



# Relationships and Behaviours Policy

## Introduction and Aims

St Joseph's Catholic Primary School is committed to working with every member of the school community to create a learning and working environment where:

- people are polite, respectful and considerate towards each other and honour the uniqueness and dignity of every member of the school community.
- people respect the school building, the school grounds, school property and the property of others.

This policy aims to articulate the core values that underpin the management and development of positive and respectful learning and working relationships within our school community.

This policy should be read in conjunction with the following school policies:

The Relationships and Behaviour Policy operates in conjunction with the following policies:

- Anti-bullying Policy
- Special Educational Needs (SEND) Policy
- Equal Opportunities Policy - Single Equality Policy and Action Plan
- Attendance Policy
- Safeguarding and Child Protection Policy
- Disability Discrimination Scheme
- Positive Handling Policy
- Relationships and Sex Education Policy
- E-Safety / Cyberbullying Policy and User Agreements
- Capability Policy, Appraisal Policy (Teachers), Appraisal Policy (Support Staff)
- Our Home:School Agreement and Parent/Carer Code of Conduct

We also refer to and follow statutory guidance set out in the Government publications – see page6.

## Our commitment to respectful relationships

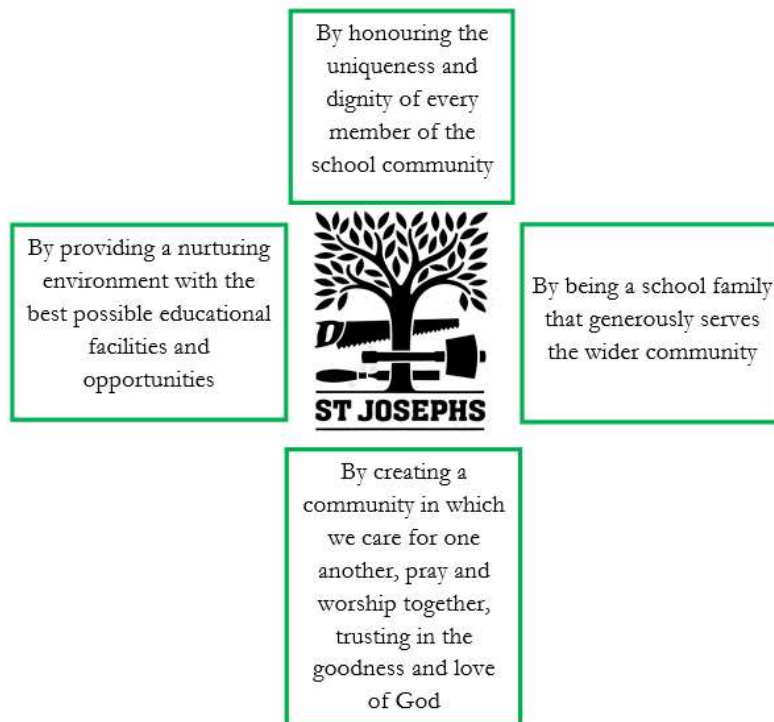
At St Joseph's Catholic Primary School, we have high expectations of behaviours in our school community which we promote through our motto *'Let us protect with love all that God has given us'* - which is displayed in every classroom and around the school (see below).



## Our School Vision

*“Let us protect with love all that God has given us”  
(Pope Francis 19.03.2013)*

At St Joseph's we are committed to educating and caring for children in the light of the Catholic Faith in Jesus Christ.



With God as the centre of our school community and St Joseph as our example and protector, we will strive to use the tools, our talents, that we have been given to grow in the way of Jesus by loving, caring and doing our best.

### Our school values where members of our community are:

**Grateful** for their own gifts, for the gift of other people, and for the blessings of each day; and **generous** with their gifts, becoming men and women for others. **Attentive** to their experience and to their vocation; and **discerning** about the choices they make and the effects of those choices. **Compassionate** towards others, near and far, especially the less fortunate; and **loving** by their just actions and forgiving words. **Faith-filled** in their beliefs and **hopeful** for the future. **Eloquent** and **truthful** in what they say of themselves, the relations between people, and the world. **Learned**, finding God in all things; and **wise** in the ways they use their learning for the common good. **Curious** about everything; and **active** in their engagement with the world, changing what they can for the better. **Intentional** in the way they live and use the resources of the earth, guided by conscience; and **prophetic** in the example they set to others.



