

Rivington Foundation Primary School
Positive Behaviour Management: Policy and Practice

'Living Life in its Fullest; Making a Difference along the Way'

If children live with criticism; they learn to condemn
If children live with hostility; they learn to fight
If children live with ridicule; they learn to be shy
If children live with shame; they learn to feel guilty
If children live with tolerance; they learn to be patient
If children live with encouragement; they learn confidence
If children live with praise; they learn to appreciate
If children live with fairness; they learn justice
If children live with security; they learn to have faith
If children live with approval; they learn to like themselves
If children live with acceptance and friendship; they learn to find love in the world.

Principals:

"At Rivington Primary School we believe every child has a right to learn, teachers have a right to teach and this will only happen if there is an ethos of good behaviour"

The school's belief that good behaviour and good discipline are the result of consideration for others is encapsulated in the first school Golden Rule "Choose Kind". The School Values further support the development of pupils and their behaviour through the following qualities:

- Kindness
- Perseverance
- Respect
- Courage
- Forgiveness
- Responsibility
- Honesty

Our strategic aims and objectives

Rivington is a caring and nurturing school and we treat each child as an individual. We expect that all children will abide by the rules and excel in their learning. However, we understand that at times children will face challenges. Some children will have an inner resilience to cope with these challenges. Other children will need extra support in order to cope with the demands of the school day, their home life and social interaction.

At Rivington we believe that all our staff and parents must have high aspirations for all of our pupils. We believe that all pupils are capable of achieving excellence if we show them the steps. Our core value is to treat everyone with understanding and respect so that the highest standards of behaviour are expected at all times. We believe that children who are immersed within a culture of respect and understanding will also impact positively within their community, at school and at home. We believe that for this to happen all of our staff need to be knowledgeable and enthusiastic adults.

A child's behaviour is often a symptom of how they feel about themselves. A child who is unhappy or has low self-esteem is more likely to misbehave than a happy, well-adjusted pupil. Consequently, we have sought to establish a policy rooted in celebrating children's success and reinforcing good behaviour by a variety of positive means.

Positive behaviour management is crucial to a pupil's social, emotional and educational development. Desirable behaviour is more likely to be achieved when all persons concerned with a pupil's development have an agreed, consistent and positive approach.

Rivington Foundation Primary recognises the clear links between the ethos created in school, the teaching and learning of pupils, and the behaviour of the pupils in our care. As a result of this we actively seek to work in conjunction with pupils, parents, the LA and other professional partners, to develop appropriate behaviour in school. It is therefore vital that the policy is clear, well understood by staff, parents and pupils and consistently applied.

The Behaviour and Discipline policy operates in conjunction with the following policies:

- Anti-bullying policy
- Exclusion Policy
- Special Educational Needs (SEN)
- Equal Opportunities policy
- Attendance Policy
- Teaching and Learning Policy
- Safeguarding and Child protection policy and
- Disability Discrimination Scheme.

Aims of the Policy:

- To encourage a calm, purposeful and happy atmosphere within the school.
- To foster positive caring attitudes towards everyone where achievements at all levels are acknowledged and valued.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To have a consistent approach to behaviour throughout the school with parental cooperation and involvement.
- To make boundaries of acceptable behaviour clear and to ensure safety.

- To raise awareness about appropriate behaviour.
- To help pupils, staff and parents have a sense of direction and feeling of common purpose.

We recognise that consistency is key to promoting positive behaviour in the school to promote the consistency, we expect that staff follow these principles:

We have 3 step routines that are consistent across the school eg for lining up, assembly, moving around: Amazing Assemblies, Brilliant Breaks, Lovely Lining-up, Wonderful Walking.

We promote a consistent approach to behaviour. (see appendix 1)

- Recognition board to promote positive behaviour.
- Whole class reward systems
- Meet and Greet children
- Build positive relationships and show interest in the children's lives
- Focus on effort not achievement
- Growth Mindset
- Persistence, consistency and always following through with poor behaviour
- Celebration when children go above and beyond expectations
- Weekly 'above and beyond' assemblies

Code of Conduct:

The code of conduct outlines what is expected of all children and members of the school community. All members of our community expect all pupils to behave well. Routine behaviours are not rewarded but expected. Pupils are praised for promoting our core values and for their positive attitudes to learning.

