



Aiskew, Leeming Bar
Church of England Primary School

*'Rooted in love and growing together
to become lifelong learners'*

Behaviour Policy

Date written: June 2024

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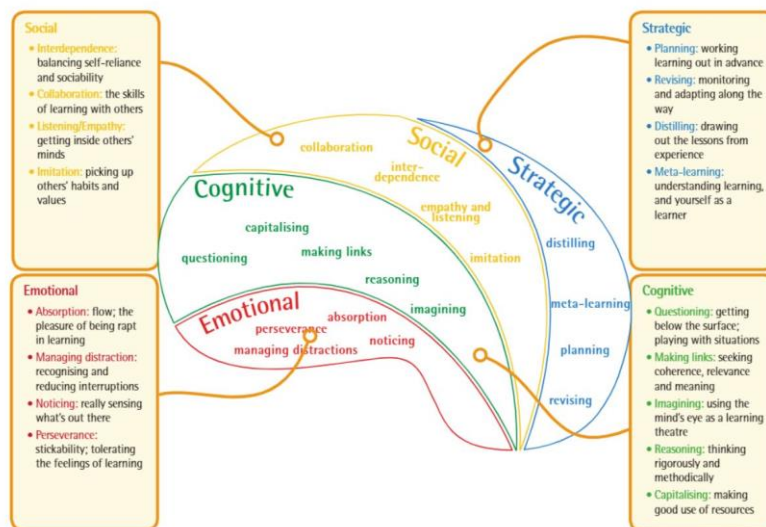
Date of review: June 2026

Aims and objectives

At Aiskew, Leeming Bar CE Primary School, we recognise that that the way we behave towards one another directly shapes our school. This is why our strap line of 'Rooted in love and growing together to become lifelong learners' has been chosen; we aim for everyone within our school community to demonstrate love towards each other through their actions. With our Key Stage 2 children, we have explored what is meant by love through looking at 1 Corinthians 13 and learning about all its different facets. The eight Christian values chosen by the school of friendship, forgiveness, compassion, endurance, truthfulness, trust, thankfulness and hope are also at the heart of how we behave towards one another and how we treat each other. It is a primary aim of our school that every member of the school community feels loved, valued and respected, and that each person is treated fairly and well: inclusivity is paramount to our vision. The school's behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure so that children can flourish and become well-developed individuals. To do this effectively, we encourage children to remember **RRS**: Be ready, Be respectful, Be safe. The use of a restorative approach in all aspects of school life is fundamental to this. This policy has used Paul Dix's book 'When the adults change, everything changes' (2017) as its basis.

Positive behaviour management is the responsibility of all staff and the wider school community. It requires co-operation and a collaborative approach from everyone. Mutual support, consistency and communication are an essential component of this.

The positive Behaviour Policy at Aiskew, Leeming Bar CE Primary School is a statement of good practice that covers all aspects of school that contribute to establishing and maintaining good behaviour and a positive ethos, both inside and outside the classroom. Not only do we expect positive behaviours to be demonstrated in pupils' conduct but also in their learning. Learning behaviours are taught explicitly to children which are at the heart of the curriculum. We teach Building Learning Power (BLP) which develops pupils' cognitive, strategic, emotional and social behaviours. These include the following:



Effective behaviour management is essential for the smooth running of our school. We recognise the importance of teaching how to behave and do this explicitly through our school curriculum and living out our Christian values within our daily lives; the adults do so by example.

All members of the school are expected to help maintain an atmosphere conducive to learning with courtesy and consideration for others as a basic requirement, allowing teachers to teach and children to learn. We adopt a restorative practice to supporting behaviour rather than giving punishments. We have also adopted some of the Zones of Regulation principles, in particular 'expected' or 'unexpected' behaviours. As part of our restorative approach, we would expect children to be able to articulate what is the expected behaviour for a situation and how this makes all parties feel and then reflect upon the unexpected behaviour shown and how this makes people feel.

