

Relationships and Behaviour Policy 2021-2023



Hanborough Manor
CE School

This policy was agreed by the Governors on:

Date: ...2nd February 2022...reviewed

To be reviewed: ...February 2024.....

Chair of Governors.....Lindsay Nadin.....

Head Teacher: ...Sarah Nickelson.....

Introduction

Hanborough Manor CE Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. Our behaviour policy guides staff to teach pupils self-discipline and not blind compliance, thinking about the consequences of their actions on themselves and others. Through the consistent use of the behaviour policy our school's aims and values will be shared and demonstrated.

THE SCHOOL'S VISION

Our school community aims to influence behaviour through positive experiences and by rewarding achievement and appropriate behaviour. We aim to:

Nurture, Educate and Inspire ...

... pupils to be creative, honest, perseverant, responsible, respectful and good friends to one another.

At Hanborough Manor, we nurture every child in order that they receive the best possible education. We love our neighbour as ourselves so that we come to life in all its fullness. We foster a culture of excellence and care.

VALUES

Our school values support the children in developing positive attitudes to learning and behaviour, and are:

- ❖ Respect
- ❖ Responsibility
- ❖ Friendship
- ❖ Perseverance
- ❖ Honesty
- ❖ Creativity

All adults can actively encourage good behaviour in children if they:

- Model the kinds of behaviours they want to see pupils develop, learn and imitate.
- Emphasise good behaviour & praise whenever possible.
- Are constantly aware and anticipate in order to prevent poor behaviour
- Are alert to signs of children becoming vulnerable
- Consistently apply rewards and sanctions, when appropriate, in line with policy
- Try to understand the motives behind a child's behaviour
- Allow children to make amends & redeem themselves/have a 'way out' of a situation
- Remove disturbing influences before they have an impact on the behaviour of others
- Avoid name calling and derogatory remarks
- Criticise the action not the person

- Have a readiness to be flexible and use a variety of strategies in those cases where children find it difficult to conform to the normally expected patterns of behaviour
- Involve parents at an early stage
- Involve children by encouraging them to take responsibility for their own actions
- Give pupils time to comply with reasonable instructions and have an expectation of compliance
- Provide strategies for the children to develop their independence such as 5Bs.
- Teach behaviour using Jigsaw, assemblies and moments in the day which arise.
- Clear routines are established in every class to give children a structure to each day and clear expectations for behaviour.
- Staff will ask children to self-assess their mood each morning when they come in and after lunch time, by pointing to a Zones of Regulation chart on the wall displaying emotions. If they indicate that they are not feeling happy the adult will indicate to the child that they will have time to talk at an appropriate time.

Our Aims:

We aim to recognise the success of our students as often as possible and have opportunities built in to do so on a daily basis. However, any behaviour which disrupts the learning at Hanborough Manor School must be dealt with promptly and fairly. All the strategies we use in school are intended to help the disaffected or disruptive student to improve their behaviour in order to help them to learn. They are also to ensure that other students can learn effectively, with minimal interruptions.

We are always most successful in helping students to manage their behaviour when we are working in partnership with parents/carers. We aim to keep parents/carers informed of any concerns we have about a student's progress, or about behaviour or relationships which might affect learning. Students have the main responsibility for their own behaviour. They are also responsible for the consequences of their behaviour and need to understand the impact it has on the learning and well-being of others.

Our behaviour policy is based on the following key principles:

- Calm and consistent adult behaviour provides positive role models for the children.
- The school is fully inclusive and actively promotes equality of opportunity for all members of the school community regardless of race, religion, gender, sexual orientation or disability. The school will challenge derogatory or discriminatory language and behaviour. The school will monitor the impact of all its policies and be alert to disproportionate impact on vulnerable groups.
- The school Relationships and Behaviour Policy should be based on the principles of positive behaviour management. Whilst sanctions may sometimes be necessary and appropriate, wherever possible the school seeks to encourage the right behaviour rather than punishing the wrong. Staff have been trained on Restorative Practice which is used when managing unwanted behaviour.

- To ensure all children are provided with the support they need to meet our expectations for behaviour, we will work compassionately in partnership with parents/carers and outside agencies.
- To acknowledge that maintaining good behaviour within the school is a shared responsibility. All members of the school community promote/develop empathy and respect for themselves and others.
- Pupils are prepared for the challenges and responsibilities which the next stage of their education and adult life brings. For pupils to achieve this, we encourage self-discipline and self-reflection so that children can take responsibility for their own actions.

