

Woodmancote School and Little Chestnuts Relationships and Behaviour Policy

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| Designated Member of Staff | G Tucker |
| Committee with responsibility | Safeguarding Committee |
| Date of Issue | May 2021 |
| Frequency of Review | 3 years |

| Issue Number | Issue Date | Summary of Changes |
|--------------|----------------|--|
| 1 | May 2021 | New Policy stemming from review of previous Behaviour Policy, but in line with new Relational Practice approach to managing behaviour. |
| 2 | February 2023 | Update to pages 7 and 8 and additional prompts for restorative conversations. |
| 3 | September 2023 | Inclusion of DfE links and research regarding Relational Practice. |
| 4 | September 2024 | Inclusion of key school rules of being Respectful, Safe and Ready |
| 5 | October 2024 | Adaptations to the Levels of Interventions |

Guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

<https://www.gov.uk/government/publications/behaviour-in-schools--2/further-guidance-and-resources-for-supporting-behaviour-in-schools>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/463484/Behaviour_and_discipline_in_schools_guidance_for_governing_bodies.pdf

Research

<https://eprints.whiterose.ac.uk/175913/1/Billington%20TomConditions%20for%20mental%20health%20in%20education%20final%20authors%20copy%20BERJWhite%20Rose0721.pdf>

Introduction

At Woodmancote, we aim to create a happy, safe, caring, stimulating and inclusive environment for all. We encourage self-discipline and aim to keep rules and regulations to a minimum. We have just three key rules throughout the school and all language is related to these key words.

- **Be Respectful**
- **Be Safe**
- **Be Ready**

Promoting good behaviour amongst the pupils is a shared responsibility. All those who work with the school, Governors, parents, the wider community and the children, all have a vital role to play. As members of the school community, all stakeholders should aim to build positive relationships with each other and we expect each individual to respect others, their families, culture and beliefs, as part of the high standards of behaviour that we have.

We believe that implementing the principles of Relational Practice* helps us to focus on building better relationships with each other, taking the time to ensure that every member of our school community feels listened to, valued and respected. We support pupils in developing the skills to maintain positive relationships with others and to resolve disagreements and problems themselves. It is our role to educate our pupils to understand how their behaviour affects others and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused. Pupils understand that there are consequences to actions, but these are not punitive. We aim to promote honesty.

Aims:

- To develop positive relationships through a relational and restorative approach, which promotes self-esteem, self-discipline and which establish clear expectations of all members of the school community.
- Through shared expectations and a consistent approach we aim to promote a harmonious working environment where all can develop their skills of working both independently and cooperatively.
- By creating a sensitive and supportive atmosphere, we want all children to be happy and confident with each other and in their work.
- To establish a partnership approach which draws on all those involved with the school.
- To provide systems which promote positive behaviour and which support all members of the school community.
- Recognise the importance of effective teaching and learning in the promotion of positive behaviour. (Teaching and Learning Policy)
- To monitor and evaluate the effectiveness of our relationships and behaviour policy and procedures.

Relational Practices

Being 'Relational' focuses on building positive relationships based on responsibility, respect and fairness. In turn this creates a community that is supportive, accountable and respectful. We believe that every individual is responsible for their own behaviour. The framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidences and issues provides children, and others, the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused and promotes taking responsibility without fear. Children and adults are encouraged to put things right together.

We understand the importance of modelling positive language, behaviour and take time to develop positive and meaningful relationships with colleagues and pupils. When positive relationships are developed and connections are made individuals are less likely to cause harm to others or choose to damage relationships.

Little Chestnuts and EYFS adaptations

- We recognise that for our youngest children this will may be their first time learning how to manage their emotions and behaviours in a large group setting. Transitions into pre-school and Reception class can cause anxiety, which may impact upon their actions. We believe that children flourish when they know how they are expected to behave and develop a sense of themselves through interactions with warm, caring, adults who treat them with respect. We set boundaries for behaviour and explain these to the children, using picture cues as reminders. We praise desired behaviour with positive affirmation e.g. good sitting X well done.
- At Little Chestnuts and in Reception we understand that children at certain stages of their development, will demonstrate behaviour that is generally considered negative. This may be physical e.g. biting, hitting, snatching, or through vocalisations and refusals. All staff will respond to these in a calm, positive manner, whilst re-enforcing that these behaviours are not acceptable. Parents will be informed through discussion at pick up, of these incidents.
- We teach about sharing, often using a timer to help take turns, kind hands, modelling positive interactions and discuss feelings of frustration often by 'wondering' what has upset the child. A staff member may sit with a child whilst they have some time to calm down and regulate themselves, before discussing any negative behaviour. Praise is always given quickly when good choices are made.
- Children will not be restricted, unless to prevent physical harm to themselves or others. Any incident where a child needs to be safeguarded in this way, will be recorded and conveyed to parents.
- Should negative behaviours continue, more formal meetings will be scheduled with parents including class teachers and SLT/SENCO, so a holistic approach can be adopted. In extreme cases we reserve the right to modify the sessions attended by the child in Little Chestnuts.

