



Brumby Junior
School

Brumby Junior School

**Behaviour
Policy**

BEHAVIOUR POLICY

INTRODUCTION

Our Policy:

Aims to articulate the central values, rights and responsibilities which underpin the management of student behaviour within our school.

Contains sanctions for low level disruption and higher level behavioural issues where appropriate.

Is based upon the right of pupils to learn, and teachers to teach.

Will use restorative justice as an educative approach, to help those involved to learn how to change. Restorative approaches will offer an alternative to our other, more-traditional, responses to challenging behaviours when necessary.

Uses Team Teach principles for safe handling where necessary, appropriate and proportionate. See safe handling policy.

Is written in the belief that an understanding, shared throughout the school, of principles, procedures and practices, is the most effective method of achieving a united school community of which all its members can be proud.

PHILOSOPHY

We believe that good behaviour is an integral part of the learning process. Individual pupils and teachers have the right to work and develop in an atmosphere of respect, trust, security, honesty and openness – where positive relationships are valued within the school and the wider community.

The key elements for achieving this are listed below, and shown in the teacher guide at the end of this document:-

1. Clear, well-communicated learning goals and outcomes;
2. The right amount of challenging content to give pupils new skills and knowledge
3. Creation of a safe and caring environment;
4. Enabling, recognising and celebrating individual achievement;
5. Tolerance and understanding of others.
6. A working environment in which positive comments are based on emotional response and greatly outnumber negative comments, which are based on a mechanical, emotionless response

Positive relationships (between students, their peers and adults) are integral to the effective implementation of this policy. These are achieved through well-communicated and implemented procedures.

An effective partnership between adults at home and at school is vital to the success of this policy. All staff will be expected to nurture these relationships, and in-turn have the right to do their jobs without encountering or tolerating abuse.

The policy will be applicable in school, on school trips, and also where appropriate when pupils are representative of the school on their journey to and from school.

When appropriate and necessary (particularly for bullying), the policy will rely on the principles of restorative justice, which are:

1. They focus on harm caused by the wrongdoer and actively seek ways of repairing that harm.
2. They help create dialogue and communication.
3. They are fair, open, and honest; treating all participants with respect.
4. Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
5. This should lead to accepting responsibility, reparation, reintegration, restoration, and behavioural (and cultural) change.
6. Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

Brumby Ways of Working

All members of the school follow the Brumby WOWs (Ways of Working).

These were created as an alternative to traditional "don'ts" as rules. Instead, whilst we still communicate what we expect of children (and they do the same back to us) the WOWs concentrate on making that message as clear and simple as possible.

- ✓ Whatever you do, do it with effort, care, attention to detail and the desire to make yourself proud.
- ✓ Never give up.
- ✓ Listen carefully, think carefully, then respond politely and with passion.
- ✓ Be kind. It's always possible.
- ✓ Value, respect and care for others - physical or verbal abuse is not welcome at our school.
- ✓ Tell the truth. Always.
- ✓ Value and respect our school, both indoors and out.
- ✓ Move quietly and purposefully around the school.

These should be used as positive concepts to be used to reinforce great and good conduct around the school.

Senior roles and responsibilities

The promotion of positive behaviour is the responsibility of the school as a whole.

The governing body, headteacher and staff are responsible for ensuring that all aspects of the school's behaviour policy, and its application, promote equality for all pupils. The roles include:-

- a) The governing body defining the principles underlying the school's behaviour policy.
- b) The headteacher and senior leadership team in establishing an environment that encourages positive behaviour and regular attendance. They will ensure that staff manage behaviour effectively and consistently.
- c) All staff in ensuring that the policy is consistently and fairly applied and children are taught how to behave well, whilst working within a consistent system.
- d) Pupils who are able to behave in a way that promotes the learning of all in the community.
- e) Parents and carers take responsibility for their child's behaviour inside and outside the school to maintain high standards of behaviour.

Tailoring the policy to pupil's needs

The intention of this policy is to manage low and medium-level behaviours with consistent positivity and instantly understandable consequences. Much more serious incidents are dealt with later in this document. This policy is designed to create simplicity and clear boundaries. Staff can use this policy and quickly return to class teaching.

Each child is different, and therefore each situation is different. The consequence system is to be used for the huge majority of pupils for the huge majority of the time. However, there are also times when quickly moving from issuing a **reminder, caution and last chance** to a consequence will not improve the situation and may almost certainly make it worse. A member of staff in these situations is under a great deal of pressure and needs positive options, as does the pupil.

The school recognises that time, patience and good communication are necessary to avoid backing pupils and staff into a corner. There are certain situations which are avoidable and certain pupils who need time to calm down or remove themselves from the situation before any further conversations should take place.

