

# Positive and Restorative Behaviour Policy

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| <b>Written by:</b>         | Kelly Brockhurst and<br>Natalie Hall   | <b>Date:</b> September 2024                |
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## **Introduction to the Positive and Restorative Behaviour Policy**

It is our intention that Tillington Manor is a school where everyone is valued and respected, encouraged, supported and challenged to achieve their full potential. In order to achieve this, and for effective teaching and learning to take place, a positive approach to encouraging good behaviour is essential.

At Tillington Manor, we believe that pupils and staff have the right to learn and teach in an environment that is safe, happy, well ordered and fair. As such, all the adults who work in the school are expected to follow the positive behaviour policy and procedures both to reward good behaviour and, where necessary, to sanction inappropriate behaviour.

In view of this, it is expected that all adults (employees, volunteers, visitors and parents) will model the behaviour we expect to see in school whether dealing with other adults or with children. Pupils, staff, parents, governors and visitors should:

- Treat others with respect
- Be courteous, well-mannered and attentive
- Avoid showing physical, verbal or non-verbal aggression towards others

### **Legislation and statutory requirements**

This policy is based on guidance from the Department of Education (DFE) on:

- Behaviour and Discipline in schools
- The Equality Act 2010
- Use of Reasonable force in schools
- Supporting Pupils with Medical Conditions at School
- SEND Code of Practice
- Section 175 of the Education Act 2002
- Education and Inspections Act 2006

### **Roles and Responsibilities**

Pupils, parents, teachers and support staff all take collective responsibility for the promotion of positive behaviour in our school. It is the responsibility of all class teachers, teaching assistants and other school staff to notice and, if needs be, reward/sanction the behaviour of all children in the school.

The senior management team is responsible for ensuring the positive and restorative behaviour policy is being implemented throughout the school; through informal and planned observations of classes or groups of children.

The role of the governing body is to monitor the implementation of the positive and restorative behaviour policy.

### **Aims**

The aims of the policy are:

- to ensure that Tillington Manor Primary School is a safe, caring environment where all can teach and learn in a secure and happy atmosphere.
- that all who are involved with our school show respect for themselves and for others, regardless of gender or of differing religious and moral values.
- that the school property and the property of those within school is looked after.
- that everyone in Tillington Manor Primary School takes responsibility for making our school a happy place in which to work and learn.
- to teach, through our school curriculum, values and attitudes as well as knowledge and skills to promote responsible behaviour
- that children will develop lively, enquiring minds and the ability to actively participate in learning
- that children will develop the skills of lifelong learning
  - to provide a consistent approach to behavior management in our school

At Tillington Manor Primary School we believe that everyone should be included and that there is equality of opportunity for everyone, regardless of race, gender, ability, disability and social factors. This policy is intended to be inclusive of all in the school and wider school community.

### Promoting positive behaviour

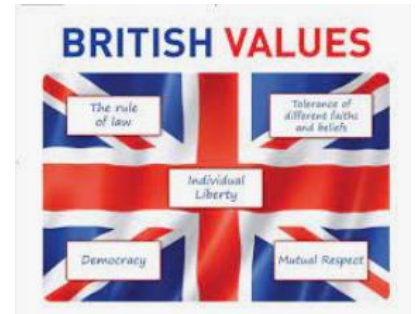
Our core school values are emphasised in every part of school life and are relentlessly reinforced and referred to in every conversation about behaviour.



They are discussed with the children at the start of each year, with teachers taking account of the differing expectations of year groups within school. All core values support the government's modern British Values.

The Government has highlighted the following 4 key areas as Modern British Values that schools are required to promote through Spiritual, Moral, Social and Cultural (SMSC) aspects of school life. The British Values are:

1. Democracy
2. Rule of law
3. Mutual Respect
4. Tolerance for those of different faiths and beliefs.



For each core value, teachers will discuss with their class what that might look like in the classroom. Classroom routines are also taught at this stage and re-visited as and when necessary.