Aims

- To promote good behaviour both regarding conduct and learning, and to encourage good achievement.
- To support children in learning self-discipline and making positive choices through being equipped with the knowledge, skills and wisdom needed to succeed in life. For children to understand that their choices have consequences both positive and negative.
- To enable effective teaching and learning to take place.
- To create a safe and secure environment for children and staff can flourish.
- To teach children to understand, accept, respect and tolerate differences in individuals so that they are inclusive.

All staff are responsible for the behaviour of children in their charge and should use effective strategies to promote an orderly environment for learning through using the mantra of: Be ready, Be respectful, Be safe. When behaviour is not as expected, children are given the opportunity to reflect on the 'expected' and 'unexpected' behaviours and how this makes themselves and others feel.

Our policy sets out the rules, relentless routines and visible consistencies that all children and staff follow. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

“When people talk about behaviour, they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat children down with. Both extremes harbour an irresistible idea that there is a short cut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with

those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.”

Paul Dix, Pivotal Education

RRS and The Golden Rules

The school has a simple mantra of 'Be Ready, Be Respectful, Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. In addition to this, the school has collectively developed a number of rules called our 'Golden Rules'. Staff and children developed these together through a democratic approach. We see these as a means of promoting good relationships as we are rooted in love and grow together, so that people can work together with the common purpose of helping everyone to learn rather than being primarily concerned with rule enforcement. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way.

Our Golden Rules are:

- I will step into others' shoes to show kindness, consideration and respect.
- Always try my best, be positive and show perseverance.
- Be an active learner.
- Collaborate with the team and get the job done!
- Learn from others and take my turn to speak.
- Respect other people's personal bubbles.
- I will always try to share a smile!

The school expects every member of the school community to behave in a considerate way towards others and adopt a restorative approach. We regularly ask children to reflect upon how their behaviour demonstrates our school Christian values in action – this is both used when a child has demonstrated our school values through their actions or when their actions have fallen short of our expectations. For children demonstrating aspects of our values above and beyond, they are awarded with our school values award which is placed on our values board in our school office. The school community (including pupils, staff, parents/carers and regular visitors) award 'Golden Tickets' which are for random acts of kindness, considerate behaviour etc. These are placed in a special bag and a name is drawn out each Friday in our Celebration Collective Worship.

All staff must:

- Take time to welcome children at the start of the day.
- Always pick up on children who are failing to meet expectations.
- Always redirect children by referring to 'Be Ready, Be Respectful, Be Safe'.
- Demonstrate the behaviour we expect around school e.g. 'fabulous walking.'

- To provide opportunities for children to learn to the best of their ability by setting suitable learning challenges, removing barriers to learning and accepting diversity.
- To provide an environment which inspires all to learn.
- To plan and prepare engaging lessons which provide appropriate challenge for all learners and to share with children where the lesson fits in the sequence of learning so pupils understand why they are learning it. Demonstrate that they are 'ready' for delivering high quality learning.
- To teach respect by treating children and colleagues with fairness and consistency.
- To teach interpersonal skills by promoting positive, supportive relationships so that children become well-developed individuals equipped for later life.
- To avoid confrontation, aggression, sarcasm, humiliation, personal comments about children and whole class punishments resulting from poor conduct of individuals or small proportions of the class.
- For staff to demonstrate all eight of the school's Christian values through their interaction with the school community and through their own behaviour.

Members of staff who manage behaviour well:

- Deliberately and persistently catch children doing the right thing and praise them in front of others.
- Know their pupils well and develop positive relationships with all children.
- Relentlessly work to build mutual respect.
- Remain calm and keep their emotion for when it is most appreciated by children.
- Demonstrate unconditional care and compassion, living out our strapline of 'Rooted in love and growing together to become lifelong learners.'

Children want staff to:

- Give them a 'fresh start' every lesson.
- Help them learn and feel confident.
- Be just and fair.
- Have a sense of humour.