- Staff will be expected to use de-escalation techniques to defuse a situation. Techniques have been shared, and staff will be adept at using them, such as:
 - Calming techniques (agreeing, not arguing)
 - Using deferral-language (And yet, be that as it may, I understand that....)
 - Giving the pupil take-up time (I expect that....)
 - Other techniques as shown in our Pivotal handbooks

In the case of pupils with behavioural issues which may be linked to specific medical needs, such as autism, discretion, removal from the space and time-out may be used **whilst still ensuring that the pupil completes their work.**

Communication is key. Members of staff will always consider the best method of communication necessary to achieve the lesson objectives. For the huge majority of cases, a well-planned lesson with clear steps to success (and challenging tasks) will ensure that teachers' conversations are always based upon positive learning behaviours. Pupils who are disengaged are communicating a need for clarity, challenge, support and instruction. This is to be expected in good lessons, so teachers require a clear system to support them.

Every potential flash-point must be seen as an opportunity to develop a relationship. Staff are trained to be assertive, yet also to use language which does not threaten unduly, undermine, disrespect or embarrass a pupil.

At times, a short warning or consequence will work. At other times, removal from the area works. Most of the time, bringing pupils back to the task and trying to work out why they are disengaged is the most effective option.

Recording, monitoring and future actions

Staff record all negative behaviours which merit **consequences** on the **CPOMS** system. Senior leaders and Learning Mentors monitor this system and compare the reports of poor behaviour to data gathered on learning walks.

There will be a visible link between low-levels of reporting and excellent learning behaviour and academic progress visible in classrooms. In turn, teachers may have to use lots of consequences if low-level disruption continues – high levels of recording are to be expected in certain cases and in such cases SLT will endeavour to support the class teacher: in many cases, high levels of reporting are evidence that a teacher has high standards and pupils will quickly adapt, therefore lowering the number of **consequences** over time.

Support systems for pupils

Some pupils will need additional support to manage their behaviour and attendance. The school will support these pupils and proactively work to pre-empt escalating behaviour programmes, truancy and attendance problems.

Pupils causing concern are identified by individual members of staff and the response will be based around their needs, arranged through the class teachers, teaching assistants, learning mentors and senior leadership team. As pupils accrue consequences, a Plan, Do, Review document is created. Parents are invited to share in the process at each step, with the goal of reducing the poor behaviours and enhancing pupil progress.

Systems we will use to support pupils are:

- A classroom environment which has praise and recognition at its heart
- Creation of a behaviour plan through the SEN plan, do, review process
- Regular phone or face to face contact with parents
- Modifying work to appeal to a pupil's interests
- Positive tracking of key moments online
- Positive language immersion
- Provision of a safe space to break-out into

Behaviour Management System

Our system is designed to give children choices. Its principle role is to create a positive, interesting, respectful, safe environment. It will support learning by enabling teachers to consistently tackle and deal with low level disruptive behaviour, i.e. behaviour that undermines the children's own learning or that of others. If unchecked this sort of behaviour wrecks lessons and undermines the authority of the teacher. Our system of **"reminder"**, **"warning"**, **"last chance"** and **"consequence"** is not a replacement for good classroom management techniques and will not compensate for a negative environment, poor teaching, lack of preparation, support or challenge or unstructured lessons.

'Consequences' works in conjunction with CPOMS (our tracking system), and our progressive system of structured intervention is designed to address underlying causes of poor behaviour and disengagement wherever possible. The system is a preventative mechanism which enables the school to target intervention for those students who have been identified as losing too many days of learning or are at risk of being permanently excluded.

It sets in motion a systematic programme of intervention, support, reparation and exclusion.

Reviewed – Jan 2017 - Next review date – Jan 2018

Brumby behaviour management protocol

Stage	trigger	Sanction (lesson time)	Sanction (playtime)	Action by Inclusion Mentor and SLT	Class Teacher action
Stage 1	4 consequences	Restorative conversation with teacher/SLT	Restorative conversation with teacher/SLT	<p>Short initial contact from SLT member in classroom</p> <p>Focus of classroom visit is provision and environment – teacher should ensure that they have planned, prepared and set clear expectations which enable pupils to engage with the lesson.</p> <p>Ensure that pupil and parent are informed that end of stage one is reached</p>	<p>Inform parent verbally (phone call or meeting)</p> <p>Let parent and pupil know future actions and consequences – moving onto stage 2 – consider home-school book to track positive behaviours</p> <p>Continue to focus on positive aspects of classroom behaviour from the child in question, and other peers too.</p> <p>Seek opportunities to build positive relationship with the child</p> <p>If problem is at breaktime, playground watch to be established by the classroom teacher – TA to observe – pupil to be aware – opportunities for positive feedback to be acted upon when pupil is compliant</p> <p>Place pupil on daily report to parent – ensure as much positive is recorded as possible – only negatives which reach consequence level to be recorded</p>
Stage 2	8 consequences	Restorative conversation with teacher/SLT	Assigned to playground watch by TA (breaktime) for the class or SLT (lunchtime) with pupil's prior knowledge	<p>further minute observation in class with Inclusion Mentor/SENco and senior leader (YGL, DH, HT)</p> <p>Focus is same as above.</p> <p>Individual Behaviour Plan created by class teacher with support from SENco</p> <p>Inclusion Mentor to monitor progress – daily – with positive feedback wherever possible - designated by SENco</p> <p>Involvement of behaviour support at this stage</p>	<p>Carry our behaviour plan</p> <p>Inform parent in face to face meeting before or after school – implement home/school documentation</p> <p>Let parent and pupil know future actions and consequences – moving onto stage 3</p> <p>Continue to focus on positive aspects of classroom behaviour from the child in question, and other peers too.</p>
Stage 3	12 consequences	Fixed term exclusion Restorative conversation	Lunchtime exclusion for 1 week Restorative conversation	<p>Review of Individual Behaviour Plan by Inclusion mentor and SLT, based on observation from each subsequent card after stage two.</p> <p>SLT monitoring daily</p> <p>SLT meeting with parent</p> <p>Further involvement of behaviour support</p>	<p>Carry our behaviour plan</p> <p>Inform parent in face to face meeting with SLT member present</p> <p>Let parent and pupil know future actions and consequences – moving onto stage 4</p> <p>Continue to focus on positive aspects of classroom behaviour from the child in question, and other peers too.</p>
Stage 4	Every subsequent 2 consequences	Fixed term exclusion (see below for tariff)	Fixed term exclusion (see below for tariff)	<p>Review of Individual Behaviour Plan by Inclusion mentor, based on observation from each subsequent card after stage two.</p> <p>SLT monitoring daily</p> <p>SLT meetings with parent</p>	

