St John's C of E Primary School

Policy

for

Relationships, Reparation and Restoration

(incorporating behaviour, anti-bullying and restorative practice)

Introduction

At St. John's, we foster a secure and safe learning environment for all our pupils, where our young people are prepared for further stages of their education and for their lives as adults. If we are to live happily together in school and if our pupils are to enter adulthood with self-discipline, resiliency and good emotional health, then they need the tools, the understanding and the teaching to enable them to do so. The school ethos is based on love and respect for each other, and is supported by the school's Christian values.

We want the ethos of the school to shine through, hence adopting the title 'Relationships, Reparation and Restoration Policy' to incorporate the 'Behaviour Policy', the 'Anti-bullying Policy' and to include 'Restorative Practice'. It is also written making children's individual learning styles, difficulties, diagnosed conditions and emotional maturity at the centre. When looking at conflict, we believe that a restorative approach is more beneficial in the long term, as those pupils who have been harmed and those responsible for the harm can all play a part in repairing the damage, and through communication, they can find a positive way forward. As the diagram below shows, 'doing to', 'doing nothing' and 'doing for' the child has little benefit, whereas 'doing **with**' provides far better outcomes. The approach also encompasses the needs of children with difficulties including, but not exclusive to, those with Special Educational Needs, Attachment Disorder and emotional health concerns.

What the law says: (taken from the DE publication Behaviour and Discipline in School, February 2014)

The Head Teacher must set out measures in the policy which aim to:

- promote good behaviour, self-discipline and respect;
- prevent bullying;
- ensure that pupils complete assigned work;

and subsequently, the Head Teacher must

- regulate the conduct of pupils.

Thinking of a child as behaving badly disposes you to think of punishment.
Thinking of a child as struggling to handle something difficult encourages you to help them through their distress.

The most important aspect in children feeling valued, safe and secure is the sense of connection with the member of staff. For most children this can be achieved by simple acknowledgement of the child and the child having the knowledge that you have **them** in your mind, care about them as a person and care about what they are doing. This is a carried out on a regular basis though our 'checking' procedure.

Monday morning as the children come in to school, we do a 'check in' with pupils during registration time. This can be a simple thumbs up or thumbs down for those who do not want to share, with thumbs down being addressed in a more private manner. Some children may want to share what they have done, giving an insight into their hobbies and passions and some may want to off load a problem or concern that can be addressed so that they focus on learning. It is also a good way of assessing the child's emotional state so that they can be appropriately supported.

Wednesday we have a planned time for a 'check on' session so that children have time to share some positive things that have happened or indeed talk about anything that may be bothering them related to work, friendships, home etc

Friday home time classes will have a 'check out' so that children can share plans for the weekend or to enable staff in making sure that the children are not going home with problems that have been unresolved.

Strong relationships between staff and pupils are vital. Staff must be fair and consistent with children **(taking into account individual needs)** and children need to understand that the staff member is in control at all times, enabling pupils to feel safe. Equally staff must be approachable and there to help (not only there to discipline) and children must understand this. If a member of staff is having difficulties with an individual or group of children, they are expected to seek support in order to make a positive change.

This policy is developed to ensure guidance for staff in order to promote positive behaviour in school providing a consistent approach across the school for all stakeholders to see. It is also recognised that for some pupils, variance on these procedures will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.

The table below summarises how a 'one size fits all' approach does not always help individual children move forward as they often do not understand their behaviour themselves and need guidance rather than punishment to help them move forward.

Behaviour Model	Punitive/ Rule-based	Behaviourist/ Consequence-based	Relational/ Developmental
Main means of behaviour management	Fear	Consequences	Relationship
Children & young people are	responsible for their actions	learning	developing, error-prone & highly responsive to environment
Boundaries are to	indicate right and wrong	make standards clear	try to meet everyone's needs
Rules should be	enforced without exception	clearly communicated	developed together and adapted where needed
Behaviour is something to	control	manage	listen to
Consequences are	sanctions & punishments	ways to shape behaviour	a last resort, only used within a process of rupture & repair
"Inappropriate" behaviour is	wrong-doing, deliberate	learned, not necessarily voluntary	a sign either of an unmet need, difficulty coping, or lack of knowledge
The causes of difficulties are	lack of compliance, insufficient discipline	learned poor responses, lack of appropriate reinforcement	mostly in the environment, felt relationships or developmentally appropriate
Solutions lie in	the child	adjusting consequences	understanding what the behaviour tells us about the child & their needs
Children who don't manage should be	excluded or fixed	helped and given intervention	understood & included
Policy effectiveness is measured by	compliance	behaviour change	well-being

General Expectations

It is important to have high expectations for our children while recognising some children have specific needs.