At Hanborough Manor CE School we encourage:

- Independence, even in our youngest children, so that they are able to make decisions for themselves.
 - Courage and resilience to overcome difficult situations and move on from them positively, restoring good relationships with others.
 - Respect between all members of our community is at the heart of what we do at Hanborough Manor so that everyone can reach their full potential.
- If behaviour falls short of our expectations, there will be opportunity for a restorative conversation, based on our value of forgiveness, to allow the pupil to restore relationships and move on.
 - All staff will prioritise acknowledging good behaviour for learning (give first attention to best conduct) in order to reward and establish high expectations of behaviour, build self-esteem and develop positive relationships.

Our commitment to working restoratively

- At Hanborough Manor CE School, we believe that 'the behaviours we walk past are the behaviours we accept'. Whether intended or not, we will always challenge unacceptable behaviours and support members of our community in developing empathy, compassion and understanding. To achieve this, we aim to work with people at every opportunity, providing nurture and support alongside clear boundaries and expectations of behaviours.
- Working restoratively is more likely to build self-discipline, resilience, problem solving and good relationships in the longterm. Restorative approaches also enable people to take responsibility and resolve problems for themselves.

Restorative questions (underpinned by the 5 Core Beliefs)

1. What happened? What's happening?
2. What were you thinking before / when / after it happened? How were you feeling before / when / after it happened? How are you feeling now? What's been the hardest thing for you?
3. Who else has been affected? How?

4. What do you need to feel better?
5. What needs to happen to move forwards / put things right?

See 'Restorative approaches at Hanborough Manor School in Appendix 5.

- **Through the success of our behaviour policy we aim to:**
 - Create a calm, purposeful, safe, and happy learning environment.
 - Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued.
 - Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence and self-discipline.
 - Create a consistent approach to behaviour management throughout the school, celebrating and praising acceptable behaviour and enforcing firm boundaries for unacceptable behaviour.
 - Work in partnership with parents in dealing with any behavioural issues.
 - Encourage respect for individuals.
 - Lead by example in the way that we treat each other and the children in our care.

At Hanborough Manor we understand that all behaviours are a form of communication whether it is positive or negative. We consider this at all times when managing children's behaviour.

School Rules

We have three school rules:

Ready- we come to school ready to learn with all the equipment we need.

Respectful- all members of our school community show respect for one another at all times, through what they say and through their actions.

Safe- our behaviour allows others to feel safe and remain safe.

These rules are linked to our overarching Golden Rule:

We treat others as we would like to be treated.

PSHE – Jigsaw Approach.

At Hanborough Manor School we use the Jigsaw approach to teach PSHE. This scheme enables us to provide pupils with the knowledge, understanding, attitudes, values and skills they need in order to reach their potential as individuals and within the community. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and

cultural issues that are part of growing up. They learn to understand and respect our common humanity; diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning. All classes create a class charter at the start of the year to set rules.

Rewards and Recognition of Positive Behaviour

In building the culture of the school we will give first attention to the best conduct. This affirms the meeting of expectation and builds a positive atmosphere. Adults will be explicit and expectant in the behaviour for learning that is needed at school. Students will be rewarded/praised for consistently good behaviour and we will use praise in line with our rules, values and our expectations. When behaviour is sustainably above and beyond this will be met with individual, personalised recognition and reward. We encourage each student to take responsibility for themselves and others, his/her learning and the environment by:

- taking responsibility for his/her actions, thinking for him/herself and taking pride in all that he/she does
- showing understanding, tolerance, courtesy and respect towards other people
- being punctual and prepared for lessons and helping to create a positive learning environment
- respecting other people's possessions, using equipment and resources with care and endeavouring to make the school a clean, safe and pleasant place in which to work.

Rewards can include:

- Sending home good news slips (Sent home by class teacher)
- Headteacher Award Certificates (Presented weekly in celebration assembly)
- Reading, Writing and Maths certificates (Presented weekly in celebration assembly)
- Whole Class Rewards for team effort towards a goal (This may include extra play)
- Buttons awarded for individual effort
- Hot Chocolate Friday (with a member of SLT)

Buttons system:

- 25 buttons achieved = bronze certificate
- 50 buttons achieved = silver certificate
- 100 buttons achieved = gold certificate
- 150 buttons achieved = platinum certificate
- 250 buttons achieved = diamond certificate plus a piece of stationary

Each term the Button team with the winning total of buttons will have a reward as a team.

It is important to acknowledge good achievement, positive behaviour and regular attendance. Rewards are much more effective than sanctions in motivating students. We

look for regular opportunities to recognise students' positive contributions towards our school community.

Consequences for Unacceptable Conduct

At Hanborough Manor School, where appropriate and possible, we aim to follow a consistent system for dealing with inappropriate behaviour in and outside of the classroom. At every point, the student has the opportunity to restore their behaviour and make the right choice. Some behaviour types such as violence, racism, homophobia, defiance, dangerous conduct, threats (verbal or physical) to other students or staff may well warrant immediate action supported by SLT and may lead to further sanctions, including suspensions.

