

Atwood Primary School Behaviour Policy
Approved May 2011
Review May 2014



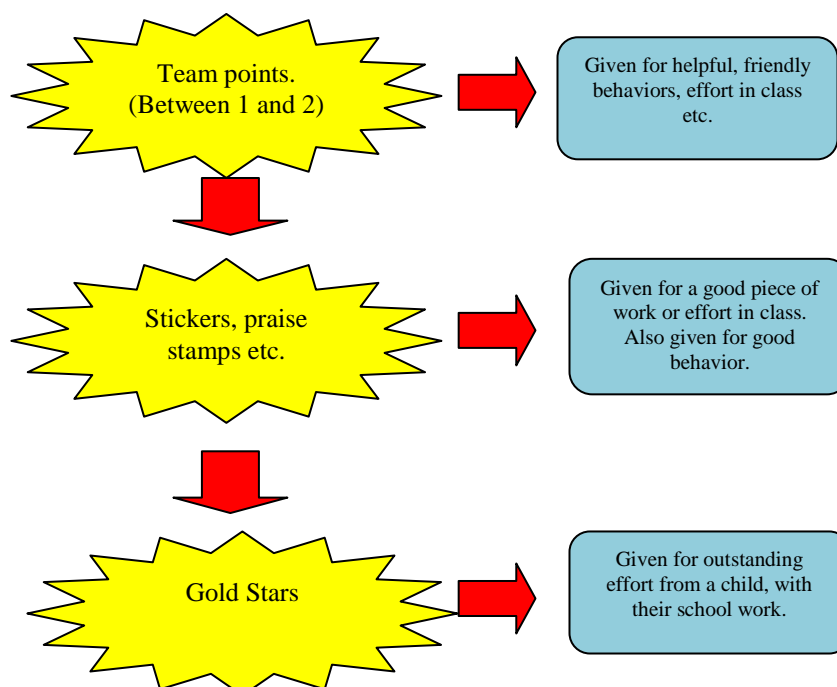
We aim to establish a caring and challenging school community where all pupils feel valued and develop a love of learning. We are a school where pupils care about each other, the adults they work with and their school. We encourage self-discipline and keep rules and regulations to a minimum. We also have exceptionally high expectations of behaviour and we expect each individual to respect others, their families, culture and beliefs.

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 try to avoid this by eluding being discovered. Instead we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Positive Behaviours

We aim to encourage a friendly caring atmosphere where pupils take pride in their school and the community's perception of it. Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward. We also aim to reinforce positive behaviour with praise and recognition of it both in class and in assemblies. Rewards may also be given in the form of prefect responsibilities, Year 6 trophies and the end of year awards. Furthermore, whole school reward systems are used to reward behaviours and hard work.

Whole school reward systems



The Restorative Approach

At Atwood Primary School we adopt the principles of The Restorative Approach; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

What happened? Drawing out each person's story one at a time.

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

Who has been affected and how? Who has been harmed/affected and how?

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

What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above 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.

(See appendix 1 for examples of questions for each area.)

Furthermore, this approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. 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 in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.





Curriculum support

Personal, Social, Health and Economic Education (PSHE) lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupil's understanding and competency in managing conflict. Discrete PSHE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Restorative Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate. Furthermore, PSHE and Social and Emotional aspects of Learning (SEAL) lessons which focus on strategies for controlling anger and friendship skills only serve as a preventative measure to such conflicts arising in the first place.

Implementation of the Restorative Approach

At Atwood Primary School, we recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour. The 5 stages of Restorative Approach underpin our approach to behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused; much of this is addressed through the 'Personal, Social and Emotional Development' area of learning. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding of the approach. As pupils become more secure in the skills needed for each stage then they progress to the next one.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative stages at their own pace.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

The following identifies some of the options available to staff dealing with negative behaviours in school. It is provided as a guide.

Approach to resolving incident.	Process	Examples of incidents	Staff involved
One to one conversations	Discussion with pupil identifying what happened and how it can be stopped/put right.	Talking in class, minor disruptions, not listening etc,	Class teacher/ adult present at time.
Informal, instant restorative process involving both/all parties.	Identifying what happened, feelings and needs. Aim to find a solution that can be implemented immediately.	Minor verbal and physical arguments, lying.	Class teacher/ adult present at time.
Informal, restorative process involving both/all parties.	Identifying what happened, feelings and needs. Aim to reach an agreement that can be implemented. This process could take place in the form of a detention as a consequence of the pupil's actions.	More serious verbal and physical arguments, theft of property, swearing, lying.	Class teacher/ adult present at time. Parents may need to be made aware.
Formal meeting.	Identifying what happened, feelings and needs. Having spoken to those involved separately it would now be appropriate to involve their parents/carers.	Bullying or more serious or ongoing incidents of the above.	Class teacher, adult who dealt with incident at time, Parents/carers of those involved.
Further formal meeting.	Following parental involvement and/or breaking of agreements reached in prior meetings, it would be appropriate to involve the Deputy Head or Head Teacher.	Ongoing or more serious incidents of the above. Incidents of racism or knife crime.*	Class teacher, adult who dealt with incident at time, Parents/carers of those involved, Deputy or Head Teacher.

*All incidents of racism are recorded and an anonymous, termly report is sent to the *Director of Children, Young People and Learners*.

Use of sanctions

When using sanctions at Atwood Primary School, staff ensure that they are constructive and allow the child to learn from what has happened. The sanction is given by the class teacher or the member of staff responsible for the class when the incident took place. If an incident occurs at lunch time then it is the Lunchtime Supervisor's responsibility to deal with the issue, unless they feel it should be referred to the class teacher.

Pupils, particularly in EYFS and KS1, may need to have 'time out' in a safe place so as to calm down and ready themselves to talk about what happened. If this happens at lunch time the pupil remains with a lunchtime supervisor until they are calm and ready to talk about the incident.

Pupils miss some play time if they have behaved inappropriately towards another pupil or adult. When this happens the pupil uses the time to reflect upon what has happened and how the other party feels. They may also use the time as an opportunity to work with an adult to develop their understanding of how their actions affect others, strategies which will allow them to prevent the incident happening again or ways to repair the harm that has been done. It may be appropriate for all parties involved to work with the class teacher during a play time. Teachers are careful to ensure the Restorative stages have been followed so as to ascertain exactly what has taken place before any pupil misses their play time.

Pupils are not be sent to other staff for 'detention' nor do they spend time writing lines as this does not help them to learn from what has happened. Pupils do not receive an area of the curriculum as punishment (i.e. extra maths,) nor are they withdrawn from a curriculum activity as a consequence. Pupils are not sent to stand outside the classroom or somewhere within the classroom (i.e. facing the wall) or sent to the Head or Deputy Head Teacher without the teacher accompanying them. Whole class punishments are never given.

The head teacher may exclude a pupil from the school for up to 45 days in a school year. This is reported to the Local Authority and held on the pupil's file indefinitely. A Permanent Exclusion will be considered as a last resort and the Local Authority will take responsibility for the pupil. It is a criminal offence to bring a weapon onto the school premises and any pupil doing so would risk immediate permanent exclusion.

Staff Training

At Atwood Primary School, we ensure we have a whole-school, consistent approach to managing behaviour issues. We recognise that all stakeholders are role models to the pupils. A friendly, positive atmosphere amongst staff sets a good example to pupils. New staff who join the school receive training in the Restorative Approach and are briefed in the school behaviour policy. Refresher training in the Restorative Approach is to be provided for all teaching and support staff on a regular basis in order to maintain confidence in this approach.

Furthermore we constantly strive to ensure we are providing the best practice possible for our pupils. Pupil questionnaires and surveys are used on a regular basis to assess pupil's understanding of behaviour issues and our approach. They are also used to identify areas we need to focus on to improve, (See appendix 2 and 3.)