The Relational Approach

The Relational approach focuses on ensuring that all members of the school community feel that they have a sense of Belonging.

The ethos of the school underpins all rules and expectations relating to behaviour within the school. Children need to know and help understand the school/class rules and expectations. Each teacher works with their class detailing a shared set of rights and responsibilities for all members of the class community, both children and adults, to adhere to.

During circle time, expectations of behaviours are taught and the three key 'rules', Ready, Respectful and Safe are reinforced.

Pupils who follow the rules and expectations must have their actions acknowledged and where appropriate, rewarded. Those who do not follow the rules or expectations need to know that their actions will not be ignored. Consequences of inappropriate choices will be discussed and decided upon with the pupil and the consequence enforced.

What are our expectations for pupil and adult conduct?

We are proud we have created a well-organised, attractive and stimulating learning environment. We have expectations for the various areas within the school as well as for behaviour during specific 'whole school' activities such as assemblies.

The school environment—Our expectation is that classrooms will be tidy and well organised as this has a positive impact on behaviour. All of us should be proud of our school. It is the responsibility of adults and children alike to maintain our pleasant school by looking after the resources and displays.

Corridors—Children are expected to walk quietly around the building at all times (especially when passing through areas where other people are working). Children and adults should be keen to hold doors open for others showing politeness and consideration for others.

Collective Worship—Staff and children are expected to enter and leave the worship calmly and quietly, and sit quietly during worship showing respect for the adult or children delivering it. Children and adults should be keen to participate and contribute to any interactive parts of a worship in a positive and respectful manner. Members of staff who accompany their class into worship, and wish to issue instructions to children in worship should usually do this using signs rather than speech, and should lead their class in and out of worship from the front of the line.

The dinner hall—Children should line up quietly, be polite when receiving their meal and follow any directions of the adults in charge. They should be taught to maintain good manners at the table and enjoy polite conversations giving due consideration to the level of noise. After the meal children should clear their eating area, leave the dining area quietly and walk to the playground or field.

The playground—In our school, we do not distinguish between one adult to another, regardless of role. At lunchtime, children are expected to respect any adults on duty in the same way that they would with the teaching staff. All children should feel safe outside and must be made aware of the play ground rules and the importance of informing a duty adult if they have been hurt, are having friendship difficulties or harassed. The adults on duty are responsible for ensuring that a good range of play equipment is available for the children; that they are safe; that the playground rules are being adhered to and that any incidents are being properly dealt with within the restorative framework. (We use the term restorative when related to 'restoring' the relationship)

Any serious behaviour incidents should be reported to the Senior Leadership Team member after further investigation.

School uniform—Children are expected to wear school uniform. We feel this gives the children a sense of pride and purpose and creates a sense of community that encourages good behaviour. Guidance for school uniform is detailed in the prospectus section of the school website, or available in printed form from the school office.

Curriculum Support—Through JIGSAW, we aim to teach children the importance of forming good relationships and equip them with the skills to do this. We have high expectations of the children and believe that they should behave because it is the right thing to do and not because they believe there will be a material benefit. However, the school has a number of ways of rewarding good behaviour, for both groups and individuals, as it believes that this will develop an ethos of kindness and cooperation. Personal, Social, Health, Citizenship and Economic education (PSHCE) lessons, Circle Time, school assemblies, out-of school experiences and after school clubs also contribute to the pupil's understanding.

Discrete PSHCE lessons are taught on a regular basis to ensure all pupils understand the key stages of the Relational Approach and have the required skills to be able to resolve issues with adult support or independently, where appropriate.

