



'We aim to make the world a better place'

Brinsworth Manor Infant School

Restorative Practice

Behaviour Policy

Aims

This policy is designed to support the way in which all members of the school community can work together to create an environment where everyone feels happy, safe, secure and valued.

Brinsworth Manor Infant School is a community that nurtures and supports every child; that values everyone's unique worth and contribution; that empowers every member to achieve their fullest potential; that opens up a world of opportunities.

It is a place of safety where firm boundaries, guide and support; where high expectations lead to lifelong learning; where care and respect build self-esteem, self-belief and an appreciation of the world.

It is a gateway to limitless possibilities; to soaring aspirations; to brighter futures.

We aim to achieve this through:

- Establishing clear expectations of behaviour.
- Encouraging children to conduct themselves in a respectful, responsible, reflective and self-disciplined manner
- Providing opportunities to develop empathy and, caring about the needs and rights of others and the environment.
- All children and staff and equipment being treated with respect
- To prevent all forms of bullying.
- Working together with parents / carers to create a partnership between home and school.

Golden Rules

Our expectations of the children's behaviour are as follows:

- Be Safe
- Be Respectful
- Be Responsible
- Be Kind

The Golden Rules and our Brinsworth Manor values are clearly displayed throughout the school and in classes

We believe that all children have the right:

- To aim high and achieve their goals
- To learn in an environment free from disruption
- To be encouraged and praised for good learning, attitudes and positive behaviour

The Restorative Approach: Respect, Responsible, Repair, Reintegration

Our job is to teach the **CHILDREN** 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 Brinsworth Manor Infant School, we have high expectations of our children in class, in the hall, around school, in the playgrounds and out of school on walks and trips. We encourage all children to try their best to achieve their goals. They should understand that it is the responsibility of staff and children to uphold and maintain our school rules. For occasions when this is proving not to be the case, we use restorative approaches as outlined in our behaviour chart to help children understand the impact of their actions and how to put it right. We believe that by using this **Restorative Approach** we are giving children the skills to independently make better and more informed choices in the future.

Restorative approaches encourage children to think about how their behaviour affects others, both children and staff. It helps children to develop respect, empathy, responsibility and truth telling.

If a child in our school has been negatively affected by someone's behaviour, we will try our very best to make sure they feel that it has been put right for them and that it will not happen again.

If a child has done something wrong, they will be asked to put things right and change their behaviour so it does not happen again.

The Restorative Approach allows ALL parties to have their say AND be listened to. Language used is to encourage what we want to see not to reinforce what we don't want to see. For example, 'Please walk' instead of 'Don't run'

About Restorative Language:

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

What happened?

What were you thinking when it happened?

What needs to happen to put this right?

What would you do differently next time?

We might also say to our children:

What would you think if this happened to you?

What other choice could you have made?

How could you make sure 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 make them feel better. If someone has done something wrong, we expect them to take responsibility for their actions and fix the situation *while taking into account triggers and background information*

Restorative behaviour process and chart:

Most situations can be dealt with fairly and promptly by using the above questions. If a child continues to misbehave, teachers refer to the school behaviour chart see Appendix 1

By using this approach, we will:

Reduce – Exclusions, Disruptive behaviour, Conflict, Bullying

Improve – Behaviour, Learning, Attendance

Develop - Truth Telling, Responsibility, Accountability, Empathy, Emotional Literacy, Conflict, Resolution Skills, Positive Learning Environment

Praise and rewards

At Brinsworth Manor we believe that the key to promoting positive behaviour is through praise and rewards. Some of the ways we do this are:

Verbal praise / occasional stickers
Bespoke Star charts
Certificates and notes home
Achievement assemblies
Dojo points
Reading and attendance awards
Providing opportunities for peers to praise each other through peer assessment, circle time WAGOLLs (What a good one looks like)
Celebrating children who have 'turned their behaviour around'
Text messages/phone calls or 1-1 discussions with parents

Physical Contact

Brinsworth Manor recognises that for some staff physical contact is an integral part of their role, for example, in the teaching of physical skills such as gymnastics, in various forms of therapy and the administration of first aid. It is also used to reassure and comfort children. On occasions school staff may need to use reasonable force to prompt, guide or hold children. They do this in order to help children to control their own behaviour and to keep people safe. **If staff act reasonably in their attempts to meet the needs of the child, they should be confident that they will be supported.**

Example of circumstances when proportionate use of force may be reasonable.

