

Elm Park Primary School Positive Behaviour & Relationships Policy



'Aspiring to be the best we can be!'

Policy type	School
Statutory compliance with	N/A

Responsible (author)	HT
Consulted	HT Staff Pupils Parents/carers
Informed	All staff/pupils/parents/governors

Review Frequency	Annually
Next review date	10/09/19
Approved by & when	HT/10/09/18

1 Introduction

To be read in conjunction with the following:

- **Anti-Bullying Policy**
- **Behaviour Principles written statement**
- **Inclusion Policy**

By stating through our school policy the expectations that we have for the way in which each member of our school community should conduct themselves, a common understanding is promoted that helps to ensure our school is a safe and orderly community of learners. Our agreed principles of behaviour and discipline, brings the advantages of:

- benefits to the pupils;
- guidance to staff;
- clearly informing parents;
- consistency with the expectations of other local schools and the community;
- working within national guidelines.

2 Equality Impact Assessment

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others.

At Elm Park Primary School we believe our school is a community and that it is vitally important that everyone is safe and happy within it. We aim to provide an environment in which our children are secure and confident, irrespective of gender, disability, ethnicity, social, cultural or religious background. In the development of this policy, the school has considered its impact with regard to equalities legislation.

2 Aims

Our policy:

- Aims to articulate the central values, rights and responsibilities which underpin the management and development of student behaviour within our school.
- Will have as its central pillar the Principles of Restorative Justice. The Restorative Justice approach will provide an alternative to the belief that punishment will change behaviour and achieve compliance.
- Will use Restorative Justice as an educative approach, to help those involved to learn how to change. Restorative Approaches will underpin our Positive Behaviour & Relationships Policy and offer an alternative to the traditional responses to challenging behaviours.
- Is written in the belief that an understanding, shared throughout the school, of principles, procedures and practices, is the most effective method of achieving a united school community of which all its members can be proud.

3 Philosophy

- ***We believe that positive behaviour creates a better climate for learning.***
- By reinforcing good behaviour and discouraging poor behaviour we aim to grow good people who can:
 - determine right from wrong;
 - grow in independent thought and judgment;
 - take responsibility for their own actions;
 - respect the rights of others.
- develop a positive and focused attitude to all areas of learning
- understand the value of positive relationships within the school and the wider community

- We believe the **Restorative Approach** is a fundamental component in helping the School Community achieve these aims. Restorative Approaches offer a framework that enables young people to develop their social and communication skills.

- The key elements in this philosophy are:-
 - Clear, shared learning goals;
 - Creation of a safe and caring environment;
 - Enabling, recognising and celebrating individual achievement;
 - Tolerance and understanding of others.

- Positive relationships (between students, their peers and adults) are integral to the effective implementation of this policy.

- In order to promote the success of this policy, the school will endeavour to ensure an effective partnership between adults at home and at school.

- The Policy will be applicable in school, on school trips, and also where appropriate when students are representative of the school in their journey to and from school.

- The Policy will rely on the Principles of Restorative Justice, which are:
 - They focus on harm caused by the wrong-doer and actively seek ways of repairing that harm.
 - They help create dialogue and communication.
 - They are fair, open, and honest; treating all participants with respect.
 - Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
 - This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
 - Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The Golden Rules will also be used to help everyone understand certain values necessary to promote positive relationships and positive behaviour. They are a way of bringing concepts of morality and responsibility into the forefront of children's minds, enabling them to become more aware of their choices.

We are gentle

We are kind and helpful

We listen

We are honest

We work hard

We look after property

We don't hurt others

We don't hurt anybody's feelings

We don't interrupt

We don't cover up the truth

We don't waste our own or others' time

We don't waste or damage things

4 Rights and Responsibilities

All members of the community of Elm Park Primary share the rights to:

- ✓ Work safely and productively;
- ✓ Share information, skills learned and concepts grasped – without distraction or disruption;
- ✓ Have recognition and reward for success and efforts;
- ✓ Have self-esteem enhanced;
- ✓ Work in a co-operative manner and treat each other with respect and dignity;
- ✓ Welcome visitors and similarly to respect their rights;
- ✓ Have equal opportunity to succeed irrespective of race, gender, religion, sexuality, ability or disability.