To support the building and maintaining of positive and respectful relationships in our school, we actively promote our expectations and our commitment to respectful relationships through:

- The Catholic Life of our school including assemblies and collective worship and working with our parishes
- Our commitment to working restoratively and noticing positive behaviours including through our reward systems
- Our learning agreements
- Staff meetings, briefing and training
- Our broad and balanced curriculum
- Our comprehensive well-being programme and support for families
- Our school policies
- Our Staff Code of Conduct, our Parent/Carer Code of Conduct and our Home School Agreement
- Our communication through the school newsletters/webpages/Parentpay

### **Respectful to people (the Dignity of the Human Person)**

We expect all members of our school community to respect the feelings of others and to treat people with dignity.

At St Joseph's Catholic Primary School, we aim to work together at every opportunity, providing nurture and support alongside clear boundaries and expectations of behaviours. All staff and visitors in school are expected to be positive and respectful role models to our pupils. We work to build resilience through our policy and ethos.

Refer to Appendix 1 for more on roles and responsibilities.

### **Respectful to buildings and the environment (Stewardship)**

- We care for our common home – respecting the environment and all that God has given us.
- We expect all members of our school community to respect the school building, facilities and equipment; to use the bins provided for litter and look after school property. We expect the toilets to be left in a state that is considerate of all users.
- We expect members of our school community to use the allocated areas when participating in physical activities to prevent any damage to the school property.
- We expect shared areas such as the library, the hall and the corridors to be kept clean, tidy and safe.
- We expect everyone to be thoughtful of our cleaning staff, including clearing up at the end of the school day, not bringing mud in from outside, clearing up so that cleaning can take place.
- Members of the school community who do not adhere to this are expected to contribute to the cost of any damage caused to school buildings or equipment.

### **Respectful to property**

- We expect all members of our school community to respect other people's work and property and to take pride in displays of work that are put up around the school.
- Pupils are asked to avoid bringing valuables into school. The school takes no responsibility for personal items (e.g. mobile phones) which are brought into school by members of the school community.

### **School initiatives to promote respectful relationships and positive behaviours**

Our whole ethos promotes respect and positive relationships and our focus on Catholic Social Teaching and our values help to embed this. Whilst this list is not exhaustive or in any order of priority, we use a range of measures to promote respectful relationships, resilience and positive behaviours, including:

- In our Curriculum:
  - The school focus on equality, dignity and respect are embedded across the curriculum – we strive to be inclusive in everything that we do.
  - RE lessons include opportunities for pupils to understand about how we are all unique, that we need to listen respectfully and 'encounter' each other and treat each other with dignity.
  - The Relationships and Sex Education programme of study includes opportunities for pupils to learn:
    - the importance of respecting others and tolerance, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- that fair isn't everybody being treated the same but that fair is everybody getting what they need in order to be successful.
- Children are taught that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- Regular school assemblies, in addition to Anti-Bullying Week in November, help raise pupils' awareness of bullying and derogatory language. Our Philosophy for Children sessions help pupils to reflect on what they think and feel.
- We have a comprehensive well-being programme to support our pupils.
- The visual environment positively reflects the wonderful diversity and make up of our school so that everyone sees themselves reflected in displays, books and images. Our Curriculum is being revisited to ensure thought has been given to what is being taught and why and that children see themselves reflected in what is taught.
- Supporting staff through training in restorative approaches, Team Teach methods, ELSA (emotional literacy support assistant) training and other trainings to support pupil well-being and families such as SWIFT for families with children with ASD and the Family Links programme for parenting.
- Supporting staff to manage behaviours through monitoring their own regulation and swapping in/out when needed – this is supported through a card/walkie-talkie system to summon help when needed.
- Working closely with families around SEND, where there may be disadvantage and other support needed including with an active home school link worker.
- We have a range of ways we celebrate and notice our successes including certificates, house points, golden time and whole school drives.
- All staff are trained in Generalist Safeguarding; effectively preventing and tackling unacceptable behaviours; reporting concerns; and where to go for help and support.
- A Child-Friendly Anti-Bullying Policy ensures all pupils are aware of the Anti-Bullying Policy and our expectations.
- Attendance and lateness are closely monitored and proactively addressed with families.

Refer to Appendix 2 and 3 for more on systems in place to support positive behaviours at St Joseph's Catholic Primary School.

### **Our commitment to working restoratively**

At St Joseph's Catholic Primary School., we believe that *'the behaviours we walk past are the behaviours we accept'*. Whether intended or not, we will always challenge unacceptable behaviours and support members of our community in developing empathy, compassion and understanding. To achieve this, we aim to *work with* people at every opportunity, providing nurture and support alongside clear boundaries and expectations of behaviours.