## Creating a Positive Learning Environment in our school

We aim to create a supportive atmosphere where children gain recognition for good work, effort and behaviour. The adults in school are responsible for recognising and rewarding positive behaviours and those children who are going 'over and above' what would be expected in school.

## Expectations

**As Adults**, we will:

- treat each other with respect at all times, therefore providing a positive role model for the children and each other.
- Support the way in which all members of this school community can live and work together in an environment that is happy, safe and secure and where effective learning can take place.
- Reward good behaviour.
- Provide encouragement and stimulation to all pupils.
- Treat all children fairly and apply this policy in a consistent way.
  - Ensure that children are aware of the Core Values and that each class has its own Class Expectations.
  - Teach, through the school curriculum, values and attitudes as well as knowledge and skills, in order to promote responsible behaviour, self-discipline and respect for self, others and the world around us.
  - Follow our Core Values.

## As a Class

Each year group will create their own class expectations which will apply in all areas of the school and are based upon the core values and school rules.

As well as these expectations, every member of the school community should apply the following principles:

- If you do not stop the inappropriate behavior, you are condoning it
- You own your behavior and are responsible for it

## What does positive behaviour look like?

### **In lessons:**

- All children listening, learning and on task
- Silent transitions to maximise learning time – 1,2,3 silent signals (1 = stand, 2 = move, 3 = sit)
- Children taking responsibility for their learning
- Responding to teacher signal to stop and listen quickly
- Effective, focused partner talk about learning
- Helping to tidy and being tidy and organised
- Staying in seats during lessons
- Quiet, learning focused whispers while doing independent work

### **Walking around the school**

- SSS - Slowly, silently, single file
- Staying in line order
- Picking up litter/coats
- Respecting displays
- Facing the direction they are travelling in

### **At playtime and lunchtime**

- Engaged in play
- Respectful to staff and peers
- Walking to the toilets
- Inclusive
- Friendly
- Good language
- Good table manners
- Respecting the toilet areas

### **On trips**

- Listening to adults
- Representing Tillington Manor Primary School
- Staying with adults/in groups/in pairs
- Being mindful of the public and respectful towards others
- Sensible and smart
- Enthusiastic
- Polite
- Quiet voices

### **In assembly**

- Respectful
- Facing the front
- Standing until instructed to sit by an adult
- Entering and exiting quietly

## Rewards at Tillington Manor

At Tillington Manor Primary School we celebrate learning, good behaviour and good attitudes towards learning. We believe that a positive approach to behaviour and attitude helps learners to have high expectations and aspirations of their own and others' behaviour. A system of rewards will be consistently applied across all year groups and classes.

### Class Based Rewards

#### Good to be Green Good to be green behaviour system

We use the 'good to be green' behaviour system in school as it is a consistent and fair behaviour system. All staff follow the 'good to be green' system.

- It praises those who *always* get it right and supports children who are struggling, providing opportunity for children to change their behaviour.
- It is easy for all staff to use and easy for children to understand.

#### **How it works** (Detailed triangle posters in Appendix 2)

Each class has their own chart with the children's names displayed. Each morning and afternoon is a fresh start where all children start with a green card. The class will agree their class rules during the autumn term – these should be linked to the school rules/core values.

If a child breaks a class/school rule or shows inappropriate behavior, a verbal warning and a stop and think card is given. On the third incident a Yellow Card is given. The yellow card of that child is placed on the class chart under the child's name as a visual prompt.

At this point the child has another chance to turn the behaviour round and go back to green. If the behaviour continues, the child will go onto a red card which is placed over yellow card in the good to be green chart.

The consequence for a red card, is that a child misses part of the next break time/lunch time. Parents will be informed if their child has received a red card, at end of day either verbally or via Class Dojo. This will be logged on CPOMS, including any correspondence with parents.

SLT will be monitoring children that receive red cards in order to support necessary interventions or restorative practice. The class teacher will inform a member of SLT if they are concerned about a child's amount of red cards. Any red card in a day is recorded on CPOMS, and this is monitored regularly by the SLT to identify any patterns of behaviour and if further intervention and support is needed.