Expectations of children:

- To be prepared to develop their own learning behaviours in order to grow and flourish into well-developed individuals who are 'Ready, Respectful and Safe' in order to help them become inspired learners through the use of and engagement with Building Learning Power.

- To control their own behaviour in order to ensure that their actions are 'rooted in love'.
- To be respectful to allow others to learn and make progress as children see the school growing together.
- To be safe by resolving disagreements without resorting to physical/verbal aggression.
- To respect property. Not to damage, take or misuse the property of other people or the school.
- To make their best effort to understand and accept differences and value the individuality of everyone through learning to become an inclusive community.
- To be ready to always work to the best of their ability.
- To follow school's mantra of RRS and the Golden Rules, as well as demonstrating the 8 Christian school values through their actions.
- Reflect on the 'expected' and 'unexpected' behaviour and how this makes themselves and others feel.

Expectations of the Head teacher:

- Be a visible presence around the school.
- Regularly celebrate staff and children whose efforts go above and beyond expectations.
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers.
- Ensure staff training needs are identified and met.
- Use behaviour records to target and assess interventions.
- Support staff in managing children with more complex or challenging behaviours.

Expectations of the Governing Body:

- To monitor the effectiveness of the school's positive Behaviour Policy.
- To support the Headteacher and in the monitoring of attendance and exclusions of different groups of children.
- To form a Governors' Disciplinary Committee, with a clear role and guidelines for action, which meets as required.

Expectations of Parents / Carers:

- To ensure their child's regular attendance and punctuality.
- To co-operate with the school to ensure that their child follows the school's positive Behaviour Policy.

- To keep the school aware of any circumstances which may affect their child's learning and behaviour.
- To maintain regular contact with the school through attendance at parent consultation meetings and, as appropriate, through telephone calls and other meetings.
- To encourage and support their child.

The school collaborates actively with parents and carers, so that children receive consistent messages about how to behave at home and at school. We ask parents/carers, pupils and staff to sign the home/school agreement. We expect parents and carers to support their child's learning, and to co-operate with the school. 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 as a consequence to inappropriate behaviour, 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 headteacher. A concern may be defined as 'an expression of worry or doubt over an issue considered to be important for which reassurances are sought'. If still unsatisfied or the discussions cannot resolve the problem, it would become a complaint which may be defined as 'an expression of dissatisfaction however made, about actions taken or a lack of action'. For further details about raising concerns or making a complaint see the school's Complaints Policy.

EYFS

EYFS pupils are introduced to this Behaviour Policy in an age-appropriate manner. Through In The Moment Planning, staff skilfully ensure that these pupils develop in the area of Personal, Social and Emotional Development through having experiences where self-regulation, managing self and building relationships are explored and developed. Being secure in this area is essential to enabling pupils making progress throughout all areas of the Foundation Stage curriculum.

SEND

We understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards to reinforce positive behaviour. In these instances, these will be stated on the child's individual education plan (IEP) and followed. In keeping with the principle of inclusion, we believe that there must be an acceptance by all members of the Aiskew, Leeming Bar CE Primary School community (adults and children) that every child is different. As with any Special Educational Need, a bespoke approach may be needed.

Positive Behaviour Strategies

Our Rules	Visible Consistencies	Over and Above Recognition
<p>RRS: 1. Be Ready 2. Be Respectful 3. Be Safe</p> <p>Our Golden Rules:</p> <ul style="list-style-type: none"> • I will step into others' shoes to show kindness, consideration and respect. • Always try my best, be positive and show perseverance. • Be an active learner. • Collaborate with the team and get the job done! • Learn from others and take my turn to speak. • Respect other people's personal bubbles. • I will always try to share a smile! <p>Our Christian Values:</p> <ul style="list-style-type: none"> • Friendship • Forgiveness • Compassion • Endurance • Truthfulness • Trust • Thankfulness • Hope 	<ol style="list-style-type: none"> 1. Daily meet and greet. 2. Persistently catching children doing the right thing. 3. Picking up on children who are failing to meet expectations. 4. Accompanying children to the playground at the end of every day. 5. Praising in public (PIP), Reminding in private (RIP). 6. Consistent language. 	<ol style="list-style-type: none"> 1. Recognition boards in the entrance (certificates and values). 2. Dojos. 3. Weekly certificates celebrated in Celebration Collective Worship. 4. Stickers. 5. Phone call/text home/speak to parents/carers at the gate. 6. Celebratory hot chocolate. 7. Verbal praise. 8. Certificates through the post. 9. HT praise (verbal/sticker). 10. Class praise (child from other class shows learning/celebrates an achievement). 11. A special 'dip in the box' in the form of a physical prize. 12. Golden tickets awarded by any member of the school community. 13. Values awards given by any member of the school community.

