



BEHAVIOUR POLICY

Teaching and Learning Committee Approved: January 2021

Date of next review: June 2021, for ratification Board of Trustees 1st July 2021

Reviewed By: The Principal and the Teaching and Learning Committee

This policy will be reviewed every year by the Principal and the Teaching and Learning Committee. At every review, the policy will be shared with the full Board of Trustees.

General definitions

Throughout this policy, *Wynstones* means Wynstones school and will be used interchangeably with *school* and *the school*; *parents* includes guardians, carers and those with parental responsibility for children entering the school; *students* will be used throughout.

Regulatory and publication context

Independent schools are not required to have a website, but are required to make policies and information available to parents upon request, in line with the [Education \(Independent School Standards\) Regulations 2014](#).

Wynstones systematically chooses to publish its policies online, in order to enable ease of access for parents, and to participate in the wider social discourse on appropriate, effective and fair educational provision.

1. Aims

Our behaviour policy has its roots in our mission statement:

A Wynstones education is centred on each child's academic, social, moral and creative potential and growth. Wynstones values excellence and independent thinking, and seeks to shape rounded, free-thinking, open and resilient people who make a valuable contribution to their communities and the world.

Our behaviour policy is therefore developmental and needs-based, rather than punitive and correctional. It embraces restorative approaches to support the maintenance and repairing of relationships and actively promotes emotional literacy. It aims to uphold Rudolf Steiner's intention that education should support the development of our fundamental humanity in a supportive and age-appropriate learning environment.

This policy aims to:

- Provide a **consistent approach** to behaviour support
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how students are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour support
- Outline our practice of a curriculum-based and connection-led behaviour policy that is **emotionally intelligent, attachment aware** and **trauma informed**, including a model of **restorative justice**.

2. Legislation, statutory requirements and external benchmarks of policy and practice

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy;
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy online;
- Guidance & resources on cultivating **emotional intelligence** from [Positive Psychology](#).
- Guidance & resources on **restorative justice** from the [Restorative Justice Council](#);
- Guidance & resources in **attachment awareness** from the [Dyadic Developmental Psychotherapy Network](#);
- Guidance & resources in **trauma-informed practice** from [Trauma Informed Schools UK](#) and the [NSPCC](#);

This policy complies with our articles of association.

3. Definitions

TERM	DEFINITION
Restorative justice	<ul style="list-style-type: none"> • A community based approach to supporting positive and strong social relationships and communication, promoting conflict resolution and building resilience. The school's approach to behaviour support is led through applying the principles of restorative practice: <ul style="list-style-type: none"> ○ Restoration ○ Voluntarism ○ Impartiality ○ Safety ○ Accessibility ○ Empowerment <p>The school does not operate a system of sanctions and rewards, rather consequences and celebrations. There are practical consequences for unsettled, distressed and connection-seeking behaviours, in order to uphold a high level of behaviour for learning for all students. These consequences are not punishments, and attention is given to restoration and reintegration, although serious misbehaviour can result in fixed term and permanent exclusions. Celebrations form part of the daily and annual cycles of school life.</p>
Attachment friendly	<ul style="list-style-type: none"> • An understanding of the role of secure attachment on children's development and behaviour, and an application of this understanding to supportive policies and practices.
Connection-led curriculum design	<ul style="list-style-type: none"> • An application of attachment theory to curriculum design through an understanding of children's holistic developmental needs, and their journey of connecting to others, to the world, and to themselves.
Trauma-informed	<ul style="list-style-type: none"> • An understanding of the impact of adverse childhood experiences (ACEs) on children's development and behaviour, and an application of this understanding to supportive policies and practices.
Disruptive behaviour	<ul style="list-style-type: none"> • Behaviour disruptive to learning, of self or others; • Disruption in lessons, in corridors between lessons, and at break and lunchtimes; • Non-completion of classwork or homework; • Poor attitude; • Not wearing clothing in line with the school clothing policy.