Where we follow 'Good to be Green', there will be times when some inappropriate behaviours will go straight to a red card e.g. fighting, deliberately hurting pupils/ staff and abusive or threatening behaviour towards other children and adults. These situations should go straight to the Headteacher or a member of SLT in their absence. If a child continues a pattern of receiving red cards, parents will become involved and an extra behavior support system will be actioned as necessary.

#### **The children that are 'good to be green'**

Children who display correct behaviour choices and are able to remain on green can also be rewarded with a gold or platinum card at the adult's discretion. Dojos are awarded for gold and platinum cards. This, again, is at the adult's discretion. Once dojos have been awarded, parents receive a notification through Class Dojo.



## **Other rewards in school for positive behavior choices:**

### ***Daily:***

- Verbal Praise
- Celebration of work in class (visualisers, displays)
- Stickers
- Sent to partner year group teacher/Phase Leader

### ***Weekly:***

- Phase Leader/HT sticker
- Class teacher dojo to Parents (Exceptional Behaviours)
- Celebration Assembly – Star of the Week certificate awarded
- Rewards games/sports session for ‘Stars of the Week’

### ***Termly:***

- Star of the Term Award Assembly
- Reward Half-Day (linked to Tillington time)

## **Collective Rewards**

### ***House Points***

When children start at Tillington Manor Primary, they are put into one of four houses (Tigers, Panthers, Leopards and Lions) and can begin to earn points for their team. House points are recorded on classroom charts which are then collected by house captains from Y6 and counted ready for whole school assembly on Fridays. The winning House is celebrated in assembly. A running total is kept and, at the end of each term, the winning house can come in Non-Uniform for the day.

### ***Tillington Time***

Within each classroom, children work together to demonstrate behaviours which adhere to core values and rules in school, earning themselves a letter from the word ‘TILLINGTON’. When all letters are collected, the class choose a reward (for half a day) which they would like, in negotiation with the class teacher.

## Responding to Unacceptable Behaviour and Giving Sanctions

Children will always be encouraged to demonstrate appropriate and acceptable behaviours and work towards the rewards for showing good behaviour. However, on some occasions the children will need to be reminded of what acceptable behaviour looks like and sanctions may be needed when they demonstrate inappropriate behaviours. The levels of behaviour and sanctions are set out in accordance with 'good to be green'.

This policy is designed to empower both teaching and support staff in our mutual desire to create a just, secure and happy learning environment. When dealing with all forms of inappropriate behaviour, teachers should follow these three over-riding rules:

- Be calm – children should be dealt with calmly and firmly referring to what the action is and why the action is being taken.
- Be logical – A logical consequence is a sanction that should “fit” the offence. It generally has two steps. The first step is to stop the misbehaviour. The second step is to provide an action that recalls children to the rules, reinstates the limits, and teaches alternative behaviours
- Fresh Start – although persistent or serious misbehaviour needs recording, every child must feel that every day is a fresh start. It is imperative that any sanction is applied fairly and the consequences fully explained.

If the class/school rules/value expectations are broken, the following sanctions may be taken, in line with 'good to be green':

1. Verbal warning
2. Stop and Think card given.
3. Yellow card given
4. Red card given and parent spoken to
5. Red card for something more serious involves a meeting with parents and a PSP started
6. Children who display aggressive and challenging behaviour may bypass the stages of warning and be required to work out of class in a 'Time out' area under the supervision of the Family Support Worker, Phase Leaders or Headteacher/Assistant Headteacher.
7. Referral to SENCO & liaison with other support agencies (meeting with parents – if not already taken place)
8. Risk of Exclusion meeting and behaviour plan
9. Internal Isolation
10. Fixed term exclusion – Lunchtime
11. Short fixed term exclusion from School
12. Long fixed term exclusion from School
13. Permanent exclusion from School

### **Serious Incidents (Straight to Red Cards)**

The following are classed as very serious incidents:

- Absconding
- Bullying



- Cheating
- Defiance
- Persistent lies
- Continued disruption in class
- Physical violence
- Racism
- Stealing
- Swearing

Extremely poor behaviour must be reported to the Headteacher immediately. A phone call made to the parents, or a letter will be sent home. For instances of serious unacceptable behavior, a child may spend a period of time with the Family Support Worker where he/she will be able to continue with their studies.