All pupils who are on stages 1 or 2 will have consequences "zeroed" (but still kept on file) after a term. Stage 3-4 pupils are signifying a greater need, and will only be "zeroed" after a period agreed by the senior leadership team of the school, based upon tangible improvement from the pupil.

Our stepped approach – expectations for staff, pupils and parents

Sanctions: Step one: reminders and positive re-enforcement from staff

- ✓ For the vast majority of pupils, positivity is much more effective than punishment in encouraging and motivating pupils and should be used as an incentive for success. The large percentage of our behaviour management is based on positive re-enforcement. This is only possible in a positive learning environment, with well-planned, relevant and interesting lessons.
- ✓ Teachers may also give out stickers, send children to the other teachers or the headteacher for good work or behaviour, and enter children onto CPOMS for a Head teacher's or Star of the Week award.
- ✓ Pupils will be told, frequently, if they are conducting themselves in an effective and acceptable way (or better).
- Teachers will use phrases such as:

“Well done for...”	“You should be really proud of yourself for....”
“Thank you for...”	
“I've noticed...”	“It was brilliant that you just.....”
“I can see.....doing.....”	“You did well to...”
- If positive, peripheral praise, positive body language or visual reminders do not have the desired effect, staff must issue **reminders** to pupils who are not working in the required manner.
- It is useful to have assertive phrases ready for this stage of intervention: “I'll be over to see how you are getting on; please make sure you have any questions ready; I want to see how I can help you; ...” - AVOID QUESTIONS
- **Reminders** should be personal and polite between the pupil and member of staff because pupils at this stage may just be confused about the task, so a subsequent longer conversation and an amount of support is necessary. However, for clearly poor-choice behaviour from a pupil who is choosing not to comply, the structure on the following page below should be followed.
 - If disruption/poor choice is visible whilst class teaching is taking place, it is appropriate for very brief **cross-room reminders** to be given across the class/space.
 - **Cross-room reminders** should be done quickly, **using eye-contact, commands and statements** (not questions), without emotion and in a polite manner, showing respect – even when the child is showing the opposite.

At Brumby, we resist long, endless discussions around negative behaviour and spend our energy on positive behaviours and returning non-compliant learners to their learning.

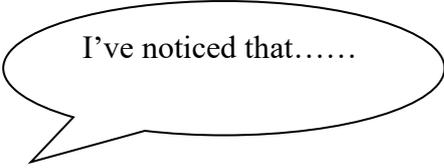
To ensure the highest expectations and standards, we will only issue 1 verbal reminder per lesson.

Sanctions step two: “Warning and Last Chance”

Sanctions are based around swift, positive and constructive feedback.

If step one has been followed successfully, very few instances of step two should occur. However, if they do:

- Staff will issue a pupil with a **warning**:



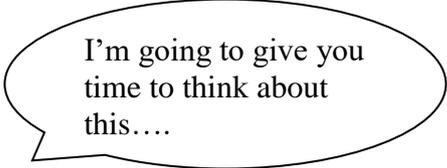
I've noticed that.....

Approach the pupil at their level, and to them only, list:

30 Second intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the learner; allow her time to decide what to do next. If there are comments as you walk away write them down and follow up later.

If behaviour does not conform after a suitable amount of time:



I'm going to give you time to think about this....

- Staff will issue pupils with a **last-chance**
- The staff member will keep these warnings short – below 30 seconds is vital.
- The warnings are not the beginning of a discussion: they are the final steps before a consequence.
- The incident is not yet logged on Cpoms
- At this point, both the staff member and the pupil should actively seek out opportunity for the pupil to improve and receive positive verbal feedback.

It is appropriate for staff to keep class-lists ready on their desks so that they can record the stages which pupils are on.

Staff may use a visual form of communication (a look) to communicate a warning or last chance.