Students will be held responsible for their behaviour and their behaviour choices should not disrupt the learning of others. Poor behaviour will not be tolerated. We aim, wherever possible, for consistency in dealing with behaviour in order to support all staff and students within the school. Staff aim to use the following steps to deal with poor behaviour in the classroom in order to allow students to make good choices: Reminder of expectations; Clear final warning; Removal or Time out. SLT will be called to remove a student from a lesson if they are disrupting the learning of others after a final clear warning has been given.

Staff may use other actions in addition to the above if they deem it necessary and if the behaviour displayed warrants it. On occasion, students may be asked to work in isolation following an incident. This might be whilst an incident is being investigated or as a result of an incident. Here they may work away from their timetabled lessons/social time for a period of time decided by SLT.

Pupils with Additional Needs

Hanborough Manor School recognises that some pupils are vulnerable and may require additional support in order to conform to the expectations of behaviour of the school. Children are identified by any member of staff as we are all responsible for the welfare of the children.

Pupils who require additional support may be:

- Offered support from class teacher/member of SLT and be regularly monitored.
- Referred for a multi-agency assessment.
- supported by an individual behaviour plan with strategies to promote self-esteem and good behaviour.
- provided with additional support in class and at play times from a teaching assistant.

The school will regularly review all pupils who are referred for additional support in order to ensure that their needs are being met. Where inadequate progress is being made the school will consider what else may be available both from within the school and from a range of outside agencies with whom the school has contact (e.g. CAMHS, Social Care).

All staff should also be aware that where a child has additional needs, different strategies may need to be used to support the child in conforming to behaviour expectations. At times

some children with a specific need may struggle to conform and at these times staff need to refer to the Zones of Regulation and give children time to calm down, as well as supporting them to use learned strategies to get back into 'The Green Zone'. It is essential for all staff to understand the behaviour is a form of communication and to consider this at all times.

At Hanborough Manor School we will use different strategies to support pupils socially and emotionally: worry boxes in classrooms, Buddy Bench at playtimes, quiet lunch club for pupils identified as finding playtime challenging, play leaders and buddy system for younger children, and Forest School sessions.

Zones of Regulation

Hanborough Manor CE Primary School uses Zones of Regulation to help children understand, recognise and moderate their emotional responses. This compliments our behaviour policy. This is a whole school approach to help children manage their emotional literacy so that they can understand their level of alertness for learning. Individuals are impacted by different things and thus have different responses. Our task is to help individuals to regulate themselves into the 4 optimal zones:

Blue zone: emotions in this zone are sad, tired, sick or bored

Green zone: optimal zone Emotions in this zone are happy, calm, feeling okay, focused, ready to learn.

Yellow zone: heightened stage of alertness. Emotions in this zone are frustrated, worried, silly, excited and loss of some control.

Red zone: intense and extreme emotions are displayed in this zone e.g. mad, angry, terrified, elated, out of control.

Staff should model which zone they are in, eg. I am in the yellow zone because I'm looking forward to something, I am in the green zone because I have enjoyed seeing my family over the weekend. This helps children to recognise where they are.

Equality

All children in the school will be subject to this behaviour management system regardless of race, religion, gender or ability. The same high expectations of behaviour will be applied to avoid stereotyping and support will be given to children when necessary.

Monitoring

Behaviour is monitored both by class teachers and the Senior Leadership Team. Class Teachers record behaviour incidents in a class behaviour book. Teachers will discuss any concerns with parents if a child is regularly not meeting the expectations for behaviour. Records in the behaviour book will help staff to identify any patterns or triggers for the poor behaviour and allow them to discuss strategies with parents that they will use to support the child. The class behaviour book will be monitored by SLT termly to help identify patterns and support. If a child has 3 or more entries in the behaviour book parents will be notified and invited to come into school to discuss ways to work together with the school to support

their child in improving their behaviour. Each time a member of SLT is called to discuss a child's behaviour this is recorded in the SLT behaviour book.

Moving Around School.

Children will walk quietly around buildings and site, for example when coming and going to the hall for games, collective worship and all other activities. Children are expected to enter and leave the assembly hall in silence. Staff are expected to be quiet in assembly too as a role model of good behaviour. Children will be expected, out of respect, to hold doors open/stand aside for others wanting to come through. At the end of each playtime children are expected to line up silently and walk silently to their classrooms to start learning. It is an expectation that the class teacher or teaching assistant models and monitors this process.

Play Time and lunch time behaviour.

The same high expectations for behaviour apply to play times and lunch times. It is the job of all staff on duty to maintain these high expectations and to deal with any incidents which may arise, following the behaviour policy.

