Behaviour Policy

Updated: September 2023
Next Review: September 2024

Rationale

Green Park CPS believes that the encouragement of positive behaviour, high self-esteem, responsibility and care for others should be at the very heart of a school community. We embrace the principles of Restorative Justice and we manage behaviour in a positive and fair way for all. We believe it is the right of every pupil to learn in an environment free from disruption from others.

Everybody who is part of the school community will promote positive behaviour management for all by promoting the key features of restorative justice: -

Respect
Responsibility
Repair
Regrouping

We recognise the importance of clearly stated boundaries of acceptable behaviour and a whole school approach that underpins these. The school embraces Restorative Justice as a means of empowering staff to be successful and effective practitioners within their classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils. Consistency and expectation are paramount in positive behaviour management. This policy reflects an agreement about the systems and approaches, which we believe will help us to achieve an environment where the best chance is given for everybody to reach their full potential academically and personally, on their journey to becoming responsible citizens both within the school and in the wider community. We recognise that the positive, supportive ethos and sense of community within the school, along with close family partnerships, enable children to adopt permanent, positive behaviours.

Green Park Community Primary School therefore, promotes the values of mutual respect, self-discipline and social responsibility and we expect children to take responsibility for their own behaviour at every age and stage of development. The school acknowledges its legal duties under the Equality Act 2010 in respect of Safeguarding and in respect of pupils with special educational needs (see Inclusion, Safeguarding and Child Protection Policies).

Summary of Aims

- ✓ To ensure a safe, caring and happy school
- ✓ To promote respect for other people and their property
- ✓ To promote good citizenship and cooperation
- ✓ To encourage and praise greater effort in both work and behaviour
- ✓ To ensure a whole school restorative approach to behaviour management and discipline which is part of the practice of the whole school community
- ✓ To ensure that parents and carers are informed and are aware of the disciplinary procedures
- ✓ To provide a system of rewards to encourage good behaviour and to try and reverse continuous and habitual offenders by using assertive discipline techniques.
- ✓ To ensure positive behaviour, communications and relations throughout the school
- ✓ To promote self-discipline and the ability to take responsibility for own actions
- ✓ To prevent bullying (See Anti-bullying policy)
- ✓ To promote inclusion for all
- ✓ To promote equality for all

Responsibilities

All members of the school community, whether permanent or visiting, teaching and non-teaching staff, parents, pupils and governors, work towards the school aims by:

- ✓ following Restorative Justice approaches to ensure positive behaviour management is both consistent and followed by all
- ✓ providing a well ordered environment in which all are fully aware of positive behaviour expectations
- ✓ treating all children and adults as individuals and respecting their rights, values and beliefs
- ✓ fostering and promoting good relationships and a sense of belonging to the school community
- ✓ offering equal opportunities in all aspects of school life and recognising the importance of others' differences
- ✓ encouraging, praising and positively reinforcing good relationships, behaviours and work ethic
- ✓ rejecting all bullying or harassment in any form
- ✓ helping to develop strategies to eliminate undesirable behaviour both within and outside the classroom, and applying these consistently
- ✓ caring for, and taking pride in, the physical environment of the school
- ✓ working as a team, supporting and encouraging each other
- ✓ encouraging all members of the school community to recognise individual behaviour problems and be pro-active in seeking effective solutions

Restorative Practices Philosophy Statement

Effective Restorative Practices foster awareness of how others have been affected by inappropriate behaviour. This is done by actively engaging participants in a process which separates the deed from the doer and rejects the act not the actor, allowing participators to make amends for the harm caused. Restorative Practices acknowledges the intrinsic worth of the person and their potential contribution to the school community.