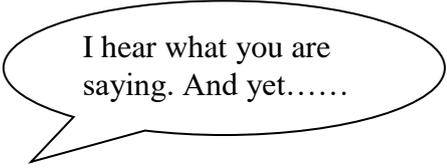
It is also appropriate that pupils get a fresh-start every lesson.

Further disruptive behaviour, however, must always – without exception – result in a consequence

Sanctions step three: "Consequence"

In the rare cases where there is a repeat of the behaviour, or another low-level disruption, pupils will be told:

- "That is now a **consequence** "



I hear what you are saying. And yet.....

- The **consequence** is to have a **restorative conversation** with the class teacher (and SLT member if available). This will be spent in the pupils' own classroom (where the sanction was given).
- Pupils may be asked to **complete work** which was below-standard/incomplete due to their behaviour.

All **consequences** must be recorded on **CPOMS**

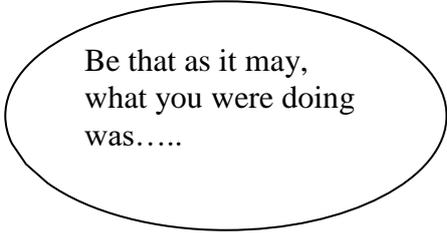
- After each multiple of 4 consequences, parents will be contacted by the class teacher.

Teachers will continue to seek out positive behaviours and give praise where it is due.

Examples of low-level poor behaviour which, after a **reminder, warning and last-chance**, will receive a consequence, depend upon the specific nature of the behaviour, intent of the pupil, amount of disruption or loss on the part of pupils and staff.

This is not an exhaustive list:

Repeatedly:



Be that as it may,
what you were doing
was.....

- Being off-task in class
- Speaking when a teacher is talking
- Distracting others
- Deliberately avoiding work – making up excuses to avoid tasks
- Being out of their seat without good reason
- Running or being noisy in corridors
- Other disruptive, off task behaviours
- Breaking playground rules
 - *The playground consequence is to have a restorative conversation with a member of staff*

If a child receives a **consequence**, a restorative conversation should take place before further consequence vocalisations are given.

Children should understand that all positive and negative behaviours will be recognised.

All low-level behaviours such as those above are managed by the teaching staff, TAs, head teacher and deputy head teacher in and around the school on a constant basis.

It is always the teacher's responsibility to ensure that parents have been contacted for a 4-consequence meeting, irrespective of who dealt with the situations.

Playtime behaviours

We aim to have zero incidents of poor playtime behaviour.

To achieve this we need to educate and support our pupils and staff.

The school council will train playtime mediators. These pupils will use restorative methods to solve problems and educate the pupils.

The Headteacher will support the school council to train playtime mediators.

In our experience, playtime problems can be caused by many factors. As a result, finding out what happened and getting all pupils' viewpoints is vital. In most cases, a restorative conversation in which pupils all get to state their point of view and decide the next steps is appropriate.

Playground mediators will not be asked to record details.

Where physical or serious, sustained verbal attacks have been alleged, a staff member will investigate using restorative techniques. Proven serious verbal attacks and proven physical attacks should be discussed with a member of the senior leadership team who will then make the decision about the level of recording on CPOMS as a consequence.

A consequence for a physical assault on a playground will likely result in a form of exclusion. Depending upon the severity, intent and circumstances surrounding any assault the Headteacher will consider all the factors involved and issue a playtime watch, playtime exclusion, lunchtime exclusion, fixed term exclusion or permanent exclusion.

Issues which may be out of pupils' control

Staff will use their judgement regarding **homework** and **PE kit issues**. In our experience, these situations are often out of the pupils' control. Our solution is for homework to be done in pupils' own time and PE kit to be given out.

In the rare occurrences where refusal to take part in PE or refusal to complete homework occurs, despite support from staff, the warning/consequence system should be used by staff and recorded as such.

Consequences should not be recorded for children who forget PE kit or homework.

In situations where homework and PE kit is not compliant, staff should record pupils **who regularly** do not comply with this on CPOMS as **safeguarding concern > neglect**

Regularly is 3 times or more in a half term.

Fixed Term Exclusion

'Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education.'

The Government supports head teachers in using exclusion as a sanction where it is warranted.' (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

Brumby Junior school may exclude pupils who, despite support and consistent guidance, continue to make poor decisions in terms of their conduct.

The following are examples;

- Verbal abuse of staff.
- Possession of drugs and/or alcohol related offences.
- Repeated failure to comply with the requirements of the 'Warning and Consequence' system.
- Wilful and calculated damage to property.
- Strong evidence of continued bullying, despite systemic support.
- Any behaviour which is sexually demeaning or violent.
- Theft.
- Physical assault or attack.
- Other serious breaches of Brumby WOWs.

All decisions to exclude are serious and only taken as a last resort or where the breach of the Brumby WOWs is repeated or severe in nature. Discretion will always be used, as will the restorative meeting system. However, if the management of the school feel that reasonable advice has been given, reasonable chances for the pupil to repair relationships offered, or reasonable systems put in place, then exclusion will be used when the pupil still shows poor behaviours, poor attitudes and poor self-control.

