

William Penn Behaviour Policy

Restorative Practice

Our Behaviour Policy reflects the commitment of the Governors, Pupils and Staff to managing positive behaviour under the principles of Restorative Practice.

We believe that implementing the principles of Restorative Practice helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. This approach ensures we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently. This approach should not be seen as a 'soft option'. It is a challenging and at times difficult route to establishing long lasting and respectful relationships underpinned by transferable and valuable life skills.

Key Values that Underpin this Policy:

- Every member of the school community has the right to feel safe and secure
- Every pupil has the right to learn
- Every pupil will be encouraged to make informed choices, reflect upon their own behaviour and learn the skills required in order to manage their own behaviour effectively
- All children will be treated with respect; it is the behaviour that we don't like – not the child

Purpose:

- To ensure that the management of pupil behaviour is empathetic with the ethos of William Penn School and progress towards achieving our vision
- To provide clear guidance for all staff, pupils and parents about the way poor behaviour is improved
- To ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied. Bullying affects everyone; it is unacceptable and will not be tolerated.
- To comply with the legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among pupils and to bring these procedures to the attention of staff, parents and pupils.

Aims:

- Help children become positive and fully participating members of the school and wider community
- Enable children to feel that they are valued and feel that they belong to the school community
- Ensure that children have respect for each other, adults and property
- Enable children to develop and restore self-discipline
- Enable every child to have and restore high self-esteem and confidence
- Offer children a timely opportunity to discuss their experience with a member of staff
- Give reassurance to pupils
- Allow children to discuss what has happened
- Ensure that children understand the positive and negative impact that their behaviour can have on others

- Enable children to take full responsibility for their behaviour
- Establish the wrong doing and need to change
- Establish a plan for change and identify sources of assistance

Definition of Bullying (for Reference)

There is often confusion for pupils and parents as to what constitutes bullying, as referred to in this policy and what constitutes anti-social behaviour. Although neither is acceptable, the distinction is important. The definition that we will use is as follows:

‘Bullying is defined as deliberately hurtful behaviour, repeated over a period of time, where it is difficult for those being bullied to defend themselves.’

Expectations of Pupil Behaviour

Children are expected to:

- Look after and respect themselves and each other
- Be polite, and respect all adults working with them by listening and responding appropriately
- Allow peers to get on with their learning
- Conduct themselves carefully and safely around the school
- Care for and respect the outdoor environment, classroom environment and the equipment that they use

Quaker Values and Restorative Practice - How do we Help all Children to Behave Well?

- Our Quaker Values are: honesty, integrity, simplicity, peace, reflection and friendship
- Our Quaker Values underpin our provision here at William Penn and are regularly referred to in assembly and in the classrooms
- Our Restorative Practice focuses on building positive relationships based on respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The Restorative framework is based upon ‘knowing the effect that I have on others’. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Children and adults are encouraged to put things right together.
- All members of staff are trained in the key principles of RP and we understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships
- All staff are consistent in their management of behaviour in school
- Teachers praise good behaviour and use modelled good behaviour to ensure that children are clear about what is expected of them
- Class rules are carefully established and agreed at the start of each year with input from pupils and staff
- We encourage all children to consider themselves members of the school community and that it is important that their ideas can be articulated and that they are listened to by staff
- Children are taught about respect for everyone, inside and outside the school community
- The PSHCE curriculum, including circle time, provides opportunities for teachers to teach behaviour and social skills, and for children to reflect upon behaviour

What does our approach look like in practice?

- For clarity and consistency, the pupils and staff have formulated a
 - William Penn Positive Play and Restorative Practice Plan (Appendix 1)
 - William Penn Positive Learning and Restorative Practice Plan (Appendix 2).
 - Both plans are displayed in each classroom and throughout the school.

- Issues of difference are recorded on an RP recording sheet (Appendix 3) and dealt with using our RP Questions which are
 - **What happened?**
We draw 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 were you thinking/feeling?**
We focus on what each person was thinking and feeling at the time, before and since.
 - **What needs to happen to put things right?**
We consider what needs to happen next/to make things right with each other and with the school community? We think about how people agree and negotiate and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.
 - **What are you going to do differently next time?**
By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation and make amends in their own way. We are also training pupils to become peer mentors so that they have an active and recognised role in resolving issues of conflict.

Rewards

- Rewards are an acknowledgement of good behaviour or great effort.
- Class based rewards can be agreed by the children. Rewards can also be agreed as part of Individual Behaviour Plans which can be set up with input from pupil, class teacher, parents and headteacher, if behaviour is a persistent focus of attention
- There will be no blanket consequences for poor behaviour.
- Rewards already earned will not be taken away.
- Celebration assembly is an opportunity to congratulate children who have achieved outstandingly well during the week with their work or their behaviour
- The weekly newsletter is also an opportunity for children to share success with their out of school activities, like music exams

When a Child Needs Additional Support with their Behaviour – Behaviour Plans

If a child is unable to behave well within the structure of the class rewards and other agreed rules in school, then additional support will be put in place to help the child to change their behaviour. This additional support will reflect the needs of the child.