Stepped Boundaries - Gentle Approach, use child's name, child level, eye contact, deliver message	
1. REMINDER	<p>I noticed you chose to (noticed behaviour) This is a REMINDER that we need to be (Ready, Respectful, Safe) You now have the chance to make a better choice Thank you for listening</p> <p>Example - 'I notice that you're running. You are breaking our school rule of being safe. Please walk. Thank you for listening.'</p>
2. WARNING	<p>I noticed you chose to (noticed behaviour) This is the second time I have spoken to you. You need to speak to me for two minutes after the lesson.</p> <p>If you choose to break the rules again you will leave me no choice but to ask you to, (work at another table/work in another classroom / go to the quiet area etc) (learner's name), Do you remember when (model of previous good behaviour)? That is the behaviour I expect from you. Think carefully. I</p>

	<p>know that you can make good choices. Thank you for listening / I'm glad we had this conversation.</p> <p>Example - 'I have noticed you are not ready to do your work. You are breaking the school rule of being ready. You have now chosen to catch up with your work at playtime. Do you remember that yesterday you started your work straight away and got it finished? That is what I need to see today. Thank you for listening.'</p>
3. TIME OUT	<p>I noticed you chose to (noticed behaviour) You need to.....(Go to quiet area / Go to sit with other class / Go to another table etc) Playground: You need to(Stand by other staff member/ me / Sit on the picnic bench/ Stand by the wall etc) I will speak to you in two minutes.</p> <p>Example - 'I have noticed you chose to use rude words. You are breaking the school rule of being respectful. You have now chosen to go and sit in the quiet area. I will come and speak to you in two minutes. Thank you for listening.'</p> <p>*DO NOT describe child's behaviour to other adult in front of the child*</p>
4. FOLLOW UP – REPAIR & RESTORE	<ol style="list-style-type: none"> 1. What happened? (Neutral, dispassionate language.) 2. What were you feeling at the time? 3. What have you felt since? 4. How did this make people feel? 5. Who has been affected? What should we do to put things right? How can we do things differently? <p>This stage may be done verbally or it may be more beneficial that the child uses the prompt on the Reflective Think sheet in Appendix A to record his/her response. An adult may scribe for the child.</p>
Remember it is not the severity of the sanction, it is the certainty that this follow up will take place that is important.	

This should then be recorded by the staff member using CPOMS. The reflective think sheet (Appendix A) should be scanned in and recorded on CPOMS if used.

Sanctions

National minimum standards require that staff respond positively to acceptable behaviour, and where the behaviour of children is regarded as unacceptable by staff it is responded to by constructive measures. Sanctions not permissible include corporal punishment, deprivation of food and drink, removal of personal items, and punishing a group for the behaviour of an individual.

Sanctions should

1. Make it clear that unacceptable behaviour affects others and is taken seriously.
2. Not apply to a whole group for the activities of individuals.
3. Be consistently applied by all staff to help to ensure that children and staff feel supported and secure.

Sanctions need to be in proportion to the action

It should also be made very clear that it is the behaviour that is unacceptable, and any sanction should address this, not be made personal to the child.