TERM	DEFINITION
Serious misbehaviour	<p>Serious misbehaviour can incur implementation of the school's Exclusions Policy W048</p> <ul style="list-style-type: none"> • Repeated breaches of the school rules • Any form of bullying • Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation • Vandalism • Theft • Fighting • Smoking • Racist, sexist, homophobic or discriminatory behaviour • Possession of any prohibited items. These are: <ul style="list-style-type: none"> ○ Knives or weapons ○ Alcohol ○ Illegal drugs ○ Stolen items ○ Tobacco and cigarette papers ○ Fireworks ○ Pornographic images ○ Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
Behaviour support	The school's model of supporting students' behaviour for learning, previously widely described as 'behaviour management.'
Learning tools	Devices and resources that support learning and self-regulation, previously widely described as 'fidget toys.'
Unsettled behaviour	Behaviour previously widely described as 'low-level behaviour' that warrants teachers' concern, attention, logging and referral to the Lowe / Middle / Upper School Lead as appropriate.
Distressed behaviour	Behaviour previously widely described as 'challenging behaviour' that warrants teachers' concern, attention, logging and referral to the Vice-Principal (Safeguarding and Wellbeing).
Connection-seeking behaviour	Behaviour previously widely described as 'attention seeking behaviour' that warrants teachers' concern, attention, logging and referral to the Vice-Principal (Safeguarding and Wellbeing) and Inclusion Manager.

4. Bullying

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

Type of bullying	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our Responding-to-Bullying Strategy. In summary:

- Students, parents and staff can report alleged incidents of bullying to the school's Safeguarding Team, or alternately by using the guidance in the school's Whistleblowing Policy;
- The school investigates allegations of bullying systematically and seriously, involving all parties and external agencies if appropriate;
- We will use a range of appropriate responses and support appropriate to the situation. These may include solution-focused approaches, a restorative approach, circles of friends, and individual work with victim, perpetrator and bystanders or referral to outside agencies if appropriate.
- Whole school proactive strategies and reactive programmes for vulnerable groups or those involved in bullying include counselling, group work and restorative approaches.
- Students, parents, teachers, staff, and governors are all involved and trained in preventing and responding to allegations and instances of bullying.

5. Roles and responsibilities

This policy applies to **all staff** employed by our school, and to external organisations or individuals working on our behalf. Staff who do not comply with this policy may face disciplinary action.

5.1 Trustees

The Trustees have overall responsibility for reviewing and approving the written statement of behaviour principles (appendix 1).

The Trustees are responsible for monitoring this behaviour policy's effectiveness and holding the Principal to account for its implementation.

5.2 Principal

The Principal is responsible for reviewing and approving this behaviour policy.

The Principal will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure support, referrals and consequences are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently;
- Modelling positive behaviour;
- Providing a personalised approach to the specific behavioural needs of particular pupils;
- Recording behaviour incidents (see appendix 3 for a behaviour log);

The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents

Parents are expected to:

- Support their child in adhering to the Students Code of Conduct;
- Inform the school of any changes in circumstances that may affect their child's behaviour;
- Discuss any behavioural concerns with the class teacher promptly.

6. Student code of conduct (School Rules)

Students are expected to:

- Behave in an orderly and self-regulated way;
- Show respect to members of staff and each other;
- In class, make it possible for all pupils to learn;
- Move quietly around the school;
- Treat the school buildings and school property with respect;
- Wear clothing in line with the school clothing policy at all times;
- Accept consequences when given;
- Refrain from behaving in a way that brings the school into disrepute, including when outside school.
- Not bring mobile phones or electronic devices on to school property.

7. Celebrating connection and consequences of unacceptable behaviour

7.1 List of celebrations / consequences

Community building / emotionally intelligent / connecting behaviour will be celebrated implicitly and explicitly throughout the curriculum and in the daily rhythm of school life. It will include and involve:

- Courtesy, care and appreciation modelled by teachers and staff
- Student Council

- PTFA
- Assemblies and Festivals

The school may use one or more of the following consequences in response to unacceptable behaviour:

- A verbal reprimand
- Sending the student out of the class to the Support Hub
- Expecting work to be completed at home, or at break or lunchtime
- Detention at break or lunchtime, or after school
- Referring the student to a senior member of staff
- Letters or phone calls home to parents
- Agreeing a behaviour contract
- Putting a student 'on report'

See appendix 4 for sample letters to parents about their child's behaviour.