At the start of each school year, teaching staff will involve their class in the creation of a set of commonly agreed rights and responsibilities (a.k.a Classroom Norms) and, in turn, will ensure that these are clearly displayed in classrooms.

5 Teaching and Learning

The development of students' social, emotional and behavioural skills will be encouraged by establishing high expectations at all times.

Through regular meetings, both informal and formal, pupils who are identified with more challenging behaviour are provided with additional support and/or changes to curriculum or provision with the focus ultimately on reintegrating the pupil as soon as possible back into the learning environment. Through the restorative process, the school aims to support all young people, but particularly those with more challenging behaviours, helping them to understand their behaviour, the effect it has on their learning and that of others.

The way in which all members of the school community teach and learn from each other when behaviour and attendance is unacceptable, is also influential. As pupils grow through the school there should be regular explicit opportunities for learning about how to act in keeping with the school's values and beliefs. In

these practical strategies for intervention, full use should be made of support from the wider community or the local authority.

6. Roles and Responsibilities

The promotion of positive behaviour is the responsibility of the school community as a whole.

The Governing Body, Headteacher and Staff are responsible for ensuring that all aspects of the school's Positive Behaviour & Relationships Policy and its application promote equality for all students. The roles include:-

- a) The **Governing Body** supporting and promoting the principles underlying the school's Behaviour Policy.
- b) The **Headteacher** and **Leadership Team** in framing and establishing an environment that encourage positive behaviour and regular attendance.
- c) The SAFS Team provides support and training for all staff around behaviour management and restorative practice; additionally, the Inclusion Manager co-ordinates the formal conferencing process and the teams of conference facilitators and peer mediators.
- d) **All staff** in ensuring that the policy is consistently and fairly applied and that students are taught how to behave well.
- e) **Students** who are able to behave in a way that promotes the learning of all in the community.
- f) **Parents and carers** in taking responsibility for their child's behaviour inside and outside the school to maintain high standards of behaviour.

7. Code of Conduct

The use of Restorative Approaches at Elm Park Primary

The approach will require all staff working with our students to be aware of the principles and language 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 Approaches 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 team of trained staff will 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.

Similarly, the school will maintain a team of pupils who are trained to resolve low-level conflict amongst peers.

8. 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?
- What do we need to do make sure this doesn't happen again?

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.

9. How to use the Restorative Questions:

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 (see **Appendix 1**). Examples of restorative approaches in action include:

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.

Corridor/Impromptu Conference – informal conference that does not include formal preparation, but may include an informal contract and a follow up; individual member of staff takes initiative and leads process.

Circle or Classroom Conference – a more-structured conference that requires a degree of pre-conference preparation and, possibly, a contract, debrief and a follow-up session. Referral for support can be made to the BT for the students concerned.

Formal RJ 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. This process must be led by a trained conference facilitator.

N.B. Restorative Justice Interventions should be recorded as appropriate on the school's behaviour tracking system.

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in a 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 implemented.

If those involved fail to comply with expectations of the agreement, alternative solutions including the schools sanctions (see below) may be negotiated or applied to the wrong-doer.

10. Rewards and Sanctions

In general, the School believes that rewards are much more effective than punishment in encouraging and motivating students and should be used as a proactive incentive for success. Likewise, wherever possible Restorative Interventions should initially be used in preference to sanctions to manage inappropriate behaviour; where this is not possible or where it has failed, an appropriate sanction may be negotiated or applied.

Rewards

General

There are a variety of ways that staff can acknowledge and reinforce positive behaviour and other pupil achievements. For example:

- ✓ use verbal praise;
- ✓ a quiet word, or smile of acknowledgement.
- ✓ written comment on a child's work.
- ✓ public praise.
- ✓ visit to another member of staff, including the Head Teacher.
- ✓ inform parents – telephone call/note home
- ✓ stickers;
- ✓ certificates

Golden Raffle Ticket System

Any child who receives a golden raffle ticket for following the Golden Rules at play or lunch times should have their name and class written on the back of the ticket when issued. It is then the child's responsibility to make sure that their golden raffle ticket goes in to their class raffle ticket bag. These tickets are then collected on a Friday morning and two winners from each class are chosen. The winners can choose a small prize reward from the Golden Raffle Trolley. These children also receive a certificate to say they have won the weekly raffle and have followed the Golden Rules.

