

LADYBROOK PRIMARY SCHOOL



BEHAVIOUR & MANAGING RELATIONSHIPS POLICY

Date Policy Adopted by Governing Body			
March 2018 (Teaching and Learning Committee)			
REVIEW SCHEDULE			
Date of Next Review	Date reviewed by Teaching and learning Committee	Change previous document Y/N	Date circulated (If changes are made)
Spring 2019	Feb 2019	N	
Spring 2021	Jan 2021	N	
Spring 2024	30/1/24	N	
Spring 2027			

Vision

At Ladybrook Primary School our vision is that learning should be without limits.

We believe that:

- Good relationships are at the heart of everything our school does to ensure that purposeful learning takes place.
- Every member of our school community should have an equal opportunity to aim high in their learning regardless of race, colour, gender, disability, special educational needs or socio-economic background.
- It is the right of all our pupils to be educated in an environment free from disruption by others.
- It is best to do things with people rather than to them or for them in the spirit of our vision.

This policy sets out the framework for the behaviour, responsibilities, values and attitudes expected of our community members within a Restorative Approaches' philosophy. Restorative Approaches aim to **build** the Ladybrook Primary community and to **strengthen** and **repair** relationships within our community as necessary.

The school embraces Restorative Approaches (RA) as a means of empowering teachers and support staff to be successful and effective practitioners within the learning environment, raising standards and achievement across the school and developing aspirational, motivated and responsible young citizens, who care about the feelings of others as well as their own.

Stockport's definition of Restorative Approaches is

'A voluntary approach focussing on the harm done rather than the rule broken that involves all parties in an incident, giving them equal voice, the opportunity to take responsibility for their actions, make amends and make positive changes to future behaviour.'

Aims of Policy

- To create a consistently orderly environment, both inside and outside of the classroom, which will enable everyone to work and learn;
- To reward children for academic and social effort, resilience and achievement, being equipped for learning, demonstrating behaviour for learning in lessons and behaviour for social play in leisure time;
- To embed the use of Restorative Approaches in all aspects of school life.

Restorative Approaches Philosophy Statement

Effective restorative approaches foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participants to make amends for the harm caused. Restorative approaches acknowledge the intrinsic worth of the person and their potential contribution to the school community through 5 themes.

1. Unique perspective - *What has happened?*
2. Thoughts and feelings – *What were you thinking at the time? So how were you feeling?*
3. Harm and effect – *Who has been affected and how?*
4. Needs – *What do you need to move on and feel better?*
5. What next (ownership of problem-solving) – *What needs to happen now to put things right?*

Our Restorative Practices framework will:

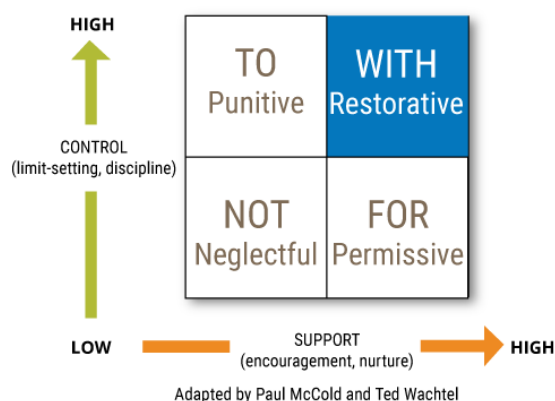
- Improve behaviour and attitudes;
- Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm;
- Improve relationships; establish rights, accountabilities and responsibilities to the community;
- Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues.

There are four key elements of Restorative Practices. These are:

1. Social Discipline Window
2. Fair Process
3. Restorative Questions
4. Free Expression of Emotions

1. Social Discipline Window (Framework for working with ...)

Wherever possible we should try to work in the 'with box', offering high support, nurturing and encouragement in conjunction with consistently setting clear boundaries and expectations of behaviour. Staff should always, within their professional conduct, be positive and respectful role models to their pupils.



2. The three principles of Fair Process

1. Engagement – involving all participants in the process
2. Explanation – shared understanding
3. Expectation Clarity – clear vision for the future

3. Restorative Questions – worn by all staff on lanyards as a reminder

RESTORATIVE ENQUIRY	
What happened?	
What were you thinking when it happened?	
What did you feel inside when it happened?	
How are you now?	
Who else has been affected?	
What do you need to feel better?	
What needs to happen to put things right?	

To respond to challenging behaviour

What happened?
 What were you thinking about at the time?
 Who has been affected by what you did?
 What do you think you need to do to make things right?

To help those harmed by others actions:

What did you think when you realised what had happened?
 What have your thoughts been since?
 How has this affected you and others?
 What has been the hardest thing for you?
 What do you think needs to happen to make things right?