These actions might include:

- Time out for reflection
- Opportunities to reflect on poor behaviour and its impact in discussion with the SENCo, class teacher or Headteacher
- Children may be asked to draw or act out incidents that will help them reflect upon their actions, their feelings and the feelings of others
- Children may join a social skills group (with school and/or external agencies involved)
- A record may be kept of good behaviour kept by either the teacher or the child if appropriate
- Close contact will be maintained with parents so success can be rewarded at home

- Where children have poor behaviour patterns triggered by emotional needs, then outside agencies may be approached in consultation with parents
- Children will have an Individual Behaviour Plan which will outline actions to be taken to change behaviour.
- Support with anger management

Consequences of Poor Behaviour

- All children must understand that unacceptable behaviour will have consequences.
- Consequences will be discussed with individual children as part of our solution based restorative approach to behaviour management and are often individual as dependent on the child and the context.

Pupils Out of the Classroom

- As a general rule, pupils will not be asked to leave the classroom
- If a child needs time out on a regular basis, this should be organised with the headteacher and usually as part of an Individual Behaviour Plan
- Any time out must be supervised and the pupil must have appropriate work to do (if they are to spend more than a few minutes away from the group)
- Any time out must be for a fixed period of time
- The pupil must know why they are being asked to leave the lesson and be given the opportunity to discuss this at the earliest convenience
- Parents must be informed if a child has had to leave a lesson (via the Home Contact Book or through conversation at the end of the school day)

Pupils Missing Playtime

- As a general rule, pupils should not be asked to miss playtime or lunchtime
- Pupils should not miss playtime as a result of lack of productivity in lesson time (this is an indication that the support given to the child has not been adequate)
- If a child needs time out, they should be directed to the adult on duty and should spend the time with them discussing the reason for the timeout and then reflecting
- Children should not spend time in isolation or be unsupervised
- Any time out must be for a fixed period of time

Exclusion

The policy of the school is to exclude only as a last resort. The school will follow the guidance as outlined below.

Statutory Guidance on Exclusions

Maintained schools and academies must have regard to statutory guidance on exclusion from the Department for Education. The requirements apply to all pupils, including those above and below compulsory school age.

Authorising and Recording Exclusions

Pupils can be excluded permanently, or for one or more fixed periods up to a maximum of 45 days per academic year. Only the Headteacher or acting Headteacher can authorise exclusions. All exclusions, however short, must be formally recorded. 'Internal exclusion', where pupils are removed from class but not the school site, does not count as a formal exclusion, so does not need to be recorded.

Deciding Whether to Exclude a Pupil

A pupil should only be excluded when he/she has breached the school's behaviour policy seriously or persistently, **and** where allowing him/her to remain in school would seriously harm the education

or welfare of the pupil or others in the school. It is illegal to exclude a pupil for non-disciplinary reasons such as the actions of his/her parents or his/her academic ability.

When deciding whether to exclude a pupil, Headteachers must consider the school's responsibilities under the Equality Act 2010. Pupils with education, health and care plans or statements of special educational needs (SEN) are especially vulnerable to the impact of exclusion, and Headteachers should avoid permanently excluding them. It is illegal to exclude a pupil simply because the school is not able to meet his/her needs, and excluding a pupil for behaviour that is due to his/her SEN may constitute discrimination.

Notifying Relevant Parties of an Exclusion

On excluding a pupil, the Headteacher must immediately notify parents of the period of the exclusion and the reasons for it. He/she must also inform parents of their right to make representations about the exclusion to the governing body. The governing body must also be notified of certain exclusions.

The Governing Body's Responsibilities in Relation to Exclusion

For fixed-period exclusions of more than five days the governing body must arrange suitable alternative full-time education, which must begin no later than the sixth day of the exclusion. For permanent exclusions, the pupil's 'home' local authority must provide alternative education. Governing bodies are legally required to consider parents' representations about an exclusion, and in some cases must also consider whether an excluded pupil should be reinstated. If parents disagree with the decision not to reinstate their child, they can request that it be considered by an independent review panel.

Parent Partnership

- We hope parents will model similar expectations of behaviour within the home context
- Where we have concerns about a child's behaviour, parents will be contacted
- When a child requires support because they are having difficulties behaving well, parents will be invited to help us solve these difficulties and share strategies for support
- We aim to develop a partnership culture where parents would feel comfortable to approach the school for support if they were having difficulties with their child's behaviour at home

SENCo

The role of the SENCo is to:

- Support teachers in the management of pupil behaviour
- Provide a contact when children need an opportunity to discuss their behaviour further
- Support teachers with further strategies to help solve behaviour issues
- Provide support for parents tackling behaviour issues at home
- Design and manage social skills programs
- Help teachers to assess behaviour patterns and design behaviour targets for individual children
- Manage Individual Behaviour Plans alongside teachers

Headteacher

The role of the headteacher is to:

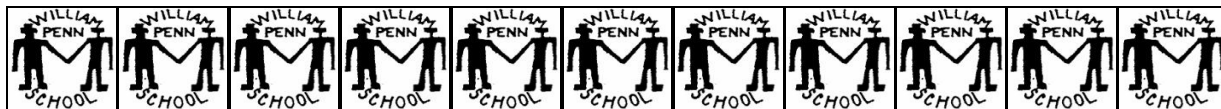
- Support and encourage all children to behave well
- Support staff when they are dealing with challenging behaviour
- Work with members of the school community to solve individual behaviour issues, including the organisation of Individual Behaviour Plans
- Record and manage incidents that she/he deals with
- Record and manage critical incidents
- Work with and support parents with behaviour
- Monitor the Behaviour Policy
- Keep Governors informed about behaviour in school and the success of the behaviour policy

- Manage lunchtime exclusions, fixed term and permanent exclusions in line with Local Authority guidelines
- Work with parents to plan for the return of children after they have been excluded

Agreed:

Review Date:

Signed:



William Penn Positive Learning and Restorative Practice (RP)

To help us stay responsible for our behaviour, we follow these steps to make sure that we can all:

- learn
- feel safe

If you make it difficult for others to learn, or feel safe, then:

1. Your name will go on the board with a number one. This is your reminder to ask yourself the RP Questions:

- What happened
- What were you thinking/feeling
- What needs to happen to put things right?
- What are you going to do differently next time?



2. A number two will go next to your name and you will spend time with the class teacher, or teacher on duty, at break time or lunch time talking through the RP questions.



let's talk

3. A number three will go next to your name and you will go directly to another classroom to fill out an RP Reflection Sheet. You will spend time with the class teacher, or teacher on duty, at break time or lunch time talking through the RP questions.



4. A number four will go next to your name and you will go to another classroom. You will read your RP Reflection Sheet and carry on with your learning.

5. A number five means that you will go to Mr Kear to discuss your RP Reflection Sheet and your parents **may** be informed.



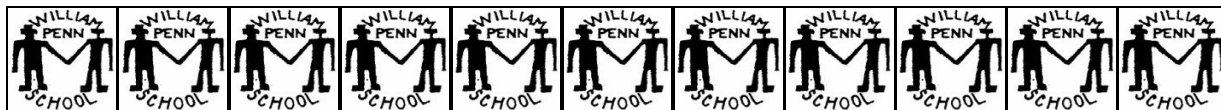
Written by pupils, teachers and teaching assistants – January 2018



William Penn RP Reflection Sheet



| | | |
|---|------------|-----------|
| RP Questions | Date/Time: | Location: |
| | Pupil: | Adult: |
| What Happened? | | |
| What were you thinking/feeling? | | |
| What needs to happen to put things right? | | |
| What are you going to do differently next time? | | |
| Signed: | | |



William Penn Positive Play and Restorative Practice (RP)

To help us stay responsible for our behaviour, we follow these steps to make sure that we can all:

- play
- feel safe

If you make it difficult for others to play, or feel safe, then:

6. You will be reminded to ask yourself the RP Questions:

- What happened
- What were you thinking/feeling
- What needs to happen to put things right?
- What are you going to do differently next time?



7. You will spend time with the teacher on duty at break time or lunch time talking through the RP questions.



let's talk

8. You will go to fill out an RP Reflection Sheet. You will spend time with the teacher on RP duty, at break time or lunch time talking through the RP questions.

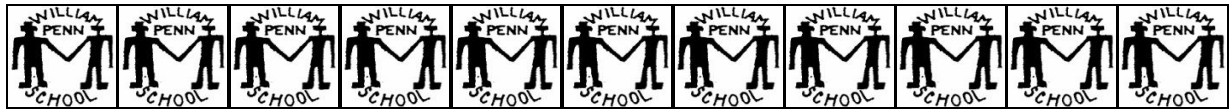


9. You will go back to the RP teacher on duty, read your RP Reflection Sheet and further reflect on how to improve your behaviour.

10. You will go to Mr Kear to discuss your RP Reflection Sheet and your parents **may** be informed.



Written by pupils, teachers and teaching assistants – April 2018



William Penn RP Reflection Sheet



| | | |
|---|------------|-----------|
| RP Questions | Date/Time: | Location: |
| | Pupil: | Adult: |
| What Happened? | | |
| What were you thinking/feeling? | | |
| What needs to happen to put things right? | | |
| What are you going to do differently next time? | | |
| Signed: | | |

Appendix 3



William Penn RP Pupil Information Log

| | | | | | | |
|--|---|--------------------------------------|---|----------------------|---|--|
| Date/Time: | | Facilitated/ Recorded by: | | Ground Rules: | <ul style="list-style-type: none"> ▪ Honesty ▪ Privacy considerations ▪ Respect ▪ Positivity – focus on issues not individuals and moving forward ▪ Reflection | |
| Pupil/s: | | | | | | |
| What Happened: | | | ▪ | | | |
| What were you thinking/feeling? | ▪ | | ▪ | | | |
| What needs to happen to put things right? | ▪ | | ▪ | | | |
| What are you going to do differently next time? | ▪ | | ▪ | | | |

| | | | | |
|--------------------------------|---|---|--|--|
| | | | | |
| Additional details if required | ▪ | ▪ | | |