At the end of each half term. All the saved raffles tickets are put into a large raffle box and two winners are picked out to win a large prize (Kindle for example).

The raffle ticket system acts as incentive to behave well and follow the Golden Rules as the more tickets you have the more likely you are to win a prize.

Class Reward- The Jar of Good Choices

Each class has a 'Jar of Good Choices' – every time individuals, or groups of pupils or the whole class make a good choice that is keeping the Golden Rules a coloured glass pebble is dropped into the jar. Beforehand the teacher agrees with the class an incremental scale of small treats which are recorded on the side of the jar. When the glass pebbles reach this measure, the class receives the agreed treat. When the jar is full the class receive the largest of the treats agreed. Treats may range from 15mins extra playtime/ to a visit to the local park

Sanctions

Consistent with the school's ethos of supporting pupils rather than blaming and punishing, excessive and/or 'knee-jerk' reliance on sanctions is to be avoided; instead, sanctions - escalating in nature - need to be used proportionately, flexibly and creatively to respond to each individual and the specific situation and only after suitable reflection, discussion and negotiation as necessary has taken place. For example, a child who has caused damage to the building might better take part in a restorative meeting with the Site Manager and/or literally repair the damage by removing graffiti or similar.

- At times negative behaviours may be of a degree such that despite all attempts to use the restorative approach it may be necessary for the young person to receive a more traditional sanction - for example, a fixed-term exclusion.
- It is a requirement that staff record all serious incidents of unacceptable behaviour using individual incident reports including a record of what members of staff have done to address the poor behaviour so that students are able to modify and improve it.
- Behaviour such as bullying, rudeness, fighting, swearing, is never acceptable and should be dealt with when encountered.
- It is not normally necessary to shout.
- The use of physical punishments will not be supported under any circumstances.

Reintegration

In line with the general use of Restorative Approaches, pupils returning from a fixed-term exclusion will be expected to participate in a Restorative Reintegration Meeting with their parent/ carer.

11 Use of Reasonable Force

In routine circumstances staff should refrain from using force; however, it is important that staff are fully aware of the legislation and guidance provided by the DCSF/DfE with regard to the circumstances when reasonable force could be used by a member of staff, what is acceptable, and what a member of staff should consider before they intervene in a particular situation. As part and parcel of this, staff need to be aware of and act in accordance with any **Positive Handling Plans** for individual pupils.

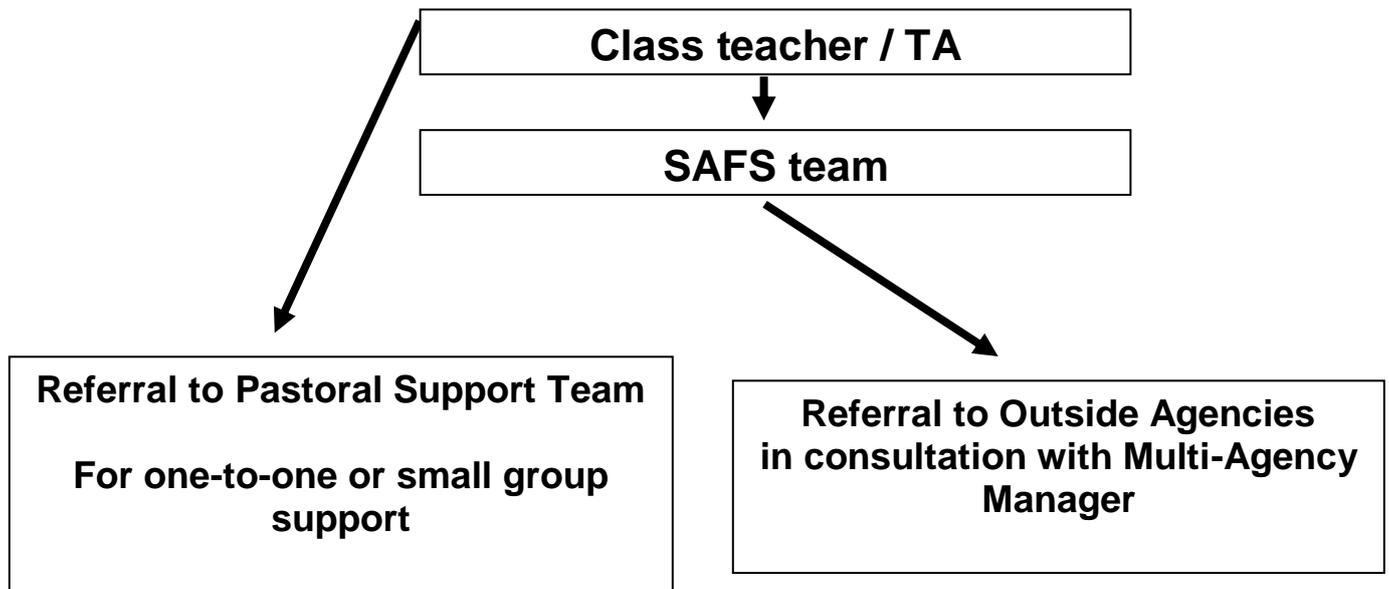
It is important that staff should ensure that they have exhausted all other options and are confident they could justify and explain their use of force before making a physical intervention. In short, it is the final option and should be avoided unless there is no other reasonable alternative open.