All members of the school community:

- Have high expectations of self and others
- Work collaboratively across the school through whole school events and buddying
- Be polite and well mannered
- Show respect to each other and to all adults in school
- Respect their own, other peoples and school property
- Work responsibly without distracting others
- Show courtesy and consideration at all times.

Aspects of this code of conduct are evident in our 'Golden Rules' and in all classrooms in the form of class rules which focus on these at an appropriate level for the ages of the pupils.

On occasion a pupil may need additional support or varied consequences from others to meet their particular need. Teachers, parents and the SENCO will meet to produce an

IBP. Intervention strategies will be put into place and additional outside help will be sought when necessary.

Alongside shared responsibilities, at Rivington we have responsibilities concerning behaviour that are particular to certain groups. These are listed below:

Children's Responsibilities are:

- To work to the best of their abilities, and allow others to do the same.
- To treat others with respect.
- To obey the instructions of the school staff.
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Staff Responsibilities Are:

- To empower learning.
- To treat all children fairly and with respect.
- To raise children's self-esteem and develop their full potential.
- To provide a challenging and interesting and relevant curriculum.
- To create a safe and pleasant environment, physically and emotionally.
- To use rules and sanctions clearly and consistently.
- To be a good role model.
- To form a good relationship with parents so that all children can see that the key adults in their lives share a common aim.
- To recognise that each is an individual, and
- To be aware of their (special) needs.
- To offer a framework for social education.

The Parents' Responsibilities Are:

- To make children aware of appropriate behaviour in all situations.
- To encourage independence and self-discipline.
- To show an interest in all that their child does in school.
- To foster good relationships with the school.
- To support the school in the implementation of this policy.
- To be aware of the school rules and expectations.
- To offer a framework for social education.

Empowering Learning:

At Rivington Foundation Primary School we believe that it is our role to develop a habit of lifelong learning within our pupils. In order to achieve this teaching must work to strengthen four key learning behaviours:

Resilience

Absorption - Teaching must engage pupils so that they are able to be absorbed in what they are doing

Managing Distraction - Pupils must be enabled to recognise and reduce distractions; they must recognise the best environment in which to learn

Noticing - Pupils must be able to perceive subtle nuances, patterns and details in their experiences.

Perseverance - Pupils must be able to keep going in the face of difficulties and challenge the energy of frustration productively.

Resourcefulness

Questioning - lessons must encourage the children to ask questions of themselves and others

Making links - pupils should strengthen the ability to see connections between disparate events and experiences

Imagining - pupils will strengthen their ability to use imagination to explore their learning

Reasoning - pupils must be able to think logically, construct arguments and spot flaws in the arguments of others

Capitalising - pupils must be able to access and use the full range of resources from the wider world.

Reflectiveness

Planning - identify all the issues that may be encountered

Revising - change plans where necessary, monitor and review progress and identify new goals

Distilling - look at what is being learned and be able to identify the essential features

Meta learning - pupils must develop a self-awareness of their learning styles, how they learn best and be able to talk about the process.

Reciprocity

Interdependence - know when it is appropriate to learn individually or collaboratively

Collaboration - pupils must be able to manage themselves in collaborative ventures and respect other points of view

Empathy & listening - contribute to others experiences by listening carefully

Imitation - constructively adopt methods, habits or values from those who are observed.

Teachers are committed to communicating positive feedback to parents concerning behaviour as well as pointing out areas requiring improvement.

Reports on behaviour issues include:

- daily verbal reports
- written reports
- e-mails
- parent/teacher evening
- records on the SIMS/behaviour log/CPom's

Our practice:

Sanctions and Rewards

For most children verbal praise and recognition are enough.

The overuse of stickers and rewards creates a 'reward economy' where children will only do something for something. We want to encourage children to be motivated to learn, follow instructions and follow the rules because they know that is the right thing to do.

For a minority of children they may need more incentive and support to behave well. In these circumstances individual reward charts may be used. With a focus on earning a reward for behaving appropriately.

The use of a sanction for example timeout should be used when a child needs to self-regulate their behaviour. The adults need to provide safe places for the child to go and self-regulate and they may need 'tools' to support their self-regulation. These should be provided for the child when appropriate.

