

This policy will be used to support positive behaviour in partnership with adopting a restorative practice across the school.

**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 acknowledges the intrinsic worth of the person and their potential contribution to the school community.

At Cholsey School, we believe:

- Every person has the right to be themselves, to be included and to learn in a caring, safe and happy environment. Everyone at our school is equal and treats each another with respect and kindness.
- All children, given the right conditions, will choose to behave positively.
- Children's behaviour is learned mainly at home and schools have an important role to play in supporting the development of positive behaviour. By working with families, we will be able to develop successful behaviour for learning and for life.
- To achieve their full potential, children need to attend school regularly and be appropriately equipped.

We encourage:

- Politeness and good manners from all members of our community.
- Care and concern for all members of the school.
- The development of high self-esteem and personal confidence.
- Self-discipline and an understanding of each individual's responsibilities to others.
- Behaviour that allows children to fulfil their own potential whilst allowing others to happily achieve theirs.
- Good attendance.

We expect ALL adults to:

- Model positive behaviour and support this in children.
- Encourage positive behaviour in all children, at all times, in all areas of the school.
- Deal promptly with incidents of inappropriate behaviour and record information.
- Follow restorative procedures when appropriate.

The school will:

- Offer training to all staff in restorative practice.
- Give individual care and concern.
- Develop self-discipline and responsibility in each pupil.
- Promote close and effective home-school links.
- Give clear guidance to pupils and parents on expectations of behaviour.
- Not tolerate bullying. (see anti-bullying policy)
- Consistently apply a clear reward system for positive behaviour.
- Consistently apply restorative justice procedures for inappropriate behaviour.
- Encourage good attendance.
- Refer to this policy and agreed rules when addressing both positive and negative behaviour.

Positive behaviour will be developed through the use of:

- Restorative Justice practice
- Explicit and consistently high expectations
- A clear and consistently applied reward system
- Family Links
- School Council
- Anti-Bullying Ambassadors
- Family Support Worker
- Drama, role play and other activities to develop emotional literacy and self-control
- Individual support for children with specific difficulties

The school will work in partnership with other agencies to support both individual children and the wider community where appropriate. These may include:

- Oxfordshire County Council Support Services
- Social Services
- Educational Psychologists
- ELSA
- CAMHS Team
- School Nurse
- Local Community Police Officers
- Other health and education support services

### **How do we encourage and reward positive behaviour?**

Through the use of a high profile, clearly understood and consistently applied reward system. If children do not have positive behaviour explained and modelled to them, they will struggle to make the right choices. If children are not rewarded for appropriate and constructive behaviour, they will see no purpose to continuing with it. It is the responsibility of all adults in the school community to ensure that children see positive role modelling and that their own good behaviour is recognised, valued and rewarded.

All classes will:

- clearly display an agreed class code
- have positive and frequently referred to physical and emotional environments
- have a clear focus on rights, responsibilities, rules and rewards

The tables below provide a model for class-based and whole school reward systems. Level one is examples of systems available for use at each teacher's discretion.

### LEVEL ONE

<b>Verbal acknowledgement</b>	<b>Positive body language</b>	<b>Public praise</b>	<b>Name onto 'happy face' list or similar</b>	<b>Regular, positive referral to class code</b>

### LEVEL TWO

<b>Stickers</b>	<b>Stamps</b>	<b>Pupil Leadership Roles</b>	<b>House Points</b>
These are awarded at the teacher's discretion. They can be used to recognise good work or behaviour.		There are a variety of Pupil Leadership roles available. These will reflect staff's ability to trust a child with a special task within the class or school (e.g. Register Monitor, looking after the computer, House Captains, Class Ambassadors, Sports Ambassadors, School Councillors etc).	The school is organised into 4 houses. Points are awarded for work, behaviour and for House Events. The points totals will be announced in the whole school assembly each Friday and a termly prize will be won by the most successful house.

### LEVEL THREE

<b>"Class Credits"</b>	<b>Weekly Stars of the Week</b>	<b>Class Cup Winners</b> (on hold while protective measures are in place for COVID-19)
This is the responsibility of individual teachers. Classes decide on the reward and work together to achieve the points target. An agreed time can be used to reward the whole class for outstanding achievement. Examples would be extra play, class party, parachute games, free time in the classroom etc.	These are awarded to one child per week from each class. They are given during celebration assembly on Fridays by the headteacher and will reflect attitude, academic and behaviour achievement. The certificates will be displayed in the hall for a week and handed to children to take home the following week.	Each phase has a class cup, which is awarded to the class in that phase, who has demonstrated the most positive behaviour during the following: lining up, assemblies, mealtimes and moving around the school. The cups will be handed out in Friday assemblies and are kept in the classroom of the winning class. Winning classes are recorded on a hall display and a prize awarded to the class who wins the cup the most times during the year.

## How do we respond to challenging behaviour?

It is expected that most children will respond positively to a well-managed classroom, where the focus is on acknowledging, valuing and rewarding appropriate behaviour. It is, however, accepted that some children will need more help to achieve an acceptable level of behaviour. The school's primary approach to dealing with inappropriate behaviour is to have a clear and consistently applied policy to handling disruptive or dangerous behaviour that is universally applied throughout the school. We believe that children will benefit from knowing that there are always consequences to their choices and from knowing that all adults will respond in the same way, at all times, in all areas of the school.

Restorative Practice is achieved by focusing on the harm caused, rather than assigning blame and dispensing punishment, which often fails to address the needs of those most affected.