It is expected that:

- all staff on duty will be out on time with a whistle.
- all staff on duty will stand in designated areas of the playground and will be vigilant in observing children's play to ensure it is not too rough.
- any children who play too roughly will have five minutes time out by a member of staff.
- children who need to go to the toilet will ask for a band and staff will monitor this carefully.
- all staff will pre-empt poor behaviour and intervene in a timely way to ensure children are reminded of the expectations for behaviour, redirected and supported in maintaining their behaviour.
- Praise, reward with buttons or a note home will be given to children who behave well, show kindness to others and are helpful.
- if behaviour at playtimes fall short of expectations, the same system will be used to remind, warn and provide time out. The member of staff who observes the poor behaviour will deal with it and issue the sanction. Procedures will be followed to record the incident when necessary and to inform the class teacher or SLT in line with the sanctions document.
- staff on duty will hand over any concerns or incidents which happened at play time or lunch time so class teachers/TA's or whoever is teaching them next can monitor the situation and give support where needed.

End of Play Time and Lunch Time

- First bell -children stand still in silence.

- Second bell- children walk calmly and quietly to their line.
- Lunch time a whistle will blow 5 minutes before the end to signal the need to children to tidy equipment away.
- Teachers will be ready to take children in straight away ensuring children walk in quietly and calmly. Teachers will also walk in quietly, modelling the expectations.

In the Dining Hall

When coming in for dinner children shall:

- Collect their lunchboxes and walk around to the hall.
- Take their coat and hats off and sit on them.
- Sit on their bottom and put their hand up if they need help.
- Use a knife and fork to eat their food.
- Children will be expected to talk in an inside voice whilst talking to their friends on their table.
- Carry out good table manners e.g. not talking with their mouth full or overfilling their mouths.
- When the children have finished, they must tidy their tray away and walk out to play.

Five minutes before the end of lunch time the whistle will blow. Children should then help to tidy away equipment. Play leaders will play a key role in encouraging other children to help to tidy up.

Anti-Bullying

Hanborough Manor School is determined that all pupils should feel safe at school. A key feature of this is the strong stance taken against all forms of bullying.

Definition

Bullying is any deliberate, hurtful, upsetting, frightening or threatening behaviour by an individual or a group towards other people. It is repeated over a period of time and it is very difficult for the victims to defend. Bullying is mean and results in worry, fear, pain and distress to the victims.

Types of Bullying

Physical Bullying: hitting, kicking, tripping, pinching and pushing or damaging property.

Verbal bullying: name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.

Social bullying: sometimes referred to as covert bullying. It is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and / or cause humiliation.

Social bullying can include:

- lying and spreading rumours
- negative facial or physical gestures, menacing or contemptuous looks
- playing nasty jokes to embarrass and humiliate
- mimicking unkindly
- encouraging others to social exclude someone
- damaging someone's social reputation or social acceptance.

Cyber bullying: intentional and repeated harm inflicted through the use of computers, phones, and other electronic devices.

Cyber bullying can be overt or covert bullying behaviours using digital technologies including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

Cyber bullying can happen at any time. It can be in public or in private and sometimes only known to the target and the person bullying.

Cyber bullying can include:

- abusive or hurtful texts, emails or posts, images or videos
- deliberately excluding others online
- nasty gossip or rumours
- imitating others online or using their log-in.

Signs that a child may be a victim of bullying

While the below may be signs of bullying it must be recognised that they also can be signs of other worries including abuse.

- Physical: unexplained bruises, scratches, cuts, missing belongings, damaged clothes or schoolwork, loss of appetite, stomach aches, headaches, soiling / bedwetting
- Emotional: losing interest in school, withdrawn, secretive, unusual shows of temper, refusal to say why unhappy, high levels of anxiety, mood swings, tearfulness for no other apparent reason, lack of confidence, headaches and stomach aches, signs of depression
- Behavioural: asking to be escorted to school, coming home for lunch, taking longer to get home, asking for more money, using different routes to school, "losing" more items than usual, sudden changes in behaviour and mood, concentration difficulties, truancy.

Anti-bullying Strategies used at Hanborough Manor CE Primary School:

- Ensure that the school leadership promotes an open and honest anti-bullying ethos with our school values at the core of what we do.
- Use of curriculum opportunities to discuss diversity and draw out anti-bullying messages particularly in Jigsaw PSHE sessions.

- Use of opportunities such as assemblies and national Anti-Bullying week in November to raise awareness of the negative consequences of bullying and the responsibilities of bystanders.
- Regularly reviewing the effectiveness of staff supervision patterns and making adjustments as required.
- The appointment of year 5 or 6 children as play leaders to engage the younger children in purposeful play.
- Provision of information to parents about how to keep their children safe online including an awareness of cyber bullying.
- All school staff are role models in the way they treat others.
- All forms of stereotyping or discriminatory language are challenged.
- Difference is actively celebrated within the school.
- Children, parents/carers/ staff know how to report incidents of bullying and know they will be listened to and appropriate action taken.
- If children cannot tell an adult they can write their worry down and place it in the worry box in their classroom which will then be dealt with appropriately by the class teacher.
- Behaviour is carefully monitored by all staff and if there are any concerns about bullying they are discussed quickly with the class teacher and SLT.