Working restoratively is more likely to build self-discipline, resilience, problem solving and good relationships in the long-term. Restorative approaches also enable people to take responsibility and resolve problems for themselves.

See 'Restorative approaches at St Joseph's Catholic Primary School in Appendix 2.

### **Appropriate Measures**

We are aware that each situation may require different levels of intervention from the adults. As mentioned above, fair isn't everybody being treated the same but that fair is everybody getting what they need in order to be successful. Our systems set out in Appendix 3 aim to be restorative in nature and flexible enough for staff to respond professionally and appropriately, taking the whole situation into consideration. There are always consequences to our actions – welcome and unwelcome. It is important that children are aware of the impact of their actions and our approach supports pupils in understanding this.

### **Suspension and Exclusion**

The school will follow local authority guidelines in considering suspension or exclusion of pupils for severe incidents.

Refer to the Performance Management, Capability, Support Staff/Teacher Appraisal Policy and Whistleblowing Policy for recording and reporting of unacceptable behaviours by staff.

## **Our commitment to equality, diversity and inclusion**

At St Joseph's Catholic Primary School, we are proud of our diverse school community. We are asked *"to stimulate in the pupils the openness to the other as a face, as a person, as a brother and sister to know and respect, with his or her history, merits and defects, riches and limits. The challenge is to cooperate to train young people to be open and interested in the reality that surrounds them, capable of care and tenderness"* (Pope Francis, 2018). Everyone is accepted for who they are, regardless of age, disability, gender identity, marital status, race, faith or belief, sexual orientation, socioeconomic background.

## **Our commitment to safeguarding**

St Joseph's Catholic Primary School is committed to safeguarding and promoting the welfare of children, young people and adults. We expect all employees, workers and volunteers to share this commitment and to adhere to our Safeguarding and Child Protection Policy.

## **Special Educational Needs and Disabilities (SEND)**

We are an inclusive school, recognising that we are all unique individuals. The Headteacher should take account of any contributing factors when dealing with incidents of unacceptable behaviours. Early intervention to address underlying causes of unacceptable behaviours should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have. Under the Equality Act 2010, schools must not discriminate. For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

Should the behaviours of a child with any SEN or disability be causing significant harm to others and there is an Education and Health Care Plan (EHCP) in place, we will request an emergency annual review.

## **Communication and Parental Partnership**

We give high priority to clear communication within the school and to a positive partnership with parents/carers since these are crucial in promoting and maintaining high standards of behaviours and we aim to build trust and develop a common approach to behaviours expectations and strategies for dealing with problems. Family participation in many aspects of school life is encouraged. This participation assists the development of positive relationships in which parents/carers are more likely to be responsive if the school requires their support in dealing with difficult issues of unacceptable behaviours.

The school will communicate policy and expectations to parents/carers. Where behaviours are causing concern parents/carers will be informed at an early stage, and given an opportunity to discuss the situation. Family support will be sought in devising a plan of action within this policy, and further disciplinary action will be discussed with the parents/carers. Where the behaviours of a child are giving cause for concern it is important that all those working with the child in school are aware of those concerns, and of the steps which are being taken in response.

The key professional in this process of communication is the class teacher, who has the initial responsibility for the child's welfare. Early warning of concerns should be communicated to the Headteacher so that strategies can be discussed and agreed before more formal steps are required. The school SENDCO may also be asked to provide support for the class teacher and to act as a point of contact between the class teacher and outside agencies. The school has a parent/carer code of conduct and a home/school agreement. These can be found in appendix 1.

## **Pupil Voice**

Pupil Voice is central to the culture and ethos of our school. We use Pupil Voice to evaluate how relevant this policy is to pupils' lived experiences and ensuring they feel safe and able to learn. Ways we capture Pupil Voice includes:

- Pupil groups
- Pupil Surveys
- Governor monitoring visits
- Restorative conversations and reflections
- Informal 'corridor' conversations

## **Recording and Reporting**

St Joseph's Catholic Primary School records incidents of unacceptable behaviours by pupils on CPOMs and analyses patterns of pupil behaviours through regular Senior Leadership meetings. Termly feedback on behaviours is made available for governors via the Headteacher's Report.

## **Monitoring and Evaluation**

The Headteacher is responsible for reporting to the Governing Board (and the Local Authority where applicable) on how this policy is being enforced and upheld. The governors are in turn responsible for monitoring the effectiveness of this policy via the termly Headteacher's Report, school monitoring visits and focus groups with pupils. Should a parent/carer wish to pursue a complaint regarding unacceptable behaviours, they should refer to the school's Complaints Policy before making direct contact with the Governing Board.