Types of behaviour

Low Level Behaviour	Mid-Level Behaviour	Serious Level Behaviour
<p>Talking and shouting out Unkind comments Not following instructions Pushing in the line Running inside the school building</p> <p><i>These behaviours should be dealt with through friendly reminders that are age appropriate e.g. younger children are likely to call out.</i></p>	<p>Any persistence of low level behaviour over time Arguments that upset others Distracting others from their learning Answering back to adults Lying Refusing to follow adult direction Arguing with an adult</p>	<p>Verbal, racial, homophobic, religious or physical abuse Prejudice based incident Child on child abuse Bullying (including cyber bullying) Also see Anti-bullying policy Persistent refusal to follow instructions Stealing Throwing objects Using abusive/offensive language Biting Deliberate spitting Vaping or smoking Being in possession of alcohol Bringing weapons into school Having illegal substances Being in possession of pornographic images</p>
<p>Friendly reminder 30 second script</p>	<p>30 second script Time out Restorative conversation If deemed necessary, HT may be called to support.</p>	<p>HT called to support Parents will be informed An exclusion may be imposed. A racist incident return sent to Local Authority and included in the HT's report to governors. If the bite is severe enough to leave a lasting mark for more than an hour or break the skin, will lead to an exclusion (age of perpetrator will also be taken into account). Child on child abuse and concerns about serious</p>

		<p>violence (including knife crime, sexual violence and sexual harassment, physical abuse, youth produced sexual imagery, (sexting,) initiation/hazing type violence, rituals and upskirting) must be reported to the Designated Safeguarding Lead (DSL) and North Yorkshire Safeguarding Children Partnership (NYSCP) guidance and procedures must be followed (see Child Protection Manual 2021)</p>
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Banned Items and Searching

Searches without your child's consent

The school doesn't need your child's consent to search for the following items if they think your child has possession of them, including:

- weapons, e.g. knives
- alcohol
- illegal drugs
- stolen goods
- tobacco products, e.g. cigarettes
- pornographic images (of any kind, e.g. tabloid topless pictures and 'lads' mags' as well as extreme adult material)
- fireworks
- anything that has been, or is likely to be, used to cause injury or commit an offence
- anything banned in the school rules, this includes mobile phones or any electronic device that can communicate with the Internet or take images.

These things can be confiscated.

Legal requirements of a search

There should normally be 2 members of staff present during the search - the person doing the search and the search witness. Searches should normally be done by someone the same sex as your child.

The search witness must also be the same sex as your child if possible. Your child must not be asked to remove clothes, other than outer clothing like a coat.

If there's a risk of serious harm to a person if the search is not conducted immediately, a child may be searched by a person of the opposite sex and without another member of staff present.

Complaining about a search

If you're unhappy with a search on your child at school, talk to the Executive Headteacher or Headteacher. If you're not satisfied, ask for a copy of the complaint's procedure.

Adult Strategies to Develop Excellent Behaviour

- IDENTIFY the behaviour we expect.
- Explicitly TEACH behaviour.
- MODEL the behaviour we expect.
- PRACTISE behaviour.
- NOTICE excellent behaviour.
- CREATE conditions for excellent behaviour.

Language around Behaviour

At Aiskew, Leeming Bar CE Primary School, we understand that a common and consistent use of language around behaviour is essential in creating clear boundaries to learn how to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and we should remain professional and calm at all times. Conversations should follow a script and behaviours should be discussed as the behaviours they are, and not be personal to the child. It is useful to use the language of 'expected' and 'unexpected' behaviour.

Conversations around behaviour should be conducted, in the first instance, by the staff member taking the class/ group.

BEHAVIOUR PATHWAY



Reminder

Warning

Time Out

Follow up/ Reparative Conversation

Should you feel, using your professional judgement, the Headteacher needs to be part of the Follow-up /Reparative Conversation, then follow the guidelines below:

Sent to HT

Parents/carers phoned

Parents/carers called to school

Seclusion (working in the other class for a set period of time)

Exclusion

Extreme Behaviours and Physical Restrictive Intervention (RPI)

Some children exhibit particular behaviours based on early childhood experiences and family circumstances. As a school, we recognise that their behaviour is their way of communicating their emotions. We also understand that for many children they need to feel a level of safety before they exhibit extreme behaviours. Where possible, we use our most skilful staff to build relationships with each individual child.

