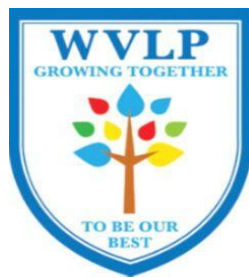


# **WHARFE VALLEY LEARNING PARTNERSHIP RELATIONSHIPS (BEHAVIOUR) POLICY 2023 (Harewood Version)**



## **The Wharfe Valley Learning Partnership including:**

**Bardsey Primary School  
Crossley Street Primary School  
Deighton Gates Primary School  
Primrose Lane Primary School**

## **With Partner Schools:**

**Boston Spa School  
Collingham Lady Elizabeth Hastings' CE Primary School  
Lady Elizabeth Hastings' CE VA Primary School  
Thorp Arch, St Mary's CE Primary School  
Harewood CE Primary School  
St John's School for the Deaf**

**Written in partnership with the Wharfe Valley Learning Partnership of schools  
January 2023**

**Approved by Staff and Governors – Spring 2023  
Headteacher – A. Ratcliffe  
Chair of Governors – J. Jayne**

# Harewood CE Primary School Values

## *'Educating For life In All Its Fullness'*

(John 10:10)

As a school, we shape all that we do, to allow children to develop a strong sense of their Emotional, Spiritual and Cultural self through our Christian values:

- **Honesty**
- **Forgiveness**
- **Courage**
- **Hope**
- **Community**

We ensure that children are prepared for future life and have the Cultural Capital to be active citizens of the world they live in.

### **Equal Opportunities**

We have a clear duty under the Equality Act 2010 to ensure that our teaching is accessible to all pupils, including those who are lesbian, gay, bisexual and transgender (LGBT). Our inclusive curriculum will foster good relations between pupils, tackle all types of prejudice, including homophobia, and promote understanding and respect, enabling us to meet the requirements, and live the intended spirit, of the Equality Act 2010.

### **Statement of Intent**

WVLP primary schools believe that the development and fostering of positive relationships is pivotal to the facilitation of high quality teaching and learning. We believe that the respect modelled, given and received by and towards our children and adults, develops positive behaviour for learning and prepares our children with lifelong skills. Positive behaviour needs to be modelled, expected, encouraged and praised. We aim to encourage positive behaviour in all aspects of school life across the WVLP.

The aim of this policy is to support teachers, parents and Governors in providing a purposeful school environment which is conducive to effective teaching and learning. It will allow children to grow into well adjusted, well behaved, self-disciplined young people who are responsible for their actions and aware of their effect on others. It is based on a positive approach to behaviour management and a firm partnership between home and school.

At Harewood we believe that:-

- The vast majority of our children behave very well and act with care, consideration, kindness and politeness.
- Good discipline is the responsibility of all who are involved with school.
- Our children need to be taught our school rules and what is meant by acceptable behaviour (see point 3 below).
- Good discipline is self-motivated through constant praise, positive reinforcement and the raising of self-esteem.

- Incidents of inappropriate behaviour should be seen as just that and not as disapproval of the child.
- Pupils should do as they are asked by all adults at the first time of asking and be honest, kind, friendly and polite. They should share with, support and look after peers.
- Unacceptable behaviour is dealt with immediately, using a variety of strategies.

### **Aims across the WVLP**

The aim of this policy is to support teachers, parents and Governors across all WVLP schools in providing a purposeful school environment which is conducive to effective teaching and learning. It will allow children to grow into responsible young people who are able to make informed choices. It is based on a positive approach to behaviour management and a firm partnership between pupils' homes and schools.

WVLP schools aim to:-

- Facilitate and nurture a calm, purposeful and happy environment, which encourages each individual to achieve their potential and feel valued
- Promote a culture of praise and encouragement where respect and kindness are key
- Nurture our children; promoting self-esteem
- Create a fair and consistent approach to developing positive behaviour, which centres upon mutual respect
- Ensure that our children are intrinsically motivated to make appropriate choices and are motivated to make these choices for themselves.

### **Ethos**

The WVLP is committed to ensuring that our practice allows children to become independent and resilient learners and strives to ensure that pupils feel confident when faced with challenges in all aspects of life. We believe that all adults have an important responsibility to model high standards of behaviour, both in their interactions with the children and with each other and that all adults must be committed to demonstrating respect in their interactions with children and each other.