Fixed term exclusion also includes break time and lunchtime exclusions. The minimum period for lunchtime exclusions is one week. This will be counted as 1 whole school day. Parents will be expected to make arrangements for the pupil in question to be brought to the school office in a morning, and taken home over the lunchtime period (12:15pm to 13:15pm).

Permanent Exclusion

'A decision to exclude a pupil permanently should only be taken:

- in response to serious or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school'. (DfE 'Exclusion from maintained schools, Academies and pupil referral units in England 2012)

The Head teacher will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- a. serious actual or threatened physical assault against another pupil or a member of staff;
- b. sexual abuse or assault;
- c. supplying an illegal drug;
- d. possession of an illegal drug with intent to supply;
- e. carrying an offensive weapon;
- f. making a malicious serious false allegation against a member of staff;
- g. potentially placing members of the public in significant danger or at risk of significant harm.

These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the school community. In cases where the Head teacher has permanently excluded a child for:

- a. one of the above offences; or
- b. persistent disruption and defiance including bullying (which would include racist or homophobic bullying)

The board of governors will investigate. In addition, the board of governors also considers the following to be serious incidents resulting in the permanent exclusion of a student:

- a. Deliberate activation of the fire alarm without good intent.
- b. Repeated or serious misuse of the school computers for activities that compromise the integrity of the computer network.
- c. Repeated verbal abuse of staff.
- d. Persistent disruption and defiance

The school is keen to ensure a fine balance is met, between the use of fixed term exclusions to deal with persistent disruption, and their impact on the individual's ability to re-engage with their learning. For this reason, the school has elected to use a maximum fixed term exclusion period under our system of 5 days for any single incident in the process

Exclusion number	Number of days per exclusion	Total
1-4	1	4
5-8	2	12
9-12	3	24
13-16	4	40
17	5	45

After 45 days of exclusion in any one academic year, the board of governors realise that the school is likely to have exhausted the strategies available to it to deal with the persistent disruption to the learning of others presented by these children. In addition, the school recognises that the individual concerned will have lost so many days of learning it would be unlikely that the school could offer any other reasonable support.

At this point the Head teacher would be likely to look at a permanent exclusion. The Head teacher retains the right, at any time, to permanently exclude those children who persistently cause disruption to the learning of others.

Partial Timetable As an alternative to exclusion the Head teacher may, in limited circumstances, make use of a partial timetable to support a child. This will be created in conjunction with parents and behaviour support services.

Provision of Education for Children Excluded for a Period Exceeding 5 days:

The school recognises the need to keep fixed term exclusions short wherever possible. It is therefore anticipated that exclusions would not exceed 5 days fixed term.

Monitoring

The school will regularly audit the effectiveness of the behaviour policy. This will inform the school improvement plan and lead to identification of targeted training for staff implementing the policy. The audit will consider effectiveness of support, including use of exclusion, sanctions and restorative approaches.

Appendix

Reviewed – Jan 2017 - Next review date – Jan 2018

Pupil's Rights charter – Brumby Juniors – spring 2017 – to be displayed in classrooms and referred to:

As a Brumby pupil, you have the right to:	Therefore, as everyone has the same rights, you must provide other children with opportunities to:
Work safely and productively to achieve to the best of your potential	Feel safe from harm and abuse so that they can be productive in school, achieving all that they can along the way.
Share information, skills and knowledge learned and concepts grasped – without distraction or disruption	Learn from your skills and knowledge, but without disrupting or distracting them
Have recognition and reward for successes and efforts	Be recognised and rewarded for success and effort
Have your self-esteem enhanced so that you feel confident and happy	Feel better about themselves and others
Work and live in a co-operative manner and treat each other with respect and dignity	Work and play together, with whomever they are choosing (or have been chosen by an adult for them) without complaint or attempt to manipulate others' choices of work or play group – friends are not possessions
Welcome visitors and similarly to respect their rights	Welcome others and make their own choices without other people trying to change their opinions
Have equal opportunity to succeed irrespective of race, gender, religion, social group, ability or disability*	Succeed, whatever race, gender, religion, social group, ability or disability

Appendix:

Teacher guide to feedback, praise and sanctions - to be displayed in the classroom

This is based on the [Pivotal Model – a highly respected behaviour model](#)

CONSEQUENCES OF BEHAVIOUR IN THE CLASSROOM

- In all classrooms we aim for praise to significantly outweigh consequences.
- We need to concentrate on positive aspects of behaviour.

- *'When children behave inappropriately, give them what they don't want: a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact - when children behave appropriately'.*

- Setting the scene for positive behaviour is key.

Set a positive model

- ✓ Be at the door, smiling, enthusiastic about working with the pupils and about the content of the lesson,
- ✓ Discuss how successful learners deal with the frustrations of learning,
- ✓ Create emotionally and socially literate classrooms by modelling emotionally mature responses.