These children will have bespoke 'Positive Handling Plans' that can be found in Appendix B.

When dealing with an episode of extreme behaviour, a child may need to be restrained if they or another person is unsafe. Schools are able to use reasonable force to 'remove disruptive children from the classroom where they have refused an instruction to do so' or 'prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others' (Department for Education, July 2011). Section 93 of the Education and Inspections Act (2006) enables school staff to use such force as is reasonable in the circumstances to prevent a child from committing an offence, causing personal injury or injury to property or prejudicing the maintenance of good order and discipline at the school. The degree of force will be the minimum needed to achieve the desired result. Restrictive Physical Intervention will only be used as a last resort where all other courses of action have failed and, wherever possible, will be previously and carefully planned and involve staff who have been trained via suitable accredited trainers. It should be used only in exceptional circumstances to prevent injury to any person or when there is serious risk of physical harm. Staff undertake a rolling programme of training for this which includes both theoretical training (renewed every 3 years) and practical training (renewed on a yearly basis).

All significant incidents in which a member of staff uses restrictive physical intervention on a pupil will be recorded on a Major Incident Report form (which is scanned and reported on CPOMS) and both parents/carers of the child involved will be informed as soon as is practicable after the incident and within 24 hours. Methods to de-escalate confrontations or potentially challenging behaviour should be used, as physical intervention must be used as the very last resort. De-escalation efforts need to be recorded. Physical Intervention should not be an option when responding to criminal damage. Any RPI is not part of a sanction. The Major Incident Report form (blue copy book) is kept locked in the large fireproof safe. Any incidents of RPI are included in the Headteacher's Report to Governors.

Schools cannot use force as a punishment – this is always unlawful.

In the rare cases that RPI is used at Aiskew, Leeming Bar CE Primary School, everything should be done to ensure safety, prevent injury, and maintain a person's sense of dignity and for the minimum amount of time.

Fixed-term and permanent exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We recognise the legislative changes which took effect from 1 September 2007, namely the new duty on schools and local authorities to make full-time educational provision for excluded pupils from day 6 of their exclusion, the duty on parents and carers to

ensure their child is not present in a public place during the first five days of an exclusion, and the duty on heads to offer the parent a reintegration interview in respect of certain fixed-period exclusions.

Only the headteacher has the authority to exclude a child from school which is done in conjunction with the executive headteacher (who has the final decision). The headteacher 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 executive headteacher may exclude a child permanently. It is also possible for the executive headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the headteacher excludes a child, s/he informs the parents or carers immediately, giving reasons for the exclusion. At the same time, the headteacher 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 headteacher, in conjunction with the executive headteacher, informs the LA and the governing body about any fixed-term or permanent exclusion.

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

The governing body has a discipline committee which is made up of appropriate member within the Synergy Schools Federation.

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.

Restorative Practice

'Restorative Justice' can be used as an alternative to 'Punitive Justice' and focuses on addressing the root cause of the behaviour, what damage the behaviour has done and how to repair the damage. When done successfully it is used to develop mutual respect, empathy, consideration, emotional intelligence, intrinsic motivation and taking responsibility. It focusses on responding to challenging behaviour or conflict in a way that avoids criticism, blame and retribution. A restorative conversation involves asking a pupil or a group of pupils, questions that promote reflective thinking and allowing others the opportunity to listen and empathise. The goal is for the pupils to come to realisations themselves about why they behaved in the way they did and the consequences of it. It uses the power of communication to build understanding and empathy between the different people involved, so respect and consideration drive positive behaviour, rather than just following school rules because they have to.

