

DRY SANDFORD SCHOOL



Behaviour for Learning **Policy**

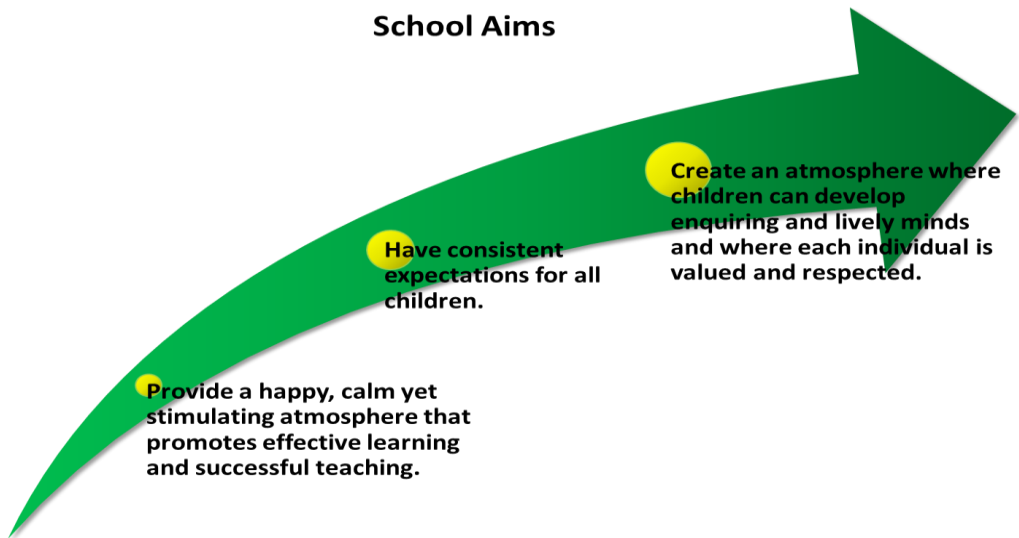
Leading Lifelong Learning;
Creating Caring Communities

Introduction & School Aims

This school behaviour policy document has been written by the school's governing body so that all members of our school community, i.e. pupils, staff, parents and governors understand the school's overall objectives and aims; and, how the behaviour policy fits into our vision. This document forms the basis of the Governing Body's "Statement of Behaviour Principles"; and, has been endorsed by the school's headteacher.

DRY SANDFORD SCHOOL IS A RESTORATIVE SCHOOL

Current evidence suggests that by using restorative processes we can equip the children with life skills to help them to form worthwhile relationships and learn to understand the impact of their actions. By bringing those harmed by conflict, and those responsible for harm, into communication, we can enable everyone affected by a particular incident to play a part in repairing the harm, and finding a positive way forward.



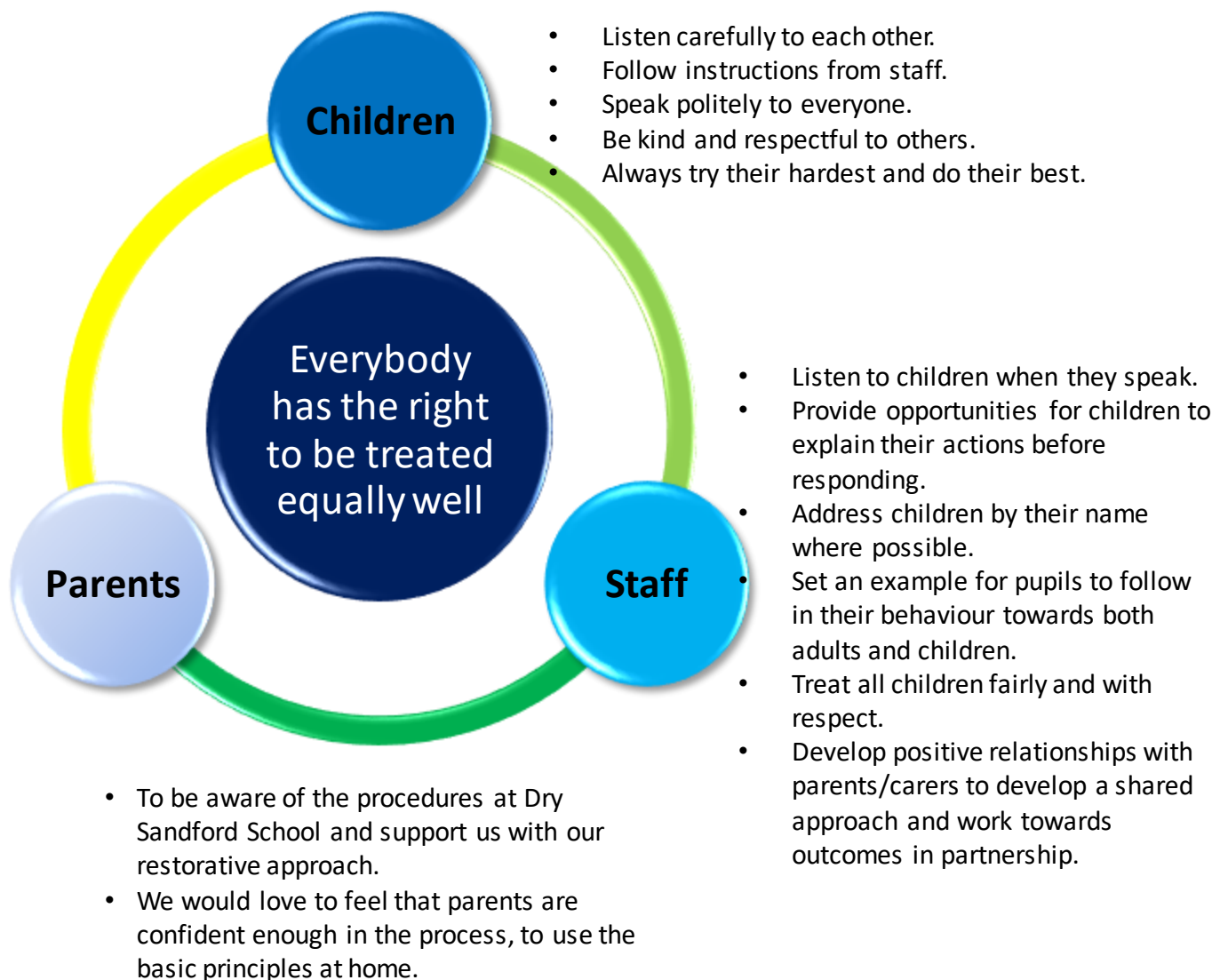
This is not only a process of restoring situations when things go wrong, but also approaches which make and maintain relationships and inform a style of teaching just as much as they do an approach to problem-solving and conflict resolution. The process involves teaching children to see things from another person's perspective and to find ways forward through collaboration. Through this they learn the vocabulary they need to express thoughts, feelings and needs and to be able to listen to others doing the same.

*Note 1: the School's Governing Body has a duty, under **section 175 of the Education Act 2002**, to make arrangements to ensure functions are carried out with a view to safeguarding and promoting the welfare of children.*

Responsibilities and Rights

In our school we each have a responsibility to care for ourselves and other people; and to treat other people's belongings with respect.

In our school we believe that everybody has the right to be treated equally well:



School Expectations

Dry Sanford Primary School promotes positive behaviour and expects explicit standards of behaviour (including attendance and punctuality) before, during and after school. It is important that there is a consistent, whole-school approach to behaviour and discipline.

How we stay safe in school

- We always walk in the classroom and around school.
- We organise ourselves and line up calmly to move around the school.
- We take responsibility for our own actions
- We give people their own space.
- We wear sensible clothes and shoes in school.
- We only wear ear-rings that are studs, but no other jewellery (refer to PE policy).
- We only bring appropriate things to school

How we learn together

- We try really hard to develop learning skills through our core values of: Kindness, Determination, Creativity and Respect
- We take turns to ask a question or to join in a discussion.
- We maintain a low noise level when we are working.
- We use positive language to each other.
- We listen to others, and always have good reasons for our actions.
- We organise our equipment and resources.
- We always try our very best.

How we treat others

- We are courteous to other people & use good manners.
- We try and ensure that people around us feel happy and comfortable.
- We try and mix together to show that we are all equal and can work together.
- We never deliberately make someone feel sad, nor demonstrate bullying behaviour.
- We co-operate in groups and in class.
- We are supportive of other people.

How we look after property at school.

- We look after the property of school and other people.
- We always try to use equipment appropriately and safely.
- We look after our property and name it.
- We take pride in our school and keep it organised and tidy

How we problem solve

- We have a positive, optimistic approach.
- We try and settle disputes peacefully.
- We discuss difficult problems to try and resolve them.
- We try and talk about problems rather than keeping them inside.

Incentives for Promoting Positive Behaviour

We want our children to behave well and try hard because it is the right thing to do- rather than because they are trying to earn a reward. We also recognise that it is extremely difficult to be completely fair about a reward system. However praise and rewards are highly motivational and so we use the following incentives to encourage children to try their best.