Implementation of the Relational/ Restorative Approach—Practicalities

We recognise that all children are unique individuals and therefore we are somewhat flexible in the manner we address any incidences of negative behaviour. The stages of the Relational Approach underpin our method in dealing with behaviour issues but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Relational Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs and Communicate in Print cards are all used to support the pupils' understanding and development of empathy.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can require support in recognising how their actions have affected others or how they feel about an incident. Where a child has been identified as having SEN (e.g. non-verbal autism), an alternative approach, will be discussed and decided upon via a Team Around the Child meeting (TAC).

Restrictive Physical Intervention (RPI)

On rare occasions there are incidences where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases the adults will immediately report to the Headteacher who will determine the consequences.

However, in all situations pupils will be treated within the Relational Framework so that when they are calm their views are heard and they have the opportunity to take responsibility and repair harm caused.

To fulfil our duty of care to prevent harm, Restrictive Physical Intervention may happen as a last resort, under Section 93 of the Education and Inspections Act 2006, in any of the following exceptional circumstances, where reasonable, and where all other options have been exhausted.

To prevent a pupil from doing, or continuing to:

- a. Commit any offence (or, for a pupil under the age of criminal responsibility (10 years), what would be an offence for an older pupil);
- b. Cause personal injury to, or damage to the property of, any person (including the pupil themselves); or
- c. Prejudice the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during a teaching session or otherwise.

Our policy for RPI is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. RPI will always be carried out with the child's safety and dignity in mind. Any particular Special Educational Need and/or disability that a pupil might have will be properly taken into account under the Equalities Act 2010, before any member of staff exercises the power to use force.

References:

**We have used the term relational practice, but recognise that this is also known as restorative practice. We will use restorative to refer to the actions after something has happened and the relationship needs to be 'restored'.*

Signed: Chair of Safeguarding Committee

Appendix 1 EYFS Responses Ladder

| Behaviour | What will happen |
|-------------------------------|---|
| Shouting out on carpet | <ul style="list-style-type: none"> • Model hands up • Praise good listening • Show picture cue |
| Leaving the carpet | <ul style="list-style-type: none"> • Staff member to encourage back • Adult sit with child on carpet, modelling good sitting • Use picture cue • Praise for good sitting |
| Hitting/kicking | <ul style="list-style-type: none"> • Calming time with adult if needed • Discuss feelings/situation • Use 'kind hands' cues • Incidents logged on Cpoms and discussion with parents at pick up if repeated. |
| Biting | <ul style="list-style-type: none"> • Calming time with adult if needed • Discuss feelings/situation • Incident logged on Cpoms and discussion with parents of both biter and child bitten at pick up straight away. |
| Damaging equipment | <ul style="list-style-type: none"> • Calming time with adult if needed • Discuss feelings/situation • Model careful use of equipment • Repair if possible e.g. clean table, mend book etc • Incidents logged on Cpoms and discussion with parents at pick up if repeated. |
| Throwing equipment | <ul style="list-style-type: none"> • Calming time with adult if needed • Discuss feelings/situation • Model careful use of equipment and explain thrown items can hurt others. |
| Saying 'no' to an adult | <ul style="list-style-type: none"> • Use words 'Name. Come and do X (e.g. sit in your carpet space) Thank you' in a firm voice • If they still refuse say 'Name. I'm going to do Y (e.g. Go and get a book) then ask you again' • If they still refuse say 'come and do X or you will have to sit out of playtime.' |
| When behaviours are repeated. | <ul style="list-style-type: none"> • Discussion at LC Wednesday meeting to see if triggers have been noticed • Nest team informed for discussion around reasons for the behaviour. • More formal meetings will be arranged with member of SLT and parents to decide on joint approach. • Advice sought from health visitor/ EYFS team/ SENCO/ ATS. • Plan drawn up to encourage positive behaviour |