- To protect people or property
- To move children to a safer place

- To prevent children from behaving in such a way that seriously disrupts school activities
- To require a child to comply with a reasonable instruction

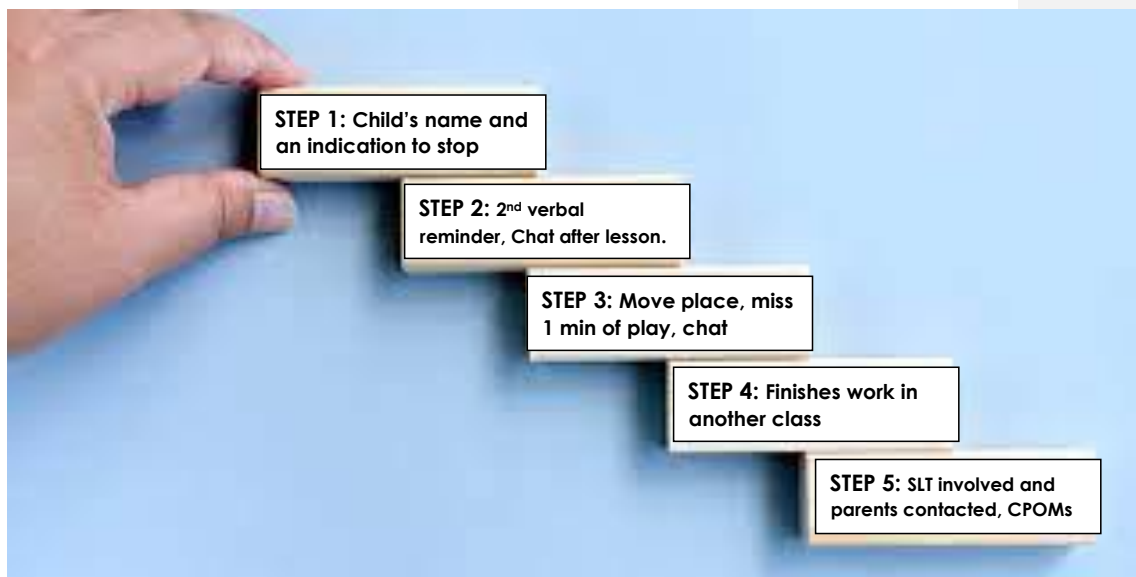
At Brinsworth Manor Infant School, we have members of staff who have been trained in positive handling, de-escalation and holding. This is called Team Teach. The rule is reasonable, proportionate and necessary.

Children who may require positive handling / holding regularly will have in place a de-escalation and handling plan in place.

'Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally and these are not to be seen as a failure of professional technique but are regrettable and infrequent in 'side-effect' of ensuring that the service user remains safe'.

George Matthews-Founder

All incidents where holding has been appropriate are recorded (see Appendix 4), parents / carers informed and actions put in place following the incident. In the follow up to such an incident, the school will continue to manage the situation using restorative approaches.



Explanation of steps:

Clear expectations are set by all adults at the beginning of the school year. In addition, regular reminders are given of the golden rules and the opportunities to promote and reward positive behaviour and achievements. Before any involvement with the **behaviour steps**, all children are fully aware of school expectations. More serious incidents are added to CPOMs

The Restorative Approach: Respect, Responsible, Repair, reintegration

STEP 1: Child's name and 1st indication to stop

Any form of mild disruption/misbehaviour will result in the child's name being called to get their attention and an indication to stop. At this point the child is expected to acknowledge the reminder and correct their behaviour. Positive praise is given to the child when this is done.

STEP 2: 2nd verbal reminder, Chat after lesson.

Failure to correct behaviour or another display of misbehaviour means that the child has ignored the 1st reminder. A 2nd verbal reminder to say they are on their second reminder and they will be spoken to after the lesson

(A more serious form of disruption can result in the child moving directly to another appropriate step).

At this stage, the teacher/other adult will have a **restorative chat** with the child after the lesson. Staff will conduct this conversation in a positive manner in private/quiet place where appropriate. The child is given '**Time to reflect**'. The aim of this is for the child to accept responsibility for their behaviour, acknowledge who their behaviour is affecting and make better choices

STEP 3: Chat, move place, Sanction (miss 1 minute play),

If a child moves to step 3, it means they have ignored the 1st and 2nd warnings given by the teacher. It also means that they have not responded to the positive conversation conducted by the class teacher/TA which were aimed at giving the child a chance to reflect and make better choices.

(A child can move to step 3 immediately for a serious form of disruption).

At this stage, the child is fully aware of who their behaviour is affecting, but have failed to make better choices. A sanction therefore must now be agreed and accepted by the child, for example, the child moves places and loses 1 minute of playtime staying in with the teacher or holding the hand of the person on duty.