**The policy should be read in conjunction with:**

- **Keeping Children Safe in Education (statutory guidance)**
- **Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)**
- **Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)**
- **Equality Act 2010 and schools**
- **SEND code of practice: 0 to 25 years (statutory guidance)**
- **Mental Health and Behaviour in Schools (advice for schools)**
- **Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)**
- **Sexual violence and sexual harassment between children in schools (advice for schools)**
- **Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))**
- **We have also referred to work by the Restorative Justice Council, Paul Dix and Betsy De Thierry**

## **Appendix 1 – Roles and Responsibilities**

Our expectations around behaviours are embedded in the following documents – Staff responsibilities from our Staff Code of Conduct, our Charter for Learning, our Parent/Carer Code of Conduct and our Home School Agreement.

### **Staff Responsibility**

*(supported by the DfE Charlie Taylor's Behaviour Checklist (2011) and Paul Dix books).*

### **Senior Leadership Team in line with our school mission statement**

**Responsibilities include but are not limited to:**

- Model the behaviours you want to see from your staff
- Monitor behaviours across the school through records

### **Buildings**

- Ensure that other Senior Leadership Team members are a visible presence around the school, at the start and end of the school day, during breaks
- Check that pupils come in from the playground and move around the school in an orderly manner
- Follow up on behaviours outside the school
- Check the building is clean and well-maintained

### **Staff**

- Know the names of all staff
- Praise the good performance of staff
- Act where staff who fail to follow the behaviours policy

### **Children**

- Praise good behaviours and celebrate successes

### **Teaching**

- Monitor the amount of praise, rewards and punishments given by individual staff
- Ensure that staff praise good behaviours and work
- Ensure that staff understand special needs of pupils

### **Teacher Responsibilities in line with our school mission statement**

**Responsibilities include but are not limited to:**

### **Classroom**

- Know the names and roles of any adults in class
- Meet and greet pupils when they come into the classroom
- Display behaviours expectations in class
- Have a system in place to follow through with all sanctions and rewards
- Have a visual timetable on the wall
- Ensure that expectations are in place for pupils moving about the school – this includes calm walking in corridors, when lining up pupils walk quietly (with quiet voices) and do not run
- Follow the school behaviours policy

### **Pupils**

- Know the names of children
- Have a plan for children who are likely to misbehave
- Ensure other adults in the class know the plan
- Understand pupils' special needs
- Keep records of behaviours

## Teaching

- Ensure that all resources are prepared in advance
- Praise the behaviours you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate.
- Stay calm and self-regulate
- Have clear routines for transitions and for stopping the class and be consistent and teach children the class routines

## Parents

- Give feedback to parents about their child's behaviours - let them know about the good days as well as the bad ones

## Support Staff Responsibilities in line with our school mission statement

Responsibilities include but are not limited to:

- Follow the school behaviours policy

## School/Classroom

- Know the names and roles of any adults in school
- Meet and greet pupils when they come into the school/classroom
- Follow through with all sanctions and rewards
- Ensure that expectations are in place for pupils moving about the school – this includes calm walking in corridors, when lining up pupils walk quietly (with quiet voices) and do not run

## Pupils

- Know the names of children.
- Find out and understand the plan for children who are likely to misbehave who you work with
- Understand pupils' special needs

## Teaching and around the school

- Praise the behaviours you want to see more of. Praise children doing the right thing more than criticising those who are doing the wrong thing (parallel praise)
- Differentiate
- Stay calm and self-regulate
- Follow routines and be consistent and teach children the school routines
- Keep records of behaviours

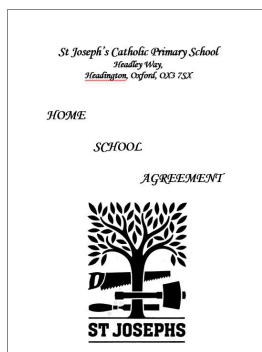
## Our Charter for Learning



This can be found on the school website.



# Home School Agreement



*St Joseph's Catholic Primary School was founded by and is part of the Catholic Church.*

*The school is conducted as a Catholic school in accordance with canon law and the teachings of the Roman Catholic Church and in accordance with the Trust Deed of the Archdiocese of Birmingham and in particular:*

- (a) religious education is in accordance with the teachings, doctrines, discipline and general and particular norms of the Catholic Church;*
- (b) religious worship is in accordance with the rites, practices, discipline and liturgical norms of the Catholic Church; and at all times the school serves as a witness to the Catholic faith in Our Lord Jesus Christ.*

## St Joseph's School will:

- implement OUR MISSION
- inform parents/carers of your child's progress through an annual Open Evening, written Report and Parental Consultation
- be available to parents/carers, if they need to make an appointment
- let parents/carers know about any concerns or problems that affect their child's work or behaviour
- display curriculum plans for each class
- make available School Policies
- send home the necessary books and tasks for homework

Headteacher's signature:

*Joe Tweddle*

*"Let us protect with love all that God has given us"*  
(Pope Francis 19.03.2013)

At St. Joseph's we are committed to educating and caring for children in the light of the Catholic Faith in Jesus Christ.

