



## Barwell C of E Academy Behaviour 2018-2019

**We want happy, confident, successful children.**

We want all children, regardless of their individual circumstances, to be **happy, confident** and **successful**. In order to fully achieve this **vision**, we need children to be consistently working on how to become the **best version of themselves**. This is an **intrinsic** process where children work on aspects of their character to give them the behaviour tools needed to do well, not only in our school but into Key Stage 3 and beyond. It is the **responsibility** of every adult connected with the school to work together as a **team** to help children develop their behaviour in a holistic way.

**Our ambitious target for behaviour this academic year is: 85% of children judged to be at ARE or above in each year group**

### **Aims and objectives:**

Student culture is one of the main drivers linked to children's achievement. If behaviour in classes and around school is not good, this has an impact on staff well-being and children's learning. This policy aims to set out our whole school approach to behaviour, including how we monitor our impact. It is a policy which aims to have a holistic approach – instead of 'behaviour management'- how do we support children's development in their character to allow them to develop the skills to intrinsically manage their own responses to the world around them. It is important that all members of staff have a clear understanding of this policy to allow for consistency across the school. Our children's behaviour is everyone's business around school.

### **Restorative Justice:**

We are developing a 'restorative' approach to our work with children in order to create a harmonious learning environment where pupils are able to self-regulate their own behaviour and learning. This focuses around the four Rs:

**RESPECT:** for everyone by listening to other opinions and learning to value them

**RESPONSIBILITY:** taking responsibility for your own actions

**REPAIR:** developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

**RE-INTEGRATION:** working through a structured, supportive process that aims to solve the problem

### **Our expectations:**

Our whole school Behaviour Expectations are very simple but cover all aspects of school for adults and children. They focus around the ABCs which are:

A = **accepting** the challenge

B = being the **best** version of yourself

C = working on **character**

We feel that the ABCs are a fundamental approach for all of our school community to get on well with each other and work towards achieving our vision for our school. Below sets out what our ABCs look like:

**Accepting the challenge:** we all know that we find different aspects of school life challenging throughout the day, this will be different for each member of the school community and change day by day depending on what is happening in our lives. We ask that every member of our school community faces challenges with an open mind and a growth mindset. We may not be able to complete a challenge...yet. For our children, this may range from being challenged within the classroom academically or in more social situations. We ask that we all face challenges with a 'can do' attitude rather than focusing on the negatives.

**Being the best version of yourself:** we believe that the person that you need to get better than is you. If you approach every day with the belief that you can be better than the 'you' from the day before, we will always be making progress towards our goals. Being the best version of yourself is about exhibiting good character even when no one is looking.

**Working on character:** we use our Academic, Values and Emotional Well-being characteristics as our guide towards improvement. This is a shared vocabulary used across the school so we have a shared understanding of what we are working on. Again, similarly to challenges, the characteristics that we need to focus on will change day by day and even lesson by lesson. Some children will find particular aspects easier than others and this can be affected by things that happen outside of our school community.

**Ready to learn:**

We expect all of our children to be ready to learn in lessons. We use **SPLAT** to help reinforce this:

**S:** sitting up straight

**P:** having good posture

**L:** listening

**A:** answering questions

**T:** track the talker/words

It is important that children have good posture in lessons and that they sit ready to learn. This includes sitting up straight with their legs on the floor between the chair legs. Children should listen to the adult leading the learning at all times or to other children who are explaining their ideas. When questions are asked, it is important that children are keen to share their ideas or respond to an adult. One of our fundamentals across the school is that children 'track' the talker. This means facing the person who is talking to them and looking at them. This may be the adult leading the learning or their peers. If there is reading in class, children will track the words. If the words are on paper in front of the children, they will use the non-writing end of the pencil. This will quickly enable them to turn their pencil around if they are required to circle, underline or make notes about the text.

**Zones of Regulation:**

Every teaching area is equipped with a 'Zone of Regulation' traffic light. Children are all placed on the green zone. If a child is not working well on their ABCs, the adult leading the learning will move the child onto amber and remind the child of the Expectations in our school. If the child continues to not follow our ABCs, then they will be moved onto the red zone and escorted to another class for 10 minutes. Each classroom will have a 10 minute timer to ensure that this is precise. The child will return to their own classroom and move back into the green zone. The teacher will record this on their Zones of Regulation record sheet and a text message will be sent home. The process will be repeated two more times if needed throughout the day. Work missed in the 10 minutes out of class will be caught up in the child's own time – a sheet sent home based on year group non-negotiables.

If children have been to another class three times during the school day, or it is felt that it would be beneficial earlier, they will have to meet with a member of staff to have a 'Restorative conversation' about their behaviour during the day.

**Restorative Conversations:**

A restorative conversation will happen if a child's behaviour is a concern throughout the day or a specific incident has occurred when one child has been 'harmed' by another child in some way. There should be a very specific and deliberate approach to this which is followed by any member of staff who is leading the restorative conversation. It is important that all parties involved are calm and ready to listen – some children may need time to work towards this state.

1. Find somewhere in school that is quiet and where all parties can sit together equally facing each other
2. Explain that we are going to have a restorative conversation where we will show respect for everyone present
3. Explain that in the process we will be finding out who has been 'harmed' in the incident and who has acted at the 'harmer'. In many situations it may be that both parties are both a harmer and a harmed individual
4. Give all parties time to complete the Restorative Form and explain/read any parts that need clarification
5. Allow both parties to read their thoughts but remind them of ensuring that they show respect to everyone involved

6. It is an important last part of the process to reach the point where children agree on what actions they will complete to repair the harm caused and processes that will help them to avoid the same actions again.
7. The adult involved in the restorative conversation has the responsibility to work towards the Re-integration aspect.

The Restorative Form will be filed in the main Restorative File and the incident logged for future reference.

### **Significant breach of expectations:**

Where children's behaviour is deemed to be significantly below our expectations, for example, damaging school property, a Yellow Card will be issued. The child will be sent to a member of the Senior Leadership Team. A Restorative Conversation will be held following the above process and a letter will be sent home to inform parents. If a serious behaviour incident occurs, for example, purposely hurting another child without provocation, a Red Card will be issued. The child will be sent to a member of the SLT and a phone call will be made to parents requesting that they attend a meeting. A Restorative Conversation will be held with the child and their parents. In most severe cases, the SLT may decide that a child is in serious breach of our expectations and a fixed term exclusion may be issued or in the most serious cases, a permanent exclusion. For information on how serious behaviour involving peer on peer abuse, for example, bullying, physical assaults, sexual violence/harassment, sexting etc. are dealt with, please see our anti bullying policy. Reasonable force may also be used to prevent children from hurting themselves or others, from damaging property, or from causing disorder.

### **Monitoring impact:**

It is important that we monitor the impact of our behaviour policy. This happens on different levels.

**Half termly:** teachers will make an assessment on whether each child is working Below the level expected for their year group (B); working towards the level expected for their year group (W); at the level expected for their year group (A); at greater depth in the level expected for their year group (G). The Assessment Leader will collate this information and produce an analysis each half term. The analysis will be stored in the Behaviour and Welfare Folder.

**Formative assessment:** teachers will keep a behaviour log on their Zones of Regulation Record which will log when children have been in the Red Zone. They will use this information to guide their teacher assessments each half term. These records will be monitored monthly by the Headteacher and feedback given to staff. The analysis will be stored in the Behaviour and Welfare Folder.

**Restorative File:** records will be kept in the staff room of every Restorative Conversation that takes place. The Assessment Leader will analyse the amount of RCs each month which will be stored in the Behaviour and Welfare Folder.

**Yellow/Red Cards:** the Assessment Leader will keep a running total of the amount of cards that are issued each month which will be stored in the Behaviour and Welfare Folder.

**Exclusions:** the Assessment Leader will keep a running total of the amount of exclusions each month which will be stored in the Behaviour and Welfare Folder.

### **Rewards:**

It is important that the language used by all members of staff is centred on our character words and our restorative language. We must be consistent in our approach at all times. It should be clear that our Expectations are the normal 'state of affairs' for our school. To this aim, we do not reward children for following our expectations. Our language though should be used to praise when we observe children upholding our expectations.

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However, we do want to keep families as involved in their child's successes as possible. This is done through a range of ways:

**Character Commendations:** each week, two families from each class are invited into our Achievement Assembly to share their child's successes in a particular characteristic

**Notes home:** teachers send notes home to families to celebrate successes on a particular characteristic

**Phone call home:** teachers phone parents to celebrate success on a particular characteristic

**Emailed certificates:** certificates will be emailed to parents to celebrate success on a particular characteristic

**Face to face:** teachers see parents at the end of a day to celebrate success on a particular characteristic

**Post card home:** a post card is sent home to families to celebrate successes on a particular characteristic

**Stickers:** stickers are awarded to children who stand out in their progress towards a particular characteristic

**Sending a child to another member of staff:** children take their work to show their progress

**#HotChocFri:** every week the Headteacher and Deputy will choose children and staff who have gone above and beyond in that week to have a hot chocolate in the Headteacher's office.