STEP 4: Child moved to another classroom taking work to finish

Step 4 means a child is choosing to ignore all the warnings, conversations and **support** that the teacher/TA or other peers are giving. This is looked on as persistent, intentional misbehaviour.

At this stage the child will be moved to another classroom. This is to avoid further disruption to other children's learning, or taint the positive mood the class teacher tries to set in the classroom. That lesson's learning should be taken with them to complete. Another reflective, restorative discussion takes place again.

STEP 5: Child is spoken to by SLT, CPOMs, parents contacted

If poor behaviour continues, a member of the SLT will conduct a meeting using restorative language. The restorative meeting follows the same format as in previous steps but is more formal for the child to understand that the situation has escalated through their persistent misbehaviour. The outcome of the meeting is ultimately the same in earlier steps:

- For children to understand the impact of their actions.
- To reflect on who it has affected and how it made them feel.
- How they can put it right.
- What they can do to prevent this behaviour from reoccurring in the future.

At this point a further sanction will be agreed, but more importantly, actions will be written down to be agreed and the next steps decided upon.

Details of the meeting will be logged on CPOMS; the child's or children's parents/carers will also be spoken to by the SLT member who has dealt with it.

As a follow up, the teacher will have a reconnection meeting with the child in order to integrate them back into the class. They will discuss the written agreement/promise (see appendix 3) and ask what the child needs in order to uphold their end.

In instances where the child/children are not willing to accept support or try to keep to their Behaviour plan, the school may be forced to take further action. If behaviour is extreme the school will use its powers to suspend children for a fixed period. If the behaviour persists the school may seek to use its power to exercise a permanent exclusion.

NB. Sessions will be RWInc, the rest of the morning session to dinner and then after dinner. No steps continue the next day unless agreed by SLT. The RWInc will be classed as a session on its own as it is usually delivered by another teacher. If children are with the usual teacher the steps can continue.

Teachers to use their own initiative to decide if the steps continue into another session or start again

At Brinsworth Manor Infant School, we understand that good behaviour and discipline is essential for promoting a high-quality education.

Amongst other disciplinary sanctions, the school recognises that suspension and exclusion of children may be necessary where there has been a serious breach, or consistent breaches, of the school's Behaviour Policy. Suspending or excluding a child may also be required in instances where allowing the children to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspending or excluding children should only be used as a means of last resort.

The school has created a suspension and exclusion policy to clearly define the legal responsibilities of the headteacher, governing board and LA when responding to child suspensions and exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance. This policy also aims to secure a child's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

A “**suspension**” is defined as the temporary removal of a child from the school for behaviour management purposes. A child may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

The head teacher will determine the length of the suspension taking into account circumstances and needs of the child. These periods can be from 1-5 days at a time, for example, class disruption 1 day, damage to property 1-2 days, physical assault 3-5 days.

An “**exclusion**” is defined as the permanent removal of a child from the school, in response to a serious breach or persistent breaches of the school's Behaviour Policy, and where allowing the child to remain in school would seriously harm the education or welfare of the child's or staff in the school.

See Suspension and Exclusion Policy for more details

APPENDIX 2 – Reflection Sheet

Brinsworth Manor Infant School
Reflection Sheet

Name:	Class:	Date:	Staff Member:
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	What happened?
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	What were you thinking? Reflection:
	What needs to happen to put things right? Action:

	What are you going to do differently next time? Next step:
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Name of Staff Member:	Date:
Class teacher	Date:
Child	Date
Name of Staff Member:	Date:

Appendix 3

Name	Date	Class
	Time	
<u>Behaviour Agreement / Promise</u> Now that I am joining my class again, I will_____		
Signed by child:		Class
Signed by Class teacher:		Signed by SLT

Appendix 4

Use of Force Incident Record Form (To control or hold)

Details of child of whom force was used: Name: Class: SEN, disability or other vulnerability:
Date of incident:
Time of incident:
Location of incident:
Names of staff involved (directly or as witnesses): Please specify which teacher is Team Teach Trained
Description of incident by the staff involved, including any attempts to deescalate and warnings given that force might be used.
Reason for using Team Teach holding technique
Any injury suffered by staff or child and any first aid and/or medical attention required
Any information about the incident shared with staff not involved in it and / or external agencies.
When and how those with parental responsibility were informed about the incident and any views they have expressed.

Has any complaint been lodged (details should not be recorded here)?

Report compiled by (print name and sign):

Role:

Report countersigned by (print name and sign):

Role:

Date: