



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

Impact of Policy

We, wholeheartedly believe that all pupils benefit from a consistent, positive behaviour management policy. Children in need of support are able to express the benefits for them, and in turn, their peers.

(Year 6)

- “Putting it down and laying it out really helped me to understand it. It’s made a massive difference – now look at me – I’m doing good now.”

(Year 6)

- “I feel happier and going home is better because of the work that I’ve done in school.”

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 RHE 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 Learning and Restorative Practice Plan (Appendix 1).
 - William Penn Positive Play and Restorative Practice Plan (Appendix 2)
 - Both plans are displayed in each classroom and throughout the school.
- Issues of difference are 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.
- Children are given house points for good behaviour and effort.
- Children who are on Green on the Go for Green boards and have made exceptionally good effort in class will be rewarded the following day by being on yellow. Yellow will bring rewards attached to it. This could include sitting on a cushion, receiving stickers etc depending on each class.
- 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
- 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 "Golden Children" are published in the newsletter.
- 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. All children identified as needing support with behaviour (RAG) will have an individual behaviour plan. 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 SENDCO, 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

- Acceptable and unacceptable behaviour is clear to the children as they have drawn up the Code of Conduct with the whole school including the staff.
- Repetition of unacceptable behaviours will result in children having their own bespoke behaviour plan to help them remain in class.
- Children are given a warning, referring to the Code of Conduct.
- If unacceptable behaviour continues, the child is moved on to orange on the Go for Green system. At this point, the adult will log any incidents in the Reflection Log books. Children are then given time to reflect with the Class Teacher at playtime. They will have a chance to explain what they were thinking, and how they will put things right, using the RP questions. See example entry below:
 - **(Year 4) orange**
 - Repeatedly pinching child during the reading session.
 - *Reflection: "I was feeling angry as L had snapped my pencil and told me my work was rubbish. Next time, I will tell a teacher"*
- Once the child is on **orange**, if they are unable to use their behaviour plan to make the right choices and continue to disrupt the class, they are put onto **red** on the Go for Green system. These are also logged in the Reflection Log Book. For example:
 - **(Year 2) red**
 - Refused to complete work. Created paper aeroplanes and threw across the classroom saying "There's my work."
 - *Reflection: Refused to reflect. Left room.*
- 3 red entries into the Reflection Log Book during the week, will result in the Class teacher asking the parent/carer and child to come into discuss their behaviour plan and how it can be improved to support the child in class. The child is then given a fresh slate, to show the improvements they can now make.
- If the child then has another 3 red entries into the Behaviour Log will result in the Head Teacher requesting a meeting with all parties involved.

- Multiple orange entries into the Reflection Log Book in a week will also lead to the child, parent and teacher discussions so a behaviour plan can be put in place to improve behaviour.
- The aim of these meetings is to provide a supportive environment to enable the child's behaviour to improve.

Pupils Out of the Classroom

- As a general rule, pupils will not be asked to leave the classroom.
- Internal exclusion as an appropriate strategy for some pupils.
- 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 using a personalised system e.g. Green cards
- 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 email or through conversation at the end of the school day)

Pupils Missing Playtime

- If pupil's behaviour has been logged in the Behaviour Log Book, then they will reflect on their choices at the beginning of play and class teachers will be able to add their voice to the log book using the RP questions.
- Pupils should not miss playtime as a result of lack of productivity in lesson time (this is an indication that the child is not able to engage for reasons that will need further exploration) Any work that is not completed may be sent home at the end of the day with clear instructions attached.
- Children should not spend time in isolation or be unsupervised
- Any time out must be for a fixed period of time

Emergency Health Situations

The current advice will be taken into account when the policy is applied.

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

SENDCO

The role of the SENDCO 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
- To oversee and review Reflection Log books.
- 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: Spring 2024

Signed:

Appendix 1



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. You will be reminded by the teacher to use acceptable behaviour from the Code of Conduct. 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. If you continue to disrupt the learning, your teacher will change you to an orange card on the Go for Green chart. Your teacher will note the behaviour in the Reflection Log book and you will spend time with the class teacher at break time or lunch time talking through the RP questions and noting your reflections in the Reflection Log book. Once this has been completed, you will return to a green card on the Go for Green chart, ready for the next lesson.



let's talk

3. However, if you continue to show unacceptable behaviour, you will be reminded of your behaviour plan and turned to red on the Go for Green chart. You may be asked to work in another classroom. You will need to reflect, as above, at playtime. Your parents will be informed if this happens on 2 more occasions and a meeting will be held to discuss your behaviour plan.



4. If you have three more reds on the Go for Green chart, after you have had a meeting with you, your parents and your class teacher, Mr Kear will arrange a further meeting with you and your parents.



Appendix 2



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:

1. You will be reminded of the Code of Conduct and will need 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. If unacceptable behaviour continues, this will be logged in the Reflection Log Book and you will spend time with the teacher on duty at break time or lunch time talking through the RP questions. These reflections can be added to the Log Book. These entries will be photocopied and added into the class Reflection Log Book.



3. If there are repeated entries into Playtime Reflection Log Book, you will need to agree a new behaviour plan for playtime with your class teacher. This might involve staying indoors and being supervised by an adult.



4. If unacceptable behaviour continues, a meeting will be held with you, your parents and your teacher to try to improve your behaviour.
5. If unacceptable behaviour continues, Mr Kear will hold a meeting with you and your parents to discuss strategies to improve behaviour.

