



Saxilby Church of England Primary School

Saxilby Church of England Primary

Behaviour Policy/Relationship Agreement

(July 2020)

This policy is underpinned by the Christian ethos and values of the school. At Saxilby Church of England Primary School we seek to support every individual to achieve their best and recognise that each one of us has our own talents which should be nurtured. The Christian values of courage, peace, compassion, forgiveness, friendship and trust are vibrant strands woven within the very fabric of this school's culture.

Vision and Values

This agreement is underpinned by the Christian ethos and values of the school. Our school values of compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness are vibrant strands woven within the very fabric of this school's culture.

Within our church school family at Saxilby Church of England Primary School we seek to support every individual to flourish, have high expectations of themselves and others and be inspired to achieve their best both academically and personally, recognising that each one of us has our own talents which should be nurtured. Children will be empowered to achieve personal excellence and fulfilment with the self-belief, knowledge, skills and understanding to lead a positive and purposeful role in an ever changing global community.

Promoting exceptional behaviour amongst the pupils is an integral part of achieving our vision and is a shared responsibility. All those who work within 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 will 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 exceptionally high standards of behaviour that we have at Saxilby Church of England Primary School.

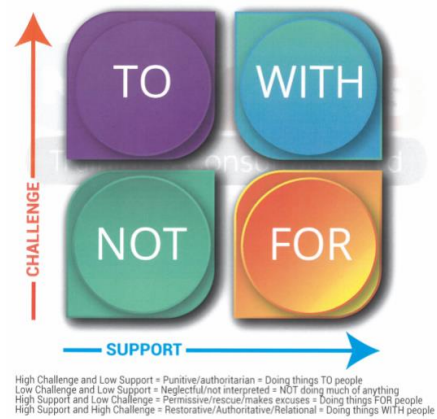
Restorative Practices Philosophy Statement

A restorative practice approach is a relationship based practice which enables relationships to be built, maintained and repaired and therefore we place relationships at the heart of everything we do. We are a family and a community where relationships and peoples' individual needs are prioritised.

Effective restorative practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative practices acknowledge the intrinsic worth of the person and their potential contribution to the school community.

The social discipline window underpins our vision and philosophy. We aim to do things WITH our children rather than TO them or FOR them in order to make positive changes.

According to the social discipline window, a restorative approach requires a balance of high levels of challenge (setting limits, boundaries, expectations, clear bottom line and consequences) with high levels of support (encouragement, nurture, compassion, empathy and listening).



Restorative Practice at Saxilby Church of England Primary School

In our school family and community, we encourage self-discipline and aim to keep rules and regulations to a minimum with a focus on taking ownership of the part each individual has to play to create an environment we can all thrive in. Furthermore, it is about understanding the responsibilities we have and the role we have to play as individuals in allowing our school community to thrive and flourish.

We believe that implementing the principles of restorative 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 themselves and its impact on others. Pupils are supported to identify ways they can put right the harm they have caused.

This approach ensures that we are not teaching pupils that by harming others they will be punished and should therefore avoid being discovered. Instead, we are helping them to become empathic, considerate people who have the skills to avoid and resolve problems independently.

Aims:

- To develop positive relationships through a 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 co-operatively.
- 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 adopt 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.
- To monitor and evaluate the effectiveness of our relationships and relationship agreement and procedures.

Roles and Responsibilities

The Governing Body

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 headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour and discipline agreement after the governors have reviewed it annually.

The Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school relationship agreement consistently throughout the school, and to report to governors, when requested, on the effectiveness of the agreement. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the agreement, by setting the standards of behaviour, and by supporting staff in the implementation of the agreement. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of antisocial behaviour, the head teacher may permanently exclude a child. The Governors are notified when these actions are taken.

Staff

Staff are responsible for:

- Implementing the relationship agreement consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording restorative practice conversations

Parents

Parents are expected to:

- Support their child in adhering to the Home School Agreement
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Restorative Practices

Being 'restorative' focuses on building positive relationships based on 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 restorative framework is based upon 'knowing the effect that I have on others'. Making changes to the way we approach incidents 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, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions.

Children and adults are encouraged to put things right together. All members of staff understand the importance of modelling positive language and 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.

Restorative Approach – building a positive community. Responsibilities not rules.

Children need to know the school responsibilities for all members of the school community. Expectations of

behaviours are taught and reinforced on a regular basis and are on-going throughout the year through a high level of conversation around these responsibilities. Class teachers and other adults will acknowledge and praise children when they demonstrate they are undertaking these responsibilities.

Saxilby Church of England Primary School values which will be lived out in the restorative practice responsibilities:

- Be compassionate
- Be courageous
- Be forgiving
- Be a good friend
- Be generous
- Be Respectful
- Be thankful
- Be truthful
- Trust
- Persevere
- Serve
- Repair the relationship (achieve justice)

Positive Behaviours

Our pupils and staff are considerate of each other and our surroundings and always behave in a positive way. The rewards for such behaviour are intrinsic and we recognise that feeling good about something you have done is a very significant reward.