WVLP schools share the following underpinning principles:

- To create a positive climate with realistic expectations;
- To emphasise the importance of being valued as an individual;
- To create positive, respectful relationships as these are imperative to our practice between all stakeholders;
- To create a sense of belonging, feeling safe, secure and valued;
- To acknowledge that people learn to cope with all aspects of their lives with support from others;
- To recognise responsibility and accountability for one's own actions and their impact on others;
- To have a commitment to an equitable process;
- To create opportunities for reflective change in pupils and staff.
- In church schools these values will be underpinned by the Christian values which are the basis for good living in faith.

All our schools will have their own systems in place to promote and praise positive behaviour. These can include but are not limited to;

- Clear and concise expectations of behaviour will be described, modelled and encouraged through Collective Worship and in class time (Class Collective Worship, Child led Worship, shared news, individual recognitions as daily greetings) to ensure that all children understand what is appropriate;
- Displays
- Unconditional positive regard reinforced with all pupils and stakeholders at all times;
- Praise from the class teacher or other adult in school for good learning, effort or behaviour;
- Children who have exhibited great learning, have created or behaved in a way that they are proud of or who have demonstrated particular effort, will be asked to share their learning with other teachers and classes;
- Celebration Assemblies which celebrate success
- Children in some schools who are recognised by adults for going 'Over and Above' will be awarded with praise cards, which may also be handed out by the Head Teacher or Deputy/Assistant Head Teachers for moments witnessed over the course of the week.

### **WVLP School Values**

Schools within the WVLP have school values which underpin our entire philosophy and are easily understood and adhered to by all at school. These values are adhered to during break times and throughout any Before or After School or extra-curricular activity times.

### **Restorative Approach**

The principles that underpin the WVLP 'Relationship Policy' are not primarily concerned with rule enforcement. The policy is a tool used to promote good relationships, so that people can work together with the common purpose of helping everyone learn.

Restorative approaches are based on four key features:

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

RESPONSIBILITY - taking responsibility for your own actions (Recognition)

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 and allows young people to remain in mainstream education (Restorative)

*The restorative approach encourages everyone to take responsibility for the ways in which they choose to behave.*

“Consistency lies in the behaviour of adults and not simply in the application of procedure. A truly sustainable consistent approach does not come from a tool kit of strategies but in the determination of every member of staff to hold firm. The key is to develop a consistency that ripples through every interaction on behaviour. Where learners feel treated and valued as individuals they respect adults and accept their authority.” Paul Dix

In schools where Paul Dix's restorative approach is practised, the following summarises the procedure which enables children to correct or choose to change their behaviour to ensure a more desirable/positive response. Some schools (Including Harewood) use ELSA's website to create restorative practice cards, which staff and/or older pupils can wear as lanyards to guide restorative conversations as they occur. (See Appendix 1)

## 1- Private Reminders- for individual children

In the first instance, where a value is not being adhered to, children are given a private reminder. Children can be given 2 quiet, private reminders, each becoming slightly firmer. These should refer to the school Behaviour Code (Be kind, Be honest, Be respectful, Be your best self).

If appropriate to the context and age of the child, then 'Time for Reflection' should be used.

In the case of an incident that occurs without a build-up, such as if conflict arrives, over low level issues i.e. friendship breakups, disputes over games, then **restorative enquiry** should take place:

### Traditional Approach

What's happened?

Who's to blame?

How should we punish them?

### Restorative Approach

What's happened?

Who's been harmed and in what way?

What needs to happen in order to put things right?

How can we ensure that this does not happen again?

## 2- Restorative Conversation

When using restorative questioning in a restorative conversation, the following questions will always be asked in a quiet and appropriate area of the learning space. Questions will be asked to the person who has been 'wrongly done to' (and to the person who has behaved inappropriately, if appropriate), examples of which include, and follow a complete process such as this:

- ❖ Tell me what happened?
- ❖ What were you thinking at the time?
- ❖ And now? What are you thinking now?
- ❖ How did you feel? How do you feel now?
- ❖ Who else has been affected?
- ❖ What do you need / need to do to fix this / move on?