After an incident of inappropriate behaviour the following questions should be asked when everyone has calmed down (see reflective think sheet Appendix A):

1) What happened?

This is an opportunity to model the empathy and respect we want the pupil to develop. At this stage, the objective is for the pupil to feel understood and heard. Staff to adopt appropriate listening skills – see the 'Listening Wheel' Appendix C

- Listen (use facial gestures and body language, and small words eg. 'yes', 'okay', 'I see', 'um'... to demonstrate active listening).
- Ask questions if necessary.
- Check if you understand properly (do you mean...?)
- The objective at this stage is for the pupil to feel heard and understood, not corrected.
- If what the pupil is saying isn't an accurate reflection of the truth ask inquisitive questions and check understanding: 'are you saying that this happened?'

2a) How were you feeling and what were you needing?

Simply identifying and understanding the underlying feelings and needs that cause behaviour can often be enough to resolve it. A 'Feelings and Needs' card can be really helpful for this (see Appendix D).

- Suggest feelings and needs if necessary.
- Respond with empathetic body language and facial expressions.

2b) What were you thinking?

The objective at this stage is to help the pupil express their perspective at the time of the incident. This is a great opportunity to for the listener to model empathy which de-escalates any existing conflict and lays the ground work for encouraging the pupil to empathise with others in the next question.

- Listen
- Ask questions
- Check understanding

3) Who else has been affected? What do you think they might be feeling?

The objective at this stage is to help the pupil develop empathy and emotional intelligence towards others. How you modelled empathy when listening to the pupil in the previous stages will directly impact how well the pupil will be able to empathise with others now.

- Listen
- Use the needs and feelings card
- Ask questions
- Make suggestions if necessary

4) What have you learnt and what will you do differently next time?

This is an opportunity to work with the pupil to find strategies moving forward for them to meet their needs in a way that will also be respectful of other people's needs. If there doesn't seem to be an easy solution, for example, they are bored in maths and they have rejected all ideas about how they could make it more fun for themselves, revert to empathy and sympathise with the challenge. The goal with Restorative Practice is to get everyone one step closer to meeting their needs whilst improving communication, understanding and empathy for one another.

- Listen
- Ask questions
- Check understanding
- Summarise

5) How can the damage be repaired?

This step is often missed with 'Punitive Justice' where a pupil might have to do a detention but won't necessarily repair the damage. Giving the responsibility to the pupil to correct their behaviour is arguably far more effective than a punishment for many reasons. The process of apologising to the class, replacing broken equipment, sanding down a defaced desk etc. deters them from doing it again without the need for punishment, it gives everyone involved a sense of resolution and anyone who was negatively impacted is left feeling touched rather than resentment.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Parents/carers are informed if this has taken place. Please see the Anti-Bullying Policy for further guidance.

Smoking, drug, substance and alcohol related incidents

It is the policy of this school that no child should bring any cigarettes (including e-cigarettes), drugs (legal or illegal), substances or alcohol to school. If a child needs medication during the school day, the parent/carer should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of 2 adults. See Medication Policy.

The school will take very seriously misuse of any substances such as e-cigarettes, cigarettes, glue, other solvents or alcohol. The parents/carers of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is

repeated, the child will be permanently excluded, and the police and NYSCP will be informed.

If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home.

It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. Any child who is found to have brought to school any type of illegal substance will be temporarily excluded. The child will not be re-admitted to the school until a parent/carer of the child has visited the school and discussed the seriousness of the incident with the headteacher.

If the offence is repeated, the child will be permanently excluded.

If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and NYSCP will also be informed.

Monitoring and review

The headteacher monitors the effectiveness of this policy on a regular basis. The headteacher also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps comprehensive records of incidents of unacceptable behaviour using CPOMS. Teachers, teaching assistants and admin staff contribute to these. We also keep a record of any incidents that occur at break or lunchtimes: lunchtime supervisors give details which are written up by the classteacher/Headteacher on CPOMS.

The headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of 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.

