

Positive Behaviour Policy

Policy Number	Author	Validation Procedure
1.0	Behaviour Lead	Parent Forum - November 2021 Staff Forum - November 2021 Governor Ratification - January 2022

“Using positive recognition, or being bothered, means that you make each child feel appreciated.” (Paul Dix, Pivotal Education)

1 Behaviour for Learning

Introduction

At Wellfield Middle School, we are committed to creating a positive environment, where learners feel happy, safe and where exemplary behaviour is at the heart of all our learning. We believe that in order for learners to flourish and become active members of our school as well as the wider world, every member of the Wellfield community, including staff, governors, students and visitors, should model and maintain the highest standards of personal conduct. Everyone is encouraged to take responsibility for their actions, celebrating successes but also making mistakes and learning from them. In this way, we seek to equip learners with the life skills needed to make the right choices as they progress on to high school and into their lives in the wider world.

Our clear code of conduct is delivered in a positive, caring and fair manner. Recognising that every learner is a unique individual, we understand that some students may find it difficult to follow our behaviour expectations and may require support with bespoke positive behaviour approaches.

In all aspects of learning and school life, staff and students should follow the school motto of WE CARE, showing these important elements at every opportunity:

Wellbeing: To keep ourselves and others around us safe and healthy so that we develop into mature and understanding people. To be able to cooperate with all members of the community in a polite and positive manner.

Excellence: To be proud of our personal achievements and to aim to produce work of the highest quality. To be able to set high standards and to set ourselves personal goals for improvement. To make the best use of our talents, time and resources.

Community: To demonstrate that we care for both the school community and the wider community. To take responsibility for looking after each other and the environment.

Acceptance: To be able to accept other people and their backgrounds, and respect diversity and difference. To work cooperatively with others to identify issues and find solutions. To resolve conflict peacefully.

Risk: To approach any challenge with a growth mindset and to understand that making mistakes is a key part of learning something new. To give anything a go!

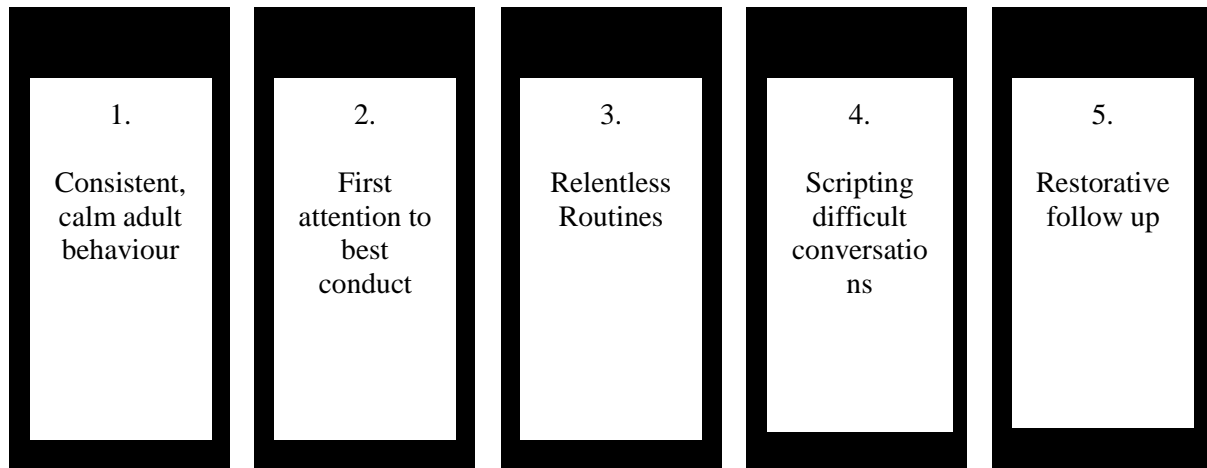
Enterprise: To be innovative and creative with a can-do attitude and a drive to make ideas happen.

The 5C's that underpin our curriculum (Compassion, Community, Creativity, Coherence and

Communication) also promote inclusivity, wellbeing and a positive environment.

Our policy is informed by the 5 Pillars of Pivotal Practice, as well as Paul Dix's '*When the Adults Change*':

The 5 Pillars of Pivotal Practice



2 General Principles

2.1 We place great emphasis on promoting inclusion and in knowing all pupils and showing care and respect for them, with the expectation that this is a reciprocal feature of all who are part of the school community.