During this process, the following expectations apply:

- Only one person talks at a time.
- No interrupting.
- Be respectful to each other.
- Listen carefully to each other.
- Confidentiality - explain that this is between the people involved (plus parents if required).
- Be aware of any matters in respect of Safeguarding - if something is disclosed appropriate measures in line with Safeguarding policy.
- If young people do not respond or are still/become angry, this process stops.

If **multiple restorative conversations occur in one week or there are concerns around the general behaviour of a pupil**, then this is cause to alert SLT/Phase Leaders and for the teacher themselves to inform parents, as long as harm has not been caused to another person.

The Head Teacher must be informed if any member of our school community is physically hurt. This must be recorded on CPOMS.

Consequences will be appropriate and will be chosen and agreed between all participants involved. A consequence will not be associated with a curriculum area e.g. writing lines, learning times tables, but letters of apology as a method of reflecting on the impact of the behaviour on themselves or others may be used.

In essence, the main form of consequence is to not receive a reward for this behaviour. See below for further sanctions which can be used.

Children with EHCP's, or specific social-emotional difficulties such as those associated with attachment and trauma, or those with specific behavioural needs will need bespoke support and professional conduct will be important in determining how restorative conversations will take place, as this script may not always be able to be followed in the way outlined above.

### **3-Restorative Conference**

If incidents are sustained or recur a 'Restorative Conference' may need to take place with all the appropriate affected people – adopting a solution focussed approach. This will include the adults involved, the class teacher and also a member of SLT or the SENDCO, if appropriate.

### **Rewards**

Rewards are given out for high standards of personal and social behaviour which includes caring, sharing, collaboration, cooperation, politeness, hard work and consistent effort. These will differ across schools but at Harewood include:

- Adult and peer praise
- Written praise on work
- Stamps, stickers
- Class Awards
- House points
- Class Dojo points
- Visiting Headteacher/Assistant Headteacher/Subject Leaders
- Celebration Assembly Wonderful Work/Best Behaviour/Excellent Early Learner Certificates
- Sharing good work or effort with families on Tapestry
- Head teacher stickers
- School Council awarded certificates
- Over and Above Moments where children are 'spotted' by any member of staff for following our rules. Children will instantly be rewarded with a 'House Points' on the spot.

### **Sanctions/Natural Consequences**

A variety of sanctions may be used, depending upon the age and maturity of the child and at the discretion of the teacher:

- Remove from the situation and support with self-regulation.
- Facilitate time to 'repair', restore and re-build the relationship with the aggrieved, if appropriate
- Internal exclusions may occur when children refuse to work or behave in a way that compromises the safety of others. This can take many forms depending on the context and upon the needs and circumstances surrounding the child.
- Reasons for internal exclusion:
  - Refusal to learn and complete activities
  - Causing a compromise to the safety of others
  - Harming another individual
  - Continually requiring to be engaged in 'restorative conversations'
- Learning can be sent home if children do not complete it during lesson time, as long as this choice is explained to the pupil clearly
- Completing an entry into the class 'Think Tank' book.
- The Head teacher has the discretion to introduce other sanctions appropriate to the nature of the incident.
- Pupils should always understand why their behaviour is unacceptable. Reminders should be clear and firm and phrased in positive language, with desired behaviour rewarded and reinforced.

### **Parental Communication**

Parents must be informed by the class teacher when multiple restorative conversations have taken place over one week.

Additionally, feedback to parents should be given when a child has been harmed. Both the parents of the child who has been harmed and of the child who harmed the other party must be informed. This must also be recorded on CPOMS by the member of staff dealing with the incident and all members of the SLT and class teachers and other appropriate adults, such as the Learning Mentor, should be notified on CPOMS.

It should always be made clear to the parent that the situation was dealt with in a restorative manner and that the situation has been resolved.

### **Pupil Support**

The SENDCO will work with class teachers and parents and children if the restorative approach is not enough to support the additional needs of some of our pupils. Where necessary, support from other agencies will be sought such as SENIT, NEPAIP, STARS, SALT and Educational Psychologists.

In some cases, children may have EHCP's which have specific, personalised targets and strategies that are personalised to ensure pupil success. We will collaborate with agencies and parents to review such plans and the impact of strategies regularly.