For continual unacceptable behavior, or in case of serious verbal or physical violence, the child may be excluded from school. This could take the form of a fixed-term exclusion, or on rare occasions, may take the form of a permanent exclusion (see 'exclusions' below).

#### **Sanctions may include:**

- **Time Out** – children can be sent to a quiet area of the room to calm down and think about which core value they need to follow and how they are going to do this. If a child is sent out of the classroom to stand in the corridor, it should be for a maximum of 2 or 3 minutes so that there is minimal disruption to learning.
- **Being sent to a different classroom** – children can be sent to a neighbouring classroom for supervision until an appropriate break-time if it is not appropriate to speak about their behaviour immediately.
- **Confiscation of inappropriate items** – school staff may confiscate items from pupils. These items should be stored securely until they are returned to the child or the parent.
- **Two Minutes at break or lunchtime** – holding a pupil back for 2 minutes is inconvenient for the child and makes it clear that they have over-stepped the mark. Lengthier times have no greater impact.
- **Re-doing work/Finishing work** - at breaktime/lunchtime or at home
- **'Think Again Time'** – this may happen at any point within the school day or as appropriate, following the incident. See further details below.
- **Involvement of Senior Staff** – to Phase Leader, Assistant Headteacher, Headteacher. This should be limited to only the more serious incidents.
- **Parental Consultation** – through phone calls, letters or direct contact.
- **Internal exclusion** – see further details below.

# The Restorative Approach

Our job is to teach the **PUPILS** we have, **NOT** those we would like to have, **NOT** those we used to have, but those we have right now.

**ALL of them**



At the heart of the Restorative Approach is the intention to resolve conflict in that occurs between people through a peaceful and fair process in which all parties are heard and respected.

We believe all children should understand that it is the responsibility of staff, pupils and members of the school community to uphold and maintain our school values. On occasions when these values are not being respected, we use restorative approaches as outlined in our behaviour policy to help pupils understand the impact of their actions and how to resolve it.

We believe that by using this **Restorative Approach** we are giving pupils the skills to independently take responsibility for their behaviour and make more informed choices in the future.

**Restorative approaches** encourage pupils to think about how their behaviour affects others, both pupils and staff. It helps children to develop the values of respect, responsibility and resilience. If a pupil in our school has been negatively affected by someone's behaviour, adults will ensure that each child's right to be heard is respected and the situation is resolved fairly.

If a pupil has done something wrong, they will be asked to recognise the impact their behaviour has had on others and suggest a solution to resolve the situation and prevent reoccurrence in the future.

Our pupils say that they prefer the Restorative Approach as it allows **ALL** parties to have their right to be heard and respected.

| Reduce   | Improve   | Develop  |
|--|---|--|
| <ul style="list-style-type: none"> <li>Exclusions</li> <li>Disruptive behaviour</li> <li>Conflict</li> <li>Bullying</li> <li>Low level disruption</li> </ul> | <ul style="list-style-type: none"> <li>Behaviour</li> <li>Learning</li> <li>Attendance</li> <li>Outcomes</li> </ul> | <ul style="list-style-type: none"> <li>Honesty</li> <li>Responsibility</li> <li>Accountability</li> <li>Empathy</li> <li>Emotional Literacy</li> <li>Conflict Resolution Skills</li> <li>Positive Learning Behaviour</li> <li>Positive Learning Environment</li> <li>Independence</li> </ul> |

## Restorative Language and 'think again time' to rebuild and repair

When everyone involved has had the opportunity to calm down, time must be spent on rebuilding relationships, repairing any damage and restoring trust and respect. Use should be made of restorative questions such as:

What happened?

What were you thinking at the time?

What have you thought about it since?

How did this make people feel?

\* Who was affected?

How were they affected?

\* What can we do to make things right?

\*These two questions will be the main focus with younger children

### ***We might also say to our pupils:***

- *What would you think or feel if this happened to you?*
- *What are you willing to admit to?*
- *How can we put this right?*
- *What could you do differently next time?*
- *What other choice could you have made?*
- *How could you make sure this doesn't happen again?*

*By using this approach, we can:*

Most situations can be dealt with by working through these questions. The aim here is that the outcome is fair for everyone. If somebody is upset, we aim to resolve the situation fairly. If someone has done something wrong, we expect them to take responsibility for their actions and suggest a way to resolve the problem or upset that their behaviour has caused.

## Exclusions

### Internal

Children whose behaviour is persistently disruptive in class (with evidence from behaviour sheets/CPOMS logs/Good to be green logs), or where there has been a more serious incident, may be excluded internally.

An internal exclusion will take the form of isolation from the child's own class and year group for a ½ day or, in exceptional circumstances may result in a child being internally excluded for up to one week during which time s/he will work independently with another class.

In addition, internal lunchtime exclusions may be used where it is not appropriate for the child to go home for lunch. Under these circumstances, the Headteacher, Assistant Headteacher or Phase leaders will arrange for lunch to be taken separately from peers. This might be for a fixed period of 1 - 5 days, or as appropriate.

All internal exclusions are recorded on CPOMs as a permanent record and will be discussed with the Headteacher and SENCO.

### Further Sanctions/Procedures for the Headteacher to support management of behavior

- Isolation – working inside or outside the Headteacher's office
- Fixed-term exclusion (usually 1, 3 or 5 days)
- Permanent exclusion

### External

Only the Headteacher (or Assistant Headteacher or nominated phase leader in their absence) will exclude children and only for serious misconduct. Whenever possible, exclusions will be arranged in conjunction with the child's parents/carers and will take place as soon as possible after the behaviour has occurred.

Any child who has received an external exclusion will automatically have a PSP (Pastoral Support Plan) put into place. This is good practice when seeking to support children who are considered to be at risk of exclusion.

## Confiscation

Confiscation is a lawful disciplinary penalty. School have the right to confiscate items that are deemed inappropriate for school or may cause harm to others. If items are confiscated, teachers/staff must fully explain to the child why this has to happen. Items will be stored safely and returned to the child or via the parent. Tillington Manor will seek advice from other agencies (e.g. police if items are deemed to be harmful - drugs or weapons. In these cases, refer to Exclusion Policy)

## Use of Positive Support

(Please refer to the separate Restrictive Physical Intervention policy)

The decision on whether or not to physically intervene or positively support a child is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. However, the use of restrictive physical interventions must always be an act of last resort and not normal practice and be based on the best needs of the individual.

All reasonable actions should be taken to reduce the potential need to use restrictive physical interventions as far as practicable.

## Bullying

(Please refer to the separate Anti-Bullying Policy)

At Tillington Manor Primary we are committed to stopping bullying in all its forms. Although we do have a separate anti-bullying policy, it is important to repeat some of the key information in this positive behaviour policy. However, for all specific concerns about bullying, please refer to the anti-bullying policy for full details and procedures.

Bullying can take a number of forms and the Anti-Bullying Alliance define it as:

*The repetitive, intentional hurting of one person by another, where the relationship involves an imbalance of power.*

Bullying can be carried out physically, verbally, emotionally or through cyberspace. If a child is being bullied it can have an adverse effect on many aspects of their school life. It is for this reason that children being bullied are supported by adults in school, particularly their class teacher, teaching assistant and the pastoral support officer.

Close communication with parents will be sought in order to work together to stop the bullying. Children who are found to be bullying others will not necessarily follow the hierarchical sanctions but instead their behaviour will be dealt with on an individual basis by a member of the Senior Management Team.

