up with the parents and the member of staff/Key Stage Lead to discuss the situation further and decide if any further actions are needed. This must be recorded on CPOMS. ● In some cases, particularly where behaviour links with an SEND need, a bespoke behaviour management plan/consequences may be needed. This information must be included on the child's Pupil Passport and all staff must be made aware of the correct steps to take for the child. ● More serious consequences may also be required, depending on the situation; this will be decided by the Headteacher.

Serious Incidents

All serious behaviour matters must be referred immediately to the Headteacher or SLT who will then make a decision regarding next steps and consequences that are needed. Such incidents could include, but are not exclusive to:

- Fighting
- All forms of bullying
- Racist, sexist or homophobic comments
- Inappropriate name calling
- Using abusive/offensive language
- Physically hurting another child through choice
- Physically striking adults
- Putting themselves in danger (e.g. climbing on furniture)

Should a child engage in any of these more serious behaviours (e.g. hurting another child through choice, striking an adult), a member of SLT should be informed and the child will need to have time in The Nest. The Nest may be used just for the restorative conversation, but depending on the circumstances, this may be for the remainder of the session, remainder of the morning/afternoon or for the rest of the day. In some circumstances, an internal exclusion may be needed and parents/carers must be informed.

Suspension (a fixed period of exclusion)

Winwick CE Primary School believes that, in general, exclusions are not an effective means of moving behaviour forward. However, in order for children to achieve their maximum academic potential in the school, they must feel safe from physical and verbal aggression and disruption. The government's ambition is to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. If a child seriously breaches the school's behaviour policy, and if the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school, the Headteacher may take the decision to exclude for a fixed period, following the school's policy for this. If the headteacher suspends or permanently excludes a pupil they will without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Headteacher will also - without delay after their decision - notify the social worker and/or VSH, as applicable. The Headteacher will also notify the Local Authority without delay.

If this decision is taken, work will be set for the pupil to complete at home. Following fixed-term exclusion the pupil and parents meet the Headteacher to discuss the pupil's reintegration to school and the best way forward to support the child. Each day is a new day and, where a child has transgressed, it is expected that they will be welcomed and treated without any resentment when they return. The Headteacher may cancel an exclusion that has not been reviewed by the Governing Body. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the

Governing Body and the local authority will be notified, and if relevant, the social worker and Virtual Schools Head (VSH).

Reduced Timetable

In some circumstances, the decision may be taken to have a reduced (part-time) timetable for a child to support their individual needs and/or as a preventative step if the child is at risk of exclusion. This will be done in consultation with parents and will be for a fixed period of time, with the aim for the child to return to a full-time timetable as soon as is practicably possible.

For the duration of the reduced timetable, school will ensure that the child has appropriate learning opportunities whilst learning at home and will closely monitor this, making adaptations to best support the child and their needs.

School will follow Local Authority guidance for reduced timetables and will inform the local authority and keep them updated for the duration of time the reduced timetable is in place.

Permanent Exclusion

The Secretary of State for Education feels that permanent exclusion should be seen as a last resort and that a school should be able to show that it has taken all reasonable steps to avoid exclusion (See Exclusion Regulations).

The Governors of Winwick CE Primary School agree with this stance and all policies and procedures are in place to support inclusion of all pupils. Permanent exclusion should only occur when risk assessment indicates that to allow the child to remain in school would be seriously detrimental to the education or welfare of the pupil concerned, or to other pupils at the school.

Restorative Practice

Winwick CE Primary uses Restorative Practice to promote good behaviour and resolve unacceptable behaviour in a fair and consistent way. The restorative questions are displayed in every class room. Any form of humiliation or sarcasm is not acceptable. Every effort will be made to maintain safety and retain all children's access to learning. Efforts will be made to establish the truth of a situation and a 'cooling down' period may be advisable. However, issues must be addressed appropriately and promptly. Decisions regarding consequences must be considered, reasonable and not made on impulse. Where classroom behaviour is disruptive, teachers will apply the procedures from the steps detailed above.