Our own behaviour is the first step

- ✓ Show emotional resilience and calm, assertive energy
- ✓ Giving absolute respect in the face of utter disrespect
- ✓ Model the behaviour that you expect to see and make this model overt and easily read
- ✓ Imagine a 'Parent on the shoulder' in all conversations with pupils
- ✓ Make it clear that the rules apply to adults and students
- ✓ Sustain high expectations
- ✓ Demonstrate a commitment to building a relationship of mutual trust with all pupils
- ✓ Never speaking negatively about a pupil in public
- ✓ Avoid the 'muttering' in the staff room
- ✓ Build a bridge between home and school
- ✓ Remembering that a pupil's behaviour is not their identity
- ✓ Do not give pupils the reward of your extreme emotional response when they behave poorly.

Motivate pupils

- ✓ Tell pupils 'on' rather than telling them 'off'
- ✓ Catch pupils doing the right thing
- ✓ Build a positive atmosphere where everyone feels emotionally safe
- ✓ Use relational rewards (sincere verbal praise, positive notes home, positive phone calls etc.) in preference to money/bribes/stuff
- ✓ Give personal, sincere, specific and age appropriate praise
- ✓ Class rewards negotiated with the pupils
- ✓ Have the patience and determination not to give up on any pupil
- ✓ Say thank you to pupils whose conduct is good
- ✓ Acknowledge every pupil on a personal level, making sure that even the quietest children are acknowledged for their efforts.

Redirect low level disruption

- ✓ Use non-verbal cues, movement and positioning around the room,
- ✓ Don't phrase inputs as questions – use instruction
- ✓ Be vigilant
- ✓ Use pro-active interventions with behaviour that can escalate
- ✓ Be close, and at pupils' level
- ✓ Gentle encouragement
- ✓ Before staged sanctions begin, use of verbal behaviour cues
- ✓ Make the decision to have much less teacher talk time
- ✓ Make the decision to hand and mind activities for children who fidget.

Teach routines that develop into good habits

- ✓ Routines and rituals written with clear icons (language and image) posted in two or three areas of the room
- ✓ Routines taught (by positive reinforcement) until they become a habitual part of classroom behaviour
- ✓ Focus on teaching single behaviours and not attacking everything at once.

Maintain an Assertive/Positive approach

- ✓ Teach the pupils how you want to be treated
- ✓ Be specific about the behaviour that you expect
- ✓ Catch pupils doing the right thing first and deal with those who choose not to comply second
- ✓ Provide clear choices structured around reinforcement and reward (relational and material) and sanctions (executed as soon after the event as possible),
- ✓ Resist hostility or passivity
- ✓ Using an assertive performance when there is turbulence in your own emotional control
- ✓ Resist the urge to delegate sanctions or use pure punishment
- ✓ Use sanctions as an opportunity to reset expectations for the next lesson/encounter
- ✓ Follow up relentlessly to establish 'certainty' with students

Each day with a clean sheet

- ✓ Make sure that incidents have been dealt with from yesterday
- ✓ Make a conscious decision to refresh expectations for the class and for individuals in today's lesson.

Collaborative agreements with other adults working in the classroom

- ✓ Have an agreement about how pupils are managed
- ✓ Who applies sanctions/rewards?
- ✓ What happens if an incident occurs?
- ✓ Work towards a classroom where the two adults speak with certainty and with one voice.

Giving warnings and consequences

- ✓ Private (not public; not as a show) verbal warnings at eye level
- ✓ Use a positive model of the pupil's previous good behaviour to encourage them to make better choices
- ✓ Making sure that they understand they have been given a warning and what will happen if they ignore it – marking the moment
- ✓ Apply sanctions with care – providing clear choices and 'take up time'
- ✓ Show: empathy, patience, care, your disappointment, concern
- ✓ Attack the behaviour, not the identity
- ✓ Switch to a more mechanical response with pupils who try to subvert the sanctions
- ✓ At this point, avoid questions (why are you out of your seat?). Use direction (please sit down or you will receive a warning.)
- ✓ Deliberately slow the process of applying sanctions for pupils who are wobbling
- ✓ Use reparation in preference to sanction
- ✓ Use a CPOMs to monitor pupils' progress over the course of time

Seek support

- ✓ Make chronological records of behaviours and interventions on CPOMs
- ✓ Gather evidence before seeking support
- ✓ Use SLT to buy time in extreme circumstances when the chimp takes over
- ✓ Always lead support, never delegating, for pupils in your class

RESTORATIVE JUSTICE **RESTORATIVE APPROACHES**

Introduction, the Philosophy of Restorative Justice:

- We will aim to embed restorative approaches and use restorative practice in order to support our behaviour policy and offer an alternative to the traditional responses to challenging behaviours.
- Restorative approaches provide a parallel solution to the belief that punishment will change behaviour and achieve compliance. It is an educative approach, helping those involved to learn how to change.
- Restorative approaches can assist the development and repair of relationships between students and adults. The approach is respectful of the dignity of all concerned.

The main features of the approach used in a Restorative Practice Conference include:

- They focus on harm and actively seek ways of repairing that harm.
- They help create dialogue and communication.
- They are fair, open and honest: treating all participants with respect – it is therefore important to conduct them when feelings of anxiety and anger have subsided.
- Within a safe environment they will allow all participants to engage, learn and gain a shared understanding.
- This should lead to accepting responsibility, reparation, reintegration, restoration and behavioural (cultural) change.
- They offer a structured intervention by trained staff and pupils to help participants to understand each other, find resolutions to issues causing conflict and repair harm. The process always takes place in a safe environment that allows all taking part to engage with the process.
- Participants are given the opportunity to openly state their views, listen to others and acknowledge their views.