2.2 Staff, governors, families, visitors and students are expected to conduct themselves in line with this policy. Abuse on social media, and other digital communication, is included in the remit of this policy.

2.3 We want to help every student mature into a positive young person, able to make a significant contribution to the life of the school and wider community.

2.4 We aim to enable every student to reach their full potential academically, socially, emotionally and physically.

2.5 We have clear expectations which are consistently applied by all staff.

2.6 We encourage, praise and model good behaviour.

2.7 We acknowledge that everyone is unique. As such, every student has different needs, including behavioural and emotional needs. Where necessary, certain adjustments in strategic approaches may be made to help a learner thrive and follow the expectations in

school.

2.8 We aim to provide all students with opportunities to gain respect for themselves and others, and to embrace the needs, rights, faiths and cultures within and beyond our school community.

3 Expectations of Behaviour

3.1 Parents and carers have a responsibility for their child's behaviour inside and outside of school. Staff and parents/carers will work together closely to achieve a consistent approach and encourage progress at home and school.

3.2 In order to achieve our common goal of maximising potential in all areas, we expect excellent behaviour from all in our school.

3.3 At Wellfield, staff set an example to others through their own behaviour. To encourage good behaviour for learning, all staff should:

- Adopt a calm, non-confrontational approach
- Be ready with consistencies and routines
- Greet students at the door
- Have high expectations of behaviour
- Make expectations and instructions clear, consistent and well-communicated to all students
- Frame expectations using positive language ('do' rather than 'do not', for example)
- Be relentlessly positive; 'catch children being the best they can be'
- Seek to build trusting relationships with learners, approaching all with kindness and empathy
- Focus on positive recognition and planned responses to inappropriate behaviour
- Model exemplary behaviour

3.4 Classroom code of conduct:

Ready Respectful, Safe:

These three values inform our school code of conduct. Learners are taught and expected to be ready to learn, be respectful of others as well as the environment, and to be safe both inside and

outside of the classroom.

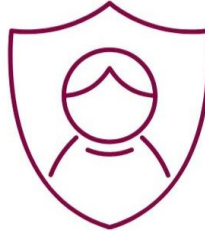
- Arrive promptly and ready to learn



Ready



Respectful



Safe

- Respect others and their property
- Follow staff instructions straight away
- Engage fully in lessons and try your BEST!

4 Equal Opportunities, Special Educational Needs and Safeguarding

4.1 Any behaviour which discriminates against others (both online and in person), whether this is because of their race, gender, finances, religion and beliefs, sexual orientation, or physical or educational capabilities, will be treated as a serious incident (see Section 6).

4.2 If we feel a child's behaviour is likely to result in them, or others, suffering significant harm, the school's Safeguarding Policy will be followed.

4.3 Where we feel behaviour is a result of an unmet need, an individualised support plan, offering interventions and strategies, will be introduced. This could result in referral to an outside agency for further support.

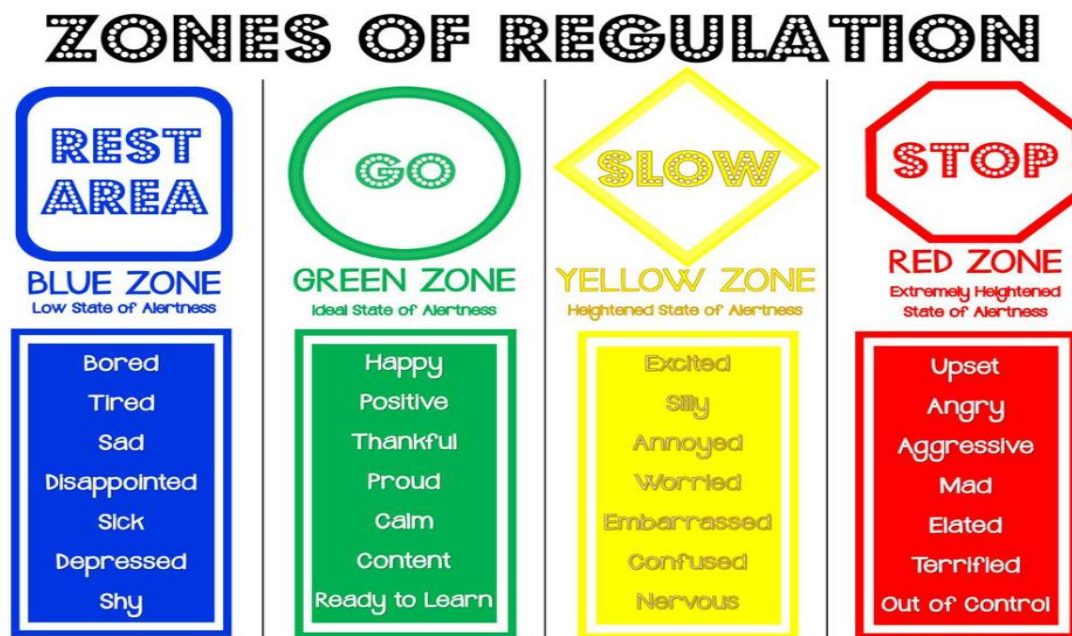
4.4 Staff are involved in reviewing individualised strategies and support plans at least three times a year. Reminders and updates regarding behaviour support are communicated via our learning support newsletter on a weekly basis to ensure continuity from staff.