By honouring the uniqueness and dignity of every member of the school community

By providing a nurturing environment with the best possible educational facilities and opportunities



By being a school family that generously serves the wider community

By creating a community in which we care for one another, pray and worship together, trusting in the goodness and love of God

With God as the centre of our school community and St. Joseph as our example and protector, we will strive to use the tools that we have been given to grow in the way of Jesus by loving, caring and doing our best.

## We, the family of ..... will:

- support the Mission of the school
- make sure that our child arrives on time
- make sure that our child attends regularly and provide a note of explanation in case of absence
- attend Open Evenings and Parental Consultations
- let the school know about any concerns or problems that might affect our child's work and behaviour
- help our child with homework tasks
- take responsibility for the safety of others by not parking on the zig-zag lines outside the school or on the double yellow lines in the school car park
- park according to the Highway Code and the school procedures
- ensure that whilst at St Joseph's our child will not have a social networking account
- remember that any photos taken of our child in school which include any other children are for our own personal use and may not be posted on the internet
- Support the school in maintaining an effective learning environment through the School Behaviour Policy

We are aware that we are members of St Joseph's Association and are welcome to attend meetings and functions.

Parent's/Carer's signature: .....

## **Our Parent/Carer Code of Conduct**

We are very blessed that St Joseph's school has such a kind, friendly and generous community of staff, governors, parents and carers all dedicated to the Catholic education of our children. Our staff and parents recognise that educating children is a process that involves a partnership between each other and understands the importance of a good working relationship. We welcome and encourage parents and carers to participate fully in the life of our school.

St Joseph's has a duty of care to all its stakeholders to ensure their safety and wellbeing. The purpose of this policy is to provide a reminder to all visitors to our school about the expected conduct. This is so that we can continue to progress, in an atmosphere of mutual respect and understanding.

### **Guidance:**

As well as following the guidance set out in our Home-School agreement, we expect parents/carers and visitors to:

- Respect the Catholic Ethos of our school.
- Understand that both teachers and parents need to work together for the benefit of their children.
- Seek to bring about a peaceful solution to any issue and approach the school to help to resolve any concerns.
- As the first educators of their children it is the parents & carers responsibility to demonstrate mutual respect to all members of the school community and therefore set a good example in speech and behaviours.
- Parents are reminded of their duty to correct their own child's behaviours, especially where it could lead to conflict or unsafe behaviours.

### **We must point out that:**

- Cycling or scooting on school premises is not permitted.
- Dogs are not allowed on the school premises unless they are guide dogs.

**There is no access to the school car park for parents after 8.15am or before 4pm**

Please find attachment of the Rules of Conduct. We trust that parents & carers will assist our school with the implementation of this policy and we thank you for your continuing support of the school.

## **Rules of Conduct**

### **Behaviours**

In order to support the peaceful & safe school environment the school cannot tolerate parents, carers or visitors exhibiting the following:

- Disruptive behaviours that interfere with or threatens to interfere with the operation of a classroom, the office or any area of the school and its grounds and car park.
- Using rude, loud or offensive language.
- Intimidating behaviours, including displaying temper.
- Damaging or destroying school property.
- Identifying or posting images or videos of pupils.
- Approaching someone else's child in order to discuss or chastise them because of their actions towards another child.
- Using social media for airing concerns or grievances about the school, its staff, parents, governors or pupils.
- Sending abusive or threatening emails, texts, voicemails, phone messages or other written communication to anyone within the school community.

A parent who displays any of the behaviours as described above will be asked politely to desist and offered the opportunity to discuss the matter in person.

## **Procedures**

The school has a range of strategies to employ with any parent/carer who persists with unacceptable conduct. Whilst these sanctions are set out in the policy by way of a sequential process, they can be initiated at any stage if, in the judgement of the Head teacher, the severity of the behaviours warrants such a level of intervention.

1. Verbal Warning
2. Mediation Meeting if appropriate
3. Two formal Written Warnings

Should any of the above behaviours continue to occur the school might feel it necessary to contact the appropriate authorities and if necessary, ban the offending adult from entering the school grounds.

## **Key Principles**

In instances such as these the protocol is:

- The education of the children involved will not be compromised in any way.
- The school will fully investigate all valid concerns.
- Documentary evidence is kept of any action, correspondence and decisions.
- Any decisions will be fully communicated to the parent.
- Any parent behaving unlawfully will be reported to the police.

## **Legal Sanctions**

A formal written letter will be sent to the parent/carer where they continue to act unacceptably. This is signed by the Head teacher and circulated to the relevant internal parties to ensure that an informed and consistent approach can be adopted. This letter is kept in the file of the pupil at the school. Should a further incident occur, a second formal written warning would be issued.

If a parent breaches the expected standard of behaviours as set out in the Parent Code and the Rules of Conduct despite formal written warnings, then the school may then consider the following sanctions – These will only be used in extreme circumstances if a parent continues to exhibit conduct in breach of this policy.

### An Injunction under the Protection from Harassment Act

The school may seek an injunction requiring them to desist from behaving in the manner in question. The school would seek an injunction against the parents conduct under the Protection from Harassment Act 1997.

### Anti –Social Behaviours Order

The school may seek an ASBO where the Court will have the ability to prohibit the parent from pursuing a certain course of action.

This policy should be read in conjunction with our Complaints Policy. St Joseph's expects all complaints to be taken seriously and to be dealt with comprehensively, efficiently and sensitively and at the appropriate level.

**Approved: November 2016**

## Appendix 2 - Restorative approaches at St Joseph's Catholic Primary School

### What is Restorative Practice?

#### Restorative Practice vs Restorative Justice

Restorative Practice is all about relationships – making, maintaining and, when necessary, repairing relationships.

Restorative Justice constitutes an innovative approach that is taken to repairing harm that has been done to relationships. It prioritises meeting the underlying needs of the people involved above the need to assign blame and dispense punishment.

#### Benefits of Restorative Practice

Experience and evidence at local and national levels has shown that restorative approaches have a positive impact in changing school cultures, especially regarding attendance and behaviours, when embedded in a wider restorative context, and within clear school improvement strategies.

“A [report](#) published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective.

An independent [evaluation](#) of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.”

Source: [The Restorative Justice Council](#)

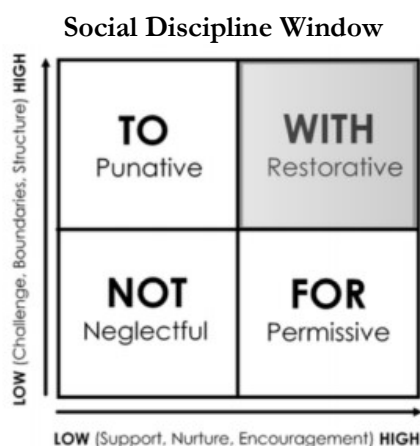
#### Restorative approaches at St Joseph's Catholic Primary School

At St Joseph's Catholic Primary School, we allow time to listen to the voice of children and young people, staff and families. We want to hear people's stories, help them clarify their issues and needs, and empower them to find their own solutions to what is concerning them.

#### Fairness

When dealing with a conflict situation, staff in school will deal with it in a fair way as follows:

- **Engagement** - making sure that all involved are part of the process.
- **Explanation** - everyone involved and affected understands why final decisions have been made.
- **Expectation** - once decisions are made, new rules/expectations will be clearly stated so that individuals understand consequences for the future.



At St Joseph's Catholic Primary School, we aim to *work with* people at every opportunity, providing nurture and support alongside clear boundaries and expectations of behaviours. All adults in school are expected to be positive and respectful role models to our pupils.

If a member of the school community inflicts harm to people or property (consciously or unconsciously), we will adopt a restorative approach. A restorative approach enables everybody's voice to be heard and promotes empathy, compassion

and understanding. It seeks to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

At St Joseph's Catholic Primary School, we believe that **the behaviours we walk past are the behaviours we accept**. Whether intended or not, we will always challenge unacceptable behaviours.

Ultimately, it is about identifying what people need to find a positive way forward following unacceptable behaviours and/or where relationships have broken down and agreeing actions that will lead to positive and sustainable changes in behaviours going forwards.

While it is sometimes possible to break cycles of unacceptable behaviours and resolve conflict using only restorative approaches (no need for traditional sanctions and additional educational interventions), it is sometimes necessary to put additional support in place before we can "let go" and allow pupils to stand-alone and make their own decisions. Depending on the context, we will have to 'hold' them, be directive or supportive as appropriate – see Appendix 3.