The Restorative Questions include:

- What happened?
- What were you thinking/ feeling at the time?
- What do you think/ feel about it now?
- Who has been affected by what has happened?
- In what way?
- What impact has this incident had on you and on others?
- What has been the hardest thing for you?
- What do you think needs to happen to make things right?

The questions are neutral and non-judgemental, they are about the wrong doer's behaviour and its effect upon others, and they are open questions which require an answer.

They take everyone from the past (what happened) to the future (repairing harm) and require people to reflect on who has been affected. They are likely to help the wrongdoer develop some empathy for those affected.

How will the model work at Brumby Junior School?

The approach will require **all** staff to be aware of the principles of restorative practice and the willingness and ability to apply them to resolving situations in our classes, playgrounds and corridors. In addition to this an Implementation Team has been trained to use the model to resolve more difficult problems in a formal and structured manner. These staff have been trained to apply restorative approaches to conferences with the 'Wrongdoer and the Harmed', with the aim of creating restoration and reparation between those involved.

A specialist team of pupils called the "respect team" will be trained in restorative approaches and restorative conferencing so they will work with students as part of the peer mentoring processes within the school.

Implementation Team Staff

Mr Paul Foster	Headteacher
Mr Stephen Tait	Deputy Headteacher
Mrs Ceri Power	Learning Mentor
Mrs Jo Cutillo	Learning Mentor
Mrs Patricia Smith	Learning Mentor

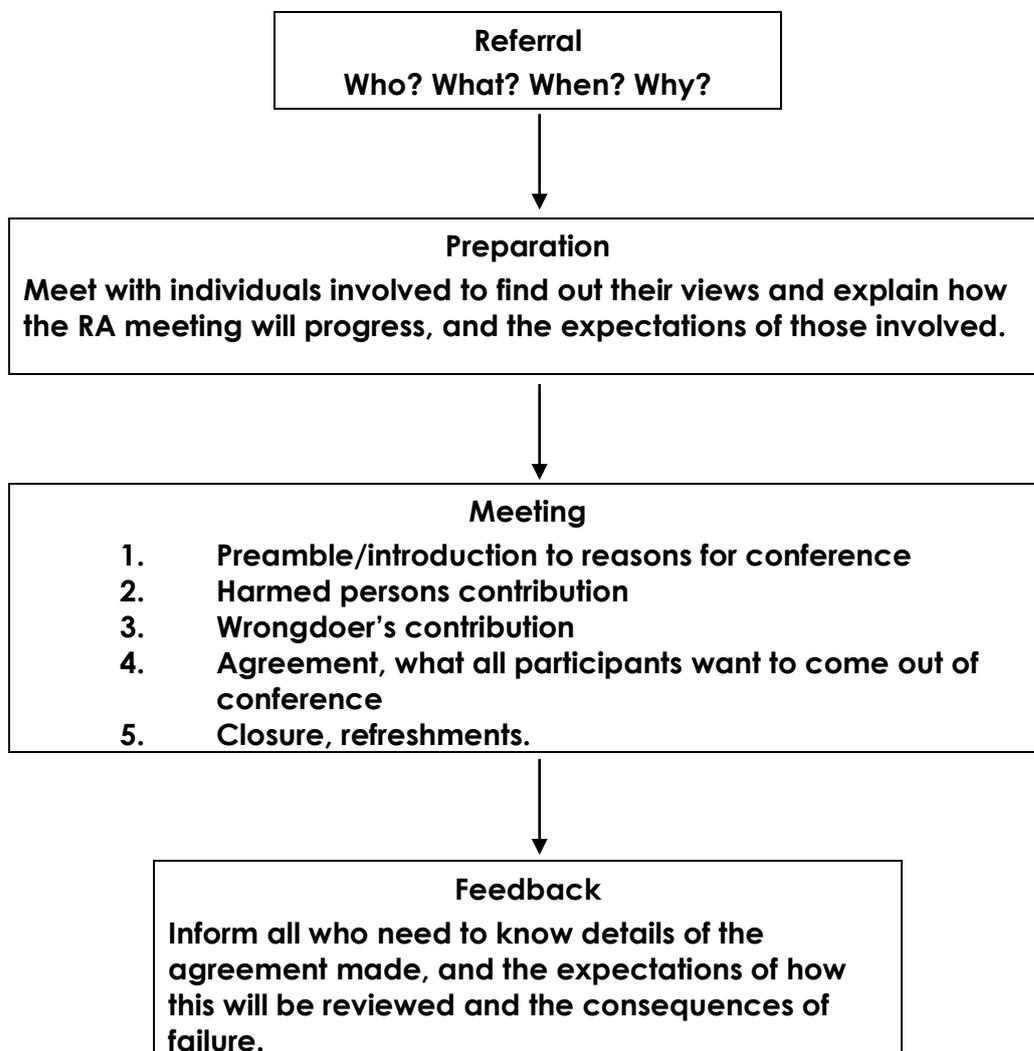
The restorative approach model can be applied in a number of ways, ranging from informal work in playgrounds, corridors and classes to formal conferences with the wrong doer and the harmed, to – in certain circumstances - include work with whole classes.