We aim to:
- help children grow up into confident, tolerant, considerate young people
- ensure that everyone at St John's can listen to others and feel listened to
- show children how to respect themselves and to show the same respect, regardless of any differences
- help children to understand the needs of others
- teach children to care for their own belongings and their surrounding environment
- create an environment where education is a partnership between home and school
- have good routines in the classroom and for when the children are around the school.
- be consistent

We believe that:
- all members of the community should feel safe, happy and cared for in school
- children and adults should be asked what they need in order to get the best out of themselves to enable and empower children to make good relationships, and we must provide systems that will support children and adults if relationships break down
- any behaviour that harms/upsets a child or adult should be addressed and all parties involved should be given the opportunity to put it right

To achieve this, all St Johns members will:
- speak to one another in a calm manner
- work together and listen to each other
- tell the truth
- try to understand each other's points of view, seek solutions which will repair any

harm/upset caused, avoid 'put downs' and refrain from the use of shouting and sarcasm
- actively seek to build, maintain and repair relationships

All these aspects are reinforced through our daily acts of worship, through the curriculum and through interaction with children. It is everyone's responsibility to challenge children where these expectations are not met but equally to comment positively when they are.

What do we do to teach and promote positive managements of behaviour and show positive recognition for children's efforts?

Concern:	Minor support needed on a few occasions	Needed support on a number of occasions
Teacher response or actions	**Re-focus child** **Quiet word** **Offer of support –** "Are you ok? Do you need anything?" **Cue name** "Tom, is everything ok?" **Nip in the bud** "Tom, you are talking and we are working quietly in this lesson"	**Direct an adult or give extra support** (staff presence for the child/containment) **Wondering questions** "Tom, I'm wondering if sitting too close to Jerry is making it difficult for you to concentrate on your work. Come and sit here where I can help you focus" **Distraction/Redirection** "Tom, please could you pop next door and ask if I can borrow her red pen. Thank you" **Name the need** "You are very angry because you wanted to go in the first group. I can see that is hard for you. Your group will be first next week" **What do you need options** - learning break - fiddlers - chair to sit on rather than carpet or wobble cushion - ear defenders due to noise - go and see someone - work in a different place

- Whole School and Class Assemblies: These cover areas such as 'Caring for Others', 'Anti - bullying', 'How to be a good friend', 'Who to go to if you need help'
- There is a whole school plan for the year with themes threaded through as a matter of course covering specific issues relevant to our school, the community and the wider world including: Racism; Homophobia; Gender based language; Tolerance and respect; Disability awareness; Sexual harassment and violence; Peer on peer abuse – to name a few
- School Curriculum including RE and a thread through themes
- High focus on teachers developing positive relationships with children
- Clear and consistent routines in classrooms, around the school and in the wider community
- High expectations from staff about conduct in class and around the school
- Clear pathways when behaviour causes a concern, use of restorative practice and positive reinforcement for good behaviour

Remember – the strongest approach to support a child is through the relationship with the adult. At all points try to ensure you keep a strong connection with the child having difficulties. Use positive reinforcement, as appropriate to ensure the child knows you are still there and you recognise their effort and any chances they have made.

At the end of the lesson (or during if appropriate) the teacher should talk with the child about the difficulties in the lesson and agree what improvement is needed for subsequent lessons.

Positive Recognition
We can categorise positive recognition as either personal or public. We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

	Purpose	What it looks like	Key notes
Individual			
Use of children's work as an example	To celebrate the child To help promote learning	Sharing of work on the board Reading out of child's work.	Be mindful of using the same child all the time.
Classroom praise – public/private	To give feedback/ celebrate the child To help promote learning / conduct	Specific feedback (see feedback policy) *"Tom, super clear reading – your use of intonation for the characters really helped me to understand how they were feeling at different points in the story."*	This can be public or private dependant on the circumstances and the individual needs of the children. Be mindful of using the same child all the time.
Stickers	To give instant recognition for work/ behaviour	Staff gives stickers to child and says why / leaves sticker in books.	Keep an eye out for children who are not getting any stickers. Children should not use this is a comparison to each other or ask for stickers. This will need to be explained to the children. **Must not** be used as a bribe ("**If you do…. then you will get a sticker**") or consequence ("**You would have got a sticker if you had / hadn't…..**")
Notes home	Encourages home school link	Staff have note pads which should be used regularly to give personalised praise for children. These are sent home with the children.	
Dojo messages	Encourages home school link Enables the sharing of successes	Staff send dojo messages to parents.	This is a quick and easy way to communicate positive news to parents. Use as and when appropriate (balance of not too many/ not enough) Useful method for when things haven't been going to well for a child as a way of re-connection for the home-school and child-parent relationship.
Phone call home	Encourages home school link Enables the sharing of successes	Phone call home.	This is a very powerful way to give that special news or information and enables effective relationship building between school and home.
Achievement Assemblies		Weekly assembly to share good work, effort and positive attitudes and behaviour (1 child from	Every child must have the opportunity to be in one of these assembly *(recognise individual who this may*