(Please see section on playground behaviour for sanctions at playtime and appendix 2 for further support and guidance on dealing with difficult behaviour)

Encouraging positive behaviour:

We encourage good behaviour by praising and rewarding children for behaving well:

- ✚ All staff praise and congratulate children.
- ✚ Each week, we nominate children from each class to receive The Rivington Remarkables Award and the Seven Wonders Award certificates in our special celebration assembly.
- ✚ Moving a child onto the rainbow (Foundation)
- ✚ Earning Dojo's (KS1 and KS2), working towards a whole class treat
- ✚ Individual rewards relating to dojos e.g. 100 dojos= prize.
- ✚ All classes have an opportunity to lead an achievement assembly, where they are able to show examples of their best work.
- ✚ Letting children show their good work to another teacher and/or the Headteacher.

- ✚ We acknowledge the efforts and achievements of children in their out of school sports and activities through 'Proud Wall' display board in classes.
- ✚ Certificates and awards at the end of every week, half-term and academic year.
- ✚ Additional responsibilities given to Y6 children e.g. prefect, play and sports leaders.
- ✚ School and Eco Council responsibilities.
- ✚ The wearing of different colour jumpers in Y6, identifying them as having additional responsibilities in terms of setting a good example in every aspect of school life.

Consequences:

The school employs a number of consequences to enforce school and class rules, and to ensure a safe and positive learning environment. When children break the rules they need to know that there are consequences to their behaviour.

Consequences

- Consequences can be positive and negative.
- Consequences need to be immediate, short and appropriate for the behaviour and only aimed at the behaviour not the child.
- Children should have a warning before the consequence so that they have a chance to change the behaviour before the consequence.

Different types of consequences

Related consequences

Examples of related consequences:

- If a child is being silly and spills a drink, he/she must wipe it up
- If a child is fighting over a toy, the toy is put away
- If a child refuses to get off the iPad he/she loses time later in the day
- If a child has wasted learning time, a simple way to ensure he/she catches up is to send the learning home with a short note explaining what needs to be done

Loss of privilege

Examples of loss of privilege:

- If a child refuses to follow instructions, he/she may lose golden time
- If a child has had a fight on the playground, he/she may lose playtime
- If a child is not completing work, he/she stays in at play to finish

Note of caution

Missing playtime is an easy consequence to use, however it can have a detrimental effect on the child's behaviour, the child who misses playtime the most is probably the child who needs playtime the most. Focus on building relationships and allowing time to get to know your children.

Avoid making the whole class miss playtime, it's not fair to make all children suffer for the behaviour of one or two children.

These consequences are the same in each classroom:

Agreed School Protocol for dealing with misbehaviours: NB: See levels of behaviour doc.

1. Verbal reminder of expectations, (description reality): First verbal or non-verbal acknowledgement of unacceptable behaviour – in a lot of case, this gentle request to cease should suffice. *'First warning'*
2. Second verbal acknowledgement of unacceptable behaviour stating:
 - That this is the second request for compliance
 - An explanation of why the observed behaviour is unacceptable *'Second warning because you are continuing to talk when you should be listening.'*
3. If level 1 behaviour persists after two warnings, the child is given a consequence; this could be 5 minutes thinking time or break time.
4. If in the case of a level 3 behaviour, or persisting behaviour, record on CPOMs.
5. Informal contact with parents by class teacher
6. Involvement of Senior Teachers.
7. Formal contact with parents
8. Work with parents, teachers and SENCO to formulate an IBP, which may include a daily or weekly report (to encourage positive aspects of child's behaviour).
9. Exclusion – fixed period or permanent (see Exclusion procedures).

Playground behaviour

We understand that behaviour at playtime can be different to behaviour in the classroom, we have provided these guidelines for dealing with behaviour at playtime.

Expectations of adults in the playground

- We need all adults in the playground to be proactive, looking out for any possible incidents and responding quickly if an incident occurs. Covering Zones 1-4
- Always come from a thinking place, asking: 'What's happened?', 'Can you tell me what has happened here', 'One at a time, tell me what has happened...'
- The majority of low level incidents in the playground can be dealt with by adults on duty using the *'stand with me and have a think about what has just happened'* strategy.
- Play games, engage with children when you think this is appropriate

Scripts to use to deal with any incidents:

- "What's happened?"
- "Can you tell me what has happened here?"
- "One at a time, tell me what has happened..."
- "Let's sit down and find out what happened."
- "It was the rule about..... that you broke"
- "Which rule do you think you broke?"
- "You need to understand that every choice has a consequence. You have chosen to break the school rule this means you will have a consequence of"
- "What do you think the poor choices were that caught my attention?"
-