Restorative Informal discussion – informal chat using restorative questions, this does not include formal referral, preparation, contract or debrief but should/may include a follow-up. Individual member of staff or pupil takes initiative and leads process.

Formal Conference or Parenting Conference – Requires formal pre-conference preparation, possibly a home phone call, formal referral, a contract and a formal setting, a debrief after the conference and a follow-up session. Referral for support can be made to the senior leadership team for the students concerned.

The Restorative Approach Process:

The process for the more formal Conference is prescriptive and requires preparation and organisation if the process is to be successful, the Restorative Approaches Team will require time to organise, chair the meeting and feedback the outcomes of conferences.



The agreement may include the use of consequences agreed by all parties, but in the large majority of other circumstances it will be about restoration, resolution, acceptance of other people's views and feelings, and apology as a natural consequence.

Unsuccessful conferences or refusal to take part:

Unless all have agreed to take part in the conference it will not proceed, **all** have to be willing participants. If during a conference any of those taking part are unable or unwilling to proceed the conference will close and an alternative resolution will be imposed.

If those involved fail to comply with expectations of the agreement alternative solutions including the schools consequences (detention, internal exclusion) may be applied to the wrongdoer.

Figure 3

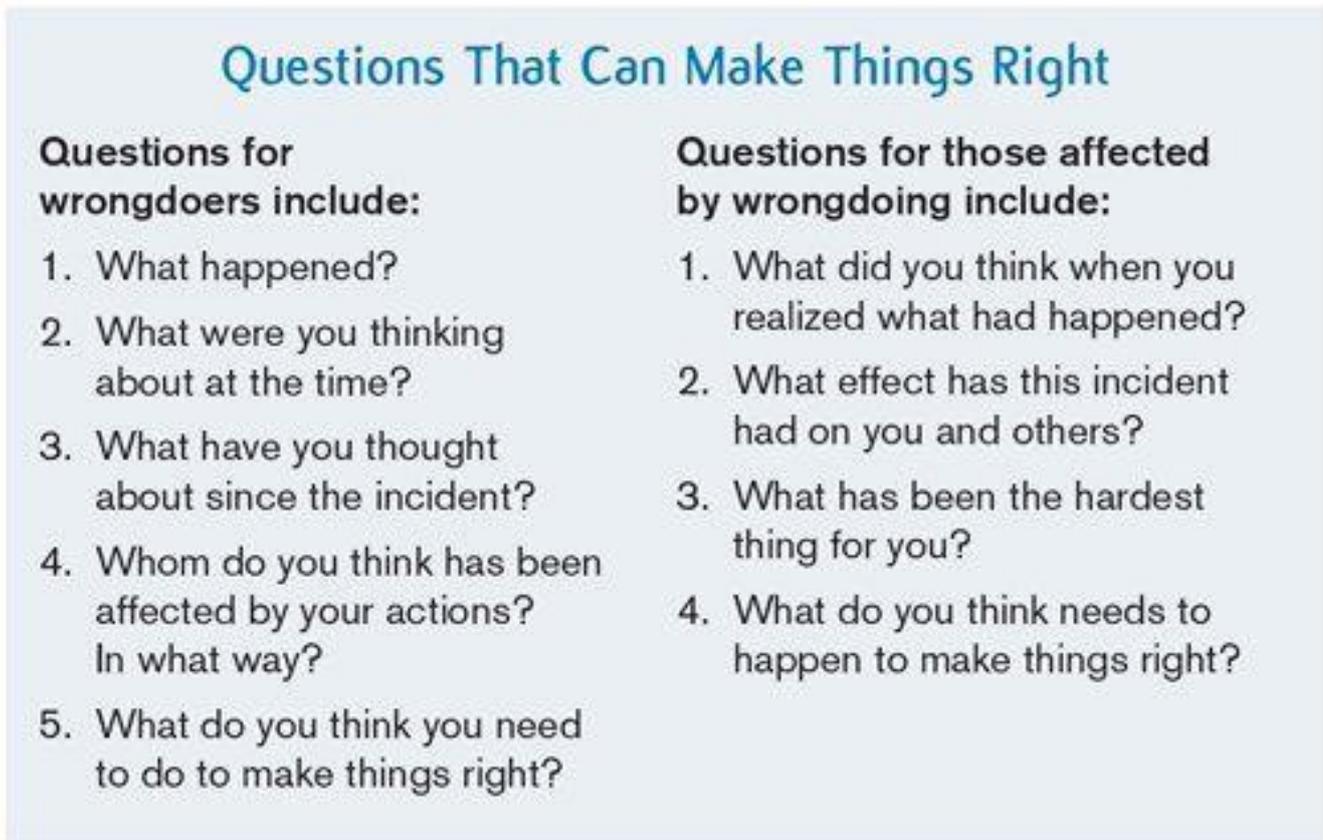


Figure 3