		each class per week) Parents are invited	*be difficult for or who may not want this type of recognition – for these look at an approach that is appropriate – liaise with Inclusion Leader and parents)*
Head Teacher badges/ stickers/ Values awards	To provide positive recognition for hard work/ kindness	Child is sent/ brought to the office to show good work or for doing a good thing. A child is given and badge / sticker	Ensure a good mix of all pupils get the chance to bring good work/ achievements. Must not: • make an over public 'announcement' in the class • be used as a 'bribe' e.g. "if it's great we can show it to …"

	Purpose	What it looks like	Key notes
		Group/Class	
Work on display	To recognise children's work and celebrate all children's work – regardless of ability	Children work on display. Every child has some work on display at some point (unless they have asked for it not to be)	School ethos is to accept children work at different levels and that this is okay. **Must:** • Ask children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.) **Must not:** • indicate a level or mark
Praising groups	To promote positive expectations and behaviour e.g. "Great yellow table – all settled down to work well"		**Must not** be linked to any aspect of competition, points or prizes **Must not** to be used to shame/name the individual tables that aren't. **WHY?** Some children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points etc for them!
Marble/pebble in the jar	To promote and celebrate whole class achievements (Behaviour, performance, values etc) Catch the class in the moment: "**Great cooperation in PE today – well done – add a marble to our jar**"	Staff or class teacher awarding 1 'marble' to a class for collective good behaviour (lining up, walking around school, conduct on a trip, entering/leaving assemblies or great work together for a lesson) At the end of each half term a member of SLT will pop in to have a look at the jar and give a little 'treat'. This will be discussed with the class teacher beforehand.	**Must not** be used to identify any group or individual who have 'stopped' the class getting a 'marble' **WHY?** Reduction in self-esteem and/or blame from other children / child shamed. **Must not** Be used as a bride ("**If we do…. then we will get a marble**") or consequence ("**You would have got a marble if you had…..**") There is no specific 'amount' that is required for each class to collect.

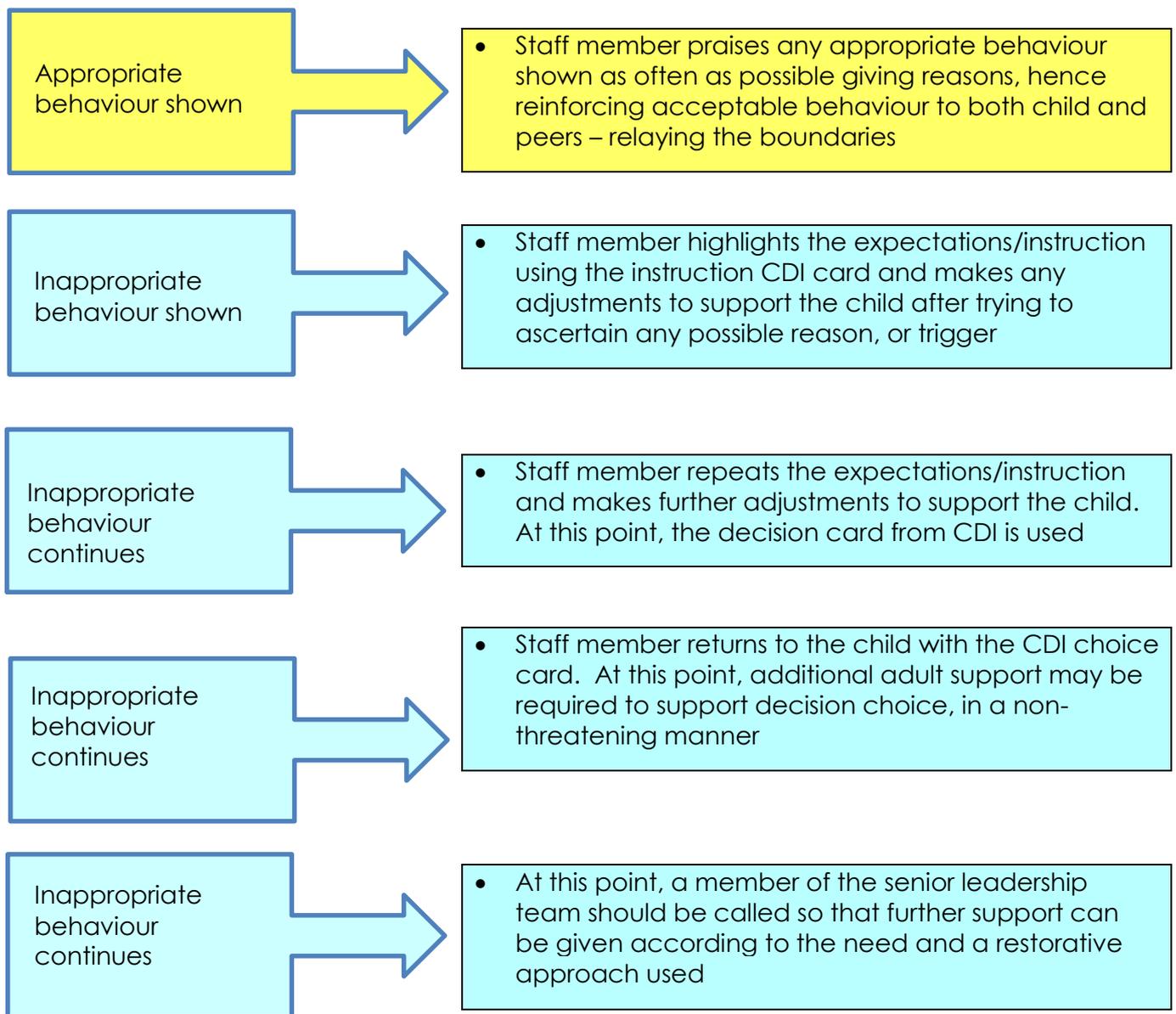|	Purpose	What it looks like	Key notes
Collecting in of results e.g. tests		Teachers collect in results from children and give out results to children individually. Teachers should emphasise that all learning is about individual progress and not about comparing to others.	**Must not** ask children to call out results **Must not** give out results publicly
Displays / Charts		Targets / progress charts should be for the child. They could be stuck in books or in a separate document accessible by the pupil/ teacher only.	**Must not** display any charts which could be used to compare individual or groups skills, abilities, achievements, targets etc. **WHY?** For children at all levels this can generate a 'better than you' approach mentality or for lower ability a reduction in self-esteem. **Focus on individuals making progress at an individual level. Consider personal target sheets or progress sheets.**