Detailed guidance regarding the Use of Reasonable Force is to be found in the school's **Physical Restraint Policy**. All staff are **Team Teach** trained as soon as possible after appointment.

12 Support Systems for Students

Above and beyond the high levels of support and adapted curriculum available to all, a number of students will need additional support to manage their behaviour and attendance. The school will support these students and proactively work to pre-empt escalating behaviours, truancy and attendance problems, and other signs of disaffection. Students causing concern are identified by individual members of staff and then given a **pastoral support plan**.

Pastoral Support Model (For pupils requiring additional support)



13 Support Systems for Staff

All staff have a responsibility to deal with incidents of misbehaviour when it occurs, respond accordingly and where appropriate - possibly in conjunction with a 'fielding' colleague - record the incident and report to SAFS team.

Incidents of a more serious nature should be referred to a member of SLT.

Staff who have repeated difficulties with a particular individual or teaching group should seek initial support and guidance from their Line-Manager or, alternatively, the school's Student & Family Support Team (SAF).

If misbehaviour is so serious that teaching and learning cannot continue, staff should use the mechanisms in place (radio call/send TA or pupil) to summon additional support. It is important that staff follow up the exiting of a student from their lesson and attempt to ensure the situation is not repeated in their next lesson through means consistent with the School's restorative approach (including appropriate use of thought-out sanctions). Likewise, staff need to be familiar with the School's protocols and scripts for a 'managed return to class' so that the risk of an unsuccessful return is minimised after the initial incident has been dealt with elsewhere by colleagues

14 Involvement of Parents and Carers

The involvement of parents/carers is, of course, a key ingredient to successful outcomes for pupils: to promote this class teachers are expected to make use of standard home-school contact arrangements including contact books and regular weekly phone calls (or emails) to exchange information, build relationships, and routinely communicate both positive news and achievements as well as behavioural and academic issues as and when necessary.

Parents/carers of pupils causing particular concern should be contacted at the earliest appropriate stage to discuss strategies and support for the individual student. This will vary from child to child and, as such, no hard and fast rules govern the point at which contact of this type is necessary.

Parents/carers of students at risk of exclusion because of persistent poor behaviour will be actively involved in the development of Individual Pastoral Support Programmes (PSPs). The PSP will have specific targets and identify behaviours that need to be reduced and improved. PSPs should be reviewed regularly by the member or members of staff responsible (usually the Senior Leadership Team).

15 Bubble/Talk Time

At the end of each play or lunch time session – children should return to class where they have the opportunity to report that they will need talk time by putting their name on a post it note and putting in the blue 'Bubble Time' box within each class, as there is an unresolved issue that occurred at play time. It should not be dealt with at this time, but the child knows by doing this that the teacher will find time within the day to talk to them to help them solve the problem.