We also aim to reinforce positive behaviour such as exceptional work and demonstration of our school values with descriptive praise and recognition through rewards such as:

- Staff or pupils congratulating each other through verbal praise
- Recognition through gold stars (randomly selecting children for a gold stars during shine from each class)
- Recognition through values certificates/postcards
- Letters/phone calls home
- Recognition through AAPP (achievement, attitude, participation, presentation) certificates in shine assembly
- RP ambassador badges (at the end of each term, children who consistently demonstrate the school values receive a badge to wear and become a RP ambassador)
- Celebration afternoon at the end of each half term

As part of promoting positive behaviour and providing positive role models, pupils are provided with the opportunities to take on additional responsibilities within their own class, and across their school. These include, but are not limited to:

- Membership of the School Council
- Membership of the Collective Worship Council
- Classroom and school wide monitor jobs
- RP ambassadors
- Mixed phase enrichment opportunities
- Play leaders

Partnership with Parents

We believe that children achieve best when there is a partnership between home and school and this applies particularly to behaviour. We expect parents to support the school in maintaining good discipline, which in turn ensures good learning, by undertaking a home/school agreement as written evidence that they are in agreement.

We aim to work with parents and keep them informed at each stage of the agreement.

- As far as possible, parents/carers will be informed of achievements so they can share in their child's rewards.
- Staff may use the informal 'chat at the door' approach or contact parents/carers by telephone, letter or postcard.
- Reading records or home-school books may be used to send messages home or into school.
- The Parents' Evenings also provide a forum for discussion.
- Parents may be invited on an individual basis to attend a meeting to discuss strategies for improving their child's behaviour at school.
- Certificates/postcards that children take home.

The playground

At Saxilby, we do not distinguish between the authority of one adult to another, regardless of role. At lunchtime, children are expected to respect the authority of the 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 playground rules and the importance of informing an adult if they have been hurt, if they feel they are being bullied or harassed. The adults on duty are responsible for engaging in conversation with our children, ensuring that a good range of play equipment is available for the children; that they are safe by actively supervising; that Saxilby Responsibilities are being adhered to and that any incidents are being properly dealt with within the restorative framework. Please refer to the The Restorative Framework to see how restorative practice actions are undertaken during lunchtime. Class teachers will be outside promptly to collect their children at the end of break. Children will walk into school quietly in an orderly single line.

The Restorative Approach in practice

Incidents requiring the restorative approach 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 with a 'no blame' approach.

When there have been incidents 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. This is called fair process.

The Three Principles of Fair Process

1. Engagement – involving all participants in the process
2. Explanation – shared understanding

3. Expectation Clarity – clear vision for the future

The Restorative Approach

At Saxilby Church of England Primary School everyone involved in an incident is taken through the three stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The three stages are:

- 1) What happened? – the story telling
- 2) Who has been affected by this? - impact
- 3) What needs to happen now? – solution focus

(we never ask, why?)

1) What happened?

Tell us the issues that brought us here today.

And then?

What happened next?

Tell us more about...

What were your thoughts at the time?

What were you thinking?

What was happening before?

How were you feeling?

What do you think about it now?

What else?

At that point, what were you thinking/feeling?

When that happened, what happened next?

What was in your head?

What has brought us here today?

2) Who has been affected by this?

How have others been affected?

How do you feel now?

Has anyone else been affected by this?

Was anyone else involved?

Anyone else?

How have they been affected?

Tell us more about...

How have you been affected?

Who else has been affected?

What has been the hardest thing for you?

Anything else to add?

3) What needs to happen now?

When will it be done?

Anything else to add?

What would that look like?

What will help you to move on from this?

What do you think about what has been suggested?

What will it look like when it's done?

What else needs to happen?

Are you okay with that?
Do you all agree with that?
How does that leave you feeling?
What do you need to move on from this?
If you can't do that, what can you do?

Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

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. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation peacefully and make amends in their own way.

Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to require restorative practices, please refer to the The Restorative Framework in the appendix. A restorative practice conference may be needed.

The Restorative Approach and use of consequences

When using consequences at Saxilby Church of England Primary School, the child(ren) will be involved in a restorative conversation and be an active part of deciding upon consequences, ensuring they are constructive and allow the child to learn from what has happened. Children are encouraged to make the right choices and are reminded that every day is a fresh start. Low-level behaviour may be addressed with a friendly reminder.

Proactive RP Circles- connection before content

Each class begins the week with a 'check in' and ends the week with a 'check out' circle. Where necessary, a 'check up' session may also be implemented and utilised at some point during the week. These are 30-40 minute sessions.