*The above take into account the individual needs of children and where a child has any specific needs regarding praise and public recognition – we work with the child and family to ensure the approach is matched to the child.

What we do in the moment when inappropriate behaviour is shown in class?

We use CDI, which consists of prompt cards being used.

- I is for instruction. The instruction is given by the teacher and this is reinforced with the child, using the card as a prompt/reminder.
- D is for decision and this prompt card is used if the child does not follow the instruction. The child needs to consider the consequences of not completing the work so will have to decide whether to complete it without consequence, or if they are not able to complete at the time, have the knowledge that it must be done at some point. This keeps things simple and non-confrontational and ensures that the child is making the decision for him/herself whilst still considering a child's emotional state. The child is given time to digest and reflect before the adult returns.
- C is for choice. The child makes the choice of which path to take, knowing that the instruction still has to be followed at some point. Praise given if the child chooses to follow the instruction straight away, but praise also given for making the decision to defer the instruction using phrases such as 'well done for recognising that you do not feel able to complete the work now and choosing to do it at break when you are calmer'.

Any behaviour that falls below the expectations of the school (e.g. disruption to learning, unkind or inconsiderate actions), requires some level of intervention. CDI should be used initially, but in exceptional circumstances, the following is a pathway of what to do:

Appropriate behaviour shown →	• Staff member praises any appropriate behaviour shown as often as possible giving reasons, hence reinforcing acceptable behaviour to both child and peers – relaying the boundaries
Inappropriate behaviour shown →	• Staff member highlights the expectations/instruction using the instruction CDI card and makes any adjustments to support the child after trying to ascertain any possible reason, or trigger
Inappropriate behaviour continues →	• Staff member repeats the expectations/instruction and makes further adjustments to support the child. At this point, the decision card from CDI is used
Inappropriate behaviour continues →	• Staff member returns to the child with the CDI choice card. At this point, additional adult support may be required to support decision choice, in a non-threatening manner
Inappropriate behaviour continues →	• At this point, a member of the senior leadership team should be called so that further support can be given according to the need and a restorative approach used

Bullying – what is it?

Bullying is when someone intimidates or causes harm to another person on purpose on subsequent occasions. The victims of bullying can be verbally, physically (including sexually assault) or emotionally abused and this includes being victimised online. They are often threatened and made to feel frightened and/or intimidated. Bullying can have a long lasting effect on a person's life.

Bullying should not be viewed as an unfortunate but unavoidable part of school life. No person deserves to be bullied - it's unacceptable behaviour.