5 Wellbeing and Behaviour

At Wellfield Middle School, we believe that for learners to flourish and do well, their needs must be met. We have an embedded Thrive approach to classroom practice, which is rooted in established neuroscience and which underpins all that we do in school. Forming healthy relationships and following the Thrive Approach, we work together to help students to become healthy, confident and compassionate individuals.

Using Zones of Regulation with all learners across all classrooms, we aim to help students manage sensory needs and navigate the complexities of emotions, including those which can at times impact behaviour.

*“The **Zones** of Regulation is a systematic, cognitive-behavioural approach used to teach us how to regulate our feelings, energy and sensory needs in order to meet the demands of the situation around us.” (Zones of Regulation, 2022)*



As part of bespoke behaviour packages for individual learners, we may offer wellbeing initiatives such as forest school, Thrive sessions, advocates in school, counselling, as well as off-site, community based sessions (e.g. beekeeping).

Students may be targeted for such sessions for a number of different reasons - including but not limited to behavioural - by any member of staff, with parents notified. The Wellbeing Lead and Behaviour Lead will determine which sessions, if any are most appropriate for the learner. More information can be found as part of our Wellbeing Policy.

6 Rewarding the Positives

6.1 At Wellfield, all staff promote and model good behaviour by ensuring that school expectations are well communicated and understood by all pupils and their parents/carers.

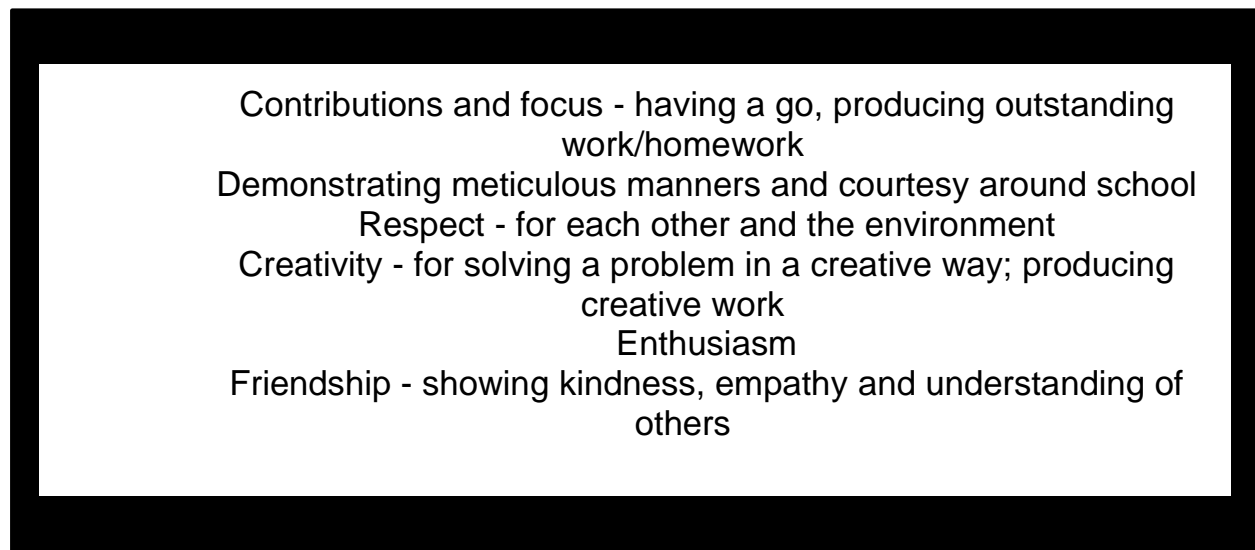
6.2 We teach positive behaviour in a range of ways, including (but not limited to):

- Class contracts;

- Assemblies;
- Visible expectations in classrooms;
- Teaching expectations in lessons;
- Targeted work;
- Modelling positive behaviour;
- A curriculum linked to pastoral learning (PSHE, cross curricular);
- House Team challenges;
- Offering a variety of extra-curricular activities.