Responses

The school handles issues of bullying sensitively and follows these guidelines:

The child being bullied:

1. Is taken seriously and believed
2. Is supported in their struggle to cope
3. Has ownership of the situation
4. Is helped, if necessary, to put it in perspective
5. Will have someone trusted to talk to
6. Sees the situation monitored
7. Sees that justice is done

The bully:

1. Has to face up to the fact that they are bullying
2. Receives appropriate punishment
3. As needed, will get counselling by a trusted adult
4. Is supported in their effort to reform
5. Has their behaviour monitored
6. Has a positive new start once sanctions have ended and a restorative conversation has taken place

Incidents of bullying are monitored by class teachers through their behaviour book, where records are kept of such incidents. SLT are informed of any incidents of bullying and monitor the situation carefully through discussions with staff, child and parents. Behaviour Incident

Recording Forms will highlight any patterns in behaviour to allow the correct support to be in place. The Headteacher reports on these, three times a year, to The Governing Body.

Parents

Parents who suspect that their child might be bullied or who suspect that their child might be a perpetrator of bullying should contact their child's class teacher immediately.

- Parents have a responsibility to support the school's behaviour policy.
- If parents have concerns about how the school has dealt with bullying incidents, they should contact the Head teacher. The procedure followed will be that laid out in the school policy for Responding to Parental Concerns

Staff Misconduct

In the event of staff being accused of misconduct The Head teacher in consultation with the Chair of Governors, will contact the EPA's Safeguarding Team and draw on DFE guidance 'Dealing with Allegations of Abuse Against Teachers and Other Staff' in cases of allegations that a member of staff (including volunteers):

- Has behaved in a way that has harmed a child
- May have harmed a child
- Has possibly committed a criminal offence against or related to a child
- Has behaved towards a child or children in a way that indicates he or she is unsuitable to work with children.

Any such allegation will be dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation. A member of staff who has been accused of misconduct will not automatically be suspended, pending an investigation.

Roles and Responsibilities

Parents/Carers

Parents and carers are by far the biggest influence on children. They have the right to be informed promptly of any emerging difficulties their children present and will themselves inform the school if there may be any circumstances which may affect a pupil's behaviour. If staff inform parents/carers that their child is not meeting our expectations for behaviour, they will share strategies which will be used to support their child and the expectation is that parents will reinforce these strategies at home. Parents/carers have responsibilities in ensuring regular and punctual attendance at school. Parents/carers have the right to expect any concerns they have to be taken seriously by the school. All adults on school premises are expected to abide by school expectations regarding behaviour. We do not tolerate physical violence, swearing or discriminatory language. The school is entitled to ban from the premises adults who do not abide by these expectations.

All parents/carers sign the Home/School Agreement when their child starts at Hanborough Manor School and at the beginning of every school year and in doing so agree to support the school in the implementation of the Behaviour Policy. All staff and pupils sign the staff code of conduct in which they promise to use their best endeavours to promote the aims and values of the school.

Pupils

The school encourages pupils to behave well, develop a positive behaviour culture and show self-discipline and respect both in school and in the community. All pupils have the right to complete their work unhindered by poor behaviours of a minority. The school encourages pupils to take pride in their work and in their school. Pupils are encouraged to be active in challenging and preventing bullying. When behaviour doesn't meet expectations, pupils are supported to reflect on their behaviour (with a focus on love, compassion, honesty and forgiveness) and the impact that it has had on others and are given opportunity to restore relationships with adults and their peers.

Staff

All staff at Hanborough Manor School are expected to follow the behaviour policy setting high expectations for behaviour. They must implement the policy fairly and consistently, making adaptations where children with a SEND need may require additional support. All staff have the right to regulate pupils behaviour and impose sanctions when pupils fail to meet the expectations for behaviour. Staff will inform parents when there is a concern about a pupil's behaviour which is consistent and work with them to create a plan to support the child to improve their behaviour.

All staff are expected to model positive, respectful behaviours at all times. This policy links directly to the Staff Code of Conduct Policy.








Governors/Board of Directors



The Governing Board is responsible for monitoring this behaviour policy's effectiveness and holding the Headteacher to account for its implementation.