Bullying in school can include:

- verbal harassment - face to face, by phone, text or over the internet
- hitting, hair-pulling and kicking
- teasing and name-calling
- spreading rumours
- damaging, stealing or hiding possessions
- threats or intimidation
- online bullying out of school hours
- exclusion at playtime or from social events and networks
- unwanted conduct of a sexual nature

How can we tell if a child is being bullied?
- unwillingness to go to school
- feeling unwell
- irritability and anxiety shown
- aggressions in some cases
- bedwetting and waking in the night
- school work affected
- changes in eating patterns
- through observation and listening

<u>Different kinds of bullying:</u>

Physical bullying – the most obvious and apparent form of bullying, physical bullying is what most people think of when they consider this concept. This occurs when people use their physical force and actions to take control of someone else.

Verbal bullying - name-calling, and constant remark making that is used to hurt and embarrass someone.

Cyber bullying – when someone uses the internet via social media or messaging platforms to share hurtful comments, slander, embarrass, threaten, harass or otherwise harm someone else. If the event takes place with an adult present, the term changes to cyber-harassment. It can also be called cyber stalking.

Emotional/relational bullying - emotional bullying occurs when students try to ostracise one of their peers by changing their social standing, putting themselves in a more powerful and popular position in the process by manipulation, spreading rumours, isolating peers, breaking confidences and trust.

Prejudicial bullying – this category encompasses; -
- Homophobic bullying when someone is of a different sexual orientation from you. Saying that someone is 'gay' or using words like 'gay' as an insult.
- Racial bullying whereby people are treated differently because of their race, the colour of their skin, where they are from or what they believe in, often using offensive words.
- Religious bullying, treating people differently because of their beliefs.
- Sexist bullying, treating people differently based on whether they are female or male.
- Treating someone differently if they are disabled, or using offensive language to describe people who are disabled and using this to bully people.
- Appearance bulling - treating people differently based on looking different such as if they have a certain hair colour or wearing glasses.

Sexual bullying – which includes name calling, crude comments, obscene gestures and commenting on a person's state of development/appearance. It also covers inappropriate touching and aspects such as up skirting and sharing intimate photographs without consent.

Many children already have skills to cope with bullying (and are still encouraged to report it) however, where this is not the case, school will intervene using methods laid out in this policy with high support for both the victim and the bully.

- Children are actively encouraged to speak out even if they are not the victims with the message that **St Johns is a telling school as per Bullying UK recommendations** reinforced on a regular basis
- School will act promptly
- Incidents will be logged on the schools' system and monitored
- Parents will be informed
- The curriculum will cover this area regularly

- Support will be provided where necessary in the form of 'Wishes and Feelings', 'Circle of Friends', 'Pragmatics groups' or individual sessions with a staff member for either or both the victim and the bully

The Restorative Approach

At St John's we adopt the principles of 'The Restorative Approach'; an approach to negative, inappropriate behaviour which puts repairing harm done to relationships and people at the centre of our focus. Everyone involved in an incident is taken through the 5 stages of the Restorative Approach and is therefore supported in coming to understand the harm that has been caused to all parties.

The 5 stages are:

What happened? Drawing out each person's story one at a time.

What do you think and feel about that? What each person was thinking at the time, before and since.
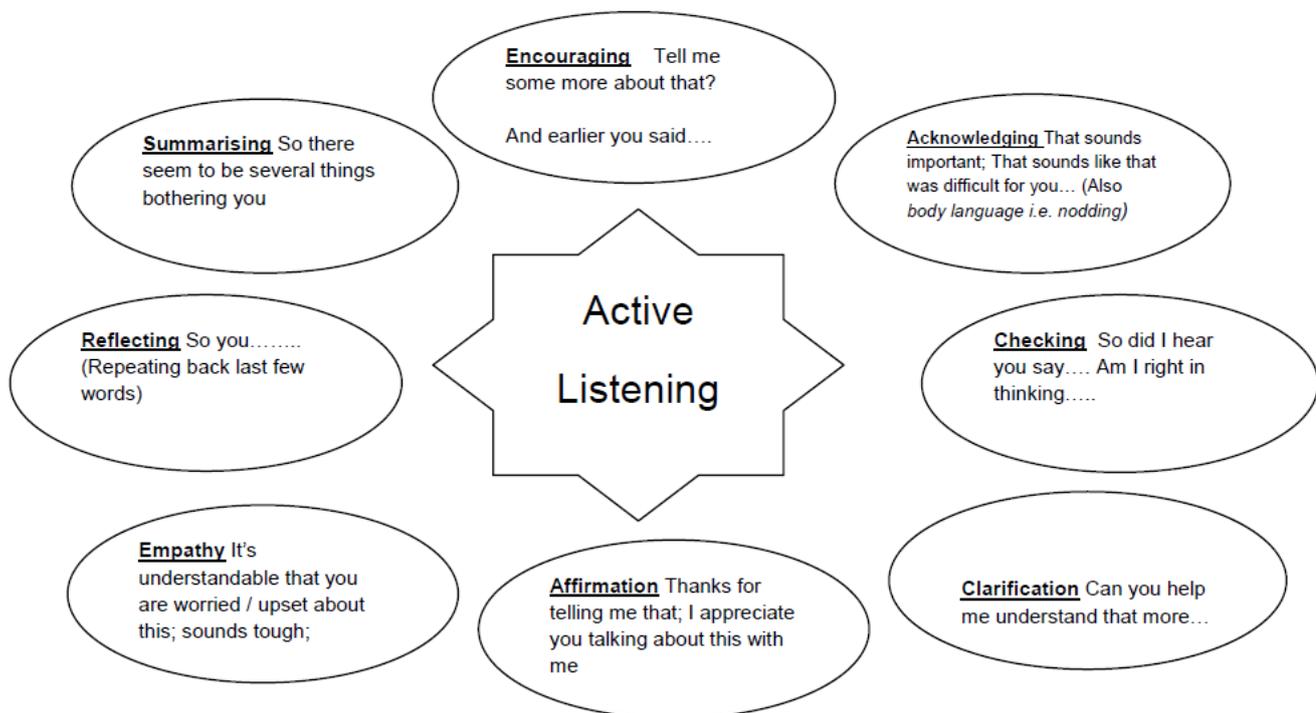
Who has been affected and how? Who has been harmed/affected and how?