6.3 'Over and Above' Behaviours:

When members of our school community go above and beyond, it is recognised. Examples of exemplary 'Over and Above' behaviours may include, but are not limited to:



6.4 We feel rewards are most valuable when they are individualised and meaningful.

6.5 Learners should be rewarded with “pride, importance and a sense of belonging” (Pivotal Education). Often, a quiet word of praise is appreciated as much as a public reward. We have a bespoke behaviour package; when teachers know their students well, they know best how to reward them as individuals. Learners may be positively rewarded in a variety of ways, including but not limited to:

- Newsletter
- Marvellous Me badges and activities*
- Assemblies
- Phone call/email home

- Verbal praise and recognition
- Termly star awards
- Weekly house heroes
- Social media
- Displays
- Headteacher/Senior Leadership Team praise
- At teacher discretion, there may be a few minutes extra break, class-based awards, certificates, etc. By having valued relationships with students, staff know the recognition that will be most appropriate and appreciated.

Marvellous Me is a parent friendly app used by all staff in school to reward virtual badges for over and above behaviours. Parents may be informed of positive behaviours through the parent app.

7 Modifying Poor Behaviour and Stepped Boundaries:

Learners are responsible for their behaviour. Staff should show care and consideration at all times, praising the behaviour that they want to see. Instances of poor behaviour should be dealt with in a timely manner and with a considered approach, staff taking into account individual needs.

When poor behaviour presents, most of the time, a reminder or redirection is all that is required. Restorative conversations are encouraged and should be facilitated by the teacher in a calm space, with involved parties.

The Thrive and Hub rooms, complete with sensory areas, are accessible for all learners and staff. The following steps should be followed:

Redirection

Gentle encouragement and a reminder of expectations. The reminder may be delivered to the whole class, or privately to one student, as appropriate to the situation. **1**

Reminder

A reminder to 'turn it around' delivered privately. Staff to use 30 second intervention script:

I noticed you have...

I notice that you are not being...(reference to behaviour)...right now.

Remember yesterday/last lesson when you....

How could we do things differently?

You have the choice to...

Supportive actions may be put in place, e.g. a child may be moved to an area of the classroom where they can work/engage more successfully. **2**

Where behaviour continues, it will be recorded on CPOMS.

Calming Time

A short burst of time away from the classroom/situation. This may be spent in another class to allow students a 'change of face'/in the Thrive room/Hub/completing a job. At break time, another quiet area may be identified, e.g. by the pond. **3.**

This is to allow students time to calm down, regulate and look at a situation from a different perspective.

Reflect and Repair Conversations

To respond to challenging behaviour, the following restorative questions will be used. This should be in private.

What happened?

What were you thinking/feeling at the time?

How do you feel now?

Who has been affected? How did this make other people feel?

How can we move forward?

How can we do things differently in future? What strategies could we use next time? **4.**

These questions can be used with students involved in an incident. Behaviour will be recorded on CPOMS.

Continue over the page to the final stage of the process.

Consequences and Follow Up

Consequences are required where a serious incident occurs or where behaviour frequently does not meet expectations.

Teachers, including form tutors, will be flagged to incidents on CPOMS.

Staff and, where necessary, the Inclusion Lead and wider Senior Leadership Team will work together with families to decide strategies to improve behaviour. This will be reviewed regularly and could include a home school agreement, behaviour plan or outside agency support (see below point 6).

All minor behaviours are recorded and form teachers and Designated Safeguarding Leads flagged on CPOMS.

All serious behaviours are recorded and form teachers and Designated Safeguarding Leads flagged on CPOMS.

Form teachers will contact home where there are behavioural concerns.

Senior leadership become involved and may contact home where there are serious misbehaviours or consistent poor behaviours.