Incidents that require further support from SLT: inform HT, DHT or SLT

- Threatening behaviour to children and adults - this means behaviour that is completely inappropriate e.g. swearing, making threats, refusing to listen, continuing to provoke others
- Fighting
- Persistent poor learning behaviour
- For any of the above behaviours please report to SLT

Senior Leadership Team

Will record incidents of disruptive, threatening, violent, aggressive behaviour both inside and outside the classroom

Will use CPOMS to record incidents as future records. By using the following headings:

- what happened
 - what was the trigger
 - what the child did
 - adult response
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- Will follow up serious incidents and find out what happened from all children using restorative questions.
 - Will inform parents and arrange meetings if necessary.
 - Communicate any children to be aware of during playtime and how to deal with them.
 - If there are persistent behaviours from certain children this needs to be shared with SLT.
 - Each member of SLT will be out in the playground on their timetabled day.

Severe Cause:

Certain situations may arise which will bypass the system and be referred directly to the Headteacher or the Deputy Headteacher. In the absence of both the problem will be referred to the teacher in charge. Behaviours which warrant the use of the severe clause include:

- Behaviour which puts others at risk
- Verbal or physical abuse towards staff
- Social/anti-social behaviour that causes concern e.g bullying
- Running out of the classroom or school premises
- Racist incidents
- Graffiti or wilful damage of school property or the property of others.

Exclusions: Internal, fixed and permanent:

We do not wish to exclude any child from school, but sometimes this may be necessary. The school therefore:

- adopts the standard national list of reasons for exclusion
- follows the standard guidance from the Local Authority

Only the Head-teacher (or the acting Head-teacher) has the power to exclude a child from school. The Head-teacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the Head-teacher may exclude a child permanently. It is also possible for the Head-teacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Head-teacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the Head-teacher makes it clear to the parents or carers that they can, if they wish, appeal against the decision to the governing body. The school informs the parents or 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-period exclusions beyond five days in any one term.

The governing body itself cannot either exclude a child or extend the exclusion period made by the Head-teacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents/carers and the LA, and consider whether the child should be reinstated.

If the governors' appeals panel decides that a child should be reinstated, the Headteacher must comply with this ruling.

Internal exclusion - on occasions it may be necessary, for behaviour management purposes, to remove a child from the classroom if it is felt this is in the best interests of all concerned. This will happen if the child is engaging in behaviour prejudicial to maintaining good order and discipline.

The internal exclusion may last for any length of time from a few minutes to one session and even up to a day (depending on the circumstances). Parents will be notified on the same day and Class Teachers will need to discuss concerns and ways forward with the child's parents/carers.

Use of reasonable force:

Reasonable force covers a broad range of actions used by most teachers at some point in their career that involves contact with pupils. The decision to intervene is the responsibility of the staff member concerned and their professional judgement and will always depend on individual circumstances. Reasonable force may be used to either control or restrain. For example, should the circumstances arise, all staff have the right to physically separate pupils found fighting by standing in between pupils if necessary or if a disruptive pupil refuses to leave a room they may be led by the arm to leave the room. In more extreme cases they be restrained by a teacher to bring their behaviour back under control. Reasonable force may be used to prevent a pupil from hurting themselves or others or damaging property. Reasonable adjustments will always be made for disabled pupils and those with special educational needs (SEN). The School does not require parental consent to use reasonable force. Staff trained in Team Teach to carry out restraints when necessary. (See appendix).

Preventing Bullying:

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally.

We are proactive in dealing with bullying and have strategies to develop discussion about differences in lessons and worship. We are excellent at creating an ethos of excellent behaviour where pupils treat one another and the school staff with respect. The school takes all forms of genuine bullying seriously and is firm and fair in its response. All reports of bullying are logged and investigated. (Refer to Anti-Bullying policy).

The role of the class teacher:

It is the responsibility of class teachers to ensure that the school rules are enforced in their classes, and that their classes behave in a responsible manner during lesson time and at playtime.

The class teachers in our school have high expectations of the children with regard to behaviour and they strive to ensure that all children work to the best of their ability.

If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the Head-teacher, Deputy Head-teacher or SLT.