What are the needs of those involved? What those affected need to feel better, move on, repair harm and rebuild relationships.

What agreement can we reach about the future? How do those people agree and negotiate meeting the needs identified above and what support might they need to do this? Staff support pupils in this process but try to ensure the pupils form their own agreement when possible.

This approach encourages those involved to identify ways in which a relationship can be repaired or how they can move forward. By giving pupils this responsibility, we are supporting them in developing their own strategies for avoiding and resolving conflict. We also believe that if pupils reach their own agreement as to how to move forward after a conflict, they are more likely to abide by it than if it is suggested by an adult or imposed upon them. By involving the pupils in the design of the agreement we give them ownership over it and ensure it is helping them to resolve the situation in their own way.

All staff working within our school use active listening skills when dealing with a conflict. This enables them to draw out more from those involved.

Encouraging Tell me some more about that? And earlier you said….

Summarising So there seem to be several things bothering you

Acknowledging That sounds important; That sounds like that was difficult for you… (Also *body language i.e. nodding*)

Reflecting So you…….. (Repeating back last few words)

Active Listening

Checking So did I hear you say…. Am I right in thinking…..

Empathy It's understandable that you are worried / upset about this; sounds tough;

Affirmation Thanks for telling me that; I appreciate you talking about this with me

Clarification Can you help me understand that more…

Implementation of the Restorative Approach

We recognise that all children are unique individuals and therefore we are flexible in the manner in which we address any incidences of negative behaviour, including acts of bullying. The 5 stages of Restorative Approach underpin our approach to behaviour issues, but we are conscious that we adapt our approach to ensure it is suitable for the pupil's age and level of understanding.

When working with pupils in the Early Years Foundation Stage our focus is on the initial stages of the Restorative Approach. Staff working with these pupils focus on helping them to grasp the concepts of feelings and how they are caused. Modelling, small group work, peer support and visual resources such as photographs are all used to support the pupils' understanding of the approach. As pupils become more secure in the skills needed for each stage, they progress to the next one.

This approach is also adapted for other pupils throughout the school. Pupils with low levels of emotional maturity or with Special Educational Needs can need support in recognising how their actions have affected others or how they feel about an incident. Pupils are supported in developing their understanding of the Restorative stages at their own pace.

Staff use their discretion and knowledge of the pupils involved to determine how best to implement this approach and who to involve. They also recognise that at times this approach may not prove successful and will need to be reviewed.

Use of External Services

When a child has difficulties following the school rules and aims on a regular basis despite intervention and support, the school will assess a child for underlying causes. Inappropriate behaviour is usually as a result of an underlying issue which could include; -

- Low self esteem
- Trauma in the family
- Lack of clear boundaries
- Masking learning difficulties
- Medical condition
- Poor understanding of expectations
  …..to name just a few.

At St. Johns, we do not operate a 'no touch' rule. We believe that if a child is distressed/hurt and requires appropriate comforting, we should be able to do so. We also believe that if a child becomes engaged in a fight, we are duty bound to part the children through contact where necessary, so that the safety of all children is maintained at all times. We also operate the power to search a child or his/her belongings, if we have good reason to believe that a child has something on their person/in a bag that could be dangerous in school. Children's mobile phones (Year 6) should be checked into the school office at the beginning of each day and signed out at the end. Any mobile phones found in school bags or trays will be signed in at the office for safe keeping. Any of these actions will always be done with two adult members present.