Headteacher

The Headteacher is responsible for reviewing and approving this behaviour policy. The Headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Behaviour flow diagram

| | | | |
|---|---|----------------------------------|---|
| Behaviour falls below expectation |  | Reminder | |
|  | | | |
| Behaviour continues to fall below expectations |  | Final clear warning using script | |
|  | | | |
| Behaviour continues to fall below expectations after a warning |  | Time out | <p>Restorative meeting between classroom staff and student.</p> <p>The student will have a short period of time away from the situation. This time is for reflection, cooling off and preparing to come back. This may happen within the classroom in a designated space or in another classroom if necessary for practical reasons. The time out is the consequence, although any lost learning can be made up at the teacher's discretion. The class teacher or TA will lead a conversation which will follow the Hanborough intervening in behaviour script. This conversation will be restorative and expectations will be made clear about the return.</p> |
|  | | | |
| Behaviour continues to fall below expectations after a time out |  | Removal | <p>The student is removed and taken to SLT / removed by SLT and sanctions are applied.</p> <p>The removal is the consequence and the class teacher will take responsibility for the restorative conversation when the child returns. The class teacher will inform parents of the situation and resolution. A behaviour incident form will be completed and given to SLT. The child will be expected</p> |

| | | | |
|---|---|--|--|
| | | | to complete a reflection with SLT at lunchtime following this. |
| Persistent disruption or breaking of school rules (including disruption of learning in partner classroom) |  | Meeting arranged with class teacher, parents and SLT | Meeting to be held to discuss individual behaviour plan and reward system. |
| Unsafe and/or violent behaviour |  | SLT led | SLT to be called immediately. Behaviour incident yellow form to be completed by teacher. |

Reasonable Adjustments: Individual risk assessments and/or individual behaviour support plans to be written (by the SENCO and class teacher), read and understood for children who have SEN C&I or SEMH needs.

Restorative Conversations

When teachers have had to have a student removed from a lesson for unacceptable behaviour, students will be asked to have a short restorative conversation with a staff member which aims to reset the expectations for the next lesson. Ideally these short restorative conversations act as an opportunity for the student to rebuild relationships with the member of staff. We feel strongly that students should be given the opportunity to take responsibility for their behaviour choices.

Restorative Conversation Meetings may also be used: should an incident occur outside of the classroom; upon a return to school following an isolation or suspension; between two or more students to restore an issue. See information in appendix 5

Restorative questions (underpinned by the 5 Core Beliefs)

1. What happened? What's happening?
2. What were you thinking before / when / after it happened?
How were you feeling before / when / after it happened? How are you feeling now?
What's been the hardest thing for you?
3. Who else has been affected? How?
4. What do you need to feel better?
5. What needs to happen to move forwards / put things right?

Off-Site Behaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school.

Confiscation

Hanborough Manor School have the power to confiscate any item which is illegal or banned from school. In most circumstances staff will confiscate items which are banned from school and return them to pupils at the end of the day. However, on occasions this will not be appropriate and in those cases the following principles will apply. Illegal items (weapons or substances) will be handed to the Police. Legal but banned consumable items (tobacco, alcohol, sweets or foodstuffs, e.g. chewing gum) will be disposed of. High value items (£20+ e.g. mobile telephones, MP3 players etc., which are confiscated will be held securely until a parent/carer makes arrangements to collect them.

Suspension and Permanent Exclusion

Suspension from school will only be considered if the education and/or well-being of the child or others would be harmed by allowing the child to remain in the school, if this is the case the Head teacher will consider a fixed period of exclusion. EPA guidelines for exclusion will be followed. Usually following a fixed term exclusion:

- A Pastoral Support Plan would be drawn up, with copies to parents/carers and the Governing body.
- Outside agencies would be involved.

- The Head teacher would refer behaviour to Governing body for consideration of permanent exclusion or transfer to an alternative school.

However, there may be a small minority of children with persistent and severe behaviour problems as a result of emotional, psychological or neurological disturbances for whom achieving positive behaviour is much more difficult than for the average child. In such cases, the behaviour of the child is: usually present early in the child's development; regardless of which teacher s/he has encountered; extreme. In such cases, the school will be as supportive as possible towards the pupil concerned, but the safety and well-being of the class as a whole will remain paramount.

Power to Use Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff should make themselves familiar with DFE guidance 'Use of Reasonable Force' - advice for school leaders, staff and governing bodies. To help protect the staff and children, key staff will be trained using the Team Teach approach.