The class teacher reports to parents and carers about the progress of each child in their class, in line with the whole-school policy. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

The role of the Head-teacher:

It is the responsibility of the Head-teacher, under the School Standards and Framework Act 1998, to implement the school behaviour management policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Head-teacher to ensure the health, safety and welfare of all children in the school.

The Head-teacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.

The Head-teacher keeps records of all reported serious incidents of misbehaviour.

The Head-teacher has the responsibility for giving fixed-period 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 role of parents and carers:

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school.

We explain the school rules and Home/School Agreement in the school prospectus, and we expect parents and carers to read them and support them.

We expect parents and carers to support their child's learning, and to co-operate with the school, as set out in the Home-School Agreement. We try to build a supportive dialogue between the home and the school, and we inform parents and carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions to punish a child, we expect parents and carers to support the actions of the school. If parents and carers have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the Head-teacher. If concerns still remain they should contact the school governors. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of governors:

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour (through the HT and staff) and of reviewing their effectiveness. The governors support the Head-teacher in adhering to these guidelines.

The Head-teacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may be invited to give advice to the

Headteacher about particular disciplinary issues. The Head-teacher should take this into account when making decisions about matters of behaviour.

Monitoring and review:

The Head-teacher and SLT monitors the effectiveness of this policy on a regular basis. They also report to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents. The Head-teacher records those incidents in which a child is sent to him/her on account of bad behaviour. We also keep a record of any incidents that occur at break or lunchtimes.

The Head-teacher keeps a record of any child who is excluded for a fixed-period, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance *The Duty to Promote Race Equality: A Guide for Schools*, and that no child is treated unfairly because of race or ethnic background.

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy should be read in conjunction with the following school policies: Equal Opportunities, Race Equality, Disability Discrimination, Education of Looked After Children, Child Protection, Special Educational Needs, Anti-Bullying, Care & Control, Community Cohesion, Confidentiality and Inclusion.

REFERENCES

This policy has been informed by:

DfE Statutory Guidance 'Keeping Children safe in Education' (September 2020)

DfE Advice 'Behaviour and Discipline in Schools' (January 2016)

DfE Advice 'The Prevent Duty' (April 2019) from The Counter-Terrorism and Security Act (2019)

'Screening, searching and confiscation' (January 2018)

DfE Advice 'Use of reasonable force in Schools' (February 2019)

The Equality Act (2012)

The Schools (Specification and Disposal of Articles) Regulations 2012

The Education Act (2011)

The Education and Inspections Act (2006)

Health and Safety at Work Act 1974

See also: *H & S Manual: Positive Management of Aggressive and Violent Behaviour of Pupils*

Appendices:

Supporting Guidance Pupils generally don't misbehave if they are on-task and they tend to be engaged on task if:

1. The classroom and school environment is conducive to learning:
 - a) Resources are easily accessible.
 - b) The furniture is arranged most effectively.
 - c) Room temperature is acceptable and can be controlled.
 - d) The room is well ventilated.
 - e) Room lighting is appropriate.
 - f) There is no glare from windows and lighting.
 - g) Materials are labelled and accessible.
 - h) There is appropriate storage facilities for pupil belongings.
 - i) Movement around the room is easy.
 - j) Room organization reflects curriculum need.
 - k) The furniture is suitable and in good repair.
 - l) Whiteboard can be easily seen.
 - m) The area looks like a good working environment.
 - n) Rules and expectations are clearly displayed.
 - o) Entrance and exit to the room is orderly and follows a routine.
2. There is effective classroom management by the class teacher:
 - a) Teacher arrives at the room before the pupils.
 - b) Teachers voice is appropriate and clear.
 - c) Teacher instructions are clear and understood.
 - d) Good behaviour is recognized and acknowledged.
 - e) Positive comments are made about behaviour.
 - f) Teacher provides good role model for appropriate behaviour.
 - g) Curriculum delivery is differentiated.
 - h) Teacher responds in low key ways in response to negative behaviour.
 - i) Teacher provides early warnings of activity change.
 - j) Teacher gains attention appropriately.
 - k) Peer support is used appropriately.
 - l) Timetable is arranged to best effect.
 - m) Adult support is used where appropriate.
 - n) Lessons and materials are well prepared.

What does good behaviour look like?

