



Behaviour and Restorative Practice Policy

A Whole School Policy for Promoting Positive Learning Behaviour

Policy date: Spring 2022
Review date: Spring 2023

Introduction

The whole school community of Leavesden Green JMI and Nursery believe that positive learning behaviour is essential for children to learn effectively. We aim to maintain a calm, happy and secure environment in which the rights and responsibilities of everyone within our school are valued and upheld.

We are proud of the positive atmosphere and behaviour that exists at Leavesden Green. The success of any policy depends on the commitment of all staff, parents/carers and pupils.

The Equality Act 2010 requires all schools (as public bodies) to have due regard to the need to;

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited in the act
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it
- Foster good relations between people who share a protected characteristic and people who do not share it.

The application of this policy takes the needs and circumstances of individual pupils into account including the child's age and special educational needs/disabilities

We believe that everyone within our school has the right to: -

- be treated equally
- have respect from others
- feel safe at school
- learn in an atmosphere which is supportive and secure

This policy is applicable both in school and during off-site educational activities such as trips and sports fixtures.

Communication

It is essential that everyone in our school community knows our approach to teaching children about behaviour. We do this in a variety of ways, which include:

For staff:

- Restorative Practice Training
- STEPs Training
- Annual STEPs refresher training

For parents and carers:

- Published policy once a year
- Home/School agreements annually updated
- Invited into school to see this policy in practice (for example, when invited to events)

For children:

- Explicitly teaching children about behaviour through circle times
- Restorative chats with the children when problems arise
- Restorative Leader training (dependent on COVID restrictions)
- Reinforcements of values in assemblies
- Home/School agreements annually updated

We believe that everyone involved with our school community has **rights and responsibilities**, and these work together, to ensure that teaching and learning takes place in a supportive and co-operative environment.

CHILDREN		PARENTS/CARERS	
RIGHTS	RESPONSIBILITIES	RIGHTS	RESPONSIBILITIES
<p>Pupils have a right to:-</p> <p>Feel safe and happy</p> <p>Share our opinions</p> <p>Share our learning with others</p> <p>Learn in a secure, stimulating and positive environment</p> <p>Take risks in our learning</p> <p>Ask questions</p> <p>Enjoy school</p> <p>Feel welcome</p> <p>Be treated with respect</p> <p>Learn in a clean and tidy school</p>	<p>Pupils have a responsibility to:</p> <p>Allow others to feel safe</p> <p>Keep ourselves safe</p> <p>Participate in all learning activities</p> <p>Treat others with respect</p> <p>Treat our school environment with respect</p> <p>Keep our school clean and tidy</p> <p>Listen to others</p> <p>Respect the views of others</p> <p>Be honest</p> <p>Take risks in our learning</p>	<p>Parents/carers have a right to:-</p> <p>Feel welcome in school</p> <p>Have the school communicate information about our child/ren and the school in general</p> <p>Be kept informed about our child/ren's learning</p> <p>Be treated with respect and have our opinions valued</p> <p>Receive information about how to support our children's learning at home</p> <p>Expect that our child/ren learn in a clean, orderly and tidy environment</p> <p>Know that our child is going to a school which will meet their learning needs</p>	<p>Parents/carers have a responsibility to:-</p> <p>Regularly keep in contact with the teachers and the school in general</p> <p>Support the education of our child/ren, to make every effort to be kept informed and respond if there is a need</p> <p>Be involved in the activities of the school</p> <p>Actively promote the policies of the school</p> <p>Respect every member of the school community including all children, all staff and other parents</p> <p>Talk positively about the school</p> <p>Speak to a member of staff within the school if we have any concerns or worries</p> <p>Ensure that our child/ren attend school regularly and punctually</p> <p>Ensure that our child/ren are appropriately dressed and ready for school</p>

STAFF	
RIGHTS	RESPONSIBILITIES
<p>All Staff have a right to:-</p> <p>Feel valued as a person and as a professional</p> <p>Facilitate learning without disruption</p> <p>Be shown respect by all members of the school community</p> <p>Work in a safe and supportive environment</p> <p>Learn</p> <p>Be provided with professional development</p> <p>Have the support of the parents of the pupils they work with</p> <p>Work in a clean, tidy and orderly environment</p>	<p>All Staff have a responsibility to:-</p> <p>Value and respect others in the school community ensuring a professional approach to their work</p> <p>Provide a high quality and engaging curriculum for all learners</p> <p>Treat every member of the school community with respect</p> <p>Promote a safe and supportive learning environment</p> <p>Keep parents informed about their child's learning</p> <p>Provide parents with strategies for supporting their child's learning</p> <p>Promote a clean, tidy and orderly environment</p>

Code of Conduct

- We are kind and considerate to everyone in our school respecting other people and other things.
- We care for the environment in and around our school.
- We share the school space and resources.
- We stop, listen and act upon any instruction that adults working in our school may give.
- We are polite, well mannered and welcoming.
- We take pride in wearing our school uniform.
- We move around the school appropriately.
- We actively listen to others and speak with respect.
- We care for each other as well as ourselves.
- We try our best at everything.