# Appendix

The following documents are common throughout the whole school and are included in this appendix:

- The four Rs
- Our school's Expectations
- Text messages for the Red Zone (1, 2 and 3)
- Restorative Conversation Explanation
- Restorative Conversation Script
- Restorative Conversation Form
- Yellow Card Letter
- Red Card Letter (to be hand given to parents)



**BARWELL**



**ACADEMY**



**BELIEVE ACHIEVE SUCCEED - LEARNING THAT LASTS A LIFE TIME**

## **Our Four Rs**

### **RESPECT:**

for everyone by listening to other opinions and learning to value them

### **RESPONSIBILITY:**

taking responsibility for your own actions

### **REPAIR:**

developing the skills within our school community so that its individual members have the necessary skills to identify solutions that repair harm and ensure behaviours are not repeated

### **RE-INTEGRATION:**

working through a structured, supportive process that aims to solve the problem



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CHURCH OF ENGLAND

BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFE TIME



# Our Expectations It's as simple as ABC...

**A =**

**Accepting** the challenge

**B =**

Being the **best** version of  
yourself

**C =**

Working on **character**





**BARWELL**



CHURCH OF ENGLAND

**ACADEMY**



**BELIEVE ACHIEVE SUCCEED – LEARNING THAT LASTS A LIFE TIME**

## **Restorative Conversation:**

1. Find somewhere in school that is quiet and where all parties can sit together equally facing each other
2. Explain that we are going to have a restorative conversation where we will show respect for everyone present
3. Explain that in the process we will be finding out who has been 'harmed' in the incident and who has acted at the 'harmer'. In many situations it may be that both parties are both a harmer and a harmed individual
4. Give all parties time to complete the Restorative Form and explain/read any parts that need clarification
5. Allow both parties to read their thoughts but remind them of ensuring that they show respect to everyone involved
6. It is an import last part of the process to reach the point where children agree on what actions they will complete to repair the harm caused and processes that will help them to avoid the same actions again.
7. The adult involved in the restorative conversation has the responsibility to work towards the Re-integration aspect.

Now you have had time to calm down and think about the incident, here are some questions for you to answer truthfully.  
What happened?

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What were you thinking and feeling at the time?

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What have your thoughts been since?

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Who has been affected by what happened?

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What can you do to make amends?

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How do you plan to change the way you manage your behaviour and responses to others' behaviour in future?

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<b>Step 1</b> <b>Give time out to calm if required.</b>	<b>Instructions</b> Make sure that participants are prepared, including reflections sheets if necessary and contract sheet if you think one will be required.
<b>Step 2</b> <b>Offer reassurance and support</b> <b>'Let's sort this out'</b> <b>If appropriate 'You're not in trouble'</b>	
<b>Begin to unpick 'who's been affected by this'</b>	
<b>Step 3</b>	<b>What Happened?</b> Tell me about it. Tell me what you were and what everybody did. What did you do when that happened? How did that happen?
<b>Step 3</b>	<b>What were you thinking/feeling at the time?</b> What do you think made it happen? What were you thinking when it happened? What were you feeling?
<b>Step 4</b>	<b>What have your thoughts been since?</b> What do you think about it now? What do you think now about what happened? What else could you have done? What other choice could you have made?
<b>Step 5</b>	<b>Who has been affected by what happened?</b> Who else has been hurt and upset by this? Who's been upset? Who got hurt? Who got upset?
<b>Step 5</b>	<b>How can we make amends to deal with this situation?</b> What do you need to do to make it right? What could we do to make it right? What could you do to make it OK? How can we make it better/right/OK? What would make you and the other party feel better? What is
<b>Step 6</b>	<b>What do you think needs to happen so we can avoid this happening again?</b> What can YOU do to make sure things don't happen in this way in future? How could your changed actions have changed today's outcome?
<b>If suitable to the discussion discuss and agree the</b> <ul style="list-style-type: none"> <li>- Outcomes</li> <li>- Contract for future behaviour</li> <li>- Ground rules going forward</li> <li>- Confidentiality of the meeting i.e. between children (school will keep record)</li> </ul>	
<b>Closing points: Close on a positive note which allows the children to take the actions forward in a positive way 'It's really good that we could talk about this and resolve this situation.</b>	

Text Messages to parents for children who have been sent out of class in the Red Zone:

Text 1: Today your child was sent out of class. Please ensure they do the 10 mins of extra work at home tonight.

Text 2: Your child has been sent out for a second time. This is now 20 mins of extra work at home tonight.

Text 3: Your child has been sent out for a third time. This means 30 mins of work plus a restorative conversation.