Parent/carer involvement

Parents and carers are kept informed of any concerns teachers have about their child's behaviour at school and also the ways in which incidents have been dealt with. It is important that parents and carers understand the 5 Restorative stages and the approach we believe in at Atwood Primary School. When invited into school for a meeting about behaviour, parents and carers need to be briefed beforehand as to what has happened and what will happen during the meeting. Their support is vital if agreements between pupils, pupils and staff are to be upheld and negative behaviours successfully addressed.

Remember

We maintain high expectations of behaviour.

We set a good example.

We listen with empathy and without judgement.

We give all the chance to tell their story.

We acknowledge the feelings and needs of those involved.

We empower and help our pupils to resolve their own conflicts and maintain their own relationships.

This policy was adopted by the Governing Body on **18th May 2011**
Next review: **May 2013**

Appendix 1

Theme 1 What Happened?



To help us understand what harm has been caused can you tell us what happened?

Could you tell me what happened?

How did you find out what had happened? (useful question to start with for anybody not there at the time of the incident i.e. parent)

And then

Who else was there?

What time did this happen?

What happened next?

Tell me more about that?

Can I just clarify that I have got this right?

How were things before this happened?

How did you get on with this person before this happened?

How are things now?

Has anything changed? How?

Don't forget to use all your non verbal and encouraging listening skills-nodding the head, eye contact, silence etc.

Theme 2 Thoughts and Feelings



What were you thinking when that happened?
What were your thoughts when you found out what had happened?
How were you feeling inside, in your tummy, when that happened?
How were you feeling when that happened?
How do you feel now about what happened?
How were you feeling before this happened?
How are you feeling now?
What were your thoughts/feelings when you found out what had happened?

What were you feeling as you did that?
What were you thinking when that happened/you did that?
What are you thinking/feeling now about what has happened?

Remember that different sorts of questions will be asked depending on who is being asked these questions, i.e. the harmed or harmer.

These thoughts and feelings question will need to be brought in when you have got some sense of what has happened and can follow some **What's happened** questions. Therefore these two stages are often intertwined with each other.

For example: **Can you tell me what happened next?** and then **Can you tell me what you were thinking when that happened and how did that make you feel/so what were you feeling at that point?**

Theme 3 Harm and Affect



Who has been affected/harmed by what has happened?
How do you think they have been affected/harmed?
Anyone else?
How have you been affected by what has happened?
What has been the worst for you in all this? (a good question to ask those harmed and parents/supporters of both harmed and harmer)
How are things now?

Theme 4 Needs



What needs to happen now for you to feel better about this?
What do you need to happen now for things to be ok again?
What do you need to do now to put things right?
What could you do now to help put things right?
What else may need to happen for this not to happen again?

At this stage you just want to draw out the needs of everyone, so remember not to let the participants start agreeing anything before **everyone** has had the opportunity to state their needs. Your skill here is to help people draw out their individual needs. You may need to acknowledge that sometimes people will not get all their needs met.

Theme 5 Repair and Future



- How could you help this happen?
How can you help to make this happens?
Is that fair?
What could you contribute to making these things happen?
What support do you need to do this?
What can anyone else do to help this happen?
How can we help you do that?
Do we need anything written down?
Do we need to put this into an agreement?
Do we need someone to make sure this happens?
Does everyone agree with this/with what is going to happen?

Not all interventions need an agreement but if you are using one don't forget **SMART**

Specific

Measurable

Achievable

Realistic

Time bound

.