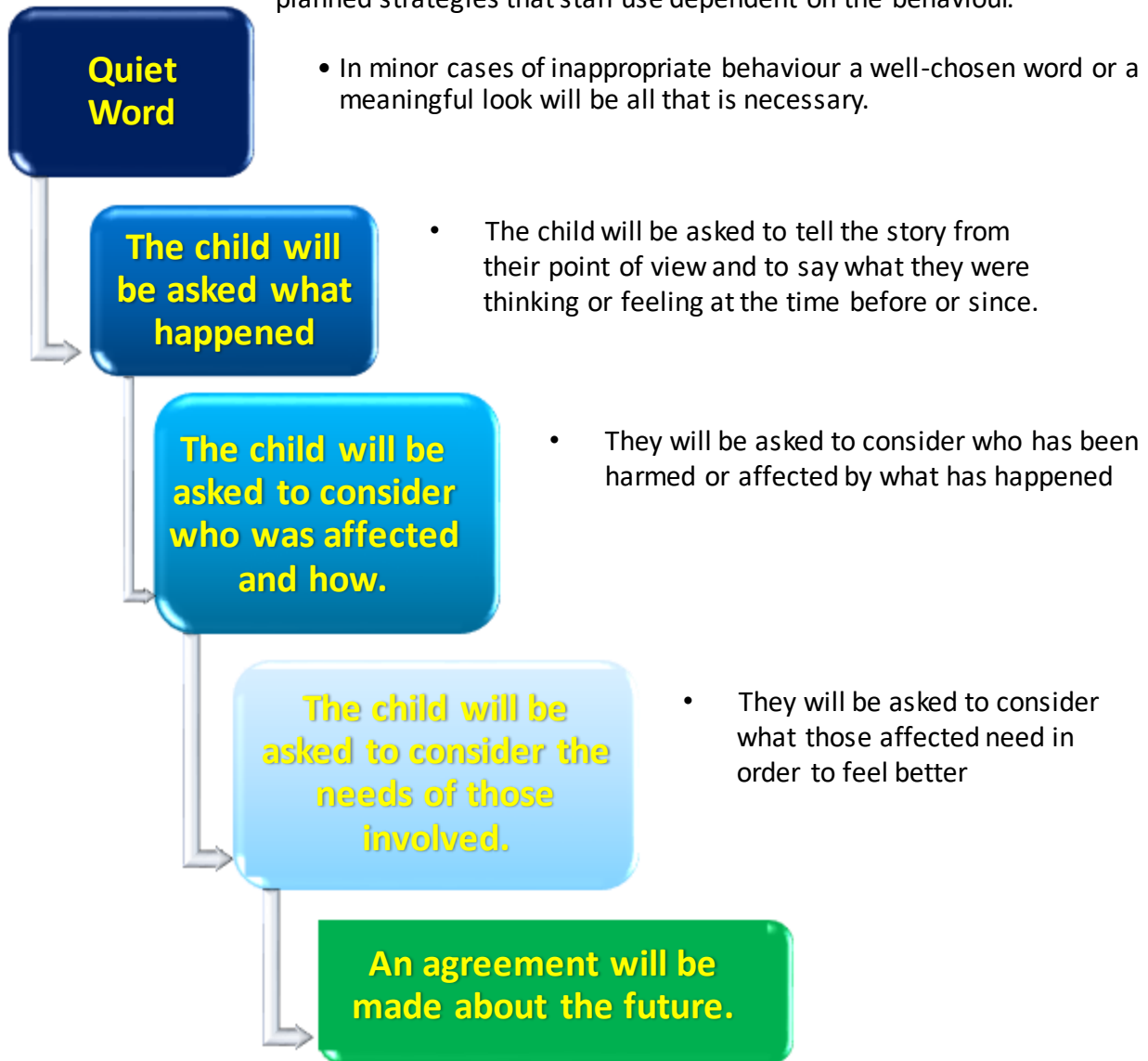
Praise	Achievements	Work Display
<ul style="list-style-type: none">• Verbal praise and encouragement.• Written praise & encouragement through comments and remarks made through marking the child's work, or through "smiley faces" or stickers in books.	<ul style="list-style-type: none">• The sharing of achievements within the child's own class, or where appropriate to a wider audience e.g. in assembly, or with another teacher or headteacher.• The sharing of achievements with parents, either on an informal basis or where appropriate by inviting them in.	<ul style="list-style-type: none">• Work will be displayed for others to see.