Appendix 2 Levels of Intervention

| Level 1 | |
|---|---|
| Behaviour | Recognition |
| <ul style="list-style-type: none"> • Works well with other people • Focuses on their learning • Never stops trying • Concentrates well • Helps other people • Follows the code of conduct, class and playtime rules • Has the courage to have a go • Asks questions • Thinks about how • Cares about other people | <ul style="list-style-type: none"> • Behaviours that are above and beyond will be recognised through regular verbal praise and feedback. • Individual children who demonstrate consistently exceptional behaviour and attitudes to learning will be recognised in assemblies. • Having discussed observations with the rest of the teaching team and agreed that a child has met the above criteria, their name will go forward for SLTea • Families will also be informed of exceptional behaviour so that the child can also be celebrated at home. • Children who represent the school in team events will be recognised in assembly and their achievements will be celebrated in the school newsletter. • If appropriate, children will be awarded stickers and praise cards. • Children will be recognised by being appointed as Playground leaders and School Ambassadors • Children that behave in a consistently positive and productive manner typically learn more and achieve greater success and happiness in all areas of their lives. |

| Level 2 | |
|---|--|
| Behaviours that can be effectively managed by all staff | Strategies and Consequences |
| Shouting out on carpet Leaving the carpet Deliberately damaging or misusing equipment. Refusing to follow instructions Not engaging with learning (at an appropriate level for the child) | <ul style="list-style-type: none"> • Verbal warning to individuals or class • Private discussion with staff, using the restorative approach • Use of 'scripting' (See Appendix 4) • Reminder about-SAFE-READY-RESPECTFUL • Temporary withdrawal of child from the immediate vicinity • Use of quiet corner/thinking area • Possible reduction in time out at break/lunch as a consequence of having a restorative conversation with member of staff |

| Level 3 | |
|---|--|
| Behaviours that are not easily managed by staff | Behaviour improvement Strategies and consequences |
| <p>Persistent Level 2 behaviours (Persistent is defined as being identified by a member of staff over a period of time and where strategies employed have not worked)</p> <p>Also</p> <ul style="list-style-type: none"> • Disruption of lessons • Refusal to work or cooperate • Threatening behaviour • Damage to property • Insulting a member of staff or pupil • use of language that is likely to cause offence (including racist, homophobic, etc) • Bullying behaviours • Stealing/intending to steal • Isolated acts of violence • Provoking other children • Sexualised language | <ul style="list-style-type: none"> • Summary of behaviours logged on CPOMS or in designated book if the child has specific issues that have already been identified. (Class teachers must inform the NEST/SLT of any pupil persistently misbehaving, whose behaviour is not improving following low-level consequence, or whose behaviour reflects a sudden change from previous patterns of behaviour. • All responses to be APPROPRIATE/REASONABLE/PREVENTATIVE? • Parents are asked to come into school and meet with teacher and/or member of SLT in order to discuss Behaviour • 'Time out' in the classroom or in another classroom or workspace so that the pupil can reflect on their behaviour.) • Removal from the classroom to an alternative classroom, under the supervision of a year group colleague. If used, there must be a relational/restorative conversation afterwards. • Targeted interventions with Pastoral Support • Pupil takes responsibility for their actions and restores relationships e.g. apologising to staff/pupil verbally or in writing, replacing purposefully broken items. • Pupil catches up with missed work so that they are ready for the next lesson. This may involve them taking their work to a reflection time or other supervised space during a play or lunchtime. It may be appropriate for the pupil to complete learning activities at home • Parents asked to attend Parenting session and/or to attend Solihull Parenting Programme • A Behaviour Plan should be considered, but must be reviewed after 4-6 weeks. (Appendix 6) |

| Level 4 | |
|---|---|
| Serious Behaviour and/or Persistent Level 3 Behaviours | |
| <p>Persistence of Level 3 behaviours</p> <p>Also</p> <ul style="list-style-type: none"> If behaviour improvement plan has not worked Leaving learning environment without consent Violent hitting/kicking/fighting aggressive violent behaviour, causing deliberate injury Aggressively threatening behaviour towards staff/parents/pupils | <ul style="list-style-type: none"> De-escalation of the situation (Appendix 5) Pupil temporarily excluded from the classroom and peers. Members of SLT/NEST informed as soon as possible either via CPOMS or in person/via Walkie-talkies Child removed from situation (Restrictive Physical intervention Policy referred to) Staff supported through time away from situation Parents informed as soon as possible and meeting arranged with DSL. This may involve other agencies (TAC or TAF) Children with additional needs-Reference to be made to current support and Code of Practice. Use of Part-time timetables (PTTT) Parents requested to engage with FSW and Parenting programme Behaviour Plan redrafted and to include greater detail, including range of interventions that may be undertaken. Suspension if appropriate (decided upon by HT) |

| Level 5 | |
|---|---|
| Persistent or escalating Level 4 Behaviours | Behaviour improvement Strategies and consequences |
| <p>TAC and TAF approach has not brought about any tangible change in behaviour</p> <p>Suspensions have not had any impact</p> <p>Child at risk of permanent exclusion</p> | <ul style="list-style-type: none"> Continued support and intervention through the SEND Code of Practice if appropriate. Continued outside agency involvement. The benefits of time-limited attendance at an alternative education setting to improve behaviour, a managed permanent move to another mainstream school and fresh start will be considered alongside the possibility of a request for a placement in a specialised setting. Potential suspension (also known as fixed term exclusion) or permanent exclusion from school. |