In lessons:

- Welcoming all children in school at arrival in the morning - saying good morning and their name.
- All children listening, learning and on task.
- Silent prompt for over-talking.
- Silent transitions to maximise learning time ² 1,2,3 silent signals (1 = stand, 2 = move, 3 = sit).
- Children taking responsibility for their learning
- Hands up
- Responding to teacher signal to stop and listen quickly 'hand up'
- Effective, focused partner talk about learning
- Hands empty, body still, eyes looking, ears listening
- Helping tidy and being tidy
- Staying in seats during lessons
- Quiet learning focused whispers while doing independent work

Walking around the school:

- SSS - Slowly, silently, single file
- Staying in line order
- Picking up litter/coats
- Respecting our school - e.g. displays
- Facing the front

At playtime and lunchtime:

- Engaged in play
- Respectful to staff and peers.
- Teachers/Support Staff acknowledging talking and engaging with children - modelling positive play.
- Walking to the hall/toilets
- Inclusive
- Friendly
- Good language
- Good table manners
- Eating quietly
- Flushing the toilet/lifting the seat (boys)

On trips:

- Listening to adults
- Representing Rivington Foundation Primary School
- Staying in pairs
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Polite
- Quiet voices

The Restorative Approach:

Our job is to teach the
PUPILS we have, **NOT**
those we would like to have,
NOT those we used to
have, But those we have
right now **ALL** of them.

At the heart of the Restorative Approach is the intention to resolve conflict that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values of *Kindness, Responsibility, Respect, Honesty, Forgiveness, Perseverance, and Courage.*

On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour chart to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this Restorative Approach we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

Restorative approaches encourage pupils to think about how their behaviour affects others, both pupils and staff.

If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows ALL parties to have their right to be heard respected.

About Restorative Language (See appendix- script for dealing with fall-outs)

When our pupils find themselves in conflict or upset, we will ask them:

- What happened?
- What were you thinking or feeling when it happened?
- What needs to happen to put this right?
- What would you do differently next time?

We might also say to our pupils:

- What would you think or feel if this happened to you?
- What are you willing to admit to?
- How can we put this right?
- What could you do differently next time?
- What other choice could you have made?
- How could you make sure that this doesn't happen again?

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

Restorative behaviour process and chart:

Most situations can be dealt fairly and promptly by using the above questions. If a child continues to misbehave, teachers/adults refer to the school behaviour guidelines - stages 1-4 - Appendix 2.

Restorative Questions

Restore, Redraw, Repair - after the event when the child is calm go back to the child and have a short conversation

Restorative Five

Choose five questions when dealing with a behaviour incident.

"In between your truth and their truth is the truth" (Paul Dix - When the adult changes everything changes)

1. What happened?
2. What were you thinking at the time?
3. What have you thought since?
4. How did this make people feel?
5. Who has been affected?
6. How have they been affected?
7. What should we do to put things right?
8. How can we do things differently in the future?

For younger children try:

1. 'Ok, imagine if there were.....(people affected/a way of putting it right/things you could do differently). What would they be?
2. 1-10 scales: On a scale of 1-10 how angry were you?
3. Offer a postponement and some support if the child is not ready to speak: "I can see that you aren't quite ready to talk. Do you need a minute or two, or would you like to meet tomorrow and have Ms...sit with you and help you with the answers?"

Ten steps to certainty

1. When children escalate take them back to the original behaviour before you deal with the secondary behaviours.
2. Display consistency clearly on the walls of the classroom. Encourage the children to keep on track.
3. Manage escalating inappropriate behaviour with an emotionless almost scripted response.
4. Use phone calls and positive notes home to reinforce your positive certainty. This works in the most inconsistent homes.
5. Map rules, routines, learning habits and rituals for individuals and for specific activities that are becoming difficult to manage.
6. Have a clear tariff for appropriate and inappropriate behaviour. Send home to parents and be prepared to concede when you have a bad day and don't apply correctly.
7. Use the term when you speaking to children about their behaviour: "If you choose to stay on task throughout this activity you can be certain that I will catch you and give you praise and reward. If you choose to ignore the routine/make a house under the desk/eat lilies rubber ...you can be certain that you will receive a sanction that I will enforce."
8. Don't judge yourself too harshly when you fall off the wagon and behave inconsistently. Apologise and get back to your consistent habits and rout
9. Resist the temptation to deal with minor indiscretions with high levels of sanctions. In effect you are crying wolf, so when you really need support for behaviour that does

warrant a high level of sanction your colleagues may not be so keen to support you. Shift into listening mode. This is not a time for lengthy speeches. Less will almost certainly be more.