As children arrive back in class after lunch time and as part of readiness for work, teachers will spend two minutes giving talk time to the children in their class. Children are encouraged to say a positive thing about their lunchtime experience or something positive about a child in class which reflects how they have been keeping the Golden Rules.

16 Check In/Check Out

Check-In Circles

Check-in circles occur at the beginning of the day to acknowledge everyone who is present. They strengthen classroom communities by allowing each day to start with an opportunity for sharing and they offer a place where everyone's voice is heard. At the core of the circle is the idea that that everyone has a chance to have their voice heard, and to reveal something about their inner lives so that others can see them, and they can feel seen. For this reason, topics for a check-in circle are often low-risk. They are questions that all students will feel comfortable talking about. When students become familiar with the circle, they often enjoy coming up with their own questions for morning check-in. This is a great opportunity for students as it allows students to choose topics that are of interest to them and it helps them take ownership for the circle.

Check-Up Circles

Check-up circles occur mid-lesson and are used after or during discussion on significant topics. Stopping to go around the circle provides space for reviewing. It is a time of information gathering, summarizing, and posing questions to confirm that everybody is still on task, being heard and on board. It also ensures that those who have been quiet [and often hold deep insights] are offered a space to voice their thoughts.

Check-Out Circles

Check-out circles occur at the end of the time together allowing for a final response. Confirming, concluding, affirming statements are invited as well as commitments to action one will take as a result of the lesson/meeting.

17 Additional Support

Advice and assistance for the school and the pupil may be sought from other professionals e.g. Behaviour Specialist teacher. The child may be placed on the Special Needs Register. Once a child has been placed onto the Special Needs Register the school will use a graduated response, which recognises there is a continuum of need with regards to behaviour. This brings increasing specialist expertise to bear on the difficulties the child may be experiencing.

Additional support will be provided within school involving the use of positive targeted strategies e.g. enhanced reward systems, behaviour targets, social

skills work, and nurture groups. In these cases the child concerned may have adapted / additional rewards, sanctions and guidelines for behaviour to those in the behaviour policy and these will be communicated to all staff.

The final sanction the school has available to deal with the most severe behaviour is permanent exclusion. This may be used as a result of all other interventions being applied and having failed and the pupil persisting in inappropriate behaviour. If the Head Teacher excludes a pupil, s/he informs the parents/carers immediately, giving reasons for the exclusion. At the same time, the Head Teacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents/carers how to make any such appeal. The Head Teacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

18 Anti-Bullying Procedures

If it appears that a child is being bullied and by this we mean: behaviour by an individual or a group, usually repeated over time, which intentionally hurts another individual either physically or emotionally”, then the school will use the same ‘restorative’ approach to dealing with the situation.

Pupils and their parents will be informed and work will be done with all involved to repair the damage done through positive discussion so that the child identified as carrying out the bullying is able to take responsibility for their actions, understand how they have upset and harmed the other/s involved and find ways to repair the damage done so they do not repeat the same poor behaviour.

The Role of Governors

The Governors have endorsed this policy and, with the Head Teacher, will review its effectiveness annually. Together, they will ensure that the policy is administered fairly and consistently. The Governing Body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness.

The governors support the Head Teacher in carrying out these guidelines.