### **Classroom Management**

To facilitate positive behaviour, adults across the WVLP may use a variety of these approaches:

- Meet and greet individuals each day, in some form.
- Organise the classroom appropriately, including resources-lessons must be well-planned and resourced and must engage and challenge all learners
- Ensure relevant, interactive and aesthetic displays.
- Value children's work, feelings and opinions; convey a genuine interest in each child, their learning, their life, taking time to get to know them over the year using a 'drip-by-drip' approach which acknowledges that respectful, meaningful relationships develop over time.
- Set high standards, modelling and encouraging respectful interactions with children and adults at all times
- Model good manners and the use of 'Thank you' and 'Sorry' when needed.
- Offer a flexible and differentiated curriculum to fully involve all children in the learning process.
- Build self-esteem and develop independent learning skills.
- Ensure children move quietly and sensibly round school.
- Areas are kept clean and tidy to facilitate a good working environment.
- Ensure the curriculum provides all pupils with opportunities for personal growth, managed risk taking, to experience success and develop appropriate attitudes through working as individuals and as part of different social groupings.
- Consider the individual needs of all pupils.
- Ensure strategies outlined in Individual Plans and EHCPs are followed diligently.

**Importantly**, staff should never ignore or walk past learners who are making / displaying poor behaviour choices. Equally, adults should be actively looking to 'catch' children who are displaying positive behaviour and praising them for this.

### **Monitoring Behaviour**

Classes at Harewood have 'Green, Amber, Red,' charts in their rooms. The expectation is that all pupils will behave well and will stay on 'Green'. If a child has been warned about a behaviour, makes the choice not to correct this and it is repeated then a child should be put into 'Amber' as a visual indication of a need to improve. If a repeat of the behaviour or other unacceptable behaviour occurs then a child may be put onto 'Red'. At this point a restorative approach should be used following the session (or immediately if deemed necessary). At the start of a new session the child should be returned to green for a fresh start.

Where a child is placed on 'Red' more than once in a week, this should be brought to the attention of the SLT and a discussion will take place about next steps.

Incidents of serious behaviour, including violence, disrespectful behaviour towards adults, abusive comments to anyone (Including racist and homophobic comments or those which cause offence under one of the protected characteristics), theft and intentional damage should be added to CPOMS. CPOMS would then be used to track patterns of behaviour where required.

### **Exclusions**

Under the 2011 Education Act, it may be necessary for the Head teacher to exclude a pupil from school. Please see the school's exclusion policy for further information.

### **Use of Reasonable Force**

The Department for Education has a 'Use of Reasonable Force' document which states that schools are able to use reasonable force when it is necessary to do so. For instance to physically separate pupils found fighting or if a pupil refuses to leave a room when instructed to do so, they will be



physically removed. Additionally, if a pupil is causing harm to themselves, other children or adults, then the use of reasonable force will be applied to keep everyone safe.

Schools have a legal duty to make reasonable adjustments for disabled children and children with special educational needs (SEN). Schools do not require parental consent to use reasonable force on a student. Schools should **not** have a 'no contact' policy. There is a real risk that such a policy might place a member of staff in breach of their duty of care towards a pupil, or prevent them taking action needed to prevent a pupil causing harm.

## **Roles and Responsibilities**

### **Class Teachers and Learning Support Assistants**

Facilitate the day to day management of pupils in their own classes and around school.

Promote desired behaviour.

Set time aside for 1-1 discussions so that children feel valued and secure

Be consistent but firm and fair.

Liaise with the Senior Leadership Team and parents as appropriate.

To implement strategies outlined in behaviour plans and EHCPs.

### **Head Teachers**

Monitor implementation and effectiveness of policy.

Support the class teachers in effectively managing behaviour.

Share responsibility of the inclusion of all children on the Additional Needs Register with the SENDCO.

### **SENDCOs**

Advise on behaviour management to ensure the inclusion of all learners.

Provide support for children with specific behaviour problems.

Formulate Individual Behaviour Plans and feed into EHCPs and reviews and any parental feedback and involvement.

Involve external agencies and support where a need is identified.

### **Learning Mentors (if applicable)**

Support class teachers in providing for pupils with specific Social, Emotional and Mental Health needs.

Support class teachers and the Headteacher in managing instances of challenging behaviour and in promoting positive behaviour.

Support pupils in achieving individual targets taken from an EHCP or behaviour plan.

### **Pupils will:**

Respect school values or rules (in some schools) and behave in a way that upholds these.