Behaviour Curriculum

In-line with EEF Guidance recommendations, behaviour expectations will be specifically taught across the school through the school's Behaviour Curriculum. This curriculum outlines clearly the expectations that children are required to follow with regard to their behaviour. All adults will take a consistent approach to teaching this curriculum. *(See separate Behaviour Curriculum Documentation alongside this policy).*

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Children with Social, Emotional and Mental Health Problems

Children who exhibit behavioural problems may need to have a behavioural management support programme put in place. For some children, it will be necessary to place them on the SEND list for social, emotional and mental health issues. ELSA assessment and support may also be appropriate. In these cases, the Head/SENCo/SLT/Mental Health Lead practitioner will be involved, as well as Parents/Carers. Strategies already listed will inevitably be used as well as other therapies as advised by outside agencies, and according to advice from the educational psychology service.

Lunchtimes/Playtimes

The same procedures outlined above must be followed by midday assistants/teachers on duty. MDAs are to use the dojo system of reward. The children should be encouraged to resolve any disputes/friendship problems with adults on-hand to support this. In the Autumn Term, pupil Play Leaders will be trained to support this on the playground.

Bullying -please see the additional Anti-Bullying Policy this can be found on the school website.

There is a separate anti – bullying policy that supplements this policy. Aggressive behaviour can be defined as bullying when it is directed on a number of occasions at an individual by another individual or group. It may consist of threats, taunts or physical abuse.

It is the responsibility of **everyone** involved with Winwick CE School to ensure the safety and happiness of every member of the school. Therefore, we will not tolerate behaviour which makes a child feel uncomfortable or frightened. We must encourage children to feel comfortable to tell us if they are being bullied and then we must act on this. The class '**Worry Monster**' is very important and must be available for the children to use if they feel that they are being bullied. This will be regularly monitored by the class teacher

Reasonable Force

At Winwick CE Primary School a number of staff members are trained in Team-teach. This is a programme designed to help staff to calm children and de-escalate difficult situations. It also trains staff to hold children safely if it becomes necessary. This would only be done for safety reasons and for the shortest time possible. Staff only intervene physically to restrain children in order to prevent injury to a child, or if a child is in danger of hurting him/herself or others. Should this occasion arise children and staff will be given time to reflect and find a different way to deal with difficult situations in the future. The actions that we take are in line with government guidelines on the restraint of children. Records are kept and parents or carers are informed.

Staff Induction, Development and Support

All new staff will be inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently. The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil's behaviour, e.g. SEND and mental health needs. Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

Home/School Child and Parent Agreement

All parents and children will be asked to join the school in signing this agreement which outlines the key areas in which the school, parents and child can together contribute to successful education. This will be done annually at the beginning of an academic year.

Monitoring of Behaviour

The use of both rewards and sanctions are monitored half termly according to age, ethnicity, gender and learning difficulties and disabilities. Winwick Church of England Primary School will use disciplinary sanctions to regulate the behaviour of pupils off site when they are not under the lawful control of a member of the school staff if necessary. The school expects pupils to behave in a positive way at these times. The school may confiscate items such as mobile phones and sharp objects in certain circumstances. These items will be returned to the child – or the child's parents/carers - at the end of the school day.

Monitoring

This policy is brought to the attention of staff, pupils and parents in the Autumn term and is made available on the school website or from the school office upon request and is formally reviewed, along with the principles that underpin it, every two years. The policy is monitored less formally via staff meetings each term, if appropriate Rewards and sanctions are monitored half termly by the Senior Leadership Team.

A copy of this policy is available on the school website.

BEHAVIOUR & REWARDS POLICY APPENDICES

(NB. Also see Behaviour Curriculum Document).

Appendix A

Additional support

Additional support is available, through the school's SEN system and via interventions for pupils who have social, emotional and behavioural needs. We recognise that some pupils may need more support than others to develop their skills, and staff are encouraged to act on concerns about a pupil's learning, conduct or emotional behaviour as early as possible.