We may use the Support Hub in response to serious or persistent breaches of this policy. Students may be sent to the Support Hub during lessons if they are disruptive, and they will be expected to complete the same work as they would in class.

Students who do not attend a given detention are also sent to the Vice Principal.

The Support Hub is managed by the Vice Principal.

7.2 Off-site behaviour

Consequences may be applied where a student has behaved unacceptably off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will apply consequences for the student in accordance with this policy.

Please refer to our **W009 Child Protection and Safeguarding Policy** and **W045 Procedure for dealing with allegations of abuse against staff** for more information on responding to allegations of abuse.

The Principal will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour support

8.1 Classroom culture

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a warm and stimulating environment that encourages pupils to be engaged;
- Display the student code of conduct alongside any of their own subject specific classroom rules (previously agreed with the Teaching and Learning Committee);
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning (e.g. by shaking hands etc.);
 - Using a call and response greeting and farewell at the beginning and end of lessons;

- Establishing clear routines and formative assessment criteria for classroom management;
- Communicating expectations of behaviour in ways other than verbally;
- Highlighting and promoting good behaviour;
- Concluding the day positively and starting the next day afresh;
- Having a plan for dealing with unsettled behaviour;
- Using positive reinforcement.

8.2 Restorative justice

Our approach of restorative justice requires all staff working with our students to be aware of the principles of Restorative Justice, and the ability to apply them to resolving situations in their classes, corridors, and elsewhere in the school community. The principles and use of restorative justice will be a regular feature in the school's Continuing Professional Development programme, both at the beginning of the school year and where appropriate at other times. In addition to this a small team of staff have been trained to use the model to resolve more difficult problems, in a formal and structured manner. These staff have been trained to apply restorative approaches to conferences with the "Wrong doer and the Harmed", with the aim of creating restoration and reparation between those involved.

- **The Restorative Questions:**

- What happened?
- What were you feeling / thinking at the time?
- What do you think / feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrongdoer's behaviour and its effect upon others, and they are open questions which require an answer. They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

The restorative approach model can be applied in a number of ways, ranging from informal work in corridors and classes to formal conferences with the wrong doer and the harmed including working with whole classes.

- **The Continuum of Responses**

- **Restorative Chat** – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff takes initiative and leads process.
- **Impromptu Conference** – informal conference that might not include formal preparation, but should/may include a contract and a follow up. Individual member of staff takes initiative and leads process.
- **Circle or Classroom Conference** – formal conference that requires a formal referral, pre-conference preparation, a contract, debrief and a follow up session. Referral for support can be made to the HoLC/LSL for the students concerned.

- **Formal Conference or Parenting Conference** – Requires formal pre conference preparation, possibly a home visit, formal referral, a contract and a formal setting a debrief after the conference and a follow up session. Referral for support can be made to the Community Leadership Team for the students concerned.

All Restorative Justice Interventions should be recorded as appropriate on the schools conduct log system.

- **Unsuccessful conferences or refusal to take part:** Unless all have agreed to take part in the Restorative Intervention, it will not proceed; all have to be willing participants. If during an intervention any of those taking part are unable or unwilling to proceed the intervention will close and an alternative resolution will be imposed. If those involved fail to comply with expectations of the agreement alternative solutions including the school's consequences may be applied to the Wrongdoer.

8.3 Physical restraint

In some circumstances, staff may use reasonable force to restrain a student to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible;
- Be used in a way that maintains the safety and dignity of all concerned;
- Never be used as a form of punishment;
- Be recorded and reported to parents (see appendix 3 for a behaviour log).

8.3 Confiscation

Any prohibited items (listed in section 3) found in students' possession will be confiscated. These items will not be returned to students.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8.4 Student support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to unacceptable behaviour may be differentiated to cater to the needs of the pupil.

The school's Inclusion Manager will evaluate a pupil who exhibits unacceptable behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and to review it on a regular basis.