4. Restorative Language:

It is important that staff deal with situations to establish and develop their own relationships. Listed below are some examples of **affective statements** and questions which all staff can use with pupils:

Affective statements

When you (describe unacceptable behaviour, I feel...(describe impact on your feelings)
 I am sorry that I misunderstood the situation
 when I heardI feel really proud of you
 I feel really pleased and encouraged that you made the right choice.
 I respect your honesty and thank you.
 I want to thank you for your cooperation.
 When you did that toI was very disappointed
 I feel that (describe action) was very disrespectful.
 When you ignore me, I feel disrespected and sad.

How do we promote positive behaviour at Ladybrook?

Promoting positive behaviour for learning through effective relationships

As a staff we all need to be consistent in our approach to children – in setting appropriate examples and providing role models for learners. All adults in school are expected to set the same standard by encouraging effort, noticing and praising appropriate behaviour for learning and for being part of a social group.

An adult who does nothing but find fault soon becomes ineffective and builds resentment in young people.

The key to success is in the building of relationships between the adults and children in the school. Teachers are responsible for getting to know each child well, so that every child feels valued.

Promoting positive behaviour through School Systems

Alongside our restorative approach to relationships:

- Adults make a point of noticing excellent behaviour around school.
- Our Playpod and the training our mid-day staff have received in engaging children in play supports a generally positive lunchtime experience for all children.
- To get the attention of groups of children – if not the whole school – the adult will raise their hand and wait for all other people to join in. This shows a readiness to listen attentively and is significantly more effective than shouting at people or over people.
- Children often visit the head teacher or other classes to share their successes and their progress in learning.
- Our Friday Sharing Assembly is an opportunity to recognise and praise behaviour for learning observed by class teachers and support staff including mid-day staff.
- Excellent attendance at school is praised through half termly awards given by the head teacher to classes (rather than individuals) based on high levels of attendance and punctuality.

Promoting positive behaviour at Lunchtime

Alongside our restorative approach to relationships:

- There is plenty to do outside which means that disruption to play is minimised.
- There are structured activities organised by sports coaches at lunchtimes, special lunchtime games organised by Playleaders, and a myriad of materials offered within our playpod.
- Teaching staff take each classes out for a session following playpod top-ups to model how to develop play opportunities, play effectively together and tidy away resources themselves.
- Older children also run a 'Buddy' system at lunchtimes, where they identify children who may find lunchtimes difficult and will play with them and support them.
- Restorative Ambassadors from Years 5 and 6 are being trained to support the Buddies and Playleaders, to enable them to deal with minor incidents on the playground in a restorative way.
- The simple rules related to the use of playpod materials are
 - Scrap against scrap (in play fighting games) as well as additional safety features for specific resources – reviewed each year.
 - When you leave materials to go in for lunch others may want to play with them – this is OK.
 - During play, ask other children if their materials can be used.
 - When the ground is wet with puddles, some resources may be restricted.
 - Children take out and clear away everything.
- Our lunch time staff are employed and trained to engage children in play, to model how to play with resources and one another, to anticipate and intervene to support positive play.
- Our lunch time staff triage occasional first aid needs in the playground which maximises adult ratios out on duty at all times.

Promoting Positive Behaviour through Classroom Systems

Alongside our restorative approach to relationships:

- Each pupil has access to, and is actively engaged in a rich curriculum with structured feedback that promotes success and avoids the cause of alienation and dissatisfaction that can lie at the root of poor behaviour.
- Teachers have high expectations about children's behaviour. Learning experiences within each class are well prepared, stimulating and appropriate for all pupils. Teachers recognise the needs of each pupil and encourage children who are easily distracted to stay on task or provide 'thinking time' periods when necessary.
- Marking and feedback are used effectively to support learning and the children are fully aware of the next steps to take in order to make progress.
- Through our personal, social, health education programme, we teach the appropriate social skills that support the values of the school.
- Teachers plan regular circle time across the curriculum - using the RA model.
- Our foundation stage staff use puppets and videos of children to model and promote positive approaches to behaviour.
- All classrooms provide a welcoming environment organised to promote independence and personal initiative.
- Displays support learning and promote self esteem.
- Resources and materials are arranged to aid accessibility and reduce opportunities for disruption and uncertainty eg all resources being clearly labelled.
- All classes have emotional check-ins and check-outs eg names on emotional labels display
- Worry boxes in infant and junior classes provide opportunities for children to share concerns with their teachers
- In managing children, staff look for reasons to praise good decisions made in relationships and effort put into learning. Effective teachers look for opportunities to explicitly praise effort and are mindful of those children who find conforming to expectations more of a challenge.
- All adults in school seek to encourage 'growth mindsets' amongst our young people at Ladybrook. As such we avoid the more overt class charts which record individual success through which progress or lack of it can be inappropriately compared – leading to 'fixed mindset' responses.
- Stickers / certificates may be used to reinforce praise – but these are limited and focused on appropriate effort, rather than being an end in themselves or only given to those who complete tasks quickly and with limited effort. Ultimately, we want children to do their best for the internal satisfaction it gives them rather than seeking extrinsic rewards such as stickers or prizes.
- Each class has a charter of shared expectations – a code of behaviour which is agreed by all the children in the class at the beginning of the year and is individual to each classroom. This includes appropriate behaviour and expectations. This is displayed, so a clear understanding is shared. The aim is to reinforce positive actions and to create a positive and happy learning and social environment. It also means that support staff and supply staff can maintain the same expectations.

Promoting Positive Behaviour through Out of School Club Systems

Alongside our restorative approach to relationships:

- Pupils involved in before or after school club access a range of resources and activities to maintain their interest;

- Older children are given responsibilities eg to plan activities and special events for other children to experience. This gives them a sense of responsibility and care towards others;
- Regular special events engage the children whose ideas are incorporated into planned provision;
- Playworkers are key workers who get to know children as individuals
- Staff look for reasons to praise good decisions made in play situations to maintain and build relationships.

Sanctions

Much of the work carried out to address challenging behaviour is accomplished by working within the restorative approaches described.

However, there are times and circumstances where restorative approaches do not result in the behaviour for learning and social interaction that is required. Indeed there are unacceptable behaviours that do not warrant a restorative approach in the first instance, due to the danger caused. At Ladybrook we will respond swiftly to work with children and families as necessary.

Where children disrupt teaching and learning or play situations repeatedly, sanctions may be applied.

At Ladybrook it is unacceptable to

- Give lines to write
- Humiliate a child
- Give blanket punishments ie punish whole class for the misdemeanours of one or two children
- Shout at children – this produces no positive outcome.

Our general procedure for dealing with any unacceptable behaviour in class (other than behaviour which can cause physical harm) should be:

1. Express disapproval (the look, quiet word).
2. Withdraw attention if appropriate (ignore attention seeking behaviour).
3. Tactical positioning of teacher to eliminate problem.
4. Praise of children behaving well.
5. Whole class reminder of Class Charter.
6. Withdrawal from the group but keep within class learning environment.
7. Time out to allow for cooling off period either within or outside class learning environment.
8. Loss of privileges, (free choice of learning activity, playtime or lunchtime). It is worth noting that loss of playtimes does not mean that children are excluded from exercise and fresh air involved in playtime; it means that children stay with a designated adult at all times during the period, so that appropriate behaviour can be demonstrated by others and discussed with the child.
9. Refer to deputy head or head teacher.
10. Where significant concerns are raised by staff or another pupil's parents then the child's parents will be contacted.

Parental Involvement

- Parental involvement is important. Parents' contribution may throw more light on problems behind the misbehaviour. This helps provide consistent action between school and home.
- Class teacher/Parent Diary may be set up after discussion – can be daily or weekly for a set period

Home-School Agreement

In order to ensure that we are educating the children at Ladybrook Primary School to be responsible citizens, we recognise the shared partnership between home and school. Therefore, all parents/carers and children are asked to sign a home/school agreement on entry to school. These agreements are regularly reviewed and readdressed as reminders of the home/ school partnership.

This ensures that this partnership is maintained and that both home and school are aware of the standards and behaviour expectations within school. We hope that all parents agree that it is essential that we work together to make their child's time at school happy and secure and that they will benefit from the opportunities that are available to them during their time at Ladybrook Primary School.

Public Events outside School grounds

At all stages of planning and preparation for a school trip, should any child whose behaviour whilst at school or on a previous visit give cause for concern, then parents may be required to accompany the child on the visit. The teacher in charge of the visit reserves the right to refuse to take a child whose behaviour may endanger the Health and Safety of themselves or others. Where behaviour outside school (on visits, matches, swimming, etc) is unacceptable the child's parents will be asked to discuss this with the child's teacher and agree the action to be taken.

Extra-curricular events

If behaviour is unacceptable in extra-curricular activities led by another organisation a warning should be given and if behaviour does not improve then the pupil may not be allowed to attend the activity.

Damage to possessions or equipment

Where a child is found to have wantonly damaged or broken any possession or piece of equipment, the child or parent will be required to repair any damage and/or pay for or contribute towards payment, where appropriate.