A Restorative Approach to Dealing with Fall-outs

Sequence:

1. **Listen**- both/all sides. Model talking to each other. Encourage the children involved to address each other. Praise honesty.
2. **Explain** to the children that when you do something wrong there needs to be a **consequence**. Explain what this means. TAs: Inform class teacher/SLT (when necessary) so a suitable consequence can be issued.
3. **Ask** the children how they can help to resolve the situation.
4. **Summarise and resolve:** apology (verbal/written) and consequence given. Children explain why they are apologising. Ensure children are clear on how the situation has been resolved.
5. **Discuss** how they are to behave from now on. Praise for good choices.























How do you feel today?



Playground Zones



Playground Rota

	Equipment	First Aid/Quiet	Balls	Free Play
Monday				
Tuesday			 Year 1 & 2 Year 5 & 6	
Wednesday			 Handball	
Thursday	Domes & Dishes 		 Reception & Nursery Year 3 & 4	
Friday				

Unacceptable Behaviour at Rivington Foundation Primary School

3 Levels of Seriousness		
Level 1	Level 2	Level 3
	Stage 1 Behaviour continues after adult intervention/warning and time-out.	
	Failing to complete the task set for the second time in a day.	
	Throwing a tantrum, which does not endanger others, themselves or school property.	
Teasing	Teasing with intent	
Pushing in		
		Weapons
		Harassment
		Persistent L2 Behaviour
		Violent behaviour requiring restraint
		Fire starting
		Risk taking behaviour which could lead to serious harm to self and others
Low-level disruption.		
Pushing in the line.		
Calling out/making silly noises in class/fidgeting with equipment when the teacher is talking.		
Bickering or squabbling.		
Telling Tales/made up stories about others.		
Walking around the classroom without permission.		
Clowning around	Continuous clowning around	
Spoiling other pupil's games		
Wasting time		
Being noisy	Shouting aggressively	
Running inside		
Eating chewing gum		
Spitting (on floor)/Blowing a raspberry		Spitting at a person
Telling tales	Lying	
Interrupting staff	Rudeness to staff	
Arguing	Arguing back to staff	
Uncooperative	Refusal to follow instructions	Dangerous refusal to follow instructions
Cheekiness	Rudeness	
Name calling	Continuous name calling	Bullying
Cussing		
Using swear words	Swearing at pupils	Swearing at staff
		Racial abuse
	Throwing items in classroom/outside in anger	Throwing items in classroom/outside to hurt another.
Play-fighting	Fighting/squabbles	Fighting/thuggery
	Hitting back (parents' orders)	
	Biting (age dependent and frequency)	Biting (age dependent)
	Kicking	Vicious kicking
		Physical abuse of staff
Leaving the classroom	Leaving school building	Leaving school grounds
		Physical abuse of staff
Teasing	Continuous teasing	Bullying
	Deliberately breaking school property. Graffiti	Vandalism
		Stealing
		Frequent and deliberate absconding
		Drugs/alcohol use
		Proven false malicious allegations against staff.

These lists are not exclusive and there may be other behaviours to be dealt with and consequences used which are not listed here.

Scripted response to Level 1 Behaviour

1. Warning - *I have noticed that you ... that is your first warning. Show 1 finger.*
2. Warning - *I have noticed that you...that is your second warning. Show 2 fingers.*
3. Consequence - *You have chosen to ignore the warnings I have given, therefore you now have a consequence. 5 minutes thinking time/5 minutes off playtime etc.*

Further consequence: e.g more time from play, phone call home/conversation with parents - consequence to suit the behaviour.

Language to remain minimal. Calm tone of voice throughout.

Child's Name:.....

Stage 3 Rivington Reflection Sheet

Name:	Date:	Year Group:	Staff Member:	Learning Mentor:
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What happened?



What were you thinking when it happened?

What did you feel inside when it happened?



How are you?

Who else has been affected?



What are you going to do to feel better?



What needs to happen to put things right?

What are you going to do differently next time?



Action:

Next Step:

Name of Staff
Member:

Date:

Child:

Date:

Class Teacher:

Date:

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

1. What happened?
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7. What needs to happen to put things right?

1. What happened?
2. What were you thinking when it happened?
3. What did you feel inside when it happened?
4. How are you now?
5. Who else has been affected?
6. What do you need to feel better?
7. What needs to happen to put things right?