At Harewood our Behaviour Code is:

- **Be kind**
- **Be honest**
- **Be respectful**
- **Be your best self** (See Appendix 2)

### **Governors**

Ensure policy is fairly and consistently implemented.

Support Head teacher and staff in implementing the Policy.

Receive regular reports from the Head Teacher about the effectiveness of this policy and the impact upon relationships and learning across school.

Receive information about any serious incidents, suspensions or exclusions.

### **Children with Additional Needs**

The sanctions above apply equally to children with special needs. However, children with special needs related to behaviour will have a personalised behaviour plan, with bespoke strategies for effective behaviour management. Staff will use strategies to manage behaviour of pupils with SEN, in line with guidance from specialist support.

It is most important for all children to see parents and all staff working together to establish socially acceptable attitudes and mutual respect for all members of the community. We have excellent home/school links which we actively encourage at all times.

We value and respect the partnership with parents and appreciate parental support in reinforcing the principles of this behaviour policy at home. However, we also appreciate that, on occasions, parents may disagree with the way in which a situation has been handled, or the outcome of an incident in school. We welcome respectful and polite discussion, which is open and constructive.

### **Equal Opportunities**

A fundamental aim of this policy is to enable all children to have full access to the curriculum and other activities in a safe and secure environment. When acute needs are identified in a pupil, we will liaise with external agencies and plan support under consultation with the child, parents, staff who work with the children and will review this regularly, in response to how the child presents.

### **Monitoring and Evaluation**

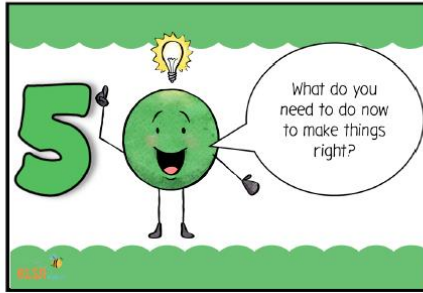
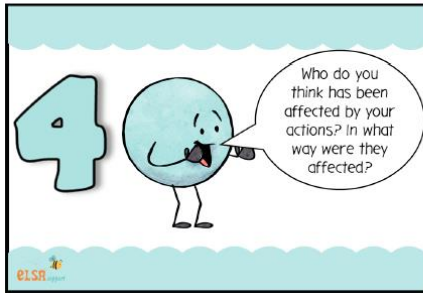
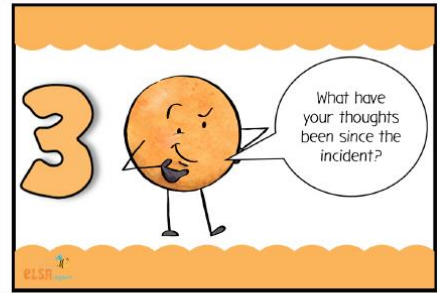
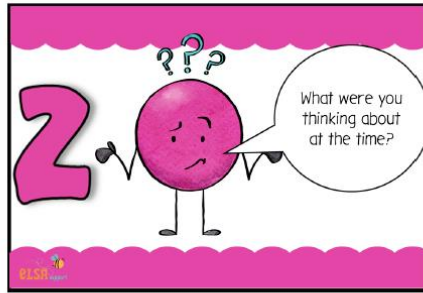
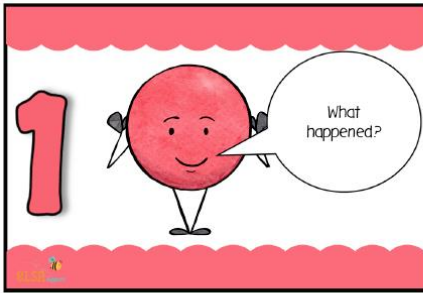
The implementation of this policy will be monitored by the Head teachers, Deputy/Assistant Head Teachers and by lead teachers for Teaching and Learning and/or Behaviour across the WVLP.

### **Linked Policies**

This behaviour policy was developed in consultation with leaders from WVLP schools, the children and staff at Harewood and must be read in conjunction with other policies around keeping children safe and behaviour. These include the school Anti-Bullying Policy, Governor Behaviour Principles statement, Internet Safety Policy and Keeping Children Safe in Education.

# Appendix 1

## Restorative questions and process cards.



# Harewood C of E Primary



Behaviour Code:

Be kind

Be honest

Be respectful

Be your best self