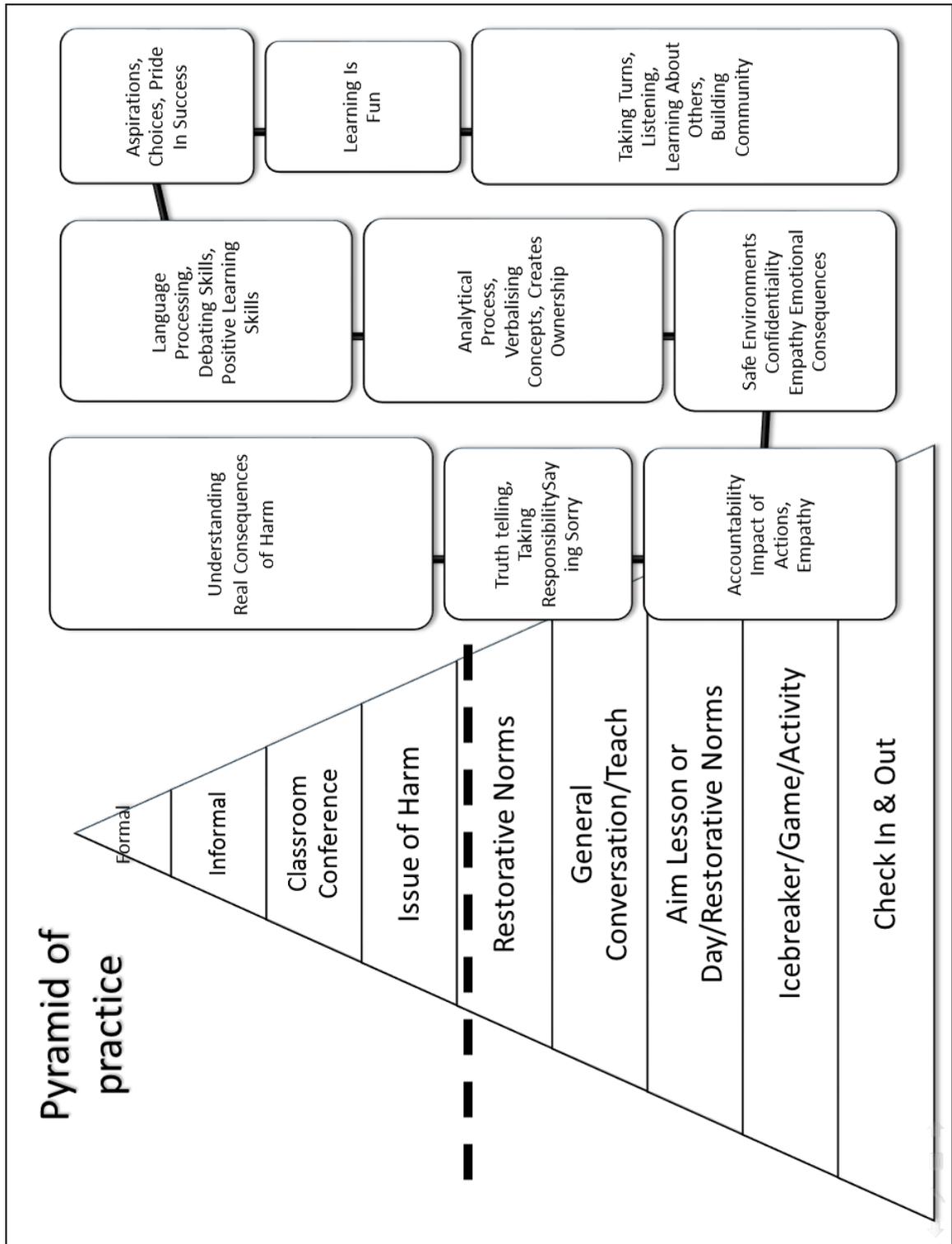
The named contact for this policy is: Ms Victoria Morris (Headteacher & Designated Safeguarding & Child Protection Lead)

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping.

APPENDICES:

1. Restorative Approaches ‘pyramid of practice’

2. Check In / Out Circle Topics



APPENDIX 1 Pyramid of practice

Appendix 2

Check In Topics

- If you were an animal, what type of animal would you be and why?
- What colour is your heart today?
- If you had a day to do whatever you wanted, what would you do?
- If you could have any superpower what would it be and why?
- Tell us something not many people know about you.
- Would you rather live in a place that was always very hot or always very cold?

Check Up Topics

- What's one thing that is surprising you?
- One thing you now understand?
- What's the hardest thing for you right now?
- I'm wondering ...
- I realize ...
- I need to know ...
- I appreciate how [classmate] ...
- I can't concentrate because ...
- I am interested because ...
- One thing I am doing well is ...
- Now I'm ready to ...
- One thing I will do to make the decision happen...

Check Out

I am glad that ...

I learned that ...

I will never forget ...

Thanks to _____ for

I am still confused by ...

**Elm Park Primary School
Positive Behaviour & Relationship Policy**

A question I am leaving with ...

Something we could do next is ...

For next class I will ...