Restorative Practices framework will:

- ✓ Be regular, timely and appropriate
- ✓ Improve behavior and attitudes
- ✓ Provide explicit tools within a defined framework to challenge unacceptable behaviour, resolve conflict and repair harm
- ✓ Provide a safe, philosophical basis for staff, pupils and parents to share ideas and discuss issues
- ✓ Improve relationships, establish rights, accountabilities and responsibilities to the community

School Rules- Negotiated, Non-negotiable and Health &Safety

Negotiated Rules
Classes agree their own rules at the beginning of the academic year and display them in the classroom. These arepositive rules reinforcing our positive ethos. For example:

- ✓ Do be gentle - Do not do or say anything to hurt anybody
- ✓ Do be kind and helpful - Do not hurt people's feelings by your deeds or your words
- ✓ Do work hard - Do not waste your or other people's time
- ✓ Do look after property - Do not waste or damage things
- ✓ Do listen to people - Do not interrupt
- ✓ Do be honest - Do not cover up the truth
- ✓ Do be polite and respect others – Do not be rude

Non-negotiable Rules
It is unacceptable to swear, to fight and to argue with adults, or to use religion, race or any other distinction as a weapon.

These rules apply to every area in and around our school.

Learning behaviour
All children will be expected to complete work set to an acceptable standard. Should a child's poor behavior impact on work set, they may be asked to repeat/complete tasks at another time of the teacher's choosing.

Management at lunchtime and playtime
All staff will follow the behaviour procedures and will inform class teachers of poor behaviour at break times and lunch times who will reinforce the behaviour sanction in class. Regular meetings take place to enable the SeniorLeadership Team to monitor lunchtime behaviour.

Behaviour outside school
School staff have the right to discipline pupils for misbehaviour that occurs in school and, in some circumstances, outside of school.

"Teachers may appropriately discipline pupils for:

•Misbehaviour when the pupil is:
-Taking part in any school-organised or school-related activity or
-Travelling to or from school or
-Wearing school uniform or
-In some other way identifiable as a pupil at the school.

•Or misbehaviour at any time, whether or not the conditions above apply, that:
-Could have repercussions for the orderly running of the school or
-Poses a threat to another pupil or member of the public or
-Could adversely affect the reputation of the school.

In all cases of misbehaviour the school can only discipline the pupil on school premises or elsewhere when the pupilis under the lawful control of the staff member."

(Feb 2014 - DfEBehaviour and Discipline in Schools – Advice forHeadteachers and School Staff).

Health and Safety Rules
Children should:

- ✓ Walk around school calmly and sensibly
- ✓ Walk on the left hand side of the corridor and stairs
- ✓ Show courtesy to all adults and children around school

Visual display
All classes show a visual display of the rules, behaviour system, and rewards.

Rewards and Sanctions

The rewards and sanctions detailed below are to be used by all staff at all times. We believe that the foundation of any good behaviour system is consistency and therefore ask that these systems are the only ones used in school and that they are followed closely.

The rewards system consists of:

1. Individual rewards
2. Class rewards
3. Whole school team rewards

Individual rewards:
Class Dojo is used in every classroom. Staff can reward a point (also indicated by a sticker in KS1) for showing good behaviour. These relate directly to the school's values of LORIC (Leadership, Organisation, Resilience, Initiative and Communication). We endeavour to ensure that all individuals receive regular praise and encouragement. Points should not be awarded for academic achievement and any points awarded cannot be taken away at a later date.

It is important to recognise all forms of social and academic achievement and regularly communicate this 'good news' to children and their parents. To this end, Praise Assemblies are held on a weekly basis to celebrate achievement in school and certificates are awarded. A special Praise Assembly is held each half term to which parents are invited. Cups are presented for various achievements three times each year.

Rewards can be given for a range of behaviours including: -

- Positive classroom behaviour
- Positive playground behaviour
- Good effort
- Politeness
- Kindness
- Consideration
- Excellent listening
- Playing well with others

The incentives and rewards that may be used for individuals are: -

- Verbal praise as an immediate recognition
- Dojo points
- Use of stickers
- Head teacher certificate
- Dojo reward voucher
- Weekly Dojo point certificate
- Termly Dojo party invite

Class rewards:
Each teacher will create a way of recording whole class rewards using a visual system; the principles will be the same for all. A class point will be awarded for collective good behaviour (as outlined above). When the class reaches an agreed point, they should receive a small treat, such as some extra golden time. When they reach a larger agreed point, a larger treat should be given, such as an extra playtime or a free choice lesson. Rewards are negotiated with the children when they reach the target related to any additional class reward system.