Being Positive

At Leavesden, we believe in equipping children with the skills of self-discipline.

We believe that the best person to compete against is oneself and that raising one's own standards is vital for future personal and academic success. We feel that we can facilitate this process through enabling the children to self-regulate their own behaviour and support all children to recognise the positive impact they have on those around them.

All children are valued and recognised appropriately for their age and ability, regardless of any differences. All our procedures are followed for each individual child according to their need.

Praise

First and foremost, throughout everything we do in school, we support children to reflect on positive learning behaviours. Staff verbalise these reflections as a model for all children and specifically bring the children's attention to behaviours that enable us to be successful in our learning. Children are also being encouraged to reflect on each other's achievements. Assemblies are used as an opportunity to acknowledge achievements in positive learning behaviours and to foster a sense of the values that are important in our community.

Praise can also be given in many other ways:

- Written or visual comment on pupil's work that identifies areas for positive comments.
- Visits to another member of staff or the head for commendation, which can include visual recognition/ verbal recognition or work being put on display or shared.

- Super Learner certificate and book
- Informing parents especially of some action or achievement deserving praise
- Celebrating success in a newsletter

Circle time

All classes have use circle time as a strategy for discussing positive and negative issues that arise and are personal to, or effect, most of the class. Circle time is gradually phased in through Reception year. Staff and children use this time to explore relationships and issues and through whole class co-operation to reach a positive outcome. Circle time routines, skills and expectations are thought through regular circle time games and PSHE.

Lunchtime

All Mid-day Supervisory Assistant's log incidents of poor or unusual behaviour on CPOMS and verbally inform the class teacher on the day of the behaviour

Sanctions

As positive behaviour is recognised, negative behaviour is challenged. We speak assertively to disruptive pupils, using language, which is decisive, firm and clear. We always approach discipline in a positive and consistent way. Through our support, we help our children to develop the ability to take responsibility for their own actions and to see the links between their own behaviour and the consequences of their actions.

Sanctions will always be based on the consequences of inappropriate behaviour and this should always be pointed out to the children. Parents should be involved as early as possible to enable them to work together with the staff and their child. They should be kept informed of the effectiveness of any sanctions and programmes put in place. There should be an ongoing dialogue between parents and teachers, which identifies progress as well as concerns

It may be necessary from time to time for the sanctions outlined within the policy to be applied.

We embrace a staged response for disruptive or disrespectful behaviour

1. Initial response to poor behaviour

- Acknowledge the behaviour in a non-verbal way
- Talk at the child's level, explain why the behaviour is not acceptable and remind of the positive behaviours that are expected using the language:

When you...

I feel...

You need...

- If necessary, discuss with the child what can be done to put things right
- Refocus the child on reengaging with the children positively

2. Continued poor behaviour

- If poor behaviour is repeated or continues, explain to the child the impact of their behaviour and offer a temporary alternative using language such as *It seems to be that you're having a tricky time of it right now and it's impacting on the class / on your learning. What is going on for you right now? Do you need to move spaces / play with someone else / have a restorative chat / have some time out?*
- Sent to another class to continue their learning or a quiet space in the classroom; if at lunchtime take the child to a quiet place and have a 'Restorative Chat'.

3. Continued poor behaviour

- Having been given two opportunities to rectify behaviour, if poor behaviour continues, adult to make the choice for the child using language such as *I spoken to you twice now and I'm not seeing a change in the choices you are making and you have continued to impact on the learning/playtime of others. Because you haven't been able to make a choice that has helped you to change your behaviour, I will make the choice for you and you need to move spaces / play with someone else / have a restorative chat / have some time out in another class (not for longer than one lesson).*
- Record behaviour and consequences on CPOMS

4. Continued poor behaviour

- If poor behaviour continues, up to three playtimes may be used for the child to:
 - Catch up with missed learning
 - Reflect on behaviour and the impact on others
 - Reflect on how to restore impact on others
- Class teacher to inform parents of behaviour via email, at the end of the school day or via telephone
- Record behaviour and consequences on CPOMS

Staff do not have to work through the stages as a serious incident could move the school straight to stage 3. This includes physical aggression towards other children or adults, swearing.

Internal Exclusion

It is at the headteachers discretion to implement an internal exclusion if behaviour puts others at risk or behaviour is persistently disruptive to others. Staff must seek approval from the Headteacher for this. An internal exclusion will be learning away from their own class of children, will be provided with a learning activities mirroring learning in the classroom, will have an adult with them. This can be used for up to three consecutive days. Parents will be informed if this strategy is adopted.

Following an internal exclusion, a return to class meeting will be arranged between the child, class teacher and member of SLT.

Where incidents of behaviour are serious and the member of staff involved feels it is appropriate as the child or other children's safety is being compromised then the school will call the police for either further advice or support.