Appendix 3 Class DoJo - Policy and Procedures

Class DoJo will only be used for the recognition of Positive Behaviour.

Class DoJo offers a classroom management platform for teachers to easily encourage any behaviour or skill in the classroom and keep parents in the loop.

Positive 'Behaviours'

All staff are to use these positive 'behaviours' when using Class DoJo. Further 'behaviours' can be added at the teacher's discretion but should always be based on learning behaviour.

Rewards

Positive points are to be awarded when children have displayed learning behaviours. To ensure the awarding of points remains manageable for teachers, points can be added at the end of a session, as long as children know why they have earned them.

Further extrinsic recognition (e.g. stickers, certificates, trophies) can be used at the discretion of the teacher.

Children who go above and beyond expectations in a particular area or consistently achieve a high number of points per day/week are to be recognised with Head Teacher awards.

Communication with Parents

It is expected that Teachers will use the messaging/blogging facility when they feel it is necessary. The messaging/blogging facility allows Teachers to broadcast a message to all parents (such as sharing a reminder, assignment or homework), and also send private, meaningful communication.

When communicating with parents about poor behaviour, the teacher will focus on the three rules and how a child's behaviour is not 'RESPECTFUL, SAFE or they have shown they have not been READY.'

Appendix 4 Scripting

Assertive sentence stems from When the Adults Change Everything Changes by Paul Dix

1. You need to (speak to me at the side of the room)
2. I need to see you.... (following the agreed routine)
3. I expect..... (to see your table immaculately tidy in the next two minutes)
4. I know you will....(help Kyra to clean the pen off her face)
5. Thank you for.... (letting go of her hair, let's walk and talk)
6. I have heard what you said, now you must.... (collect your things calmly and move to the thinking spot)
7. We will.... (have a better day tomorrow)!

Six ways to reroute a power play from When the Adults Change Everything Changes by Paul Dix

- 1) I understand.... (that you are angry/upset/livid)
- 2) I need you to... (come with me so that we can resolve this properly)
- 3) Maybe you are right.... (maybe I need to speak to them too)
- 4) Be that as it may.... (I still need you to join in with the group)
- 5) I've often thought the same... (but we need to focus on...)
- 6) I hear you.... (it's not easy but you can do it brilliantly)

Other suggestions

- Well this is what happened so we need to do this now.
- I wish we could do that now but first we need to
- Then we can
- I wish we were able to do that but
- Would it help if
- First we will do this, then we can
- I know that you find it hard to talk and that's alright.
- Can you show me what you
- Mrs X will make the classroom safe by.....
- Mr X will make the school safe by
- Wonder out loud... 'Mmmmm I wonder what you are trying to show me.....'
- You talk and I will listen
- It can sometimes help if you...

Appendix 5 De-escalation Strategies

1) Observe the situation/read the clues

2) Determine your safety

- Is the child getting calmer or getting more upset?
- Can you be with this child and reasonably safe?
- If necessary, send a message to SLT/NEST

3) Staff behaviour

Facial features

- Relaxed; good eye contact (not staring)
- Serious (not stern) looks
- Attentive, focused on the person

Body stance

- Standing diagonally, at least a metre away
- Hands down to the sides, palms facing person
- Weight equally balanced on both feet

Voice tone

- Calm, quiet, slow paced, remember to breathe
- Sound confident that you can help them



Attitude

- I have time for you
- You are an important person
- Together we can make things better
- Let's talk about it

Words being said

- I'd like to see if we can work this out
- Please tell me more about what happened
- Tell me about how you have been unfairly treated
- Let's go to a place where we can talk more privately
- Clarify those things you don't understand
- Listen on two levels - the meaning of the words and the emotional meaning
- Use their words or similar words when you talk about the situation