### Everybody has the right to feel safe all of the time.

Working restoratively is more likely to build self-discipline, problem solving and good relationships in the long-term. Restorative approaches also enable people to take responsibility and resolve problems for themselves.

## 5 Core Beliefs of Restorative Practice

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people involved have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviours.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

### Restorative questions (underpinned by the 5 Core Beliefs)

1. What happened? What's happening?
2. What were you thinking before / when / after it happened?  
How were you feeling before / when / after it happened? How are you feeling now?  
What's been the hardest thing for you?
3. Who else has been affected? How?
4. What do you need to feel better?
5. What needs to happen to move forwards / put things right?

**For more information on Restorative Practice, visit our website.**  
**Our ethos and policies are underpinned by a restorative approach.**

LOW (Challenge, Boundaries, Structure)	<p><b>Doing To</b></p> <p>We endeavour to set <u>clear</u> boundaries for acceptable and unacceptable behaviours across the school (inside and outside). These are set out in policy, procedures and the law. These:</p> <ul style="list-style-type: none"> <li>• Keep everyone safe</li> <li>• Ensure everyone can focus and learn (<i>'You cannot be in class because you are disturbing the learning. When you are ready to learn, you can come back inside.'</i>)</li> </ul> <p>Where these are broken, there are given consequences which may be punitive/legal:</p> <ul style="list-style-type: none"> <li>• Time out to self-regulate e.g. off the playground, learning break, completing unfinished work etc.</li> <li>• Suspension</li> <li>• Permanent Exclusion</li> </ul>	<p><b>Doing With (restorative)</b></p> <p>This involves listening to (not excusing), removing blame, building trust and resolving root causes of conflict:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• How do you feel? What were you thinking?</li> <li>• Who was harmed?</li> <li>• How can we fix it?</li> </ul> <p>This is not just about saying sorry (that may be part of it) – it is about co-constructing a resolution that everyone is happy with and ensure behaviours do not re-occur. The 'fix it' may be just the conversation or may include an action. <u>This is not lip service.</u></p>
	<p><b>Not doing</b></p> <p>Ignoring behaviour – walking by and not giving boundaries:</p> <ul style="list-style-type: none"> <li>• Sort it out yourself</li> <li>• No guidance</li> </ul> <p>This leads to an escalation in behaviours.</p> <p>(Ignoring behaviours can have a place in very specific, agreed instances, but never where someone could be harmed).</p>	<p><b>Doing For</b></p> <p>We may find that we need to model behaviour, responses and actions. This is especially true with younger pupils, pupils who are new to the English education system or some pupils with SEND. This may involve:</p> <ul style="list-style-type: none"> <li>• Modelling feelings or thoughts <i>'I think what xxx is saying is ...' 'It looks like you may be feeling ...'</i></li> <li>• Explaining/teaching ripples of harm - who has been harmed/affected as a result of actions</li> <li>• Suggesting an action to model how to resolve an issue.</li> </ul>
	LOW	HIGH

(Nurture, Support, Encouragement)

## Appendix 3 - Systems in place to manage unacceptable behaviours

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It is important that our behaviours policy is consistent and there is clarity around boundaries, expectations, process, consequences and rewards. We are aware that there are different levels of behaviours and our policy is flexible to allow for an appropriate professional response to a given situation. You will get more of the behaviours you notice most!

Our Mission, 'relentless' routines, high class expectations and the Learning Charter contribute to a happy learning environment and should be designed to make clear to the children how they can achieve good standards of behaviour for learning. Blame, shame and punishment do not fit with the ethos of our school. Instead, we seek to deal with the given situation thoroughly and give pupils the opportunity to be listened to and to understand who was affected by behaviours and how to restore and move forwards. Our ethos remains the same whatever the incident and whether it is inside or outside the classroom. Consistency is key. Finally, that fair isn't everybody being treated the same but that fair is everybody getting what they need in order to be successful.

### **1. Praise Systems**

Our emphasis is on noticing good behaviours. We believe that praise has a motivational role, helping children to see that good behaviours are noticed and valued. The most common 'reward' is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children.

Praise systems should:

- be clearly understood by the children and adults
- be fair and consistent and have a clear rationale
- be realistic and positive
- promote the idea that every member of the school has responsibilities towards the whole

In line with our Mission Statement, we believe that celebrating pupils' social, physical, creative and academic achievement is a vital way in which to promote good behaviours.