See Restorative Resource Pack for EYFS/KS1

A pupil may be asked to attend a Restorative Justice Conference if they are having a conflict at school. This is a meeting with everyone involved to:

- Discuss what is happening
- Look at who has been affected or upset
- Decide how it can be put right - in a way that is fair to everyone.
- Find a way forward - in a way that is fair to everyone.

To make sure that those who have been using poor behaviour can be held accountable they will be expected to take responsibility for their actions before the meeting starts.

This allows the school to:

- Hold pupils accountable for their poor behaviour.
- Give those affected by this behaviour the opportunity to be acknowledged and have the wrongs 'put right'.
- Support those displaying poor behaviour to make better choices 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.
- Someone 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 that it would be helpful for your child that you were there.

Staff using Restrictive Physical Intervention (RPI) must always adhere to the following principles:

- Follow the 'Team Teach' training given
- De-escalation and conflict resolution techniques must have been exhausted
- Always warn the pupil quietly, yet clearly and firmly that you are likely to take Restrictive Physical Intervention (RPI) *BEFORE* taking action
- *NEVER* act out of temper. If you are losing control, the professional approach is to call another member of staff to replace your involvement at this time
- The Restrictive Physical Intervention (RPI) techniques should provide a gradual, graded system of response commensurate with the situation; task and individual involved. Consideration should be made to any risk involved in any particular situations. Techniques used should allow for phasing up and down as dictated by the circumstances at that time
- Whenever possible, more than one member of staff should be present or involved. This prompts teamwork; requires less effort and is therefore likely to minimise the possibility of damage or injury. It also prevents particular staff becoming associated with physical methods of control
- It is good practice, but not absolutely necessary, where a male member of staff is involved in controlling a pupil of the opposite sex, that a female member of staff should be present. Best interests of the child and Health & Safety issues are the main drivers for staff actions in this area. The least intrusive method of control should be employed
- ***IN EVERY CASE, no more than the reasonable amount of force, with the maximum amount of care for the minimum amount of time should be used to keep safe.*** Nor more time taken, than is necessary to effectively resolve the situation
- The pupil should repeatedly be offered the opportunity of exercising his own self- control. Physical management should cease as *SOON AS POSSIBLE*. The skilled use of non-verbal; Intonation and verbal strategies aid de-escalation
- Whilst it may be necessary for staff to be given support in physically controlling pupils, staff should be aware that creating an audience can often escalate the situation
- As soon as possible after the incident, when the pupil is calm and ready, he / she should be given the opportunity to talk through the incident
- ***ALL INCIDENTS CONCERNING RESTRICTIVE PHYSICAL INTERVENTION (RPI) must be recorded on a Major Incident Record Form.*** The report should consider the circumstances and justification for using Restrictive Physical Intervention (RPI)
- Staff involved should be afforded supportive discussion, if required as soon as possible

All RPI incidents must be recorded on CPOMs and actioned by DSL.



Quiet Reflection Time: (to be recorded on CPOMS)

Name:	Date:	Year Group:
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).		
Please send him/her back at:		



Quiet Reflection Time: (to be recorded on CPOMS)

Date:	
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).	
Please send him/her back at:	



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Quiet Reflection Time: (to be recorded on CPOMS)

Date:	
This child has been sent to your class for quiet reflection time. He/she has work to complete and a restorative think sheet for when the work is completed (KS2).	
Please send him/her back at:	

	Date:	Year Group:
	Time:	
Behaviour Promise/Agreement		
Now that I am joining my class again, I promise to:		
Signed by Pupil:		Class
Signed by Class Teacher:		Signed by SLT:

	Date:	Year Group:
	Time:	
Behaviour Promise/Agreement		
Now that I am joining my class again, I promise to:		
Signed by Pupil:		Class
Signed by Class Teacher:		Signed by SLT:




ZONES OF REGULATION!




Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space




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How can you help yourself?

The BLUE zone	  	How might you feel? sad tired bored moving slowly	What might help you? Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes
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The GREEN zone	  	How might you feel? happy okay focussed ready to learn	What might help you? The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?
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The YELLOW zone	  	How might you feel? nervous confused silly not ready to learn	What might help you? Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break
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The RED zone	  	How might you feel? angry frustrated scared out of control	What might help you? Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help
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