Appendix 6 Individual Behaviour Plan

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| Name of child: | | Behaviour Plan completed by: To be reviewed by: All staff and Parents | |
| Date of Plan: Review: | Date of Birth: | Year/Class: | |
| Triggers | | | |
| Behaviour Signals | | | |
| Areas for development | | Review | |
| | | | |
| | | | |
| Positive Areas to focus on (To be completed by class teacher) | | | |
| Medical Conditions to be aware of | | | |
| Handling Strategies to be used (as a last resort and in best interest of pupil) Restrictive-Physical-Intervention-Policy-Sept-24.pdf (woodmancoteschool.co.uk) | | | |
| Debriefing process to occur after an incident: | | | |
| Current provision: <u>When behaviour escalates/is anticipated to escalate:</u> <u>If hitting/throwing/kicking/other physical harm incident occurs:</u> <ul style="list-style-type: none"> Remove any other person or persons from space whilst hurting could occur. If possible, remove items and/or objects that could be used to cause harm. Firmly say name and "No thank you" (do not shout) Show visual sign of hand held up  Direct eye-contact should be made.  Repeat steps until situation defuses and/or call for another member of staff to assist. Write down and record the incident and follow school procedure in reporting | | | |
| Review: If behaviour continues to escalate refer to behaviour action plan/protocol above and Relationship and Behaviour Policy | | | |
| Staff To be informed of plan: All staff (Teachers and Teaching Assistants) | | | |

Appendix 7 The Restorative Conversation

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| <p>What happened?</p> <p>Drawing out each person's story one at a time, starting with the person who has caused the harm. The aim is not to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.</p> | <ul style="list-style-type: none"> • Can you go back to the beginning and help me understand us how it was that..... • If we had a video and we could replay it, what would we see happening? • If I was watching it on CCTV, what would I see? • If I was a fly on the wall, what would I see you doing? |
| <p>Thoughts & feelings then and since?</p> <p>What each person was thinking and feeling at the time, before and since.</p> | <p>THEN</p> <ul style="list-style-type: none"> • When you (<u>name the behaviour</u>), what were you hoping would happen? • What was the purpose of doing that? • What were you expecting would happen? • If you did know what you were thinking, what might it be? • What made you decide to do that? • What was going on in your head at the time? <p>If the answers include something about: "I wanted to make her feel bad....." your next question becomes:</p> <ul style="list-style-type: none"> • Tell us some more about that? •So that? • Can you tell us the reasons for that? <p>SINCE</p> <ul style="list-style-type: none"> • What do you think now about what you did? • Since it happened, what have you thought about what you did? • Now that we are here talking about it, what do you think now about it? |
| <p>Impact?</p> <p>Older children are encouraged to think about the wider implications of who has been affected e.g. families.</p> | <ul style="list-style-type: none"> • What do you think it's been like for _____? • How do you think _____ feels about coming to school/into this class now? • How do you think things have changed for _____? • Who else has been affected? How? • Might other people feel threatened/scared when they see you doing that? <p>If parents are not present you could also ask:</p> <ul style="list-style-type: none"> • What have your parents said to you about what's happened? |

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| | <ul style="list-style-type: none"> • How do they feel about what you've done? • How have they been affected? • If they were here right now, what might they be saying? |
| <p>Needs and Repair?</p> <p>What those affected need to feel better, move on, repair harm and rebuild relationships.</p> | <ul style="list-style-type: none"> • What needs to happen for this problem to be sorted out? • What do you need to do to make things better? • Is there anything you want to say to _____? • What would _____ need to hear from you to know that you're sorry? • What do you need? • What difference would that make? |
| <p>Options?</p> <p><i>What do you think needs to happen next/to make things right with each other and with the school community?</i></p> <p>Staff support pupils in this process but try to ensure the pupils form their own agreement when possible. The children can refer to the behaviour ladders to consider how they can make appropriate amends with the high expectations of the school community.</p> <p>This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility we are supporting them in developing their own strategies for avoiding and resolving conflict.</p> | <ul style="list-style-type: none"> • What do you want/need to do now? • What support so you need? • What will you do next time (<u>trigger happens</u>)? • What have you learned from this experience? |

Language to use during the Restorative Conversation:

Encouraging: Tell me some more about that?

Clarification: Can you help me understand that more...