## Support Procedures

Some children need more time than others to learn new routines or meet expectations. Our default response to behavior that is beyond the normal range is to be empathetic, kind and keen to understand what is being communicated. Whilst it is important to have sanctions and procedures in place for when things do go wrong, it is imperative that we also have measures in place to support children.

These include:

- Meetings with parents
- Arranging Family Support Worker support – see below
- Consultation with outside agencies e.g. Educational Psychologist, School Health Authorities, Behaviour Support, SENIS

- Arranging an Early Help Support meeting
- Setting up an Individual Behaviour Plan (IBP) or a Pastoral Support Plan (PSP)

## Training

All staff at Tillington Manor are provided with training on managing behaviour, including proper use of physical support, as part of their induction process. Behaviour management will also form part of continuing professional development, linked to the School Improvement Plan. All staffing training is logged and monitored.

## Family Support Worker

We have a Family Support Worker, Mrs Rogers, in school who has received specific training in order to help children to manage their own behaviour and secure their well-being. Mrs Rogers will also support children who may have problems that affect their learning that do not result in poor behaviour.

Examples of this include children who are concerned about bullying, those who wish to talk about issues affecting their family or those who have fallen out with their friends.

## Emotional Literacy Support Assistant (ELSA)

At Tillington Manor we have an accredited Emotional Literacy Support Assistant (ELSA) who is Miss Lee-Rogers. Miss Lee-Rogers has had special training from educational psychologists to support the emotional development of children and young people in our school.

ELSAs help children and young people learn to understand their emotions and respect the feelings of those around them. They provide the time and space for pupils to think about their personal circumstances and how they manage them.

## GDPR – Behaviour Records

All teachers will keep records of children who have been chosen as ‘Star of the Week’ and those who have been awarded end of year certificates or medals. This information will be kept in a central record book.

Written records of behavioural incidents may be kept by the Headteacher and Family Support Worker. These will be stored securely and passed on only if appropriate to do so.

In addition, Class Dojo is used to keep a log of all awarded dojos with these being re-set at the start of each academic year.

School-based systems such as Arbor and CPOMS are used to record other incidents and these will be kept on the system and transferred to any new school when the child moves on from Tillington Manor Primary School. Information is stored securely and access to information is limited to only those staff who need to know.

## Monitoring, Evaluation and Review Methods

Monitoring, Evaluation and Review methods used to monitor and evaluate the effectiveness of the behaviour policy include:

- Discussions with learners
- Referrals to SMT/SLT
- Feedback from staff
  - Feedback from school council
- Feedback from parents
- Lesson observations
  - Governors Meetings
- External evaluation

## Links with other policies

This positive and restorative behaviour policy is linked to the following policies:

- Exclusion policy
- Safeguarding policy
- Anti-Bullying Policy
- SEN policy

## Appendix 1: School Values



## Appendix 2: Good to be green information



### How to Use Good to be Green

#### Stage 1: Set the Stage

Work with your pupils to set the standards of behaviour for your classroom. Give examples of great and poor behaviour and decide any consequences and rewards. If you involve your learners at this stage they are more likely to be invested in the scheme and behave better. Set up your cardholder and show your pupils the different cards.

#### Stage 2: Everyone Starts Green

At the beginning of every school day, all pupils start with a Green Card and a fresh start. Any previous behaviour will be forgotten, giving pupils the chance to change their behaviour patterns.

#### Stage 3: Use Your Cards

During the day you can use your Cards to let your pupils know how you feel about their behaviour. Use the Stop and Think Card, when you feel that a gentle reminder of your expected standards of behaviour is needed. This could be done discreetly by placing the card on a child's desk, so as not to draw attention to their unacceptable behaviour and thus avoid "shaming them". Alternatively, you may want to display the card in the child's cardholder pocket. If this undesired behaviour continues, then you may swap the card to a Warning Card. If the behaviour persists then you would issue a Consequence Card.

#### Stage 4: Reward Good Behaviour

Cards aren't only useful for displaying current behaviour status but for rewarding pupils too. At the end of the week reward any pupils who have been 'Green All Week'!