Pastoral Support programme

If a pupil has persistent behavioural problems that indicate they are in serious risk of exclusion, it may be appropriate to implement a pastoral support programme. The programme will identify causes of concern and what can be reasonably required of the pupil. The involvement of parents is essential if a successful outcome is to be achieved.

Repeated unacceptable behaviour at playtime or lunchtime will result in the child:

1. Accompanying mid-day / teaching staff in playground;
2. Experiencing supervised isolation from group for stipulated period;
3. being referred to Senior midday supervisor, deputy head or head teacher;
4. Where a child's behaviour at lunchtime is persistently unacceptable, the school may decide that the child must go home for the lunchtime period following appropriate prior notification to parents by the Head teacher or Deputy Head teacher.

In all of the above disciplinary actions, it is essential that the child fully understands that it is his/her behaviour that is unacceptable, not him/her as a person.

Children with Special Needs

The whole school behaviour policy applies to all pupils. However, there is the understanding that at certain times 'reasonable adjustments' will be made to ensure we have a positive and inclusive environment.

Allegations of Abuse against staff

Allegations of abuse against staff are taken seriously. They are dealt with quickly in a fair and consistent way that provides effective protection for the child and supports the person who is the subject of the allegation. Confidentiality is maintained at all times while the allegation is being investigated.

Care and Control

There are occasions when the restraint of pupils is necessary. Teachers and other persons who are authorised by the head teacher to have control or charge of pupils may use reasonable force to prevent pupils from:

- injuring themselves or others
- causing damage to property, including their own property
- engaging in any behaviour which has a negative impact on maintaining good behaviour and discipline at the school or among other pupils, whether this behaviour occurs in a classroom during a teaching session or elsewhere.
- School staff are authorised to use reasonable force to control or restrain pupils should the need occur.

The school adheres to guidance given in Stockport Local Authority's 'Care and Control' document (January 2010) on the care and control of pupils. This policy is available on request.

Where inappropriate standards of behaviour continue to be exhibited by the child the Headteacher or Deputy Headteacher, in consultation with the child's parents may seek the involvement of the LA Educational Psychologist or LA's Behaviour Support Service to provide specialist guidance and counselling.

Exclusion

At Ladybrook we expect the children to behave well as a norm. Nevertheless, it is important that strategies are in place for the rare occurrence of unacceptable behaviour. Exclusions are extremely rare at Ladybrook. However, we will not tolerate poor, disruptive or aggressive behaviour and children need to know that the ultimate sanction in extreme cases is that of exclusion from the school.

The governing body have adopted the Stockport Agreed procedures which are available as a separate document in school. If a pupil's behaviour leads to an exclusion, this school will follow guidelines provided by Stockport MBC and parents will be informed of actions taken. Further information may be obtained by contacting Pupil Services, Stopford House, Town Hall, Stockport.

The guidance includes expectations for

- **Provision for full time education for pupils who receive an exclusion of 6 days or longer**
- **What must happen on day one to day five of a fixed period exclusion**
- **What must happen from day six of a fixed period exclusion**
- **Planning for the off-site provision**
- **Reintegration Meetings**

Unacceptable behaviour which might result in exclusions includes:

- fighting
- verbal abuse
- physical violence
- bullying
- racism
- vandalism
- theft
- drug-related incidents

The school takes a very serious view of incidents of this type and in extreme cases the Head teacher has the power to exclude for a fixed period of time or permanently. For drug related incidents the school will refer to relevant agencies and will follow LA procedures.

Bullying

Bullying in any form is unacceptable and viewed very seriously. Therefore a separate policy (available on the website) details our understanding of what constitutes bullying, how we guard against it in school and how we deal with any incidents of bullying, should they occur.

The 5 key Restorative Themes

Restorative approaches are based on 5 themes which underpin day to day interactions in schools

THEME 1 – UNIQUE STORIES

Everyone has their perspective on any given situation and needs an opportunity to express this in order to feel respected, valued and listened to.

THEME 2 – THOUGHTS INFLUENCE FEELINGS

What people think at any given moment influences how they feel at that moment and these feelings inform how they behave.

THEME 3 – HARM AND AFFECT

When there are conflicts then harm can result in terms of anger, resentment, negative emotions, frustration and damaged relationships and connections between people.

THEME 4 – NEEDS

Whether a person has caused harm or been on the receiving end of harm they are likely to have similar needs. Until these needs are met the harm may not be repaired and relationships can stay damaged.

THEME 5 – PUTTING THINGS RIGHT TOGETHER – OWNERSHIP OF PROBLEM SOLVING

It is the people affected by a situation who are best placed to identify what should happen so that everyone can move on, and so that the harm can be repaired. The ownership of problem-solving demonstrates respect and trust, develops pro-social skills and confidence and strengthens connections.