Appendix X of the school's **SEND Policy W025** lists the supplementary fees for Learning Support, Classroom Support and Specialised Educational Provision.

9. Student support and transitions

To ensure a smooth transition to the next year, students have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on supporting behaviour and self-regulation as part of their induction process and ongoing continuing professional development (CPD), with a focus on the school's philosophy of behaviour support:

- cultivating **emotional intelligence**;
- facilitating **restorative justice**;
- promoting **attachment awareness**;
- promoting **trauma-informed practice**.

A model staff training log can be found in appendix 2.

The VP-SG will manage the school's restorative justice led Behaviour Policy, supporting students, staff and parents embrace a strong behaviour for learning culture through ongoing training and support, to:

- develop - emotional literacy, conflict resolution skills, truth recognition, accountability, responsibility;
- improve - behaviour, attendance, learning, teaching;
- increase - empathy, happiness, positive life skills;
- reduce - exclusions, detentions, conflict, bullying, need for sanctions / consequences;
- complement - SEAL, PHSE, SES, Citizenship, P4C.

A suitable range of staff are also trained in the proper use of restraint, as part of their induction process.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Principal and Board of Trustees every year. At each review, the policy will be approved by the Principal.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the Board of Trustees every year.

12. Links with other policies

This behaviour policy is linked to the following policies:

- **W048 Exclusions policy**
- **W009 Child Protection and Safeguarding policy**
- **W003 Responses to Bullying**
- **W025 SEND Policy**

Appendix 1: written statement of behaviour principles

- Every student understands they have the right to feel safe, valued and respected, and learn, free from the disruption of others
- All students, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to students at all times
- Celebrations, consequences and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by students and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and students' home life

The Board of Trustees also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

Appendix 2: staff training log

Training received	Date completed	Trainer/training organisation	Trainer's signature	Staff member's signature	Suggested review date

Appendix 3: behaviour log (paper duplicate of online IMS)

Student's name:	
Name of staff member reporting the incident:	
Date:	
Where did the incident take place?	
When did the incident take place? (Before school, after school, lunchtime, break time)	
What happened?	
Who was involved?	
What actions were taken, including any sanctions?	
Is any follow-up action needed? If so, give details	
People informed of the incident (staff, governors, parents, police):	

Appendix 4: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

Recently, your child, _____, has not been behaving as well in school as they could.

It is important that your child understands the need to follow our pupil code of conduct, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of student: _____

Parent / guardian name: _____

Parent / guardian signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following my previous letter regarding the behaviour of _____, I am sorry to say that they are still struggling to adhere to our pupil code of conduct. I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract, _____, has continued to misbehave. _____ would now benefit from a structured approach to help improve their behaviour in school. I would be grateful if you could attend a meeting with the Vice-Principal, the Inclusion Manager and myself, to discuss how we can best support your child in improving their behaviour. *Meeting details enclosed.*

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter

Dear parent,

I am writing to inform you that _____, has been given a detention on this date _____ at this time _____.

The reason(s) for this detention are set out below.

If you need to see me about this matter, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Detention letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of student: _____

Parent / guardian name: _____

Parent / guardian signature: _____

Date: _____

Appendix 5: school clothing policy

Wynstones' school clothing policy is designed to support students' focus on learning, and to support their wellbeing. It comprises:

Even though we do not have a specified school uniform we will nevertheless operate a school dress code which will ensure that clothing is appropriate and keeps children safe. The potential difficulties any school community might face over the interpretation of either a school clothing policy, uniform or dress code are universal, but can be supported through effective Student Councils and a cohesive and consistent staff body that embraces any internal tensions and rallies around a collective, team-based approach, alongside parents and students.

The cultivation of individuality is not negated by a specified school clothing policy nor guaranteed in its absence. Wynstones' primary commitment is to students' wellbeing and learning, and the cultivation of individuality is central to our pedagogy. We are confident that the simple clothing policy we are adopting strikes the right balance in ensuring that children are not overly concerned about what to wear on any particular day, have a focus on their learning, and are appropriately attired for a learning environment.

Further details on the school clothing policy will be published in July 2021.