This policy applies to all children whilst they are in school, travelling to and from school and whilst participating in activities or events organised by or associated with the school.

The successful implementation of this policy depends on full participation. Every member of the school has a responsibility to ensure positive behaviour.

The governing body reviews this policy every two years. 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.

Appendix A Reflective Think Sheet

What happened? (Circle all the correct pictures)



wasn't following instructions



talking



wasn't on task



was disrespectful/
silly



had a negative attitude



distracted others



wasn't ready/
late



made a mess



was dangerous



bullying



was aggressive



was violent



damaged property



persistent negative



was inappropriate



other

Want to tell us more?

How were you feeling? (Circle the correct feelings)



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

What have you felt since? (Circle the correct feelings)



bored / impatient



silly / giddy



angry



frustrated



sad



confused



troubled / a lot on
my mind



embarrassed



guilty



tired



anxious



stressed



jealous



hungry



scared



other

Who else has been affected?

How might they be feeling? (Circle the correct feelings)

 bored / impatient	 silly / giddy	 angry	 frustrated	 sad	 confused	 troubled / a lot on my mind	 embarrassed
 guilty	 tired	 anxious	 stressed	 jealous	 hungry	 scared	 other

What could you have done differently?

How can we repair the damage?





Appendix B

POSITIVE HANDLING PLAN

Child's Name:	Date of Plan:	Review Date:	
What does the behaviour look like?			
Stage 1 Anxiety Behaviours	Stage 2 Defensive Behaviours	Stage 3 Crisis Behaviours	
What are common triggers?			
De-escalation skills			
Skill	try	avoid	Notes
Verbal advice and support			
Giving space			
Reassurance			
Controlled choices			
Humour			
Logical consequences			
Planned ignoring			
Time-out			
Removing audience			
Transfer adult			
Success reminded			
Supportive touch			
Listening			
Others			
Diversion and distractions			

Any medical conditions to be taken into account before using physical interventions?			
De-escalation skills			
Intermediate	try	avoid	Notes
Friendly escort			
Caring C Guide			
Single elbow			
Double elbow			
Other			
Who has been informed/Where has the incident been recorded?			
Stage 4 Follow Up (Only after Stage 3 Crisis Behaviour). Ensure a SERIOUS INCIDENT REPORT has been completed.			
Teacher:			
Parent/Carer:			
Student:			
Social Services (if applicable):			
Headteacher:			

Please ensure this is scanned into CPOMS.

Appendix C

The Listening Wheel



Short words like 'yes', 'okay', 'um' or 'go on' can show the talker you are listening and encourage them to carry on.

Reacting using body language and facial expressions can help show the talker you are listening and create interaction without interruption.

Who? What? Where? Why? How?

Summarising what someone has said helps check understanding and lets the talker know that you have been listening.

















Telling someone how they sound or look (similarly to looking in a reflection) can help encourage the talker to open up more eg 'you don't sound like everything is alright, you sound upset'.


The talker may or may not have clarity about what they are talking about, or they might be being ambiguous on purpose. Asking for clarity can help the talker develop more clarity for themselves or highlight areas where they might not be telling the whole truth.

Appendix D


Feelings and Needs Cards

































Needs

							
fun / humour entertainment/ friendship	more to do/ a challenge	freedom / choice	to be listened to and understood	respect	justice/ fairness/ equality	help/ support	consistency/ stability
							
self-expression	physical wellbeing food/water/ safety	cooperation/ consideration	rest/ sleep/ a break / space	peace / quiet / focus	ease / harmony / comfort	order / control	other



Feelings



							
bored / impatient	silly / giddy	angry	frustrated	sad	confused	troubled / a lot on my mind	embarrassed
							
guilty	tired	anxious	stressed	jealous	hungry	scared	other
							
interested	hopeful	confident	empowered	proud	safe	excited / enthusiastic	energetic / eager
							
grateful	touched	happy	calm	comfortable	relaxed/ rested	relieved	satisfied