During this time classes sit together in a circle and everyone says something about themselves and how they are feeling. It allows everyone within our school community to share our personal selves, share some common ground and form connections. As stated, building, maintaining and repairing relationships is at the heart of everything we do. This ensures that all classes start and end the week in a personal way, and allows all children to have a voice and be heard. Staff intervene and support any child who may share an uncomfortable feeling and further discussion with an adult may be required to ensure that the child is ready to learn.

Through our proactive circles, expectations of behaviours are taught and reinforced on a regular basis and this is on-going throughout the year.

Problem Solving Circles

These are split up into three sections which connect with our three key stages:

- 1) What happened? – the story telling (no more than three minutes)
- 2) Who has been affected by this? – impact (no more than three minutes)

- 3) What needs to happen now? – solution focus (double the time spent on the above so if three minutes was spent on the ‘storytelling’ six minutes should be spent on the solution focus)

The timings explained above are key. It is important to remember that there should be no more than three minutes spent on ‘the story telling’ and ‘impact’ stage and instead more time should be spent on the ‘solution focus’. The scenarios can be real-life or it can be used as a tool to develop emotional literacy through role-play.

The person who is the ‘storyteller’ is able to articulate and explain in the first two stages. At the third stage they are to remain silent but write down on a notepad all the solutions the rest of the group suggest. The ‘storyteller’ then responds to the solutions after the allotted time.

The problem solving circles are a tool to come together, connect and offer solutions. These can be used with children and adults in a range of settings for example: school council, classroom, collective worship, staff meetings, governor meetings.

PSHE and Emotional Literacy

Our PSHE programme, 3D Curriculum, is used within school and contains a section on emotional literacy. This section will be embedded each week within a weekly PSHE session as a starter or ending to a session. As a team, we understand the importance of our community having the vocabulary and knowledge of emotional literacy in order to back up their own thoughts and understand their own and others emotions.

Formal Restorative Practice Conference

A pupil may be asked to attend a Restorative Practice Conference if they are having a more serious conflict at school. This is a meeting with everyone involved and would always involve a senior member of staff. The aim of the Conference is to focus on the key three stages:

- 1) What happened? – the story telling
- 2) Who has been affected by this? - impact
- 3) What needs to happen now? – solution focus

To make sure that those who have had restorative practice conversations, where necessary, will be held accountable and will be expected to take responsibility for their actions before the meeting starts.

This allows the school to:

- Hold pupils accountable for their choices of behaviour
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs ‘put right’
- Support children in making better choices of behaviour in the future

During a conference, an agreement is made. This will list actions or promises that the individual/s need to agree to carry out so the conflict can be put right and doesn't happen again. A designated member of staff within school will make sure that everyone is keeping to the agreement.

Parents/carers may also be invited to attend a conference if it is felt appropriate.

Implementation of the Restorative Approach – differentiation

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the restorative 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 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 and Disabilities can require support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative Approach using tailored resources, lessons and at their own pace.

Children identified as having significant social, emotional or mental health needs may require an alternative approach, which will be discussed and decided upon on an individual basis through the use of a Pastoral Support Plan or Individualised Behaviour Plan. Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. Staff may call upon other external agencies or the school SENDCo to aid them in meeting the needs of all our children.

Physical Intervention

On rare occasions, there are incidents where behaviours severely damage another or compromise the safety of our pupils and adults. In these cases, the adults dealing with the issue may choose to implement consequences that could range from, loss of privileges to reporting to the Head who may decide to give a temporary internal/external exclusion and involving external agencies for behaviour monitoring and support. However, in all situations pupils will be treated within the Restorative 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 or themselves)
- 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 approach for physical intervention is 'the minimum degree of intrusion required to resolve the situation, for the minimum amount of time'. Physical intervention will always be carried out with the child's safety and dignity in mind. Staff have been trained through Team Teach to ensure all of the techniques used to carry out physical intervention is in the best interests of the child and with their safety and well-being at the forefront of our practice.

Safe spaces are available for pupils who have been subject to physical intervention, they can take/or be taken to this space for time to become calm, collect their thoughts and express their feelings when they decide they are ready and willing to do so .

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. Where there has been physical intervention, a record must be made using the schools physical intervention form

on the day of the incident and the leader on site must be informed. Parents must be informed as soon as practical after the incident. A calm and measured approach to a situation is needed and staff should never give the impression that they have lost their temper or are acting out of frustration or anger, or to punish the pupil. All staff will work towards diffusing situations before resorting to physical Intervention in line with the Team Teach ethos.

Monitoring

The Headteacher monitors the effectiveness of this agreement on a regular basis. They also report to the governing body on the effectiveness of the agreement and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded and reports such exclusions to the Local Authority. It is the responsibility of the Governing Body to monitor the rate of exclusions, and to ensure that the school agreement is administered fairly and consistently.

Review

The Governing Body reviews this agreement by annually and makes amendments in-between times as the need arises.