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

Additional information

Link to Use of reasonable Force - advice for school leaders, staff and governing bodies

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Link to Screening, Searching and Confiscation - advice for school leaders, staff and governing bodies

<http://www.education.gov.uk/schools/pupilsupport/behaviour/f0076897/screening>

Link to Exclusions Guidance

<https://www.gov.uk/government/publications/school-exclusion>

Link to Safeguarding

<http://www.education.gov.uk/aboutdfe/advice/f0076882/ensuring-good-behaviour-in-schools/allegations-of-abuse-against-staff>

Link to SEN Code of Practice

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Link to A Guide to the Law for School Governors

<http://www.education.gov.uk/schools/leadership/governance/b0065507/gttl>

Link to DFE advice on the Equality Act 2010

<http://www.education.gov.uk/aboutdfe/policiesandprocedures/equalityanddiversity/a0064570/the-equality-act-2010>

Valuing All God's Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying Autumn 2017

Appendix 1

Hanborough Manor intervening in behaviour script

- 1) I notice..... (describe the behaviour)

- 2) That shows me(link to Ready, Respectful, Safe)

- 3) Remember when.....(Highlight recent positive example)

- 4) That's the (name of child) I want to see.....



Hanborough Manor CE School

Incident Form

| | |
|-----------------|------------------|
| Reported by: | Date of Incident |
| Pupils Involved | |
| Year Group | |

| Type of Incident | | | | | |
|--------------------------------|--|--------------------------|--|-------------------|--|
| Rudeness to Adults | | Rudeness to other pupils | | Physical Violence | |
| Refusal to follow instructions | | Threat of violence | | | |
| Other (Please state): | | | | | |
| Brief description of incident: | | | | | |
| Action taken: | | | | | |

| | | | |
|-------------------------------|--|---------------------------|--|
| Dealt with by TA | | Dealt with by SMT | |
| Follow up required by teacher | | Follow up required by SMT | |

Appendix 3

| ACTIONS | | |
|---|--|--|
| Level 1 | Level 2 | Level 3 |
| <p>Lack of effort during lessons Wandering around classroom Timewasting in transition periods Bringing toys to school Distracting others Calling out / making noises Poking/prodding others Running inside Throwing things without anger Ignoring instructions from an adult Talking over others Not lining up quietly and / or appropriately Going inside at playtime without permission</p> <p style="text-align: center;">Persistent level 1 behaviour should move to level 2</p> | <p>Name calling Making fun of, or teasing another child or child's work Leaving the classroom without permission Walking away from an adult when being spoken to Defacing books/desks Misuse of classroom equipment and / or environmental infrastructure Rude responses to adults requests including shrugging, answering back or arguing Interfering with another person's property Telling lies Deliberately winding another child up Misuse of toilets or hand basins Swearing (not directed at an individual) Stealing, pinching, pushing or hurting someone Refusal to take part in learning Refusing to go to a member of SLT when asked Refusing to follow safety instructions Rough play (any play which involves physical contact) Making threats of violence verbally or physically</p> <p style="text-align: center;">Persistent level 2 behaviour should move to level 3</p> | <p>Throwing objects to hurt another person or damage property Swearing directed at someone Verbal aggression Unsafe/ risky behaviour Leaving school grounds without permission Physical violence towards another person or property Spitting at someone Bullying (repeated and persistent), threatening, intimidating including online Damaging school property Climbing fences Racist or homophobic remarks</p> |

| CONSEQUENCES | | |
|---|---|---|
| Level 1 | Level 2 | Level 3 |
| <p>After 2 warnings use script to intervene swiftly and appropriately explaining what the sanction will be if behaviour doesn't cease and / or improve</p> <p>If poor behaviour continues move to level 2 sanction</p> <p>Confiscate toys and return to child or parent at the end of the day</p> <p>Send to a partner class to complete work</p> <p>5 minutes time out at lunchtime – sat on bench or in classroom</p> | <p>Record in classroom behaviour book (and note which level)</p> <p>Restorative conversation between child and the person they have hurt/upset.</p> <p>Community service to put right any damage to property or to give back time to school community e.g. litter picking, tidying up after lunch</p> <p>Informal conversation between class teacher and parents</p> <p>Completing work in another classroom</p> <p>Adult who witnessed incident to deal with it supported by an SLT member</p> <p>Persistent level 2 (3 x in class book per term) = consequences moved to level 3</p> | <p>Behaviour incident form to be completed and sent to SLT</p> <p>Class teacher or SLT to contact parents either after school or by telephone</p> <p>Monitor behaviour and update parents regularly</p> <p>Reflection time to think about what went wrong and how it can be put right</p> <p>Restorative meeting with adult/ children who were affected by the behaviour</p> <p>Meeting between SLT, class teacher, parents and child</p> <p>Monitor and record behaviour in each lesson and at play times</p> <p>Loss of privileges</p> <p>Reflection time to think about what they did wrong who it affected and what they would do differently in the future</p> <p>Behaviour Support Plan which all staff are made aware of which includes strategies to support the child</p> <p>Internal exclusion</p> <p>Community service</p> <p>Fixed term suspension</p> <p>Agreed regular meeting with parents</p> <p>Racist/homophobic remarks reported</p> <p>Persistent level 3 (3 x reflection per term) = letter home and meeting with parents</p> |

Reflection Sheet









Name:.....Year:.....