In addition to teacher / support assistant observations the school may use P Scales, and/or the Ofsted publication "Managing Challenging Behaviour" to assess and monitor progress. If necessary, pupils will be offered additional support through appropriate interventions (for example SEAL, PSHE, Social Stories, Drawing & Talking Therapy).

Some pupils who are offered this may also be at the School Action stage of the code of practice for special educational needs - their class teacher will help formulate an Individual Behaviour Plan for them, with the help of the schools SENDco and PSHE & Wellbeing Lead. IBPs are reviewed half termly. This supports the achievement of short realistic targets. Parents are always consulted and kept informed at every stage of the SEND process.

For pupils with more significant difficulties, where School Action Plus is necessary, the school will work in partnership with outside agencies such as the Educational Psychology service - usually after two school action Individual Behaviour Plans have been implemented.

The school may also consider the involvement of Social Care and Health Services and/or Early Help.

Winwick CE Primary School will make reasonable adjustments to the rewards, sanctions and teaching strategies within this policy in order not to disadvantage a pupil. This would apply to pupils with learning difficulties and disabilities and other pupils as their personal circumstances warranted it. This group of pupils may include those with dyslexia, autism, speech and language impairments, sensory and physical impairments and more complex behaviour, emotional and social difficulties such as Oppositional Defiant Disorder, Attention Deficit Hyperactivity Disorder and other medical diagnoses. These adjustments would be made before any official diagnosis if necessary and all staff would be made aware of the reasonable adjustments they would need to make. This may mean that there is the appearance of the policy not being adhered to at times, as rewards and sanctions are applied "differently" but pupils, staff and parents should be reassured that adjustments are only made when necessary in order to meet a pupil's individual need. An example of this would be when a child is in a 'Crisis' stage and their behaviour will be discussed dealt with once out of this stage.

Support for Parents/Carers in developing their child's social emotional and behavioural skills will also be provided if needed as here at Winwick CE Primary we work in partnership with parents in all aspects of their child's learning. Class teachers can offer support to parents and parents are always involved when their child is at School Action, School Action Plus or the SEN Code of Practice or has a statement of Special Educational Needs.

Appendix B

Restorative Practice

Definition - The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

Restorative Practices in Schools is about:

- Building safer schools
- Changing behaviour not punishing
- Adults modelling restorative approaches
- Finding ways to repair harm
- Supporting staff, children and families to use RP to build community

Why use a restorative approach?

- Punishment doesn't meet needs of those who suffered
- Maybe kudos or 'street cred' attached to the punishment
- Offenders don't have to face full effects of actions
- Offender may feel isolated and it may be difficult for them to get back into school community, making rule-breaking more attractive
- If problem behaviour persists, child may be pushed down a road of exclusion and marginalisation. They may be removed from school, but remain a problem in the wider community

Restorative Questions 1

To respond to challenging behaviour:

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

Restorative Questions 2

To help those harmed by others' actions:

- What did you think when you realised what had happened?

'In God's love, aspire and achieve to be the best'
1 Corinthians 16:14 'Do everything in love.'

- What have your thoughts been since?
- How has this affected you and others?
- What had been the hardest thing for you?
- What do you need to do to make things right

Appendix C

Zones of Regulation

WHAT ARE THE ZONES?

The Zones of Regulation is the original framework and curriculum (Kuypers, 2011) that develops awareness of feelings, energy and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This curriculum provides us an easy way to think and talk about how we feel on the inside and sort these feelings into four coloured Zones, all of which are expected in life. Once we understand our feelings and zones, we can learn to use tools/strategies to manage our different Zones in order to meet goals like doing schoolwork or other tasks, managing big feelings, and healthy relationships with others. The simple, common language and visual structure of The Zones of Regulation helps make the complex skill of regulation more concrete for learners and those who support them.

The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

APPENDIX D: BEHAVIOUR CURRICULUM (See Separate Document)

'In God's love, aspire and achieve to be the best'
 1 Corinthians 16:14 'Do everything in love.'