Framework for Restorative Enquiry



- Can you tell me what happened?
And then?
Who else was there?
What time was this?
How were things before this?
Has anything else happened since?**

Remember your time line
- What were you feeling when that happened?
What were you thinking when that happened/you did that?
How were you feeling before this happened?
How are you feeling now?**
- How have you been affected by what has happened?
Who might have been hurt, upset by what has happened?
Who else may have been affected and how?**
- What do you need now to feel better?
What needs to happen now for things to be ok?
What might you need to do to help put things right?
Is there anything that needs to happen for things to be ok?**
- Is there anything that you could do that would help put things right?
How will you do that?
What could you do now to stop this happening again?
Do you need some help with that?
What else may need to happen to stop this happening again?**

Appendix 2

Targeted Mental Health in Schools Evaluation

25 Year 4 pupils from Atwood Primary School took the Me and My School survey in November / December 2009. Of the pupils who completed the survey, 13 were female and 12 were male. This survey was then repeated in November/December 2010 when 24 Year 5 pupils from Atwood Primary School took the Me and My School survey. Of the pupils who completed the survey, 10 were female and 14 were male

In the analysis for each measure we compare Atwood Primary School with the other participating Year 4 pupils in the Croydon Local Authority area and with the data from all participating Year 4 schools nationally.

Comparing national or local data tells Atwood Primary School how our pupils compare to other participating Year 4 pupils across England. Comparisons to other participating schools with Year 4 pupils locally allows for a fairer comparison of geographical characteristics such as deprivation, urban/rural mix, etc.

What are the implications of these scores?

For scores for emotional and behavioural difficulties:

Pupils with HIGH scores are most likely to have difficulties in these areas - although this does not mean that they will necessarily have a clinically diagnosable mental health problem. These pupils will have agreed with several items that relate to emotional problems such as 'I feel lonely', 'I cry a lot' or behavioural difficulties such as 'I hit out when I am angry' or 'I break things on purpose'.

Some pupils with MODERATE scores (between high and low) may have difficulties in these areas. These pupils will have endorsed fewer items indicating some emotional or behavioural problems. Pupils with LOW scores are unlikely to have difficulties in these areas. These pupils will have endorsed very few items indicating emotional or behavioural problems.

For school climate:

Pupils with HIGH scores are least likely to have negative feelings about the atmosphere at their school. These pupils will have strongly agreed with items that related to positive school relationships agreeing strongly with statements such as 'We feel safe in school' and 'Teachers try hard to help us'. Some pupils with MODERATE scores (between high and low) will have indicated some negative feelings about the atmosphere in their school. These pupils will have disagreed with some items about positive school atmosphere, indicating some negative feelings about school relationships.

Pupils with LOW scores are likely to have negative feelings about the atmosphere in their school. These pupils will have endorsed very few items indicating positive school relationships.

Interpretation

Only strong evidence of difference (at the 5% level) between Atwood Primary School and pupils' levels of difficulties locally and nationally is reported. Only differences in scores that fall in high or low categories are commented on.

Extent of Emotional Difficulties

This section analyses pupil responses to the questionnaire in relation to their self-ratings of emotional difficulties. The higher the score, the greater the difficulties.

2009

Emotional Difficulties	Low score	Moderate score	High score
All participating Year 4 schools	64%	18%	18%
Local Authority participating Year 4 schools	65%	17%	18%
Atwood Primary School	68%	20%	12%
School pupil count	17	5	3

2010

Emotional Difficulties	Low score	Moderate score	High score
All participating Year 4 schools	67%	16%	16%
Local Authority participating Year 4 schools	71%	16%	13%
Atwood Primary School	54%	21%	25%
School pupil count	13	5	6

Interpretation

In both 2009 and 2010 the emotional difficulty scores of pupils at Atwood Primary School are broadly comparable with participating pupils both nationally and locally. The percentage of pupils with a high score for emotional difficulties has increased between 2009 and 2010.