Whole school team rewards:
Each week the Dojo points awarded to the children will be collated for each team. In the weekly praise assembly, it will be revealed which team has earned the most points that week. The team with the most points over the term earn a reward: film session, sports hour, craft time, party games, extra play time or iPad time.

Sanctions:

Classroom based:
Teaching staff must follow the Restorative Justice system. A set of rules must be displayed in every classroom which the children must negotiate. The Restorative Justice Procedures are set out in Appendix 1.Supporting this policy is an agreed list of sanctions to be applied in response to any infringements of the school rules. The sanctions are applied in stages so that children have every opportunity to modify their own behaviour. However, a situation may arise which could mean that stages are omitted and, in an extreme incident, a pupil can be given an immediate fixed term exclusion. These sanctions are reviewed annually and at more frequent intervals if required.

Fast tracking:
If unacceptable behaviour occurs then the child concerned may be 'fast tracked' with a result of an internal exclusion with a member of SLT. This will be recorded in the relevant behaviour file and parents informed. Extreme behaviour logs will be maintained for children consistently breaking the school rules.

Extreme Behaviour Management

If the behaviour of a child reaches a stage where they are consistently presenting unacceptable behaviour, parents will be informed. In extreme cases, a child may need a PSP (Pastoral Support Programme) to enable the child to meet behaviour and social targets. In such cases, the Senior Leadership Teamwill be involved. The Inclusion Team may liaise with external agencies as necessary.

Exclusion:
Any decision to exclude a child will follow the most recent guidance from the Area Education Office and will be alast resort for the school and pupil. Significant support will be in place to help children with extreme behavior needs and parents will be asked to sign an agreement as part of the plan, to ensure both parents and the schoolwork together to achieve the best outcome for the child. Parents will be informed at all stages and will be a part ofany PSP from the start. Parents will remain informed at every stage of behaviour management and if a child's behaviour is progressively nearing exclusion, parents will be informed in writing and the Governing Body consulted.There may be occasions when such consultations may not occur due to serious isolated circumstances. Parents may appeal to the Exclusions and Appeals Committee of the Governing Body.

Before an excluded child is re-admitted to school, a meeting between the parents and the school will be arranged.The purpose of the meeting will be to discuss strategies and a way forward to ensure that the risk of any repetition of the offending behaviour patterns is not repeated.

A written record of the discussion, and commitments to the agreed plan, by both the parents and

the school, willbe made. One copy will be kept in the school's record and one sent to the parent.

Team Teach
Members of staff have been trained to use the 'Team Teach' response when behaviour has become extreme. The aims of Team Teach are:

- To promote the least intrusive positive handling strategy, with an emphasis and preference for the use ofverbal and non-verbal de-escalation strategies being used and exhausted before positive handlingstrategies are used.
- To respond to disruptive, disturbing, angry and aggressive behaviours in a manner that maintains positiverelationships and provides safety for all.
- To provide a process of repair and reflection for both staff and children.

All incidents requiring a physical restraint are logged as soon as possible in a school-specific numbered and bound book after the event, by all members of staff involved.

Monitoring

The Senior Leadership Team will monitor behaviour evidence to keep informed of any trends and identify patterns that may indicate any cause for concern.

Outside Agencies

Any worries about any pupil should be discussed, in the first instance, with the class teacher. There are times when the advice of outside agencies will be required. This will be the result of discussion between the class teacher andthe Inclusion/Senior Leadership Teams. This may also be as the result of discussion at a Local Inclusion Forum,which takes place each term. Any outside agency will need information: therefore, teachers need to documentevidence of behaviour carefully so that it can be collated when required.

Outside Agencies include:

- Learning Support Service
- Kent Learning Alliance
- Educational Psychologist
- Behaviour Support Service
- Teacher for Hearing or Visually Impaired
- Speech Therapist
- Physiotherapist
- Pre-School Advisor
- School Doctor
- Social Services

Conclusions

This policy applies equally to all children within Green Park Community Primary School whilst recognising their individual needs. We recognise that some children have been identified as having additional social, emotional or mental health needs, and that these children have been given a BSP/PSP which will complement the school Restorative Justice system in harmony. Its successful implementation is dependent on all staff within the school working in close co-operation to maintain an orderly society in which pupils act in a responsible manner.