Checking: So did I hear you say.... Am I right in thinking....

Reflecting: So you..... (Repeating back last few words)

Summarising: So there seem to be several things bothering you? And earlier you said....

Empathy: It's understandable that you are worried / upset about/ this; sounds tough;

Affirmation: Thanks for telling me that; I appreciate you talking about this with me

Appendix 8 The Restorative Approach

Incidences of negative behaviour that require a formal or informal restorative conversation are dealt with in a fair, respectful and appropriate way, with the key focus on individuals taking responsibility for their behaviour, repairing any harm done, rebuilding and restoring relationships.

The key principle when dealing with issues is to give all the people involved a chance to have their say and become actively involved in the process. All members of staff and children know that issues will be dealt with fairly.

When there have been incidences between two children key questions will be asked to find out what has happened and how the individuals involved can make things right again, or repair the harm caused.

Our aim is not to ask 'Why?' something has happened but to determine what has led up to an issue and resolve it in a positive way.

Everyone involved in an incident is taken through a Restorative dialogue and is therefore supported in coming to understand the harm that has been caused to all parties.

The Restorative Approach and use of consequences

When using consequences, the child(ren) should always be involved and be an active part of deciding upon any consequences, ensuring they are constructive and allow the child to learn from what has happened, as opposed to a sanction being imposed and the child seeing themselves as the victim of punishment. Consequences should be logical, natural and relational.

We aim to help the children look at any negative effects they have caused to others and see that consequences are a way of putting things right with the person who has been hurt, as well as with the school community, which expects a high standard of good behaviour.

Some children with social, emotional or mental health difficulties require time to calm down and this is an important part of developing a child's self-management skills. 'Time outs' can be offered to children before an incident is dealt with. The Ladder shows an overview of the kinds of behaviour that would warrant different levels of consequences within the policy.

When should behaviour incidents be logged?

The child's class teacher should log the following incidents/issues on CPOMS if they arise for a child in their class:

1. When a pupil damages property on purpose (belonging to school or to another individual in school)
2. Racist or homophobic incidents (these also need to be reported separately to the HT)
3. Severe swearing/verbal abuse
4. Incidents in which another individual (child or adult) has been injured/assaulted with proven intent

5. Incidents in which another individual has been injured/ assaulted, on purpose, and there is a visible injury, whether or not intent can be proved

6. Incidents relating to ongoing issues with a child that need recording (for example, incidents between two children that are not up to the level of assault, but give extra evidence and a broader picture for multi-agency meetings, etc. Alternatively, a child may have confided that they are being bullied, and any incidents between them and the 'bully' should be logged).

It is up to the judgement of the class teacher based on their knowledge of the children whether to record when the children's opinions differ about an incident, the perpetrator claims accident, and there are no other witnesses.

If any of the behaviours above occur during lunchtime, the Midday Supervisor (MDS) involved should report this and pass to the Class Teacher. The teacher will take responsibility for logging this on CPOMS and make any decision about whether to refer this on. These behaviours must always be reported to parents/carers. The method used is up to the discretion of the class teacher and it is their responsibility to follow through both with communication, consequences in line with the restorative framework and log this.

| Safeguarding Policies | Policies currently allocated to Premises- December 2017 which have a Safeguarding element |
|---|---|
| Acceptable Use | Accessibility Policy, Audit and Plan |
| Allegations against Staff | Anaphylaxis Awareness and Monitoring |
| Anti-Bullying | Disability Discrimination Policy and Plan |
| Attendance | Business Continuity Plan |
| Bereavement | |
| Children in Care | Emergency Asthma Inhaler Policy |
| Children with Health Needs Who Cannot Attend School | |
| Code of Conduct | Fire Risk Policy and Risk Assessments |
| Complaints | Health and Safety Policy |
| Cyber Security | Lone Working Policy |
| Educational Visits | Lettings Policy |
| Equality | Security Policy |
| Flexi-Schooling policy | Records Management Policy |
| Governor's Behaviour Statement | |
| Intimate Care | |
| Lockdown | |
| Online Safety | |
| Preventing Radicalisation | |
| Recruitment and Selection | |
| Recruitment of Ex-Offenders | |
| Relationship and Behaviour | |
| Restrictive Physical Intervention | |
| Safeguarding and Child Protection | |
| SEN | |
| Supporting children with medical needs | |
| Volunteers in School | |