Date:.....Time:

What did you do to lose your playtime?

| |
|--|
| |
|--|

How did you feel?

| | | | | | | |
|---|---|---|---|--|---|-------|
| sad | frustrated | confused | worried | jealous | angry | Other |
|  |  |  |  |  |  | |

Which school rule did you break?

| | | |
|--------------|-------------------|-------------|
| Ready | Respectful | Safe |
|--------------|-------------------|-------------|

Which school value did you not follow?

| | |
|----------------|--|
| Respect | |
| Responsibility | |
| Perseverance | |
| Friendship | |
| Honesty | |

Who was affected by my behaviour?

**How will you put this right?
What will you do differently next time?
(apologise, repair, write, promise)**

| | |
|--|--|
| | |
|--|--|

For Staff use only:

Who witnessed the event:.....

What did the child do to miss their breaktime?:

Signed:.....Date:.....

Appendix 5

What is Restorative Practice?

Restorative Practice vs Restorative Justice

Restorative Practice is all about relationships – making, maintaining and, when necessary, repairing relationships.

Restorative Justice constitutes an innovative approach that is taken to repairing harm that has been done to relationships. It prioritises meeting the underlying needs of the people involved above the need to assign blame and dispense punishment.

Benefits of Restorative Practice

Experience and evidence at local and national levels has shown that restorative approaches have a positive impact in changing school cultures, especially regarding attendance and behaviours, when embedded in a wider restorative context, and within clear school improvement strategies.

“A report published by the Department for Education gave whole-school restorative approaches the highest rating of effectiveness at preventing bullying, with a survey of schools showing 97% rated restorative approaches as effective. An independent evaluation of restorative justice in Bristol schools found that restorative justice improved school attendance and reduced exclusion rates.”

Source: The Restorative Justice Council

Restorative approaches at Hanborough Manor School

At Hanborough Manor School, we allow time to listen to the voice of children and young people, staff and families.

We want to hear people’s stories, help them clarify their issues and needs, and empower them to find their own solutions to what is concerning them.

Fairness

When dealing with a conflict situation, staff in school will deal with it in a fair way as follows:

- Engagement - making sure that all involved are part of the process.
- Explanation - everyone involved and affected understands why final decisions have been made.
- Expectation - once decisions are made, new rules/expectations will be clearly stated so that individuals understand consequences for the future.
-

Social Discipline Window

At Hanborough Manor, we aim to work with people at every opportunity, providing nurture and support alongside clear boundaries and expectations of behaviours. All adults in school are expected to be positive and respectful role models to our pupils.

If a member of the school community inflicts harm to people or property (consciously or unconsciously), we will adopt a restorative approach. A restorative approach enables everybody’s voice to be heard and promotes empathy, compassion and understanding. It seeks to enable those who have been harmed to convey the impact of the harm to those responsible, and for those responsible to acknowledge this impact and take steps to put it right.

At Hanborough Manor School, we believe that the behaviours we walk past are the behaviours we accept. Whether intended or not, we will always challenge unacceptable behaviours. Ultimately, it is about identifying what people need to find a positive way forward following unacceptable behaviours and/or where relationships have broken down and agreeing actions that will lead to positive and sustainable changes in behaviours going forwards.

While it is sometimes possible to break cycles of unacceptable behaviours and resolve conflict using only restorative approaches (no need for traditional sanctions and additional educational interventions), it is sometimes necessary to put additional support in place.

Everybody has the right to feel safe all of the time.

Working restoratively is more likely to build self-discipline, problem solving and good relationships in the long-term.

Restorative approaches also enable people to take responsibility and resolve problems for themselves.

5 Core Beliefs of Restorative Practice

1. Everyone has a unique perspective and a valued contribution to make – we need to hear what people involved have to say.
2. Our thoughts influence our feelings and both influence what we do and say – we need to unpick what is going on behind behaviours.
3. Our actions and deeds impact on those around us – we need to consider the consequences of our actions.
4. All our actions are strategies we have chosen to meet our needs at the time – we need to be part of identifying what we need and identifying how our needs will be met.
5. The people who are affected by an issue or problem are those best placed to find ways forward in collaboration with each other – we need to be enabled and empowered to make positive and sustainable changes for ourselves.

Restorative questions (underpinned by the 5 Core Beliefs)

1. What happened? What's happening?
2. What were you thinking before / when / after it happened?
How were you feeling before / when / after it happened? How are you feeling now?
What's been the hardest thing for you?
3. Who else has been affected? How?
4. What do you need to feel better?
5. What needs to happen to move forwards / put things right?