Extent of Behavioural Difficulties

This section analyses pupil responses to the questionnaire in relation to their self-ratings of behavioural difficulties. The higher the score, the greater the difficulties

2009

Behavioural difficulties	Low score	Moderate score	High score
All participating Year 4 schools	71%	16%	13%
Local Authority participating Year 4 schools	69%	17%	14%
Atwood Primary School	88%	12%	0%
School pupil count	23	3	0

2010

Behavioural difficulties	Low score	Moderate score	High score
All participating Year 4 schools	75%	15%	12%
Local Authority participating Year 4 schools	76%	14%	10%
Atwood Primary School	79%	13%	8%
School pupil count	19	3	2

Interpretation

In 2009 there was strong evidence that, compared to the local authority area (14%), there was a lower proportion of pupils with high anger and aggression scores at Atwood Primary School (0%).

In 2010 scores of pupils at Atwood Primary School were broadly comparable with participating pupils both nationally and locally. This demonstrates an increase in the percentage of pupils with high scores for behaviour difficulties. (The small size of the sample used for this survey should be considered here.)

School Climate

This section analyses pupil responses to the questionnaire in relation to their self-ratings of school climate. The higher the score, the more positive the rating of School Climate.

2009

School Climate	Low score	Moderate score	High score
All participating Year 4 schools	14%	20%	66%
Local Authority participating Year 4 schools	17%	22%	61%
Atwood Primary School	20%	24%	56%
School pupil count	5	6	14

2010

School Climate	Low score	Moderate score	High score
All participating Year 4 schools	20%	21%	59%
Local Authority participating Year 4 schools	21%	25%	54%
Atwood Primary School	21%	25%	54%
School pupil count	5	6	13

Interpretation

The school climate scores of pupils at Atwood Primary School are broadly comparable with participating pupils both nationally and locally.

The results demonstrate that on average 55% of pupils surveyed gave a positive rating of school climate.

Area of Focus

The results do not demonstrate an improvement in pupil's attitudes towards their emotional or behavioural difficulties, or their perception of the school climate. Whilst this is a small sample of pupils, the following two results highlight areas of focus for Atwood Primary School staff;

1. 46% of Atwood Primary School students report a moderate or low score for school climate.
2. 25% of Atwood Primary School students surveyed report high scores for emotional difficulties.

Appendix 3

Social Norms intervention on Bullying.

Survey results are from a July 2010 Survey of 106 Atwood Primary students, Years 5-6. Survey to be repeated in July 2011.

Key findings.

1. Most Atwood Primary school students (97%) agree that “students should always try to be friendly with students who are different from themselves.”
2. Almost all (99%) of Atwood Primary School students say students should NOT tease in a mean way, call others hurtful names, or spread unkind stories about other students.
3. 97 % of Atwood Primary School students believe students should NOT shove, kick, hit, trip or pull hair of another student.
4. 9 out of 10 Atwood Primary School students agree that students should NOT threaten to hit another student even if they don't actually hit the other student.
5. Most Atwood Primary School students (4 out of 5) do NOT exclude someone from a group to make them feel bad.
6. Most Atwood Primary School students (96%) do NOT take or damage other's belongings.
7. Most Atwood Primary School students (4 out of 5) do NOT spread rumours or unkind stories about other students.
8. Most Atwood Primary School students (4 out of 5) think that students should tell the head teacher, another teacher or counsellor if they or someone else is being bullied at school.
9. 90.5% of Atwood Primary School students feel that their teachers care about them.
10. 97% of Atwood Primary School students say they are encouraged to help and respect other students.
11. 2 out of 3 Atwood Primary School students think that students should tell a parent or other adult relative if they or someone else are being bullied at school.
12. 3 out of 4 Atwood Primary School students do NOT get involved in any pushing, shoving, kicking, pulling hair or tripping any other students.

Area of focus

The above results demonstrate that a very high percentage of Atwood Primary School students have a firm understanding of an appropriate and respectful way to behave. Two results highlight an area of focus for Atwood Primary School staff.

13. 53.8% of Atwood Primary School students feel that they can't do much to change bad things that happen at school.
14. 22% of Atwood Primary School students feel that teachers don't really try to stop pupils who are bullies.