We want ALL our children to be in school to achieve good academic and social development. We do, however, accept that sometimes it is in the interests of the individual child or other children if we use our ability to exclude children. In these cases, we will follow the procedures as set out in the DfE statutory guidance September 2017.

### IN CLASS

- V123 system (see below) will apply in ALL classrooms.
- Data will be collected each term (x6).
- Analysis of this data will indicate whether individual children or classes need further behaviour support.
- The same system applies throughout the school day wherever the child might be.

#### EYFS:

- If a child reaches the third stage, they will be required to have a few minutes to reflect on their behaviour choices and discuss them with an adult. This will allow them to explain their understanding of the event and reflect on the choices they made.
- **After completing the above, a fresh start will begin.**

#### KS1:

- If a child reaches the third stage, they will be required to have a few minutes to reflect on their behaviour choices at the beginning of Investigation Time with an adult, who will support them by having a restorative meeting that allows includes time for reflection. This will allow them to explain their understanding of the event and reflect on the choices they made.
- **After completing the above, a fresh start will begin.**

#### KS2:

- If a child reaches the third stage, they will be required to leave the classroom to work in another classroom for 5, 10 or more minutes. They will take a card with them to inform the class teacher they are being sent to how long they need to remain in the class. This gives the rest of the class a chance to continue with their learning.
- If a child is sent to another class, they will be required to complete work and then use a few minutes of their next break or lunchtime to participate in a restorative meeting that includes time for reflection. This will allow them to explain their understanding of the event and reflect on the choices they made and to identify ways to move forward.
- **Upon returning to class, a fresh start will begin.**

## PLAY TIMES (including lunch)

- The behaviour described in the V123 system will also be considered unacceptable at playtime and lunchtime.
- In most cases, inappropriate behaviour will be dealt with during the playtime. A brief period spent standing with the supervising adult or sat reflecting on the choices made will usually resolve the issue.
- In more serious cases, the child(ren) involved will need to be removed from the playground and will be sent to a class teacher or a member of SLT.

Some children will be receiving additional support or will have an Individual Behaviour Plan. Appropriate staff will be involved in the creation of these plans, which will be shared with all staff. It is expected that they will work towards successful outcomes for the child. However, all staff maintain the right to remove children from classes or groups if their behaviour becomes unacceptable or dangerous.

# V123

1	2	3
First Warning	Second Warning	Removal From Class
<b>Certain behaviours such as swearing, violence or bullying will lead to immediate removal.</b>		
Interrupting or calling out		
Distracting others or stopping them working		
Not following instructions		
Not listening		
Unacceptable body language or gesturing		
Damaging other people's or school property*		
Being out of place during work time without reason		
Not lining up in an appropriate and safe manner		
Arriving late for lessons after playtime or lunchtime		
Wasting work time		
Breaking class rules		

*\* Where property (either school or personal) has been damaged deliberately, the school may choose to request payment to replace or repair the item(s).*



# Restorative Meeting Record Sheet

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Date	Outline of incident	Who is involved & how	Outcomes agreed	Adults involved

# Restorative Conversation Outline

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Introduction:

Purpose – We are here to talk about what happened when .....

Role of Facilitator – Impartial - I am not here to take sides

Expectations: Confidentiality – explain exceptions

## *Step 1: Hearing the narrative*

What happened? And then? What happened next? Go on? Tell me more?  
(Hear the whole story, minimal encouragers, body language, the echo etc.)

## *Step 2: Thoughts and Feelings*

**Key Moment 1** – If I could take you back to when \_\_\_\_\_ What were you thinking at that moment? What were you feeling?

**Key moment 2** – And when \_\_\_\_\_ What were you thinking at that moment? What were you feeling?

**Key moment 3** – Right after \_\_\_\_\_ What were you thinking at then? What were you feeling?

**Key moment 4:** Looking back on what happened NOW – what are you thinking about what took place? How are you feeling about what happened now?

## *Step 3: Ripples of harm*

Who do you think has been affected by this? How do you think they might have been affected? What's the hardest thing for you?

## *Step 4: Needs*

What do you need to feel better?

It sounds like you need .....

## *Step 5: Ways forward/Solutions*

What needs to happen to move things forward/put things right?

- Facilitator clarifies a SMART agreement
- Clarify sharing of info and permissions
- Offer choice/ clarify what happens next is voluntary – may be a meeting with the victim.

## Appendix to Positive Behaviour Policy – COVID19 response

We recognise that a return to school will potentially be a very anxious time for many as children return after a prolonged absence or a change to practice. Our positive behaviour policy will be used both to reassure children (by setting clear boundaries to help children settle into their new routine) and also to minimise risks from COVID19.

It will be essential for children to follow advice from adults in their setting. Praise and recognition for following the new guidelines will be regularly given to children and rewards that are familiar to them will be used e.g. Dojo points/extra play etc.

Where children are not following guidelines given by their adult, we will follow our V123 system which gives clear warnings to pupils on how to re-set their behaviour. In light of the need to avoid contact between bubbles, children will not be removed from the classroom should they reach V3. They will instead have to have a “time out” within their classroom setting to reflect on their choices, followed by an opportunity to have a restorative conversation.

In cases where it is felt that a pupil is deliberately putting others at risk, a member of the senior leadership team will be called to support. It may be necessary to call parents/carers to take the pupil home to reflect and return for a restorative meeting the next school day.

Responsible for policy: H McSweeney
Date ratified by FGB: 17 <sup>th</sup> September 2020
Date for next review: September 2021