8 Incidents of Serious Misbehaviour (Non Negotiables)

At Wellfield, a safe learning environment is of paramount importance, and if negative behaviour, on or off the premises, leads to students and staff being made to feel unsafe, it is dealt with very seriously. If a serious incident occurs, students will be removed from lessons while the incident is investigated and parents informed. The Senior Leadership Team will then decide upon an appropriate way forward which may include internal exclusion, fixed term exclusion or permanent exclusion.

Serious incidents can occur both in person and online. Serious incidents include:

- Fighting
- All forms of bullying
- Racist, sexist or anti-LGBTQ+ comments
- Sharing of images
- Using abusive/offensive language
- Physically hurting others
- Threatening behaviour
- Harmful Sexualised Behaviour

Hate Language incidents:

In order to foster a respectful and safe school environment, incidents that target a particular group are always taken seriously. Any racist, ableist, xenophobic, LGBTphobic or incidents that discriminate because of religion or ethnicity, follow the procedure outlined below.

1. Incident must be reported on CPOMS and the appropriate category (e.g. 'racism') selected.
2. The victim of the incident is given space to process and ask for what they want (*maybe they want an apology or maybe they need space from the perpetrator, maybe they need to talk to an adult about how they are feeling*).
3. Perpetrator of the incident is helped to regulate (if dysregulated) and told exactly what they said or did that is not tolerated.
4. Perpetrator is involved in a restorative chat. This should involve non-negotiable engagement with the topic to help dismantle prejudice or answer any questions the child may have about the topic. The child must do this every time they engage in an incident, unless there is a significant reason not to.
5. Actions, including restorative conversation outcomes, must be recorded on CPOMS.

External support

On occasion, the support available in school will not result in improvements in behaviour, and where this occurs we will seek help from outside agencies. This would usually be for a short period of time and could consist of a specialist visiting students in school to support/assess or a temporary placement of alternative provision. Agencies involved could include:

- Silverdale Outreach
- Moorbridge Pupil Referral Unit
- TRAX
- Educational Psychologist Assessment
- Language and Communication Team
- HIVE (Health, Information and advice, Virtual School and Emotional Wellbeing)

Strategies to support students:

- Use a personalised approach by reflecting on incidents and deciding what might work best next time;

- Consult Support Plans, Learning Support Newsletter and colleagues to ensure the best strategy is used for individual students;
- Apply ideas from staff training e.g. 30-second intervention;
- Adopt a consistent approach which adheres to this Behaviour Policy; ensure a restorative approach is applied after an event to give students an opportunity to: reflect on their behaviour; identify the choices they made; decide how the 'incident' could have turned out differently; discuss what will happen next time if a similar situation occurs (resources to support this process are available from the Learning Support Department);
- Where you identify a student or group of students whose behaviour is not improving, seek advice and support from the class/form teacher and/or the inclusion manager.
- Consultation with parents/carers
- Consultation with Wellbeing Lead re sessions in school that may support
- Consultation with outside agencies as above



Wellfield Middle School Behaviour Blueprint



Microscript (30 second intervention)

I noticed you have (trouble getting started, wandering around, etc)
 I notice that you are not being (reference to behaviour) right now.
 Remember yesterday/last lesson when you? (refer to previous positive behaviour)
 How could we do things differently?
 You have the choice to...

Visible Adult Consistencies

Meet and Greet at door
 Notice learners at 'their best'
 Calm and caring

Restorative Conversations

What happened?
 What were you thinking/feeling at the time?
 How do you feel now?
 Who has been affected?
 How did this make other people feel?
 How can we move forward?
 How can we do things differently in future?

Stepped Boundaries

Reminder/redirection (a gentle nudge)
 Warning (30 second microscript)
 Calming Time (a chance to regulate)
 Reflect and Repair Conversation
 (Refer to restorative conversation microscript)

Wellbeing
 Excellence
 Community
 Acceptance
 Risk
 Enterprise

Ready
 Respectful
 Safe

Coherence
 Community
 Compassion
 Creativity
 Communication

Over and Above

It is not gifts, and money, and cash, and trips that you need to be rewarding your learners with, it is with pride, importance and a sense of belonging (Paul Dix)

Positive recognition for effort, values, initiative.
 Verbal praise and recognition
 Positive note/email home
 Positive phone call home

Work displayed around school
 Know your learners.
 Know what they will appreciate.

Relentless Routines - lining up, consistency and predictability for learners



Leading Parent
 Partnership Award