This policy has been revised in line with Government recommendations (see DfE Behaviour and Discipline inSchools Feb 2014). This policy will be reviewed annually. Agreed changes will then be incorporated as necessary.

Any Government changes to recommendations with regard to policies for behaviour will be implemented at thenext policy review.

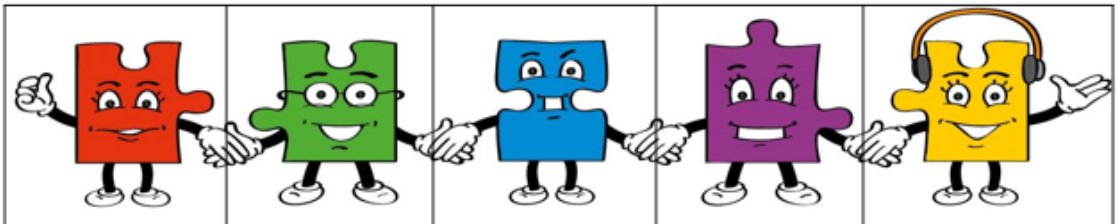
Reviewed September 2023
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Appendix 1- Restorative Justice System

What does the Restorative Justice system look like in class?

Every class teacher has access to the Dojos of all of the children they teach. Single points are awarded to children throughout the day to praise their positive behaviour, linked to the school values.

Examples of what Dojo points could be awarded for:



LAURA LEADERSHIP	OLLY ORGANISATION	RAJ RESILIENCE	IZZY INITIATIVE	CHARLIE COMMUNICATION
• Facilitating a discussion • Accepting responsibility • Making a decision	• Handing homework in on time • Reading at home • Following of instructions • Having full PE kit • Having Forest School clothes	• Persevering with a difficult task • Embracing a challenge • Adapting to a new situation	• Helping your partner • Having a great idea • Helping around the classroom • Creating your own extension • Showing kindness	• Sharing an idea • Showing good listening skills • Explaining something to a peer • Giving clear instructions • Asking for help when needed

The points accumulate over every term, however rewards are given to the children during the term when they reach certain point milestones or when they have received the most points in their class in a week. The child who has received the most points overall in the term from each class – for one or all of the LORIC strands - receives an invite to a Dojo party.

Restorative Justice Guidance for Staff

The three principles of Fair Process

1. Engagement–involving all participants in the process.
2. Explanation–shared understanding.
3. Expectation Clarity –clear vision for the future.

Restorative Questions

1. To respond to challenging behaviour
    - What happened?
    - What were you thinking about at the time?
    - Who has been affected by what you did?
    - What do you think you need to do to make things right?
    - Can you please finish this sentence: ‘I got cross because…’

2. To help those harmed by others actions:
    - What did you think when you realized what had happened?
    - What have your thoughts been since?
    - How has this affected you and others?
    - What has been the hardest thing for you?
    - What do you think needs to happen to make things right?

Further guidance for staff

At Green Park School we believe it is best to do things WITH PEOPLE. Wherever possible you should use fair process, and our responses to challenging behaviour should involve building relationships and repairing harm. It is our aim that our community follows this Restorative Justice / Behaviour framework.

Listed below are some examples of effective statements and questions which all staff can use with pupils:

Statements

I was very disappointed when you did that to John. I am upset and angry by what has just happened.
I feel that all the work I have done has been wasted through your actions.
I feel that (describe action) was very disrespectful. I feel disrespected and angry when you ignore me.
I am sorry that I misunderstood the situation …… I feel really proud of you when I heard ……
I feel really pleased and encouraged that you made the right choice.
I respected your honesty and thank you. I want to thank you for your cooperation.

Questions

What happened? – followed by:
What were you thinking about when you did that? How did you actions affect ……?
How do you think …… felt about what you did?
How do you feel about what you did?
How do you feel about what you did and the affect it had on me?