We do this in all aspects of school life through:

- verbal or written praise by peers, school staff and parents/carers
- displays of work and opportunities to perform or share
- the awarding of stickers, certificates, house points and other rewards
- sharing success with the community

### **2. Relatively Minor Poor Behaviours**

Most instances of poor behaviours are relatively minor and can be adequately resolved through a 30 second script and with a clear reminder and possibly a minor consequence for the behaviours. Staff will proactively intervene to support pupils in making choices using scripts provided. A consistent approach is very important. Scripts are shared with staff and are in staff lanyards.

#### **30 Second Script**

- **Are you ok?**
- **I noticed that you are not respectful, safe, ready...**
- **This is just a pause...**
- **We have agreed that we will be .... as one of our rules in class, at lunch ...**
- **How can I help now?**
- **When you go back I want you to ...**

Other strategies may include a home/school book that may be used to emphasise school or parents working in partnership to the benefit of the child. A sticker/reward chart may also be used for children who respond well to this – however it is



important that these are private and not on public display. Group consequences should be avoided as they breed resentment.

#### **Examples of minor consequences**

- Time out (in same class or to another teacher NOT unsupervised)
- Five minutes missed play
- Asked to sit elsewhere
- Withdrawal of privileges
- Staying in to do unfinished work or having it sent home to be completed
- Apology by word of mouth or letter

### **3. More Serious or Repeated Poor Behaviours**

Where there are incidents of more serious unacceptable (or repeated) behaviours the school will use the restorative approach as outlined in Appendix 2. The restorative conversation can be carried out by any member of staff.

### **4. A Restorative Conversation**

A member of staff can carry out a restorative conversation. It is important that children are listened to individually (please see appendix 2). The Deputy and Headteacher are there to support staff in carrying out these conversations.

#### **Restorative questions (underpinned by the 5 Core Beliefs)**

1. **What happened? What was happening?**
2. **What were you thinking/feeling at the time?**
3. **Who else has been affected? How?**
4. **What needs to happen to move forwards / put things right?**
5. **Is there anything else you would like to say at this time?**

If a member of staff is unsure of the next step, please go to the Key Stage Coordinator. The Deputy and Headteacher are trained to carry out restorative meetings between children and with adults. This is where a more serious incident has taken place.

The restorative conversations may result in an agreed co-constructed consequence. Consequences are agreed with the pupils involved as part of the restorative process and it is clear why the consequence is being applied and what the desirable behaviours would be. Consequences can be used to protect the security and stability of the school community.

#### **Examples of more serious consequences**

- Children who have chosen not to complete work in class time may be asked to complete work in playtime (max ten minutes) or work may be sent home in consultation with parents.
- Internal exclusion (where they are not with the class but set work away from the classroom).
- Detentions after school.
- Contracts with children and parents

Where a pupil has been found to hurt another pupil, either through actions or words, staff can consider removing them from the playground/classroom for a period of time. This will be on a case by case basis and it is important that it is made clear to the child why this has been given (preferably agreed restoratively).

Parents will always be informed and children's views will be listened to. We would always use a restorative approach to ensure that the incident has been fully understood and next steps agreed.

### **6. Finding the Time**

**Take Time** - Often it is difficult to reflect on a situation straightaway either because there is no time or that the children are too heightened. It is important to acknowledge with the children involved that something has happened and we will revisit it later. Time can take the heat out of the situation as well as give children time to process what has happened.

**I can see that something has happened. We do not have time to talk about this right at this time as we need to do xxxx. I will make sure that we speak about this (give a time)**

## 6. **Co-regulation**

As adults we have a role in ‘co-regulating’ pupils who become dysregulated. The key to co-regulating a child is to respond to a child’s needs – they may need to get back to the group, they may need time with you sitting beside. These suggestions are taken from Paul Dix’s Book ‘After the Adults Change’. Betsy De Thierry is also a good source.

- **Making sure that you are self-regulated**
- **Frame the situation using a script – calm adult helping distressed child**
- **Respect physical space**
- **Take away time limits**
- **Think about environment/audience (do you need to move)**
- **Seek support of key adults when needed**
- **Offer empathy not solutions**
- **Offer a distraction when appropriate**

## 7. **Where anti-social, disruptive or aggressive behaviours are frequent**

We recognise our responsibility to keep all pupils and staff safe, and therefore there may be particular occasions where a more severe sanction is warranted. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management and whole school procedures should take place to eliminate these as contributory factors. A behaviour plan/contract may be written with the SENDCO and the class teacher. Additional specialist help and advice around behaviours support may be necessary. Parents/carers are involved in all steps.

## 8. **Suspension and Exclusion**

The school will follow local authority guidelines in considering suspension and exclusion of pupils for severe incidents.