Supporting children with Social Emotional Mental Health needs

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school's Relationships, Reparation and Restoration policy is therefore designed to support the way

in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure and able to learn.

We recognise that children may experience a range of social and emotional or medical difficulties which manifest themselves in many ways. These may include children displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties, social interaction difficulties, or sensory disorders. Other children may have attention deficit disorder, attention deficit hyperactive disorder, foetal alcohol disorder or attachment difficulties. These children will be supported using a variety of strategies and these will be developed with key adults within the child's life (staff, professionals, parents) in order to best meet their needs.

We recognise that children with SEMH may exhibit behaviours which reflect a hyper or hypo state and that the behaviour(s) comes from a place of fear, stress, low self-esteem, dysregulation or as a result of a school-based barrier to learning e.g. pitch of task, classroom environment. We have a duty to strive to help children to return to a place of regulation as only then will the child be in a place to reflect on the behaviour and find ways to repair the situation.

We also recognise that children in states of stress and dysregulation are unable to learn as effectively as those who are in a state of regulation.

In order to effectively support children, it is vital that staff are well trained and understand the potential root causes of behaviour(s).

We also recognise the needs of children with Special Educational Needs and Disabilities and follow the policies and procedures associated with supporting these children, including but not exhaustively, the SEND code of practise, Equal Opportunities and Disability Act.

For effective provision for SEMH needs, all staff should have knowledge in the following areas:
- ADHD
- Autism
- Adverse Childhood Experiences
- Attachment and emotion coaching
- Trauma - how we track this and how we can plan for potential difficult times
- Sensory

Key principles in supporting the <u>universal</u> needs of all pupils:
- All behaviour (positive or negative) is a reflection of a person's emotional state
- Understand brain development and impact of stress and fear on behaviour
- Children have different 'stress windows of tolerance'
- You can't always see the 'trigger'
- Behaviours communicate a need
- Scared children can do scary things
- Don't take things personally
- Negative behaviour mostly comes from an unconscious place
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed
- Children who are dysregulated are unable to access the thinking part of their brain

- Children without the strategies and skills need to manage their emotions need to be supported

How we support the universal needs of all pupils:
- Use of natural consequences rather than 'punishments'
- High structure (strong routines and boundaries) high nurture
- Use wondering in order to explore the potential cause of the behaviour
- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour
- Engaging children at an emotional level
- Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

Children having difficulties are identified through members of staff, parents or other children raising a concern, or as a result of school tracking showing that there is a change in behaviour(s).

Following the identification of a child with additional SEMH needs, we:
- Meet with staff, child and parents to explore the issues and develop a plan or approach (A key approach is non-judgemental listening)
- Observe the child in lessons including a review of approaches to teaching, classroom environment, access to learning and relationships

Following this, support will be given in a range of ways

Approach	What looks like	Purpose
Regulation times	Access to: • A quiet area to go to • A member of staff to help co-regulate • Physical activity • Sensory activities	Enable children to regulate before going into class before school/ after break/dinner etc
Self-Elected withdrawal	Child can ask teacher to leave the room to go to a specific place e.g. class quiet area, office, library NB: Child may be angry – may need to use emotion coaching to help co-regulate	Enable children to develop skills to recognise their own dysregulation and remove themselves from the situation Enables an adult to be close by and support the child to regulate – where needed and when the child is ready
Sensory Assessment	Observations of the child to see what their body is telling us – use of sensory checklist through observation	To identify sensory needs and triggers in order to develop provision for that child

Classroom support assistant	• In class support • Transition support from activities/break etc. • Small 1 to1 or focus groups • Daily / regular check ins • Targeted support in the playground	Provide overall support for children's mental health and emotional needs in order to reduce anxiety
Individual support targets – verbal with staff and child involved	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each week verbally	This approach is not suitable for all children – especially those with more complex needs or trauma
Specific SENTA intervention	• ELSA support • Lego therapy • Drawing and Talking therapy	To support a child through emotional difficulties

Intervention

If a child attacks another child or adult violently and refuses to calm down, then physical restraint may be necessary as a last resort. The child is removed and taken to a member of the Senior Management Team, who contacts the child's parents. More details are available in the restraint policy.

THE ROLE OF THE HEADTEACHER

It is the role of the Headteacher, under the School Standards and Framework Act 1998, to implement the school Behaviour Policy consistently throughout the school, and to report to Governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all the children in the school.

- The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy.
- The Headteacher has access to records of all reported incidents of misbehavior.
- The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, despite all that the school has put in place to prevent this from happening, the Headteacher may permanently exclude a child. Both these actions are only taken after the School Governors have been notified and after everything that can be done, has been done.