If a child has more than one internal exclusion in a half term, the SEMH Leader will conduct observations of the child and a Predict and Prevent Plan will be considered. If a child's behaviour continues to be of concern, external agencies may be contacted for support, for example, the Educational Psychologist, the Counsellor, Chessbrook.

Exclusion (fixed term or permanent)

For very serious or extreme offences, the Head Teachers has the right to exclude a child from school. Examples of offences include physical aggression, malicious allegation, behaviour which may have seriously compromised the school's IT system, persistent disruptive behaviour, bullying, bring harmful substances or items into school. This is a final step and is taken very seriously when a child has broken the behaviour policy of the school. Any exclusion will be compliant to the statutory guidance from the DfE.

The steps for exclusion may be taken as a result of a one off incident or a series of incidents. The guidance from county is always referred to:

- Before the step to exclude occurs usually other agencies will be involved with the child and plans in place. This is not always the case.
- The length of the exclusion will depend on each case and the seriousness of the incident.
- It is highly unlikely that the step to permanently exclude will be taken but the school does have the right to do this should the child have experienced the necessary days of fixed term incidents or the incident is that serious.

The governing body will always consider any parent representations about the exclusion of their child in compliance with the requirements described in the DfE guidance on exclusions.

A return to school interview is always conducted on the return to school of the child where a plan to reintroduce the child is explained and any other steps being taken will be introduced. Notes from a reintegration meeting will be sent to the parents/carers in writing.

Offsite

Expectations for behaviour prior to an offsite visit will be made clear to the children and adults attending. All behaviour expectations will be in line with this policy

Bullying

The school does not tolerate bullying of any kind. If an accusation of bullying is made, it will be reported to a member of SLT as soon as possible who will then investigate the allegation formally. While it is difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please see our Anti-bullying Policy for further details.

Searching and Confiscation

The children are not allowed to bring in to school toys or items of value. Mobile phones are not allowed in school. Staff will confiscate any inappropriate items or items being used inappropriately which will be returned at the end of the day. Items of value (e.g. a mobile phone) must be collected from the office by a responsible adult. The school accepts no liability for damage to, or loss of, any confiscated items.

If a member of staff believes a child has a prohibited item on their person, they should report to a senior leader immediately to enable a search to take place. This must be done in the presence of the Head Teacher or Assistant Head Teacher.

Year 5 and Year 6 children who walk home alone and bring a mobile phone for safety reasons must leave the phone with a member of office staff at 8.50am and collect it at 3.15pm.

Children's trays or school bags will only be searched with the permission of the child who will always be present. The school does however have the right to search without consent if it is thought that weapons, knives or stolen items may be involved.

For repeated, or serious breaches of conduct, parents will be informed with the expectation that school and home will be able to work together to modify the behaviour

Behavioural Barrier Maps

Should a child be placed on the SEND register for behavioural difficulties, a barrier map will be drawn up between the child, parents and staff, unless there is a Risk Reduction Plan in place for this child (see below).

The plan should:

- Have SMART targets
- Focus on one or two targets at a time
- Set out clear expectations for a positive outcome of the target (Success Criteria)
- Present ways for pupils to achieve appropriate behaviour (Strategies)
- Be agreed by the child, parents and staff

The plan will be reviewed at least termly.

Risk Reduction Plans

If a child's behaviour continues to impact on the learning of others or puts others at risk, a risk reduction plan will be implemented and shared with the children and the parents. A referral to external agencies may also be considered and this will be in collaboration with the SENCo and in line with our Inclusion policy.

Racist incidents

The school takes any racist incident very seriously. The school defines a racist incident as being any incident perceived to be racist by the victim or any other person. The school has a duty of care under the Equality Act 2010 to eliminate discrimination, harassment and victimisation and to value equal opportunities and good relationships.

All alleged racist incidents are fully investigated by the school. The head teacher investigates and records all incidents. Parents of all children involved in the incident are informed. All incidents are reported to the Fully Governing Body in the half-termly head teacher's report.

Use of Reasonable force

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in the DfE Guidance Document 'Use of reasonable force – advice for Headteachers, staff and governing bodies', July 2013. Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

Leavesden follows the Herts STEPs programme.

Control means either passive physical contact between staff and a child, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

Restraint means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example, when two pupils are fighting and refuse to separate without physical intervention.

All members of school staff have a legal power to use reasonable force.

Where reasonable force has been used, a full incident report is always completed and the parents are informed.

Monitoring Behaviour

Senior Leaders and DSL's monitor behaviour logs on SPOMs where concerns are raised about a child, for example, an increase in behaviours, repeated behaviours, persistent behaviours. Where a child's behaviour gives cause to suspect that he/she is suffering or is likely to suffer significant harm that the school's safeguarding procedures will be followed.

Transition to a New Setting

All behaviour logs on SPOMs will be transferred to any child's new setting.