Certificates children may be awarded are:

- Caring and Learning Award (from their teacher presented every week)
- Headteacher Award (for exception learning and or following the school values presented every week)
- Headteacher Reward- once or twice a term for children who could have been presented with a certificate every week of the term who are noticed by all staff for follow the school's vision and values as a role model to others.
- Merits - for good work
- Good Marks - for making good choices
- Red and Gold badges for 100 and 250 Good Marks or Merits
- We hold a celebration assembly every week to celebrate these achievements - and they are also recorded on the school's newsletter and in the entrance hall on our Vision and Values Board.
- House Cups presented each half term alternating between Good Marks and Merits. House Challenges are also incorporated throughout the year to promote collaboration, team work and celebrating the success of others.

Strategies for Promoting Positive Behaviour

To help everyone become responsible for their behaviour there are planned strategies that staff use dependent on the behaviour.

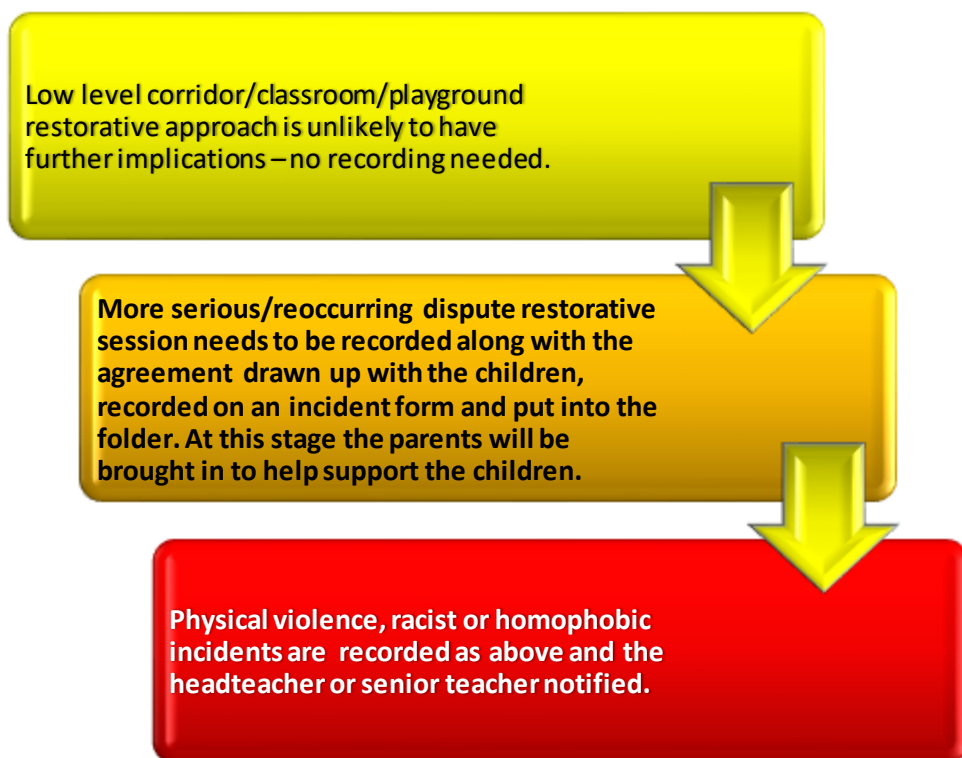


This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving the children the responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if the children reach their own agreement as to how to move forward after a conflict. These agreements are supported by an adult and if a pattern of behaviour is occurring even with support then further consequences will need to be discussed with the child and family.

Implementation of the restorative approach

We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address incidences of negative behaviour. The five 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 child's age and level of understanding.

When working with the very young children, our focus is on the initial stages of the Restorative Approach. Staff working with these children focus on helping them to grasp the concept of feeling and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the child's understanding of the approach. As children become more secure in the skills needed for each stage, they progress to the next one. This approach is also adapted for other children throughout the school. Children 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. Children are supported in developing their understanding of the Restorative stages at their own pace. Staff use their discretion and knowledge of the children involved to determine how best to implement this approach and who to involve.



We want our children to make good choices because it is the right thing to do, not for fear of consequences. However to restore situations, there may be a consequence which could include giving up their own time to write letters of apology, complete work etc.

Implementation of the restorative approach

The School will also consider whether the behaviour under review is giving cause to suspect that a child is suffering, or is likely to suffer, significant harm. Where this may be the case, school staff will follow the School's safeguarding policy. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs. At this point, the School will consider whether a multi-agency assessment is necessary.

The Headteacher is empowered to make the professional decision as to whether a withdrawal or exclusion is appropriate.

Additional Notes: Dry Sandford Primary School Restorative Behaviour Policy

Staff: have read and understand the Staff Code of Conduct. I understand that breaches of this policy can lead to disciplinary action.

Parents/carers and pupils: I have read the Home School Agreement. I understand that breaches of this my lead to further action.