THE ROLE OF GOVERNORS

Under Section 88(1) of the Education and Inspections Act 2006 (EIA), governing bodies must ensure that policies designed to promote good behaviour and discipline on the part of its pupils are pursued at the school.

The governing body must provide clear advice and guidance to the head teacher on which he/she can base the school Relationships, Reparation and Restoration policy.

The governing body will notify the head teacher that the following should be covered in the school Relationships, Reparation and Restoration policy; -

- Screening and searching pupils (including identifying in the school rules items which are banned and which may be searched for);
- The power to use reasonable force or make other physical contact;

- The power to discipline beyond the school gate;
- Pastoral care for school staff accused of misconduct;
- When a multi-agency assessment should be considered for pupils who display continuous disruptive behaviour.
- In providing guidance to the head teacher, the governing body must not seek to hinder teachers' powers by including 'no searching' or 'no contact' policies, nor to restrict their power to discipline pupils for misbehaviour outside of school.
- Governing bodies will also wish to consider their duty under the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children and their general duty to eliminate discrimination under section 149 of the Equality Act 2010.
- See the Exclusions Policy for Governing bodies role here.

THE ROLE OF THE CLASS TEACHER
- It is the responsibility of the class teacher to ensure that the school rules are enforced in their class, and that their class behaves in a responsible manner during lesson time.
- The class teachers in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- The class teacher treats each child fairly and enforces the Code of Conduct consistently. The teacher treats all children in their class with respect and understanding.
- It is the responsibility of the class teacher to record significant incidents of inappropriate behaviour via the school's internal electronic log and report to the Senior Leadership Team.
- Teachers have a duty of care to help and support pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction.
- The power also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants.
- Teachers can confiscate pupils' property if there is a valid and safety reasons for doing so.
- The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child.
- The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.

THE ROLE OF NON-TEACHING STAFF
It is the responsibility of all staff to ensure that the school rules are enforced in their class, and that their group behaves in a responsible manner during lesson time.
- The staff at St. John's Primary School have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability.
- All non-teaching staff treat each child fairly and enforces the Code of Conduct consistently and treat all children in their group with respect and understanding.
- Support staff should report any significant incidents back to the class teacher and record using the school's internal electronic log.

PARENTAL INVOLVEMENT
Staff welcome early contact if parents have a concern about their child's behaviour or fear that they are being upset by others. If parents and school work together we believe that the discipline and behaviour of pupils will be maintained and respected by all.

Parents can help in the following ways:

- By ensuring that pupils arrive punctually for the start of the school day.
- By ensuring that pupils have appropriate dress for school and PE so as to take a full part in all school activities.
- By ensuring that extreme hairstyles and jewellery are avoided.
- By supporting the school in our policy that all pupils are expected to behave in a responsible manner, both towards themselves and others, showing consideration, courtesy and respect for other people at all times.
- By ensuring that pupils show a proper regard for other people's property, buildings and the environment.
- By ensuring regular attendance at school and avoiding unnecessary pupil absence.
- By adhering to the Home-School Agreement, which details the agreed responsibilities of parents, pupils and teachers. (See Appendix)

We value our partnership with parents/carers and encourage involvement in all aspects of school life including discipline and behaviour.

We aim to:

- Welcome parents into school and make them feel valued.
- Clearly define the role of parents in school, matching interests and skills to activities.
- Develop good communication between parents and school.

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of exclusion.

For further guidance, refer to DfES circular 10/98 *Use of Force to Control or Restrain Pupils,*

Also see;
1) **School Mission Statement**
2) **Exclusions Policy**
3) **SEND Policy**
4) **Restraint Policy**
5) **Home/School Agreement**

St. John's CofE Primary School – Home/School Agreement

The parents/guardians

I/we shall endeavour to:

- See that my child attends school regularly, on time and properly equipped.
- Inform the school as soon as possible on the first day of my child's absence either by telephone, letter or in person.
- Keep the school informed of any concerns or problems which may affect my child's work or behaviour.
- Support my child in homework and other opportunities for home learning.
- Get to know about my child's life in school by attending Parent's Evenings and other school curriculum based meetings.
- Read any newsletters and correspondence and endeavor to support school events.
- Support the school policy for Relationships, Reparation and Restoration and encourage my child to keep to the school's Code of Conduct and School Rules.
- Support the school's policy on uniform, jewellery and hair styles.

The school

The school will endeavour to:

- Care for your child's safety, happiness and emotional well being.
- Provide a balanced curriculum whilst meeting the needs of your individual child.
- Keep parents informed as to their child's progress and any concerns about behaviour, work or attendance.
- Hold regular Parent's Evenings and provide an annual written report
- Provide work to be carried out at home, especially reading.
- Be open and welcoming and offer opportunities for parents to become involved in the daily life of school.

Signed: _____

Parent of: _____

Signed: _____ Headteacher